

THE ROLE OF INDONESIAN SCHOOL'S INSTRUCTIONAL LEADERSHIP IN MALAYSIA

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Abstract– The existence of Indonesian school in Malaysia has a significant contribution in providing the education of Indonesian children. The schools were formed with the aim in protecting the Indonesian children's right to the access of the formal education. This is in accordance with the mandate of 1945's constitution since the establishment of Indonesia, which requires every of its citizens have good access to the formal education. Indonesian school basically have two bases particularly the Indonesian school of Kuala Lumpur (SIKL) as education base in Peninsular Malaysia, and Indonesian school of Kota Kinabalu (SIKK) as the education center for Indonesian children who living in Sabah and Sarawak. Instructional programs adopted based on the education system implemented in Indonesia, which comprise of curriculum and extracurricular programs. This study used qualitative research in order to obtain a comprehensive picture of the Indonesian school's instructional leadership. The purpose of this paper is to determine the role of Indonesian school in shaping the student's character. Interview has been conducted to 11 participants of the school principals and teachers. The findings show that instructional leadership of Indonesian school fundamentally promoting the student's achievement and character development in nationalism, religion, and social interest through imposing the curriculum and extracurricular program included implementing the Pancasila character education at the school. This study suggests that the school's stakeholders including parent's involvement need to participate closely in supporting and facilitating the student's necessity in developing their character and enhancing the achievement as future provision of the young generation.

Keyword: Indonesian School, Instructional Leadership, Character Education, Pancasila Character.

1. INTRODUCTION

School institution is highly essential in providing good education for the children. Its management will lead the school into the student's success in academic and non-academic. However, the school attainment is depending on how the principal able to deliver the institution's instructional leadership (IL). The quality of teaching and learning, curriculum management, assessment method, and teacher's development are the IL's issues to accomplish the school's vision and mission (Georgiades, 1985). In solving the issues, the role of principal highly necessity to brighten the school's instructional leadership in leading the success (Hallinger and Murphy, 1985). Therefore, the principal requires to have good skill in leadership and knowledge as first preparation in carrying out the leader's responsibility. Ki Hajar Dewantara stated that the purpose of education must able to develop the human resource, moral and virtuous that efficiently inspiring the student's good accomplishment, and it need a qualified principal and teacher to deliver the mission (Kumalasari, 2015). The IL's vision and mission as the main goal to be achieved by the principal and teacher in leading the institution to enhance student's

achievement. Nonetheless, the Indonesian school in Malaysia play a major role in facilitating the Indonesian children education as the country's responsibility to its people.

Indonesian school in Malaysia was established on July 10, 1969 located in Kuala Lumpur as part of Indonesian government in providing formal education for Indonesian living in Peninsular Malaysia. In 2008, the Education Attaché of Indonesian Embassy established a new school in Kota Kinabalu (SIKK) Sabah to cater the need of Indonesian children living in Sabah and Sarawak to the national education. Due to the large area and far distance between the school location and the student's living area, the stakeholders initiated to establish Community Learning Center (CLC) in some districts of Sabah and Sarawak to facilitate the children education. The SIKK's teachers alternately deliver the CLC's teaching and learning daily and weekly in assisting the students. The student numbers of SIKK included the CLC increase yearly and riches to be eleven thousand six hundred eighty (11,680) students at the year of 2020 (SIKK, 2021). The curriculum and extracurricular programs used the same modules with the Indonesian ministry of education implemented in the school. Although, the curriculum program as part of the school in shaping the student's good achievement in academic, while extracurricular program is to instill the student's good character.

In arising that goal, the principal plays a major role in designing the school's instructional leadership particularly pertaining to the school program, teaching and learning, and teacher's development. This is part of the IL development that can be defined as an activity in teaching and learning to improve student's achievement (Hammad and Bush, 2021). Improvement of student's learning are part the principal's responsibility in leading the students. This process need a method in delivering the school program through teaching and learning to ease the student's good understanding on the courses they learn. One of the method is the school teachers require to be as role model for student such as the teacher really has good knowledge on a subject going to teach. Ki Hajar Dewantara in Kumalasari (2015) stated that teachers and school principals need to be good examples and role model for their students to ease understanding in learning and transferring knowledge. The school principals required to have a good knowledge in leadership, understand the school climate, and creating a good environment as part of the principal work. The principal's leadership play an important role in carry out the student's excellent result in their study and the raised of the school's vision and mission (Greenfield, 1987).

2. THEORETICAL FRAMEWORK

Hallinger and Murphy (1985) view of instructional leadership into three essential elements in terms of determining the school's mission, managing the instructional program, and creating a positive school environment. Defining the school's mission refers to determining obvious goals and objectives of the school. Hallinger and Lee (2013) describes that defining the school's mission means the principal's responsibility to make certain the school mission existence, discuss it with the staffs, and share the goals. Managing learning program is the second element of the instructional leadership. According to Vally (2016), managing instructional program means the role of principal in supervising and evaluating instruction, coordinating curriculum, and monitoring students' progress. Building school environment is the third element of instructional leadership. Saad (2021) explains that creating a positive environment is the principal's role to maintain a conducive learning climate. This part discusses

the three dimensions of Hallinger and Murphy's instructional leadership above as mentioned below.

First, Defining the school's mission is the primary element of Hallinger and Murphy's model of instructional leadership. As stated by Hallinger and Lee (2013), determining the school's goals as the first element wherein the principle plays a role as the school leader to work with the staffs to come up with focus and distinct purposes of the school for the students' academic development. In regard to that, there are two important dimensions in defining the school's mission in terms of framing and communicating the school's goals (Hallinger & Murphy, 1985). Framing school's goals means the principal's responsibility to specify the objectives of the school. Iqbal (2021) assumes that framing school's goals is the school leader's task to make a clear vision and mission. Furthermore, communicating the school's goals is necessary dimension aside of framing the school's goals. According to Luthra & Dahiya (2015), communicating the school's goals is informing the school goals among staffs clearly and finish the works simultaneously.

Managing instructional programs is the second elements in Hallinger and Murphy's instructional leadership model. Hallinger and Murphy (1985) defines managing instructional programs as the role of principal to coordinate the curriculum, observe and assess the learning, and evaluate students' learning progress. In regard to this, there are three dimensions should be addressed by the principals in managing the instructional program in terms of coordinating the curriculum, observing and assessing the learning, and evaluating the students' learning progress. Curriculum coordination means conforming the curriculum where the principal adjusts the teaching objectives with the classroom instruction. Hassan (2019) states that in coordinating the curriculum, the principal collaborates with the school parties to regulate the curriculum, analyse the students' academic achievement, and arranging the curricular materials as the teaching supports.

Moreover, observing and assessing the learning is meaning that the principal's task to monitor and score the instructional program. According to Iroegbu and Etudor-Eyo (2016), learning observation and assessment is the stage of principal's supervision to make sure that the materials are proper and appropriate to teach students. Mohammed (2019) mentions that in observing and assessing the learning process, the principal assesses the quality of instruction, gives the feedback to the school staffs, and suits the school program with the goals to produce great students' academic achievements. More importantly, evaluating students' learning progress is an essential dimension in managing the instructional program. Evaluating students' learning progress is the role of the principal to record the students' academic output. As stated by Iqbal (2021), evaluating students' academic growth is the responsibility of the school leader to assess the students' strength and weakness then discuss it with the classroom teacher.

Third, creating a positive instructional climate is important element of Hallinger and Murphy's theory of the instructional leadership. Hallinger and Murphy (1985a) consider creating instructional climate as the principal's control to establish a conducive school environment. Saad (2021) clarifies that promoting a positive learning climate is the responsibility of the leader of the school due to the learning environment may influence students' trust, value, and behaviour. In this dimension, there are five dimensions should be followed by the school leader, in terms of protecting instructional time, providing intensives

for teachers, attributing intensives for learning, supporting teacher's professional development, and maintaining high visibility. Protecting instructional time refers to the ability of the principal to contribute efficient time of school activities. Hallinger and Murphy (1985) view that protecting instructional time means the principal's control to keep the school program away from any interruptions, particularly non-academic activities which do not relate to the school.

On one side, providing intensives for teachers is important dimension in promoting a positive learning climate. Distributing teacher's intensive means the principal's task to reward their school employees for their valuable efforts. Hallinger and Murphy (1985) notify that providing teacher's intensive does not mean that the principal gives money among the school staffs, but he appreciates their works through showing honours, words of praise, and public recognition. Salleh (2018) adds that rewarding the teachers' jobs as their intensives are the stage of attracting them in addressing their duties. Besides, principal should provide intensive for learning. Attributing intensive for learning is a necessary dimension in promoting a positive learning environment. According to Hallinger and Murphy (1985), providing intensive for learning means that the principal needs to reward the students' academic achievement. Salleh (2018) illustrates that several ways to appreciate students' learning progress are uttering harm praises, having the students' lunch time, arranging field trips, and many more.

Moreover, the principal needs to support teacher's professional development. Enhancing teacher's professionalism is essential dimension in promoting a positive learning climate that is the principal's endeavour to advance teacher's competences for establishing effective learning environment. Hallinger and Murphy (1985) suggest effective ways to support teacher's professional development that included in awaking the teacher's awareness of staff development and training programs, providing research and curricular reports, regulating teachers to monitor their fellow teachings, appreciating public and personal recognition to teachers' endeavour in developing the instruction, and granting resources to instructional improvement activities. Proston (2017) adds that funding resources for the enrichment of instructional activities is one effective to develop teacher's professionalism. Furthermore, maintaining high visibility is the principal's ability to gives high visibility to his institution through allocating a priority time to discuss with teachers and students to analyze the students' need in learning (Hassan, Ahmad, & Boon, 2018).

Based on the elaboration above, it shows that Hallinger and Murphy's theory of instructional leadership has an obvious and effective model. Hallinger and Murphy's model consists of three main elements in terms of defining the school's goals, managing instructional program, and creating a positive learning climate. These elements have each related dimension that should be administrated by the principal. Defining the school's goals refers to two dimensions in terms of framing and communicating the school's objectives. Moreover, managing instructional program is classified into three dimensions, in terms of coordinating the curriculum, observing and assessing the learning, and evaluating students' learning progress. Meanwhile, creating a positive school climate is differentiated into five dimensions, in terms of protecting instructional time, providing intensives for teacher, attributing intensives for learning, promoting teachers' professional development, and maintaining high visibility. The framework of Hallinger and Murphy's model of instructional leadership can be displayed below.

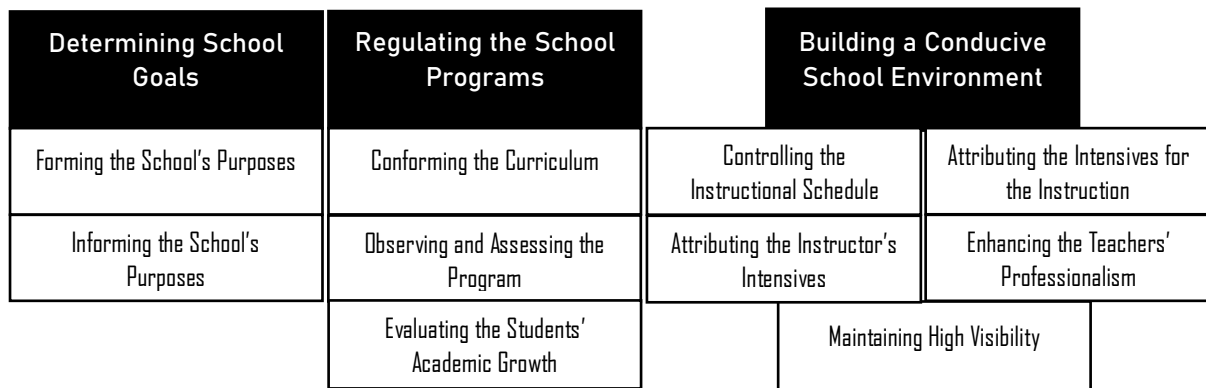


Figure 1.1: Hallinger and Murphy's Instructional Leadership Model

3. RESEARCH METHOD

The research methodology used in this study is qualitative in order to obtain and analyze the data. This method divided into two parts, namely primary and secondary data. Primary data refers to the interview questions conducted by researcher in gathering the main data. The secondary data refers to the books, journals, research papers, dissertations, and related articles to support and strengthen the primary data. The purpose of using this method is to fully understand the phenomenon of the study. Zhang and wildemuth (2009) revealed that qualitative method is a realistic approach in understanding the research case study comprehensively. According to Ahmad and Hasbee (2014) that advantages of the qualitative method is the researcher will have detail understanding on the phenomenon and elaborating the research case. This method is appropriate to use in identifying a problem. It is a clear technic to understand and describe the condition of a phenomenon accurately (Cresswell, 2012). In qualitative method, the researcher will able to analyze the data obtained systematically and efficiently based on the interviewee's information (Cohen, 2007).

In collecting the data, the researcher conducted in depth interviews with Indonesian school's principal, vice principal, and some of the teachers. The interview was conducted a face to face at the Indonesian school of Kuala Lumpur (SIKL) on November, 2019. The participants involved in this interview are the school's principal and and the teachers. Besides, the researcher conducted in depth interview with the school's principal, head of division, and some of the teachers at the Indonesian school of Kota Kinabalu (SIKK) at the year of 2021. The interview was conducted online using the zoom meeting due to the outbreak of Covid-19 in Malaysia. The data gathered from the two schools are satisfactory. All the data needed can be obtained completely from the participant's interview including the secondary data such as books and the school's document. The researcher analyse the data using Atlas Ti and hand writing to organize, and reading all the data. Coding the data into theme and interpreting the

theme in order to maximize the data analysis. Cohen (2007) specified that researcher need to do the data coding in order to analyse and interpret the data obtained comprehensively.

4. RESULT

Instructional leadership of Indonesian schools in Malaysia can be identified from the two dimensions, particularly curriculum and extracurricular program. The curriculum is referred to the academic purpose where students required to study all the subjects that school provided it. According to the Indonesian Law No. 20, 2003 that curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials as well as the methods used as guidelines for the implementation of learning activities to accomplish the educational goals (Indonesia, 2003). Stressing on this curriculum is the student's achievement academically. Unlike the curriculum, the extracurricular program required the students to learn something related to the moral, ethics, and the student's motivation in arising the achievement. Ki Hajar Dewantara expressed to the educators that one of teacher's responsibility is to motivate and encourage the students to concern on their moral and behavior, and the teachers encourage to be good example to the students (Kumalasari, 2015). In implementing this purpose, Indonesian school design the extracurricular program as the method in providing the student's education to polish their character education in nationalism, social and religious, and student's achievement which normally conducted outside the learning hours of the curriculum. It is based on the regulation of the Ministry of Education and Culture, No. 62, 2014 that extracurricular programs are carried out by students outside of the learning hours for curricular, intra-curricular and co- curricular activities, under the guidance and supervision of the Education unit (Ihsan *at. el.*, 2021).

The principal of Indonesian school of Kuala Lumpur (SIKL) revealed in an interview that the curriculum and extracurricular programs are main activity for the students in building their character. The subjects of school's curriculum are as tool in teaching and learning for teachers and students in order to develop their character to be excellent academically. The teachers used the curriculum program as guidelines to educate the students. Likewise, extracurricular programs are learning modules to construct the student's personality, attitudes and behavior, social and religious, and student's inspiration in goal achievement. Generally, there are three main roles of instructional leadership of the Indonesian schools specifically building the student's character in nationalism, social and religious, and student's academic achievement. It is based on the interview with the Indonesian school's principal in Kuala Lumpur that the school prioritize the national education for the children's nationalism character by imposing them the Pancasila education as the country's ideology which comprise of nationalism, social and religious, and the student's achievement. It is as formula to foist the Pancasila character into student's life in school (SIKL, 2019).

There are five principles of Pancasila, that is believe in one God, humanity, nationalism, democracy, and social justice. According to Soekarno (2006) that Pancasila as the country's ideology in believing to the God, building unity and strength, peace and prosperity, and just and civilized for all people. The Pancasila values can be interpreted as first, believing in one God and tolerant in religion. Second, respectful to the human justice, freedom, and civilization. Third, the love and unity of the people in diversity for the nation's development. Fourth, respect and implement the democracy as the country's system that lead

by wisdom of the people's representatives. Fifth, respect and fight for the people's justice and interest. These values are the main characters of Pancasila that Indonesian school impose to practice in their teaching and learning. The purpose is to motivate students in learning to enhance their achievement and character such as moral and ethics, religion, and the love to the homeland. The principle's values of Pancasila's as the main source of Indonesian law in controlling the crisis of national identity, such as conflict among the community caused of religion, race, tribe, and culture (Susanto, 2017). Therefore, the school transform the values of this Pancasila ideology into the instructional leadership to inspire the student's character in nationalism, social and religious, and the achievement, as the figure below.

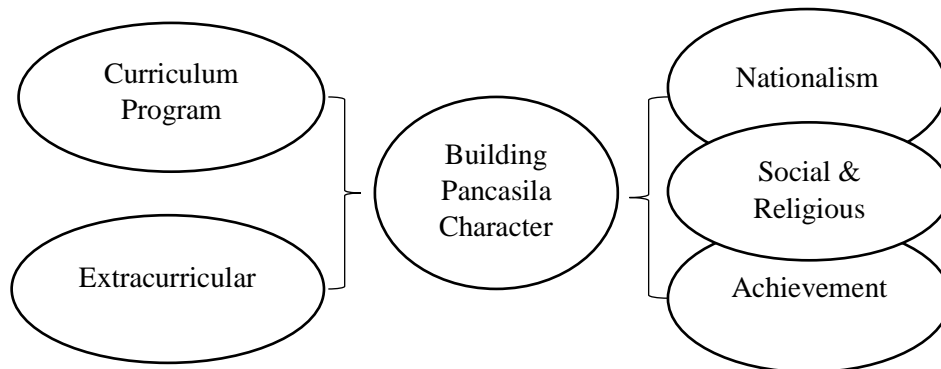


Figure 1.2: Indonesian School's Instructional Leadership

Nationalism Character

Indonesian education can be referred to the Pancasila character education. It is a civic education to shape the people character to inspire their love to the country (Anggono, 2016). Kohn and Calhoun (2017) defines nationalism as a state concept in which an individual must be loyal to his country and be able to invite others to jointly build his country both economically and socio-culturally. Likewise, Nag (2021) describes that nationalism is a person's feelings towards two things, nationality and patriotism. It also can be interpreted as cultural interest and form of politics in a country so that every citizen is obedient. Soekarno (2006) stated that nationalism is a freedom movement from colonialism and imperialism economically, culturally, and politically. A nation must be independent in all things for the nation development. The power of nationalism able to carry out the national interest and state unity. It also as main factor in building people identity and character (Soejatmoko, 1985). For the success of the nationalism character education, Indonesian school of Kuala Lumpur (SIKL) and Indonesian school of Kota Kinabalu (SIKK) impose two main programs that is called the *Pramuka program* and the Flag ceremony event. The *Pramuka* as a main extra-curricular program for nationalism character education at the Indonesian schools which consist of *siaga*, *penggalang*, *penegak*, and *pandega* programs (Sa'adah, 2020). However, for flag ceremony is an activity of the Indonesian school conducted every Monday to commemorate the Indonesian heroes and learn their spirit in inflicting the student's nationalism character (Sukarno, 2006).

Social and Religious

In building the Pancasila character into the student life, both Indonesian school of Kuala Lumpur (SIKL) and Indonesian school of Kota Kinabalu (SIKK) implement a program called '*the Jum'ah Religious for the SIKL*' and '*SIKK Bertaklim and Tahfidz*'. The main activity is pertaining to the social and religion care in order to polish the student character socially and spiritually. The social care is referred to the school program in which the teachers and students organize the social work such as *Gotong Royong* (work together) and Fund Raising to inspire the student's social interest in helping to each other especially for those who need assistance. Thorne (1976) defines the social work as method of helping people in preventing and resolving the problems. It is one of method in solving social problem in how the students able to identify and resolve the problems that basically can be happened to anyone or individual, group, or community (Specht, 1974). The social work as the interactions between people and their social environment which affect the ability of people to accomplish their life task, alleviate distress, and realize their aspirations and values (Roge, 2004, Specht, 1974).

However, for the religious activity conducted at the Indonesian schools daily and weekly. Among the daily activity is Qur'an recitation, pray, prayers together, and teacher advices in classroom. As for the weekly program referred to the assembly of Islamic studies every Friday at the school. First, teaching and learning of Islamic subject in classroom. All the Muslim students encourage to learn the Islamic studies such as Qur'an, Hadith, moral, ethic, principles of Islamic faith, and performing pray. Second, Islamic teaching for female students. This is to provide an understanding of women's responsibilities towards themselves, parents, families, society and their country. The woman's role is vital, therefore Islamic education at school is really essential in order to instill the female character (Sholichah, 2019). Third is the *Jum'ah Religious* at the SIKL in which the male students encourage all to perform *Jum'ah pray* unless those who are non-Muslims, while the female students organize Islamic teaching activity to foster their character in religion (SIKL, 2019). In spite of that, Indonesian school of Kota Kinabalu (SIKK) conducts the *SIKK Bertaklim and Tahfidz* program as part of the school extracurricular activity to polish the students character in religion (SIKK, 2021). However, for those who non-Muslims allowed to perform other religious activity based on their own respective and believe.

Student's Achievement

Improving student achievement is one of the main goals in classroom learning. To acquire the achievement, Indonesian school of Kuala Lumpur (SIKL) and Indonesian school of Kota Kinabalu (SIKK) initiated a special department called Deputy Principal for Quality. The purpose is to design curriculum implementation and extra-curricular program that process of teaching and learning can be effective and efficient. Besides, it is to maintain the school quality by imposing the guidelines for teachers and students. As method in rising the achievement, the school conducts a study group and competition program. Study group is an important method in generalizing the level of understanding for each student on a subject area (Sulianti and Murdinono, 2018). It is a learning technic together and better understanding and solving the learning problem effectively (Roestiyah, 2008; Davis, 1993). In preparation of the

competition programs, teachers and instructors require to be competence and professional in leading and guiding the students (Agustini and Sari, 2020). However, in competition program aims the student able to enhance their skills both academically and non- academically. This competition program is a multi-disciplinary course, such as science, physics, mathematics, sports, arts, etc. The purpose is to polish student's skills and knowledge based on their respective fields (SIKL, 2019; SIKK, 2021). Advantage of these programs are inspiring and building the student's self-concept in reaching the achievement (Ozturk and Debelak, 2008; Damon, 1995).

5. CONCLUSION

Indonesian school's instructional leadership essentially impose the Pancasila character education to instill the student's achievement and their character in nationalism, social and religious interest as main purpose. In developing these characters, Indonesian schools structure two programs as methods of their instructional leadership particularly the dimension of curriculum and extracurricular programs. The curriculum program is to construct the student's achievement academically, while the extracurricular design is to foster the student's character in nationalism, social and religion. In implementing the program, the school organize indoor activity such as classroom learning to inspire the student's knowledge and skill scholastically. However, outdoor activity such as *Pramuka* and flag ceremony events with aim to polish the student's character in nationalism, while the *Jum'ah Religious* and *SIKK Bertaklim* and *Tahfidz Qur'an* are aiming to impose the social and religious character of the students as part of the nation development. Nationalism character is important for overseas of Indonesian students as reflection of their love to the homeland. Likewise, Social and religious character as a major role for students in social and spiritual development based on their respective religion and culture. This study suggests the school's stakeholders and parent of students to conduct more relevance program and facilitate the student's learning necessity to enhance the student's achievement and their character.

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