

Optimizing Action Learning-Based Principal Learning Leadership in Improving School Performance Effectiveness

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ABSTRACT

The purpose of this study is to identify, explain and analyze the concept of action learning-based principal learning leadership and how its use can improve the effectiveness of school performance. The method used is using literature study method with conceptual research approach related to ideas and theories. Principals have an important role in improving the effectiveness of school performance. In the era of education that continues to evolve, learning leadership is an effective approach to face these challenges. One prominent approach is action learning, where principals are actively involved in the learning and problem-solving process to achieve set goals. Principal learning leadership is a multidimensional structure that focuses on how principals organize and perform coordination tasks in the working life of the school. Therefore, creating effective learning leadership requires a synergistic relationship with all school members.

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1. INTRODUCTION

Principals play a key role in developing and improving school performance. The principal is responsible for creating a conducive learning environment, motivating staff, involving all the school community and achieving desired results. In the face of complex and diverse educational challenges, instructional leadership has proven to be an effective approach in improving the quality of education.

Instructional leadership is one of the most important leadership styles for a principal. The concept of learning leadership itself is an action taken by the principal, aimed at creating a more productive work environment and teacher satisfaction so as to create a better learning environment. In addition, according to Bush and Glover in S. and N. A. Sulastr², (2021) explained that learning leadership is a form of leadership that prioritizes factors related to learning such as curriculum, teaching and learning processes, assessment, teacher development, excellence in learning services, and development of school learning communities.

Learning leadership is one of the skills that school leaders must master. Learning leadership has a very strong impact in realizing the school's vision and mission, especially in improving the quality of learning. Principals must improve their leadership skills to improve the quality of their schools and become effective schools and quality schools. Bamburg and Andrews also emphasized in Sulastr² (2021) that principals must be able to improve their learning leadership by guiding learning by teachers, the ability to communicate learning objectives well and actively in the school environment to be able to play an active role in staff and strengthen teachers' confidence as leaders.

The purpose of learning leadership itself is to provide excellent service to all students in order to develop their various potentials, interests, talents, and needs. In addition, it can also make learning facilities easier, so that students also experience an increase in learning, learning satisfaction also

increases, learning motivation increases, student curiosity is increasingly visible, creativity and innovation are increasingly realized and the entrepreneurial spirit is realized and awareness makes learning a lifelong process. Meanwhile, an important task in the role of learning leadership is to strive to improve teacher performance in schools, especially regarding the responsibility for quality improvement (Wahyudi et al., 2020).

Schools that hold the status as "good or successful schools" cannot be separated from the role of learning leadership of a school principal. Therefore, it would be good if this learning leadership role is used as an effort to improve and manage the performance of teachers in their professional practice which will have an impact where one of the ways to improve it can be through training programs This includes professional training for teachers, not only administrative training and paying attention to teacher training activities in schools. Another function is to set good standards for the quality of teacher and student performance, understand the curriculum and always observe teachers when teaching in class, and provide suggestions to teachers to fix problems during learning.

The condition of learning leadership that occurs in the field is still less than ideal. These conditions include the still not optimal socialization of the school's vision and mission to all school apparatus, principals still have difficulty and pay less attention to learning activities that are integrated with the curriculum, principals still pay less attention to analyzing various aspects in terms of teacher professional development, principals are still not optimal in terms of fostering and developing school staff, and individual teacher development in the school environment still needs to be improved, especially school conditions that are still not conducive, for example the location of schools that are close to the highway or too far away so it is difficult to reach (Wahyudi et al., 2020).

In addition, Taylor Backor and Gordon in Sulastrı (2021) suggested a model that can be used as a guide for developing learning leadership which includes three phases, namely screening, preparation and orientation/induction. This principal learning leadership model focuses on action learning which is an approach that highlights real problems in the field, engages with teams, explores questions and reflections, and implements actions. This learning leadership model can be a reference for school leaders to achieve effective school performance.

2. METHOD, DATA, ANALYSIS

The method of writing this scientific article is a literature study or literature review related to learning leadership, action learning, and school performance effectiveness. The data/information used is sourced from scientific articles, journals and books related to the research topics discussed. The journals reviewed consisted of national and international journals. In addition, this study also used textbooks as a reference source for writing scientific articles. All of the above sources are related to optimizing learning leadership applied by school principals in improving the effectiveness of school performance.

3. RESULT AND DISCUSSION

1. Instructional Leadership

Instructional leadership is an action taken by leaders in developing a productive work atmosphere to assist teachers in improving the quality of learning, so that it has an impact on learning achievement. Learning leadership is a multidimensional construct related to the way principals organize and coordinate the work environment in their schools. Daryanto in Sulastrı (2021) emphasized that even learning leadership is the ability to lead teachers to carry out learning more optimally so that it has an impact on student achievement.

Learning leadership is a leadership style where the principal provides the main leadership role in creating an effective learning culture in the school environment. The principal acts as a guide, motivator and driver in promoting continuous learning for teachers, students and school staff. Learning leadership includes elements such as principals' active participation in learning activities, collaborative approach in decision-making, development of teachers' competencies through training and reflection on learning activities and outcomes.

Learning leadership involves principals as leaders who are directly involved in the learning process. They act as role models, mentors and facilitators to improve the quality of teaching and learning in schools. Herawan (2019:168), Wardani (2015:685) argue that principals in fulfilling their role as learning leaders cover various areas such as curriculum, learning, teacher development and excellent service in schools.

It can be concluded that learning leadership is the ability of a person, in this case the principal, to improve learning activities in the school environment in various fields that must be managed, such as providing tutoring, professional development, learning resources, and providing learning support in an effort to improve the quality of learning.

2. Action Learning Leadership

Revans (2016) introduced the concept of action learning as a method that helps a person find and solve various problems in the organizational environment. Revans (2016) also emphasized that the problem-solving method focuses on real problems in the field using an action learning approach. In addition, Raelin (2000) explains that action learning is a problem-solving strategy developed in education through interaction with the school team to find the best solution.

Action learning is a learning method that focuses on problem solving through reflective activities. In the context of school leadership, action learning involves the principal identifying/recognizing problems, formulating corrective actions, implementing and reflecting on those actions to enable continuous learning.

Based on the above explanation, it can be concluded that action learning-based leadership is an approach taken by a leader in order to solve real problems that occur in the field. In addition, leaders interact with relevant stakeholders to find the best solution, make a review or reflection so that future actions can be carried out properly and the expected goals are achieved.

3. Effective Principal Learning Leadership

A principal must develop the characteristics of effective learning leadership. Jantzi and Leithwood (1996) describe six dimensions that should be considered by school leaders in leading learning, namely 1) identifying and developing a vision, 2) promoting the group's role in goal setting, 3) providing individual support, 4) delivering intellectual stimulation and 5) offering the right type of training, 6) high performance expectations. Surakhmi (2011: 438) also emphasizes learning leadership in several areas, especially in the development and communication of the school's vision and mission to various stakeholders.

In addition, McEvan (2002) states that effective learning leadership can be implemented in the following seven steps, namely 1) setting clear learning goals, 2) building with members, 3) creating a conducive learning climate, 4) communicating vision and mission. . School, 5) setting high expectations for staff development, 6) developing teacher leadership, 7) ensuring positive attitudes of staff and parents. Ubben and Hughes emphasized in (Wahyudi et al., 2020) that leadership learning includes very broad dimensions, namely; 1) Developing teacher leadership, 2) Implementing the curriculum, 3) Understanding the organizational structure, 4) Cooperation between schools, parents and communities. Ubben and Hughes further emphasize that the four dimensions are based on school climate and culture.

The implementation of learning leadership by school principals certainly has a significant impact on the effectiveness of learning in schools. So that learning objectives can be achieved more effectively and efficiently. Successful learning leadership will certainly be able to improve learning achievement and be able to realize a learning school or what is known as (learning school) by paying attention to various school staff activities in optimizing the vision, mission and goals of the school.

The implementation of learning leadership by school principals has an effect on increasing the effectiveness of learning in schools so that it becomes more efficient and effective, a learning community that can be built well so that it can provide encouragement to improve student learning achievement, and can realize the school as a learning school by focusing the activities of its citizens to achieve the vision, mission and goals of the school. Learning leadership is important to implement in schools because it can: (1) significantly improve student achievement/performance; (2) motivate and guide school members to improve student achievement; (3) focus the activities of school members to achieve the vision, mission and goals of the school; and (4) build a collaborative learning community and even able to transform the school into a learning school (B et al., 2023).

Willison (2008), articulates three strategies for implementing effective instructional leadership: 1) talk the talk; 2) walk the walk; 3) caddy the walk. School leaders should engage in a lot of dialog and discussion to improve teachers' profession in the long run, monitor the teaching process in the classroom and assist teachers with teaching quality.

Hallinger (2003) defines effective education management as follows: (1) school creativity through exchanging comments with school members and struggling to ensure that the school's vision and mission are productively lived out in practice, (2) school leaders bring together school management stakeholders (participatory administration), (3) principals distribute support for (4) principals control the learning process to better control and know what is happening in the school. (5)

The principal acts as a facilitator so that he can use various methods in identifying educational content to identify difficulties and help teachers overcome them. learning ability (S. Sulastri et al., 2021).

DeRoche, in Suharsim (2013), identified ten internal factors associated with effective principal leadership, namely: (1) great attention is paid to academic aspects; (2) conduct teaching supervision; (3) evaluate teacher performance; (4) develop staff; (5) build and promote shared decision making; (6) establish a system for assessing student learning outcomes; (7) set standards for evaluating the effectiveness of the curriculum; (8) provide learning resources needed by teachers and students; (9) set standards for learning success; and (10) function as an effective learning leader.

External factors related to learning leadership are 1) community values and expectations, and 2) school institutional structure. Values and expectations that develop in the community can have a strong influence on the principal's learning leadership behavior Ubben & Hughes in (B et al., 2023).

In their role, principals pay special attention to curriculum issues, teaching and learning processes, evaluation of learning outcomes and teacher development. Effective learning management can be easily achieved if principals are able to carry out their duties: (1) monitoring teacher performance; (2) evaluating teacher performance; (3) implementing and organizing mentoring and training; (4) planning teacher continuing professional development; (5) coordinating teamwork; and (6) coordinating collaborative learning. Willison (2010) identifies three ways to be an effective learning leader, namely: (1) talk the talk; (2) walk the walk; and (3) be the caddy. Talk for the sake of talking means lots of dialog and discussion about teachers' continuing professional development. "Walk the walk" means frequent visits to the classroom to monitor classroom learning. Being a caddy means helping teachers use learning opportunities and infrastructure facilities professionally (B et al., 2023).

4. Optimizing Principal Learning Leadership Based on Action Learning

Optimizing action learning-based principal learning leadership is an approach that aims to maximize the principal's role in facilitating learning and school staff development through the application of action learning principles. Action learning is a learning method that involves real action, reflection, and collaboration in order to solve problems or achieve certain goals.

The ways that the principal's learning leadership can run optimally by using this action learning approach include:

a. Communicating School Vision and Mission

Mustari (2014) explains that the school's vision and mission must be important, so the discussion about the measurability and specificity, flexibility and clarity of the vision and mission is very important for schools to determine the direction of education. Mustari (2014) also emphasized that every school has the same national education goals. However, the opportunities and problems faced by schools are usually different and will not be the same. Based on the above statement, it can be said that building effective and functional communication is very important to realize the vision and mission of the school. Without effective and functional communication, this will affect the achievement of school goals.

b. Integrated Learning Activities according to the Curriculum

Mulyasa (2007) states that in carrying out learning activities, it is necessary to pay attention to the design related to the curriculum, where the curriculum must be implemented in accordance with the learning plan that has been prepared. In addition, Mulyasa (2007) emphasizes that the role of the principal as a learning leader must be well managed so that learning activities run effectively and efficiently. Based on this explanation, the implementation of the curriculum must be done as well as possible, starting from the planning, implementation and evaluation of the curriculum. Meanwhile, school principals have a high responsibility in implementing curriculum management.

c. Conducting Staff Development and Coaching

According to Suharsaputra (2018), one of the dimensions of educational leadership is the development of human resources through the development and facilitation of meaningful growth opportunities. In addition, Suharsaputra (2018) notes that supervision is one of the forms used by principals to develop teachers' ability to learn in the classroom. Based on these statements, it can be concluded that it is necessary to develop human resources such as learning leadership, individual teacher development, participation in programmed training and, according to the teachers, school development activities. These are very useful for improving teachers' training and teaching skills.

d. Creating a Conducive School Climate

Although staff relations in some schools are quite good, in some schools there is still room for improvement. Therefore, the principal or other school personnel should pay more attention to the state of the school climate. Hyman (1980) found that a positive atmosphere in the classroom is very important as it encourages staff interaction, enhances training, and allows members to be more

enthusiastic. Hadiyanto (2004) also quoted BJ Fraser's (1986) statement that more than 45 types of research have shown a positive relationship between classroom climate and academic achievement. Based on the above description, it can be concluded that creating a conducive school atmosphere is a very important aspect that must be considered, especially in improving the quality of teaching. Schools should pay attention to the relationship between school personnel, various changes and improvements to the existing system in the school environment, and the physical environment of the school.

e. Principal's Learning Leadership Recap

School leaders need to improve learning governance, for example in relation to learning guidance, professional development, learning resources and the provision of learning support, which can improve the quality of learning.

S. Sulastri et al (2022) explained the steps that can be taken in order to optimize the learning leadership of action learning-based principals :

- a. Problem identification: Principals should have the ability to identify problems or challenges faced by school staff, both in terms of student learning and their professional development. Problems can range from classroom issues, curriculum, to school management. The principal should be able to see the development needs and potentials.
- b. Encouraging reflection: The principal needs to encourage school staff to reflect regularly on their learning practices. This involves a process of introspection to evaluate successes, challenges and possible development opportunities. By stimulating reflection, principals can assist staff in improving their learning practices.
- c. Collaboration in learning groups: Principals can form learning groups or work teams consisting of school staff to collaborate in solving problems and developing innovative solutions. In the learning group, team members can share experiences, knowledge and skills, as well as discuss and develop effective learning strategies.
- d. Action and experimentation: Action learning emphasizes the importance of real experiences and actions as part of learning. The principal should encourage school staff to take concrete steps in implementing changes and solving problems encountered. In this context, the principal can provide guidance, advice and support to ensure that the actions taken are in line with the set learning objectives.
- e. Training and professional development: Optimizing learning leadership also involves providing training and professional development to school staff. The principal can identify individual development needs and organize relevant training using action learning principles. Such training may include workshops, seminars or mentoring programs.
- f. Evaluation and feedback: The principal should evaluate the effectiveness of the learning strategies implemented. Through the evaluation process, the principal can identify successes, challenges and expansion of learning opportunities that need attention.

The use of action learning leadership in the school context can improve the effectiveness of school performance in various ways. Here are some examples and explanations of how this can happen (Hanim et al., 2020) :

- a. Strong collaboration: Action learning leadership encourages active collaboration between all members of the school, including teaching staff, students and parents. In this approach, they work together to identify problems, plan actions and seek effective solutions. Through strong collaboration, school members support each other and strengthen teamwork, which in turn improves the effectiveness of school performance.
- b. Continuous learning: Action learning emphasizes continuous learning and reflection. In the context of school leadership, this means that leaders and school members are constantly examining and questioning their practices, learning lessons from their actions and using that knowledge to improve school performance. With a focus on continuous learning, action learning-based leadership helps to create a dynamic and adaptive school culture.
- c. Development of strong leaders: Action learning leadership strengthens the role of school leaders as facilitators and coaches. Leaders not only make decisions themselves, but also encourage active participation and involvement of school members in the decision-making process. Through action learning, school leaders develop inclusive leadership skills, such as listening, facilitating discussions and encouraging collaboration. This contributes to the formation of strong and influential leaders, which in turn improves the effectiveness of the school's overall performance.

- d. Continuous improvement: Action learning encourages experimentation and trial within the school context. In this approach, school members are allowed to try new solutions, test ideas and identify effective actions. The results of such experiments are evaluated and studied, and the findings are used to improve school practices and policies. With this continuous improvement approach, action learning leadership helps to improve the effectiveness of school performance on an ongoing basis.

4. CONCLUSION

Optimizing action learning-based principal learning leadership can make a significant contribution to improving the effectiveness of school performance. In the face of complex and evolving educational challenges, this approach enables principals to play a proactive role and be directly involved in the learning, problem-solving and decision-making processes in schools. The following are some important conclusions that can be drawn from this research:

- a. Learning leadership is an effective approach in improving the effectiveness of school performance. By being an engaged leader in the learning process, principals can influence and drive positive change in the school environment.
- b. Action learning is a relevant and effective method in the context of learning leadership. Through action learning, principals can actively identify problems, design corrective actions and reflect on experiences for continuous learning. This enables principals to develop a deeper understanding of the challenges faced and take appropriate actions.
- c. Action learning leadership has a positive impact on various aspects of school performance. In this context, school performance not only includes student learning outcomes but also involves student participation, student satisfaction and good relationships with other stakeholders. Principals who implement action learning leadership can create a conducive environment for all school elements to achieve the expected results.
- d. Optimizing action learning-based principal learning leadership requires strong support and collaboration from all school members. It is important to build an inclusive learning culture where collaboration, reflection and knowledge sharing are valued. In this supportive environment, the principal can act as a facilitator and motivator in promoting staff professional growth and achieving common goals.

In order to improve the effectiveness of school performance, principals need to adopt an action learning leadership approach. By integrating action learning in their leadership practices, principals can broaden their understanding of the problems faced by schools, develop innovative solutions and create an environment that promotes continuous growth and learning.

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