

Teacher leadership and its influence on school improvement and student achievement

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ABSTRACT

This research is a literature review that aims to evaluate the impact of teacher leadership on teacher performance in schools. Teacher leadership plays an important role in creating a positive and supportive learning environment, which in turn can improve teacher performance and effectiveness in the learning process. Findings from various studies show that effective teacher leadership, characterized by clear communication, constructive feedback and emotional support, has a significant positive relationship with improved teacher performance. In addition, inclusive and participatory leadership has been shown to increase teachers' motivation and work commitment, as well as strengthen cooperation among teachers.



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INTRODUCTION

Guritno & Waridin in Guterres & Wayan (2016) suggest that performance refers to the results of work achieved by employees in relation to predetermined standards. Therefore, efforts to improve employee performance are a significant management challenge, given its very important impact in achieving organizational goals and ensuring operational continuity. The main factors that can improve employee performance in an organization include the leadership style applied and the motivation given to the workforce. Employee performance is a measure that describes the extent to which a person's work results are in accordance with predetermined standards. Improving employee performance is considered one of the biggest challenges in management because it has a direct impact on organizational success. Guritno & Waridin emphasize that effective leadership style and high motivation of the workforce are key factors that affect their performance.

According to Keith in Guterres & Wayan (2016), leadership in the context of management is not just a person's ability to influence others, but also to do so with enthusiasm that can mobilize and inspire individuals or groups in achieving common goals. Hasibuan amplifies this notion by asserting that leadership not only focuses on influence, but also involves the ability to direct the behavior of subordinates to work synergistically and productively to effectively achieve the vision and mission of the organization.

In the modern context, leadership is not only seen as a formal position or role, but as a quality that emanates from integrity, decisiveness, and the ability to build strong relationships with others. An effective leader is able to articulate a shared vision, motivate others to achieve the best results, and manage conflict and challenges in a way that strengthens, rather than weakens, the integrity of the team and organization. Good leadership also considers moral and ethical values in making decisions, and focuses on developing individual and team potential to create an inclusive and supportive work environment. This not only contributes to improved overall organizational performance, but also to the job satisfaction and long-term commitment of team members.

According to Miftah, an effective leader not only has the ability to manage and lead a team efficiently, but also to motivate his team members to achieve optimal performance. Motivation is a

crucial factor in improving employee performance, because it is a potential that is not necessarily fully utilized by each individual to achieve the best results. Additional encouragement in the form of recognition of achievements, career development, or the creation of a supportive work environment can strengthen employee motivation to work in accordance with organizational goals and values. The importance of motivation in the context of leadership lies not only in efforts to increase productivity, but also in building mutually beneficial relationships between leaders and team members. By understanding and responding to individual needs and aspirations, a leader can create working conditions that empower and motivate each team member to contribute to their full potential. This not only has an impact on achieving organizational goals, but also on sustained job satisfaction and loyalty to the company. Guterres & Wayan (2016).

Principals have a central role in determining the direction and progress of a school. They are not only responsible for the administration of the school, but also have an important role in shaping the culture and working climate that supports learning. Principals need to demonstrate a high commitment to the school's educational mission and vision, which are the foundation for achieving academic goals and holistic student development. In addition, they must also have the flexibility to manage the various challenges and changes that occur in a dynamic educational environment. Principals are not only administrators, but also strategic leaders in shaping an effective learning environment. They are responsible for setting the long-term vision for the school and ensuring that all educational activities run according to set standards. A high commitment to the educational mission helps inspire staff and students, while flexibility in the face of challenges allows them to adjust strategies and policies according to current needs. As such, principals play a crucial role in creating a conducive and effective learning environment for student development and overall school progress.

In their role as leaders, principals must be able to develop coaching and professional development strategies for teachers in their schools. An effective coaching program can improve the competence and motivation of teaching staff, which in turn will contribute to improving teaching quality and student learning outcomes. In addition, the principal must also have a personality that can inspire and motivate the teaching team, as well as the ability to listen and respond well to their needs and feelings. Understanding the dynamics and challenges in education, principals must have the skills to build collaborative working relationships and strengthen solidarity among all members of the school community. Thus, the principal is not only tasked to manage school administration, but also to lead with a long-term vision that leads to continuous improvement in education and the development of students' potential.

Government Regulation No. 38/1992 article 3 paragraph 3 describes the management structure of educational units, which includes the roles of various positions such as principals, directors, chairpersons, rectors and leaders of out-of-school education units. Principals in this context are not only leaders at the school level, but also as part of broader education management. They are often referred to as educational administrators or managers because their main tasks include planning, organizing, directing and controlling various activities related to school operations and development.

The quality of an educational organization's performance is strongly influenced by the principal's managerial skills. The ability to make the right decisions, manage resources efficiently and build good relationships with all school stakeholders is key in determining the direction and final results of educational efforts. As a leader, the principal is responsible for the development of teaching staff, the implementation of educational policies, and the achievement of educational goals set by the government or the educational institution concerned. With their strategic role, principals are not only administrative figures, but also change agents who drive innovation and improvement in education. They have great responsibility in managing the learning process, ensuring compliance with educational regulations, and creating a supportive learning environment for all members of the school community. Therefore, principals have a vital role as determinants in the success or failure of an educational institution.

Teacher leadership plays a central role in determining the quality of education in each school. A teacher in the modern education era functions not only as a deliverer of subject matter, but also as a leader who is able to inspire colleagues and students. In this context, teacher leadership has a significant influence on the learning atmosphere in schools, which in turn affects the performance of teacher colleagues. Effective teacher leadership goes beyond creating a conducive learning environment and helps improve student motivation, the quality of instruction and interactions between

members of the school community. Through building positive relationships and reinforcing trust, a teacher leader is able to facilitate productive collaboration among teaching staff and inspire students to reach their full potential.

Apart from the principal's leadership, improving the quality of a school is also largely determined by the performance of the teachers in it. Teachers not only serve as educators, but also as prime movers in creating a productive and supportive learning environment. They play an important role in developing students' potential, both in academic and non-academic aspects. Through direct interaction with students, teachers not only impart knowledge, but also shape character, attitudes and values that are essential for students' personal development. The quality of teacher performance includes not only the ability to teach but also the ability to motivate, support and holistically assess student progress. In addition, collaboration among teachers in designing relevant curriculum and effective teaching methods also contributes to improving the quality of education in a school. Thus, the role of teachers cannot be underestimated, as they are the main pillar in creating a learning environment that enables students to develop optimally and be ready to face the challenges of life in the future.

Performance is often linked to the ability and expertise of the individual performing it. As a teacher, who has an important role in improving the dignity of education and acts as a learning agent, it is important for them to have adequate competencies. Teacher competencies cover a range of skills and knowledge required to be effective in teaching and guiding students towards achieving national education goals. Competent teachers are not only able to deliver subject matter well, but also have the ability to understand and respond to students' individual needs, use innovative teaching methods, and create an inclusive and supportive learning environment. This competency also includes the ability to adapt to changes in curriculum, educational technology, and evolving demands and expectations in modern education.

By having strong competencies, a teacher can play an effective role in improving the overall quality of education. They not only function as educators, but also as models and guides for the younger generation to achieve their maximum potential in facing future global challenges. Therefore, improving teacher competence is an integral part of efforts to advance national education and achieve broader educational goals.

Empirical evidence suggests that certain aspects of teacher leadership, such as the ability to communicate effectively, provide constructive feedback, and emotionally support colleagues, have a significant correlation with improved teacher performance. In addition, inclusive and participatory leadership has also been shown to increase teachers' sense of belonging and commitment to the school's vision and mission. Although many studies have highlighted the importance of teacher leadership, there are still challenges in implementing effective leadership practices in various educational contexts. These include a lack of adequate leadership training, diverse school cultures and academic pressures that can affect the implementation and impact of teacher leadership.

Therefore, this study aims to delve deeper into how teacher leadership affects their own performance and to deepen the debate on strategies and policies that can enhance the role of teacher leadership in supporting the development of quality education. By understanding the central role of teacher leadership in the modern education context, it is hoped that it can provide more effective guidance for education practitioners and policy makers in advancing the quality of education in the future

RESEARCH METHODS

This research is based on a literature review that refers to various related journals that discuss the impact of teacher leadership on teacher performance in the school environment. This literature review was conducted to develop an in-depth understanding of how various aspects of teacher leadership, such as leadership style, communication, feedback, emotional support, and inclusive and participatory leadership, affect the quality of educators' performance. One of them is the discussion of Maris et al. (2016) conducted research with a descriptive approach using quantitative methods. They used indirect data collection techniques through instruments or questionnaires, which allow communication between researchers and research subjects. This research focused on public elementary schools that have A accreditation.

In the context of this study, teacher leadership is understood as a critical factor that not only affects the atmosphere and work dynamics in schools, but also has a direct impact on the achievement of learning objectives and student development. By analyzing the relevant literature, this study aims to identify common patterns and findings that suggest that effective teacher leadership practices contribute significantly to improved teacher performance, work motivation, collaboration among teaching staff, and a positive learning climate in schools. Thus, this study not only collects and compiles empirical evidence from various literature sources, but also aims to provide in-depth insights into how teacher leadership practices can be effectively applied to improve the quality of education at the school level. Through this approach, it is hoped to gain a better understanding of the critical role of teacher leadership in achieving optimal educational goals

RESULTS AND DISCUSSION

Based on the analysis of the data involved, including principals and teachers, the results show an excellent condition, which is included in the very high category in the evaluation of school quality. The results of this study support the concept described by Wayne K. Hoy & Miskel in Maris., et al, which states that a quality school must have effectiveness in all programs run, which are well integrated into an organized system. In systems theory, the school organization is seen as a unit consisting of interrelated components. The interrelationship between these components occurs in the work process of the organization that follows the pattern of input-process-output or input-process-output. Wayne K. Hoy & Miskel in Maris., et al (2016) revealed that schools as social systems must be assessed as a whole to assess school quality. This emphasizes the need to involve all components and processes in school quality evaluation.

The principal leadership variable shows a very high category, indicating that the principal has demonstrated transformative leadership traits. This is reflected in the principal's ability to transform the school's potential into real energy, which contributes to improving the quality of the process and student learning outcomes. This finding is in line with research conducted by Salpudin, which confirms the influence of principal leadership on the quality of education. This shows that in the teachers' view, the principal has succeeded in directing them towards achieving their goals. To be an effective leader, principals are influenced not only by their personal motivation, but also by their abilities, both intellectually and in managing the school organization. Capabilities in the field of leadership include the ability to manage both internal and external school organizations. Robbins explains that leadership is the ability to influence groups in achieving goals.

According to Saondi & Suherman in Maris., et al (2016) teacher performance is the ability shown by teachers in carrying out their duties or jobs. Performance is considered good and satisfactory if teachers achieve goals according to predetermined standards. In general, the picture of teacher performance shows that they make a significant contribution to the organization. According to the results of this study, teachers who have good performance should have characteristics that are in line with those expressed by T. R. Mitchell in Maris., et al (2016). Mitchell stated that teachers who perform well are those who master the subject matter well when teaching, have effective teaching methods, take initiative in starting activities, are able to think positively to achieve better results, mobilize creativity, achieve achievements, and make timely communication with students. In addition, the quality of teacher performance is also reflected in student satisfaction, student understanding of the material, and the ability to manage the situation in the classroom. The learning process in educational institutions is strongly influenced by the ability of teachers, who must have an adequate educational background and appropriate qualifications to serve as teachers. Therefore, the ability to think creatively is very important for a teacher in carrying out the teaching and learning process.

To achieve high school quality, a principal who has effective leadership is needed. Effective leadership of school principals is characterized by their ability to empower teachers to carry out the learning process effectively, smoothly and productively. They are also able to carry out tasks and work according to a predetermined schedule, as well as being able to build harmonious relationships with the community to actively involve them in achieving school and education goals.

Effective principals also successfully apply leadership principles that are appropriate to the maturity level of teachers and other staff in the school. They are able to work collaboratively with the school management team and achieve school goals productively in accordance with existing

regulations. Thus, principals who have these leadership qualities will be the driving force for the school's progress towards better achievement.

The previous discussion on the leadership role of principals as leaders in schools emphasized the importance of their strategic role in improving the quality of learning. This contributes to the development of graduates who are resilient and competitive in the face of global competition. Principals have formal authority and can be charismatic leaders in the school environment. The success of principals in carrying out their duties depends largely on their ability to fulfill their roles and functions as school leaders. From various theories and empirical research, transformational leadership is considered a modern and relevant approach in the context of school leadership. This approach seeks to simplify existing theories to facilitate understanding and application in the educational context.

In addition to the leadership role of the principal, teacher performance is also a significant factor in determining the quality of a school. As stated by Smith and Purkey cited in Hoy & Miskel in Maris., et al (2016) they assert that staff development, especially teachers, as well as their ability to teach has a major impact on school effectiveness and quality. This view is in line with the opinion of Sammons et al. in Maris., et al (2016) who indicated that school quality is strongly influenced by the concept of “purposeful teaching”, where the role of teachers as instructors has a crucial role in the learning process.

In other words, when a teacher is able to perform well, it reflects that they are implementing purposeful teaching practices. This practice does not only focus on knowledge transfer, but also involves a deliberate effort to achieve clear and relevant learning objectives for students. This goal-oriented teaching practice ensures that every learning activity has a clear direction and provides maximum benefits for students' academic and non-academic development.

More broadly, these goal-oriented teaching practices contribute positively to overall school improvement. When every teacher in a school implements these practices consistently, it creates a structured and effective learning environment. Students are able to develop deeper understanding in various subjects and acquire the necessary skills to face future challenges. In addition, the use of clear objectives in learning also facilitates better evaluation of student achievement, allowing schools to continuously improve their learning strategies according to students' needs and development.



Gambar 1 Illustration of the principal with other teachers

CONCLUSION

Teacher leadership plays a crucial role in determining the quality and effectiveness of education in a school. In the modern context of education, the role of a teacher is no longer only as a leader in the learning process, but also as an agent of change who influences the collective performance of the school community. Various studies and theories have revealed that effective teacher leadership can shape a positive learning climate, increase teacher motivation and engagement, and strengthen cooperation among teaching staff. Research has shown that certain aspects of teacher

leadership, such as clear communication skills, providing constructive feedback and emotional support to colleagues, have a direct relationship with improved teacher performance. In addition, inclusive and participatory leadership has also been shown to strengthen teachers' work commitment and motivation in achieving common goals.

However, challenges remain in the implementation of effective leadership practices in various educational contexts. Lack of adequate leadership training, differences in school culture and academic pressures are some of the factors that can affect the implementation and impact of teacher leadership. Therefore, a deep understanding of the critical role of teacher leadership in driving positive change in schools is essential. With the right strategies and adequate support, teacher leadership can be key in supporting the development of quality and sustainable education and better preparing students to face the demands of the future.

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