

The Role of Instructional Leadership toward Teacher Self- Efficacy at Petir 02 Elementary School

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Abstract— This research has been conducted, and the aim is to describe and analyze the role of instructional leadership toward teacher self-efficacy at Petir 02 Elementary School. It is important to be continually studied to become an example in implementing in the educational organization. The method that is used in this research is quantitative descriptive which involves a quantitative approach. The data was gained through the questionnaire that was distributed to 21 teachers at Petir 02 Elementary School. The result of this research is the roles of instructional leadership give positive impact toward teacher self-efficacy. The roles of instructional leader at Petir 02 Elementary School that gives high positive impact toward teacher self-efficacy are 1) the principal creates a mission to elevate students learning achievement and 2) supporting the staffs in teaching and learning by providing sufficient materials. To conclude, the leader in Petir 02 Elementary School gives motivation to the teacher to use attractive media in the class in order to bear students who has good achievement.

Keywords— Instructional Leadership; Teacher Self-efficacy

INTRODUCTION

Globalization occurs in every aspect of human life in the 21st century. In the field of education, the equality of rights can be interpreted as that every individual has the right to get the highest and best education regardless of nation, race, economic background, religion, and gender. This equality of rights encourages everyone to be able to master the knowledge and several skills in facing highly competitive challenges. Education must be able to answer these challenges, education as a forum in providing students with the knowledge, skills, and values to equip them to face super complicated global competition.

Education must be oriented towards meaningful learning, including language learning. Because, only with meaningful education students can be equipped

with several skills for life, while meaningless learning will only become a burden on their lives. Life in the future will be full of challenges and competitive, therefore, it is deemed necessary to arrange life in various ways, including aspects of education. Schools as a caring community have an important role in transforming character education,

science, and technology for people's lives. With the rapid advancement of technology in the 21st century, it provides very broad opportunities for all individuals to access various information concerning knowledge and skills, so that the means to develop literacy are very broad which in turn makes an individual learning process are integrative, holistic, and contextual with the needs of life.

LITERATURE REVIEW

Teacher Self-Efficacy

Yuki, Leadership is a process of influencing members to reach the goals of organizations. School leadership is a system of creating a school that has an effective learning climate, and all the stakeholders have to follow it and support their leader. Generally, Bush and Glover, school leadership has the vision to bear students with good achievement, so the school leadership has a responsibility to influence the stakeholders in school to reach that [2]. The stakeholder who has a primary role to educate students in school is a teacher. The teachers have to be able to conduct meaningful learning in the class. The teachers have to engage students in learning and teaching in the class. The teachers have to make active learning in the class. The teachers have to attract students in the process of learning in the class. The teachers have to provide some tools to support learning and teaching in the class.

By the way, to face the students in the 21st century, the teacher's skill must be updated. The teachers have to learn more and more to create effective learning in the class and to reach the school goals. It means, the teachers have to develop their competencies, such as pedagogical competence, professionalism competence, social competence, and personality competence. The most important competence that has to be implemented by the teacher is pedagogical competence because this competence will decide the success of conducting learning and teaching in the class.

Pajares, self-efficacy is an individual acquisition in a specific area [3]. Self-efficacy involves individual

belief by themselves and showing it up in their job. Tschannen-Moran, teacher self-efficacy is an acquisition that is owned by the teacher after acquiring the education [3]. Teacher self-efficacy is a teacher skill that implements in the classroom to achieve students learning achievement. Teacher self-efficacy perception is based on his or her belief to construct students with their learning engagement to gain students learning goals. Teacher self-efficacy perception is the idea that they have owned involves their competencies to help students in achieving students' academic goals. Teachers with a sense of self-efficacy should be more creative in teaching, more behave a commitment to reaching performance goals, more focused on their teaching and learning in the class.

Ross and Gray, School leadership can support the teacher through influencing teacher practice and setting some norms in learning and teaching, such as using attractive media, applying a new model of learning, or managing the classroom [9]. School leadership shares the learning vision of the school, setting the challenges that have to be faced, analyzing teacher and school leader performance, developing teacher skills, and treating teachers to reach successful teaching. Chen, teacher self-efficacy as a factor to decide teacher and student success in education [6]. There are two dimensions of teacher self-efficacy, individual teaching efficacy, and general teaching efficacy. Tschannen-Moran and Woolfolk Hoy, those two dimensions, it divided into three subdimensions, they are Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management [10].

Instructional Leadership

Aas and Brandmo, instructional leadership is known as central leadership [2]. Hellinger, et al, instructional leadership is a strong leader who gives the best learning achievement through their leadership and accepts some critics to make a better learning. Instructional leadership is to move school organization into more conducive learning and teaching situations in which teacher and learner can reach their maximum acquisition in learning and teaching. Instructional leadership not only focus on their leadership but also their school organization, especially learning and teaching. Instructional leadership focuses on teaching and learning as a component to build effective learning. Instructional leadership aims to elevate students' academic outcomes. An effective instructional leader is to create school strategies and activities linearly with the school mission that has been made. An effective instructional leader is a leader who gives their time to guide teachers in increasing the school curriculum also to influence the school stakeholders to reach the school

mission goals. The best way to conduct the school development is for the school leader as an instruction leader have to be focused on teacher pedagogical development. Teachers and students are the primary targets in instructional leadership. By developing teacher skills and supporting them to create better learning, school performance will be elevated also the quality of an organization.

Thoonen, et al, school leader with instructional leadership influences the teacher teaching strategies through improving teachers' motivation, loyalty, and satisfaction which can give a positive effect on students' outcome [5]. From that situation, the relationship between teacher and leader more be stronger and be based to create effective instructional leadership. The relationship can give a chance to the leader for engaging the teacher in the deep talk about quality teaching and learning in the class. the result of that can be seen through many practices that teachers adopt from the leader. Surely, those practices were given to improve students learning achievement. Hallinger and Murphy, there are three dimensions of instructional leadership, 1) creating a school mission that refers to sharing and communicating a mission of learning to stakeholders to get support in conducting that mission in school 2) managing the instructional program refer to what the leader act and develop, coordinate and monitor the quality of teaching and learning in class 3) developing a positive school learning climate, means the leaders play a role as a motivator for their teachers and students toward productive engagement in the school [9].

Dibapile, the teachers with high self-efficacy be able to create effective learning strategies which provide effective classroom management and be able to decrease the low-level success students [3]. For this reason, instructional leadership give a positive effect on teacher self-efficacy that believed as a tool that brings the effectiveness of teaching. Another benefit is self-efficacy can assist a teacher in face to burnout in teaching and learning. Instructional leadership has an important role in teacher self-efficacy.

Reading Problem Factors

Reading problems are not a new issue. In fact, this problem occurs in all societies in the world. For example, the United States in the 1930s themselves had a critical illiteracy problem among their younger generation. During the year, the percentage recorded nearly 40% of their young generation experienced problems unable to read at the proper level. That is why the field of reading became a discipline in their education system after the 1950s. Because of this

problem, the United States is also an explorer and a cornerstone in the field of reading knowledge around the world today.

According to previous researcher, there are two factors that contributed to the problem of reading namely internal factors and external factors. Internal factors consist of physical factors that affect vision, hearing, speech. In addition, internal factors also arise from neurological factors involving brain damage problems, and neurological malfunctions. Furthermore, heredity and emotional factors are also contributing to reading problems. In addition to internal factors, external factors have also contributed to reading problems among children. External factors include socio-economic factors, instructional, motivational and genetic factors.

In addition, the research found that among the factors contributing to the problem of reading among government primary school pupils in Brunei Darussalam is due to individual factors, psychology, factor of teaching method, teaching time, environmental factor, and reading textbooks used. Meanwhile, in another study, on the problem of reading and writing skills of Malay language students in primary school in rural areas found that there was a problem in the students to master reading and writing skills in Malay, among them the basic knowledge of reading and writing, teacher's environment and teaching methods. The findings of the reading problem in reading skills indicate that the failure of the pupils to understand the contents of the information in the text read (min = 3.40; sp = .71) and did not understand the meanings of the readings (min = 3.24; sp = .60). While the findings of the problem of writing skills indicate that students cannot distinguish upper or lower case letters through identification (min = 3.62; sp = .62), in addition, recognize punctuation (min = 3.42; sp = .80) In addition, according to Abd Rahim Talib (1993), the contributing factors of this kind of failure are due to their lack of comprehension skills.

RESEARCH METHODOLOGY

The method that is used in this research is descriptive quantitative which involves a quantitative approach. The reason for choosing this method is because the researcher wants to describe the component roles of instructional leadership toward teacher self-efficacy at Petir 02 Elementary School, and analyze the data that has been accepted. Analyzing means finding out what kind of instructional leadership roles give a positive impact on the teacher self-efficacy.

The participant in this research is all teachers in Petir 02 Elementary School that consist of 21 teachers included Guardian classes, English teacher, Religion

teacher, Sports teacher, and Official teacher. It was chosen by the researcher because the school leader in this school is still new in behaving her position as a leader in Petir 02 Elementary School, and she has a high motivation to support her members (teachers), especially in teaching and learning, so the researcher wants to know what kind of role that gives a positive impact toward teacher self-efficacy at the most.

Collecting data of this research is by conducting the indirect observation through distributing the questionnaire with Likert scale involves five options. The statements in the questionnaire based on three dimensions of instructional leadership roles, they are 1) creating a school mission 2) managing the instructional program 3) developing a positive school learning climate, and based on three subdimensions of teacher self-efficacy, are 1) efficacy in student engagement 2) efficacy in instructional strategies and 3) efficacy in classroom management [5].

DISCUSSIONS

Results

Normally, School leadership wants to do the best for their organization by bearing the students with good achievement. As well as noted by the government in Indonesia in the Government Regulation Number 13 in 2015 about Educational National Standard (SNP) which one of the contents was talked about students graduated standard. Educational National Standard can be decided as the quality of the school.

Robinson, when the principals focus on effective instruction like curriculum, approach, model, and method of learning and teaching they will give benefit their students' outcome [5]. Leithwood and Riehl, school leaders will be created meaningful student learning by these points: 1. their organization, 2. the visions and goals of the school and district, 3. the people within the organization, and 4. the curricular and instructional agenda in their schools and districts [7].

1) The role of Instructional Leadership toward Teacher Self- Efficacy at Petir 02 Elementary School

School leaders have various characteristics to their leadership. It can be caused by internal and external factors of the leader. Internal factors come from themselves who have high motivation in leading their members, who want to make their organization better than the last leader, who has intents to advance their organization, etc. external factor is based on the environment that will be influenced by them.

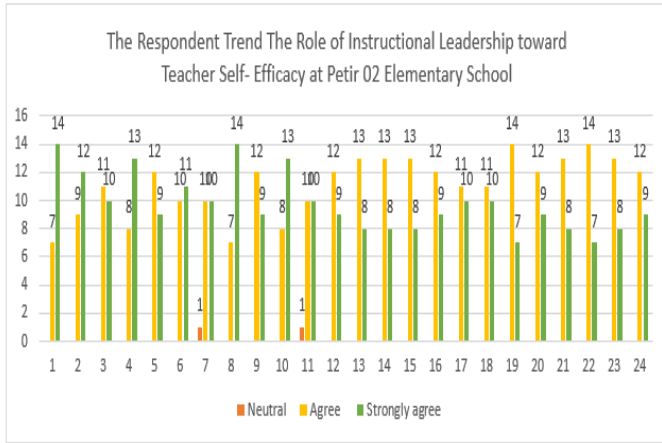


Fig. 1. The trend of instructional leadership implementation at Petir 02 Elementary School

The questionnaire includes 24 questions that were made by looking for the dimensions of an instructional leadership role in 12 questions and teacher self-efficacy in 12 questions. From the 24 questionnaires that have been distributed by the researcher, the researcher found that the most options which have been chosen by the respondent are neutral, agree, and strongly agree from five options on the Likert scale. Hence, the questionnaire will give an idea regarding how far Petir 02 Elementary School has applied instructional leadership. The dimensions that are used in an instructional leadership role are 1) creating a school mission 2) managing the instructional program 3) developing a positive school learning climate and the subdimensions that are used in teacher self-efficacy.

Creating a school mission dimension

Robinson, et al, the effectiveness of leadership can be seen from their planning and their socialization in delivering the mission and vision as crucial goals in an organization that they lead [8]. From the mission and vision, the leader has a direction to build a building that consists of many people with a variety of characters, behavior, and way of thinking.

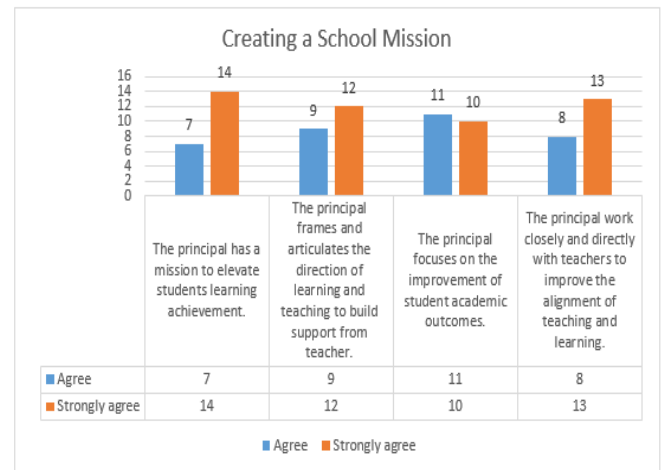


Fig. 2. The dimension of creating a school mission

The first dimension is creating a school mission with the statements are a) The principal has a mission to elevate students learning achievement was being agreed by seven teachers and being strongly agreed by fourteen teachers. b) The principal frames and articulates the direction of learning and teaching to build support from the teacher was being agreed by nine teachers and being strongly agreed by twelve teachers. c) The principal's focuses on the improvement of student academic outcomes were being agreed upon by eleven teachers and being strongly agreed upon by ten teachers. d) The principal works closely and directly with teachers to improve the alignment of teaching and learning with the strategies and activities of the school's academic mission was being agreed by eight teachers and being strongly agreed by thirteen teachers.

Managing instructional program dimension

Hallinger and Murphy, the school leaders should decide to state the school aims and objectives, and share them with the school stakeholder, socialize the educational programs, monitor the process of teaching-learning until they know how to supervise the teacher, make a teacher standard, make an expectation of organization, check the teacher do in the school, also manage the time as well as possible [3].

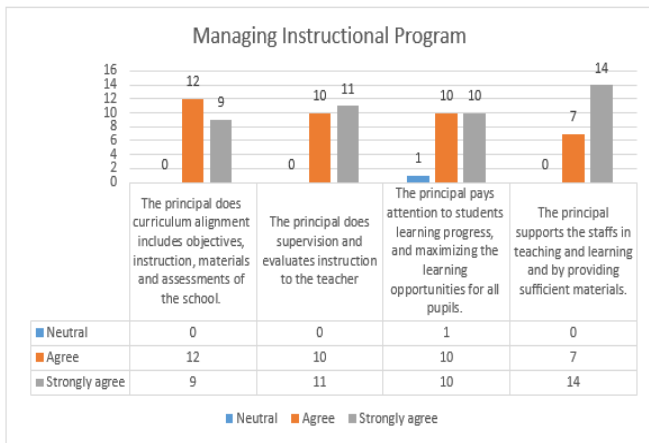


Fig. 3. The dimension of managing instructional program

The second dimension is Managing the instructional program: a) The principal does curriculum alignment: ensuring the coordination of objectives, instruction, materials, and assessments of the school that has been stated by twelve teachers in agree on option and nine teachers in strongly agree on option. b) The principal does supervise and evaluates instruction to the teacher, and making sure that a maximum of time is devoted to instruction that has been stated by ten teachers in agree on option and twelve teachers in strongly agree on option. c) The principal pays attention to students learning progress, and maximizing the learning opportunities for all pupils that has been stated by one teacher in neutral option, ten teachers in agree on option and ten teachers in strongly agree on option. d) The principal supports the staffs in teaching and learning and by providing sufficient materials that has been stated by seven teachers in agree on option and fourteen teachers in strongly agree on option.

Developing a positive learning school climate dimension

Hitt and Tucker, Pointing the tone, culture and climate of the organization is one of the implementations of vision and reaching the goals [7]. The process of building the tone, culture and climate is categorized the advance leader.

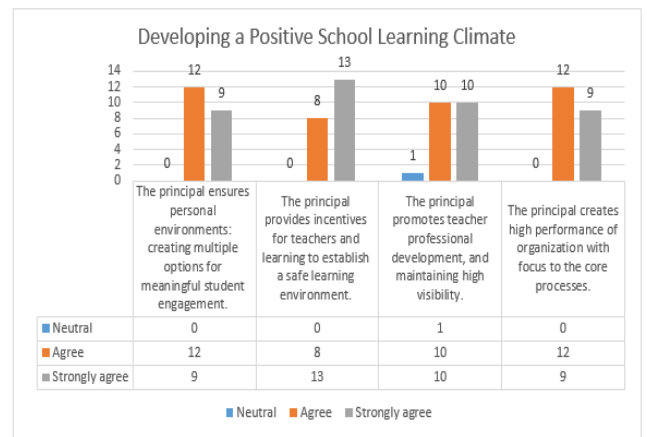


Fig. 4. The dimension of developing a positive school learning climate

The third dimension is Developing a positive school learning climate: a) The principal ensures personal environments: creating multiple options for meaningful student engagement shows twelve teachers were being agreed and nine teachers were being strongly agreed. b) The principal provides incentives for teachers and learning to establish a safe learning environment shows eight teachers were being agreed and thirteen teachers were being strongly agreed. c) The principal promotes teacher professional development, and maintaining high visibility shows one teacher were being neutral, ten teachers were being agreed and ten teachers were being strongly agreed. d) The principal creates high performance of organization with focus to the core processes shows twelve teachers were being agreed and nine teachers were being strongly agreed.

d) Teacher self-efficacy in student engagement

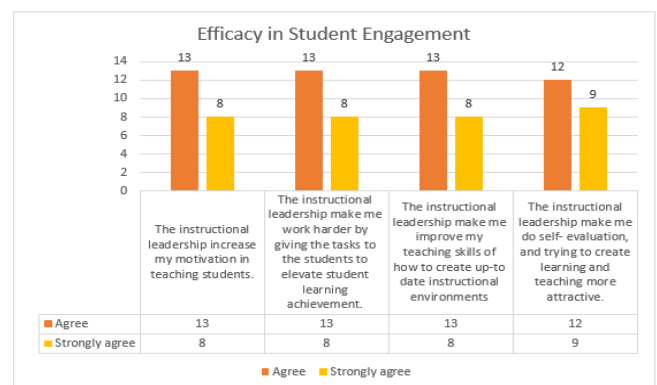


Fig. 5. The dimension of teacher self-efficacy in student engagement

The first dimension on teacher self- efficacy is efficacy in student engagement: a) The instructional leadership increase my motivation in teaching students shows up thirteen teachers were being agreed and eight teachers were being strongly agreed. b) The instructional leadership make me work harder by giving the tasks to the students to elevate student learning achievement shows up thirteen teachers were being agreed and eight teachers were being strongly agreed. c) The instructional leadership make me improve my teaching skills of how to create up-to date instructional environments which in turn makes students learning more effective shows up thirteen teachers were being agreed and eight teachers were being strongly agreed. d) The instructional leadership make me do self- evaluation, and trying to create learning and teaching more attractive to engage students learning shows up twelve teachers were being agreed and nine teachers were being strongly agreed.

e) *Teacher self-efficacy in instructional strategies*

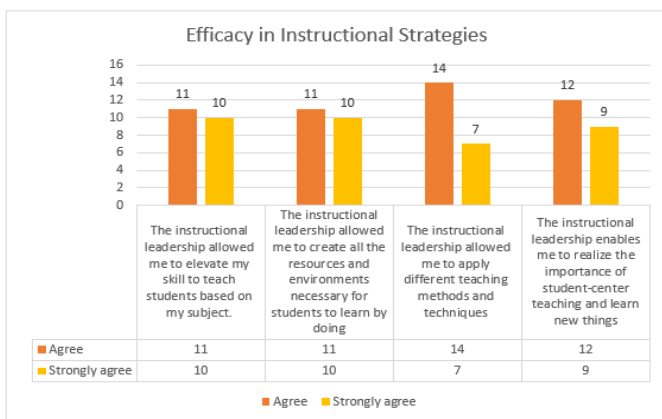


Fig. 6. The dimension of teacher self-efficacy in instructional strategies

The second dimension on teacher self- efficacy is efficacy in instructional strategies: a) The instructional leadership allowed me to elevate my skill to teach students based on my subject, and there were eleven teachers who agreeing and ten teachers who strongly agreeing. b) The instructional leadership allowed me to create all the resources and environments necessary for students to learn by doing and experience, and it increases my instructional performance, and there were eleven teachers who agreeing and ten teachers who strongly agreeing. c) The instructional leadership allowed me to apply different teaching methods and

techniques and thus contributed positively to increase my self-efficacy, and there were fourteen teachers who agreeing and seven teachers who strongly agreeing. d) The instructional leadership enables me to realize the importance of student-center in learning new things, and there were twelve teachers who agreeing and nine teachers who strongly agreeing.

f) *Teacher self- efficacy in classroom management*

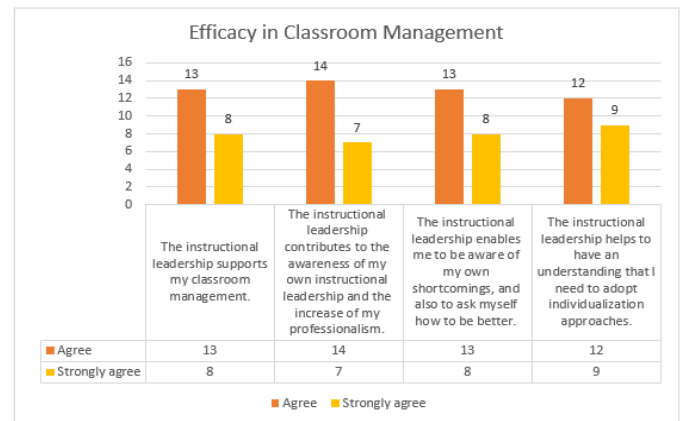


Fig. 7. The dimension of teacher self-efficacy in classroom management

The third dimension on teacher self- efficacy is efficacy in classroom management: a) The instructional leadership supports my classroom management which has thirteen teachers in agree with option and eight teachers in strongly agree with option. b) The instructional leadership contributes to the awareness of my instructional leadership to increase my professionalism which has fourteen teachers in agree with option and seven teachers in strongly agree with option. c) The instructional leadership enables me to be aware of my shortcomings, and also to ask myself how to be better which has thirteen teachers in agree with option and eight teachers in strongly agree with option. d) The instructional leadership make me understand some approach and implement it in teaching to develop students' potential which has twelve teachers in agree with option and nine teachers in strongly agree with option.

Discussions

According to the result, the roles of instructional leadership give a positive impact toward teacher self-efficacy. It can be seen from the answer to the

questionnaire that has been given. Almost all teachers were chosen agree and strongly agree, and the role of the instructional leader at Petir 02 Elementary School that gives high positive impact toward teacher self-efficacy are the principal creates a mission to elevate students learning achievement and supporting the staffs in teaching and learning by providing sufficient materials. To support this result, Calik, et al also found that the roles of instructional leadership have a positive and significant effect on teacher self-efficacy. Duyar, et al, there are various studies in the field, showing that there is a significant relationship between teacher self-efficacy and instructional leadership. Some researchers were found the fact instructional leadership is a crucial factor in building teacher self-efficacy. As well as known as teaching and learning leadership, which has a core focus to elevate teaching and learning activities in school involves teacher self-efficacy.

CONCLUSION

To conclude, school leadership has the vision to bear students with good achievement, so the school leadership has a responsibility to influence the stakeholders in school to reach that. Indeed, Teacher self-efficacy is a teacher skill that implements in the classroom to achieve students learning achievement. Instructional leadership is a strong leader who gives the best learning achievement through their leadership and accepts some critics to make a better learning. Moreover, In Petir 02 Elementary school, the role of the instructional leader gives high positive impact toward teacher self-efficacy are the principal creates a mission to elevate students learning achievement and supporting the staffs in teaching and learning by providing sufficient materials. From that, it can be inferred that the leader in Petir 02 Elementary School gives motivation to the teacher to use attractive media in the class in order to bear students who has good achievement.

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