

INSTRUCTIONAL LEADERSHIP

Practices of the Excellent School Principals in Aceh

DR. SYARWAN AHMAD, MLIS

Diterbitkan Oleh:

Lembaga Naskah Aceh (NASA) ~ Ar-Raniry Press

INSTRUCTIONAL LEADERSHIP

Practices of the Excellent School Principals in Aceh

Edisi 2013, Cetakan 2013

Naskah Aceh dan Ar-Raniry Press

viii+ 294 hlm. 13 x 20,5 cm

ISBN : 978-602-7837-57-7

Hak Cipta Pada Penulis

All rights Reserved

Cetakan Desember, 2013

Pengarang : Dr. Syarwan Ahmad, MLIS

Editor : Safrul Muluk, M.A., M.Ed.

Desain Kulit & Tata Letak : Tim Desain NASA

diterbitkan atas kerjasama:

Lembaga Naskah Aceh (NASA)

JL. Ulee Kareng - Lamreung, Desa Ie Masen, No. 9A

Kecamatan Ulee Kareng Banda Aceh 23117

Telp./Fax. : 0651-635016 E-mail: nasapublisher@yahoo.com

Anggota IKAPI No. 014/DIA/2013

ArraniryPress

Jl. Lingkar Kampus Darussalam Banda Aceh 23111

Telp. (0651) - 7552921/Fax. (0651) - 7552922

E-mail: arranirypress@yahoo.com

PREFACE

Alhamdulillah, all praises are due to Allah Subhanahu wata'ala who has equipped the author with strength and ability to finish this book. Shalawat and Salam we send to our Prophet Muhammad SAW, His family and His companions.

This book is adapted from author's Phd dissertation entitled: Instructional Leadership Practices of the Principals of the Excellent Schools in Aceh, Indonesia. The purpose of this book is to inform readers on the practices of the excellent school (sekolah unggulan) principal leadership in Aceh, Indonesia. The author's experience in browsing and searching literature on the issues of the excellent school shows that there is a scarcity of literatures or well-organized materials on the excellent schools, and it not easy to find research findings on excellent schools and school principal leadership especially on Aceh context either. Many of the author' colleagues asked him to publish this document as a book. To respond to the requests, the author rewrites and publishes this research results as a book, which is very useful for school stakeholders such as principals, teachers, parents, educational authorities and teacher training faculty students, or even anybody interested in issues of education.

The content of this book includes issues on excellent schools, school principal leadership and the extent to which the excellent school principals in Aceh practice *Instructional Leadership*, which has recently proved to be the best practice of the school principal leadership. *Instructional leadership*

is the practices of the school management that shift from traditional management practices that has no concentration, or cover all aspects of management to a prime business of schooling, teaching and learning. Thus, *Instructional Leadership* is the principal leadership that focuses on academic matters or instruction. To a certain extent, the excellent school principals in Aceh practice *Instructional Leadership*. It is hoped that the practice, which has resulted in the student achievement growth and the success of the excellent schools, should be imitated or followed by other principals of any regular schools. Finally, the author realizes that this book is not perfect yet. Therefore, constructive critiques and suggestions are very welcome for improvement of this work. Hopefully, this work would be of use for the development of our education which is an entry point of national development. Amiiien!

The author is also very grateful to those who have been involved in the accomplishment of this document for publication.

Banda Aceh, 15 December 2013

Author,

Dr. Syarwan Ahmad

TABLE OF CONTENTS

Preface ~ iii

Table of Contents ~ v

Chapter One, Introduction ~ 1

- 1.1 Background ~ 1
- 1.2 Need for the Study ~ 12
- 1.3 Problem Statement ~ 15
- 1.4 Research Purpose ~ 20
- 1.5 Research Objectives ~ 20
- 1.6 Research Questions ~ 21
- 1.7 Significance of the Study ~ 21
- 1.8 Scope of the Study ~ 23
- 1.9 Delimitation and limitations ~ 24
- 1.10 Conceptual Framework ~ 27
- 1.11 Definition of Terms ~ 28
- 1.12 Organization ~ 29

Chapter Two, Literature Review ~ 35

- 2.1 Introduction ~ 35
- 2.2 Definition of Excellent/Effective School ~ 36
- 2.3 Criteria of Excellent/Effective School ~ 40

- 2.4 Organizational Leadership ~ 48
- 2.5 How Leadership flows into
the classrooms ~ 50
- 2.6 Distinguishing Leadership and
Management ~ 51
- 2.7 Leadership Behaviors of
Principals ~ 58
- 2.8 Issues of Technology and
Instructional Leadership ~ 59
- 2.9 Models of Instructional
Leadership ~ 61
- 2.10 Instructional Leadership ~ 66
- 2.11 Theoretical Framework ~ 102
- 2.12 Summary ~ 104

Chapter Three, Methodology ~ 107

- 3.1 Introduction ~ 107
- 3.2 Purpose of the Study and Research
Questions ~ 108
- 3.3 Concepts Used in Research
Questions ~ 109
- 3.4 Research Design ~ 112
- 3.5 PIMRS Instrument and Reliability
Analysis ~ 117

- 3.6 Systematic Sampling and Samples ~ 131
- 3.7 Steps taken for data gathering ~ 133
- 3.8 Data Collection ~ 135
- 3.9 Data analysis ~ 140
- 3.10 Pilot Test ~ 141

**Chapter Four, Presentation and Analysis
of the data ~ 145**

- 4.1 Introduction ~ 145
- 4.2 Purpose of the Study and Research Questions ~ 146
- 4.3 Survey Return Rates for the Study ~ 147
- 4.4 Instrument ~ 149
- 4.5 Quantitative Data Analysis ~ 149
- 4.6 Qualitative Data Analysis ~ 167
- 4.7 Linkages between Quantitative and Qualitative findings ~ 232

Chapter Five, Conclusion and Recommendations ~ 241

- 5.1 Introduction ~ 241

- 5.2 Summary ~ 242
- 5.3 Discussion of Research Findings ~ 246
- 5.4 Conclusion ~ 253
- 5.5 Post Study Theory ~ 257
- 5.6 Recommendations ~ 259

References ~ 265

Appendix A : List of 16 Excellent Senior High Schools
in Aceh ~ 293

INTRODUCTION

1.1 Background

On December 26, 2004, the terrifying earthquake and tsunami disaster terribly attacked the north tip of the Sumatera Island, the Aceh Special Province, which is the most western province of the Republic of Indonesia. This natural catastrophe killed more than 226,000 people (*Semangat*, 2008) including teachers and students, brought disorder, loss, damaged properties of the people and swept out buildings including school buildings. Because of this exceptionally serious natural disaster, Aceh that had been in armed conflict for about 30 years, attracted serious attention of the world. This grievous calamity partly caused the historical peace treaty to happen. This deadly disaster gives room for the international body working for peace, in this case the CMI (the Crisis Management Initiative) to intervene in the long lasting Aceh conflict and easily brought the warring parties, the Government of the Republic of Indonesia and the Free Aceh Movement (GAM) to the negotiating table.

Since the independence of the Republic of Indonesia in 1945, Aceh has always been in conflict with the government of the Republic of Indonesia. In 1953, many Acehnese people

supported the movement for the Indonesian Islamic State establishment (Darul Islam) led by a charismatic leading figure, Daud Beureueh, in Aceh. The Indonesian government in 1959 later successfully destroyed this movement. To solve this problem the special status and fake autonomy were granted by the central government. The fake autonomy comprised the affairs of religion, culture and education. In 1976 the late Hasan Tiro, who was in exile, and a group of youth and former Darul Islam combatants declared the Free Aceh Movement on 4 December 1976. To respond to this movement from 1989 to 1999, the Aceh Province was declared as a Military Operation Zone (DOM), thousands and thousands of troops were dispatched to Aceh, and thousands of people were killed following the implementation of the martial law. After the failures of a series of meetings to end up with a peace agreement, on August 15, 2005 the peace accord, the Memorandum of Understanding between the Government of the Republic of Indonesia and the Free Aceh Movement (GAM) was signed in Helsinki, Finland. The Memorandum of Understanding stipulates that:

The Government of Indonesia (GoI) and the Free Aceh Movement (GAM) confirm their commitment to a peaceful, comprehensive and sustainable solution to the conflict in Aceh with dignity for all. The parties commit themselves to creating conditions within which the Acehnese people can be manifested through a fair and democratic process within the unitary state and constitution of the Republic of Indonesia. The parties are deeply convinced that only the peaceful settlement of the conflict will enable the rebuilding of Aceh after the

tsunami disaster on 26 December 2004 to progress and succeed.

On the ground of the two reasons, tsunami and conflict, both national and international aid have been pouring into Aceh. The aid consists of many different sorts, such as food, toilet articles, clothing, medicines, houses, buildings, schools included. Just in five year's time, thanks to the support of the government, NGOs, and donor agencies under the coordination of the BRR (the Rehabilitation and Reconstruction Body) for Aceh and Nias led by Kuntoro Mangkusubroto, Aceh has already had hundreds of glorious school buildings. Some of these comprise the Rintisan Sekolah Bertarap Internasional (RSBI), the International School Pilot Projects (the Head of the Office for Education Service, Aceh Mohd Ilyas A. Wahab, 2008). Turkish Bilingual School located in Banda Aceh is one of the examples. However, the development of the excellent/effective schools in Aceh is not merely derived from the aid following the tsunami disaster. The establishment of the excellent or effective schools in Indonesia including those in Aceh have already commenced since 1993 (Moko, 1997). In Aceh, almost all of the model/excellent schools are public schools, supported by the government (Laisani, 2009). The Aceh Special Province comprises 23 regencies/cities. The Education Service Office (Dinas Pendidikan) of Aceh plans to establish at least one excellent high school in each regency or city. However, due to budget constraint and other limitations, there are only 16 excellent high schools in Aceh at the moment (see Appendix A).

In fact, the basic idea of the excellent school refers to

the theory of education, psychology, and pieces of research. It is essential that intellectually distinguished students be considered and treated in a special setting through schools with special model and system. This strategy is in line with the principal function of education, namely, developing the potential of the learners wholly and optimally (Arifin, 2009). The idea of the government in terms of the notion of the system of the excellent school operation is based on the government's concept in the Broad Outline of the National Development Direction (GBHN, 1993; Moko, 1997). To produce excellent outputs of the excellent schools, the learning process, teachers, educators, management, educational service and educational facilities are directed to achieve the goals. The special system is based on basic assumption that regular or conventional schools treat the students equally without taking into account the different learner characteristics in terms of capability, proclivity or talent. As a consequence, various problems arise. For instance, fast learners are bored with the teaching approach the teacher uses. The conventional strategy is allegedly effective and valid in the context of providing equal access to education for overall citizens. However, most educators agree that it is inadequate for optimally developing the potential of the learners, especially intellectually distinguished ones.

A study conducted by the Ministry of Education of Indonesia in 1994 shows that around one-thirds of the learners encounter the symptom of under achievement. One of the factors cited is that the teaching-learning process of the regular system is not challenging enough for the strong to develop their ability optimally. In line with this finding,

results of research carried out in a number of provinces of Indonesia such as in West Java, East Java, Lampung, and West Kalimantan in 1997, Widyasono reminds us about mishandling of the gifted children. Based on this investigation Widyasono, who is also a senior researcher of the Research Center of the Ministry of National Education of Indonesia, states that 20 % of the Junior High School (SLTP) students and 22 % of the Primary School (SD) students categorized into special or gifted students are more likely to fail to be promoted in school. According to him, the special or talented students do not get proper educational service yet. They are still treated in the same way as other children who learn at slower pace and have lower ability than them. Therefore, non-conventional system, as an alternative system, excellent/effective school is badly needed for the sake of catering to distinguished capability and talent of special students (Rahayu, 2009). In this way, the special learners are optimally educated and high quality graduates who are able to compete globally or on a par with the international students of the same levels are more likely to be produced.

We cannot escape from global challenges and international competitiveness. All we have to do is to prepare the reliable human resources who are of capability to cope with the challenges. Educational institution is the most appropriate medium for equipping the young generation with knowledge and skills for the sake of future national development. Regular schools are good for ordinary students (Astati, *n.d.*). Excellent or model schools are the institutions in which special young generations are intensively and exceptionally trained. The schools are intended to produce graduates with knowledge

and higher-order thinking, problem solving and analytical skills. They are reliable human resources who would save our nation from becoming a loser in this highly competitive world (Astati, *n.d.*). Because of this, the Indonesian government legalized the existence of the excellent schools.

Legal grounds

Realizing the urgency of the excellent school establishment, the government decided the legal basis for the excellent or model or effective or favorite school operation, as inscribed in the Broad Outline of the National Development Direction (GBHN) 1993 and Constitution (UU) No. 2/1992 on the Educational System. In GBHN 1993 on education, point *f* stated, “Students who have an excellent intelligence need to be specially considered, in order to push ahead the development of their achievement and talent.” While in UU no. 2/89 there are several articles, among others, Article 8, point 2: “Citizens who have an excellent intelligence and ability deserve special attention.” Article 24, point 1 stipulates that “each student deserves to be treated in accordance with his or her talent, interest, and ability.” Article 24, point 6: “Each student deserves to finish his or her educational program earlier than the period of time that has been determined.” Then, Article 26: “Learners deserve to have the opportunity to develop their capability by studying all the time along the course of their life aligned with their talent, interest, and their ability.” In the Governmental Regulations (PP) No. 28/1990 on Primary Education and PP No. 29/1990 concerning High School Education Article 16, point 1 and Article 17, point 1 is stated that the right of the

student, among others, to be treated in conformity with his or her talent, interest, and ability. The contents of the points are rendered into the vision and mission of the excellent schools.

The vision and mission of the excellent school is aimed at making people intelligent and bringing into reality the national goals in a systematic and directed initiative to discover and develop the potential of human beings wholly and optimally. In more specific words, the excellent school is aimed at strengthening a) faith and obedience to God Almighty, b) high nationalism and patriotism, c) broad insights of science and technology, d) high motivation and commitment to achieve the achievement and superiority, e) leadership and social sensitiveness, and f) highly disciplined boosted by a physically health condition of the students (Moko, 1997).

The idea of the excellent school also complied with the goal of national development. National development is trying to create a balance between even distribution and justice. However, even distribution of opportunity by treating all people equally is unjust, because people have different capacities and needs. In terms of education, treating learners equally, not based on their interest, talent and ability is also unjust. Therefore, the excellent or effective or model or favorite school is an alternative solution and it is tailored to the law.

In the Law of the Governing of Aceh (UUPA), no.11/2006, article 7 states that: “The Aceh Administration will exercise authority within all sectors of public affairs, which will be administered in conjunction with its civil and judicial administration, except in the fields of foreign affairs, external

defense, national security, monetary and fiscal matters, justice and freedom of religion. The policies of which belong to the Government of the Republic of Indonesia in conformity with the Constitution.” Based on this law, Aceh has authority to administer education in a better way. More specifically, referring to (UUPA), article 25.1: “Education carried out in Aceh constitutes a unit of national education system which is adjusted to the characteristics, the potentials, and the need of the society. Article 26.1: “Each inhabitant of Aceh deserves to have an access to Islamic and high quality education, matching the development of science and technology.” This article asserts that every citizen of Aceh deserves to have good quality education. Even though the article does not explicitly suggest a special type of high quality education, it is safe to interpret that the establishment of the excellent schools does not at all infringe the law. *Qanun* (regional regulation) of Aceh No. 5/2008 on the implementation of education, article 5.2 states that: “The National Education System implemented in Aceh is in line with Islamic values,” and article 35.1: “The curriculum used for each type and level of education is based on national standards and local load which is executed in an Islamic manner.” Therefore, based on the articles of (UUPA) and *qanun* concerning education, the Regional Government of Aceh could strive to develop its educational system in such a way that it is well equipped for preparing the young generation to be on the alert to face the challenges of the global competition without becoming strangers to their own Islamic culture. In response to this, the Aceh Province has improved its financial policy regarding the budget allocation for education to be 20 percent of the

Aceh Province's budget (APBA).

Regency/city governments also manage their finances including the allocation for schools in their city/regency. In terms of determination whether a school is an excellent school, it is freely decided by the city/regency government in this case mayor or regent together with the school administrators (Sulaiman, 2009).

Regarding the school management, new format of the school management has been found, namely School Based Management (SBM). It is a new paradigm for reinventing an educational organization. In the context of education, change is something basic and badly needed, because education is closely related to the future of a nation.

A nation, an organization and a school must be prepared to accept change as the inevitable consequence of operating in a highly dynamic world. With the limited available pieces of research management in education and lack of change in schools, instructional leadership is promoted as an alternative solution and the salvation of schooling (MacNeil, Cavanagh & Silcox, 2003).

Principals who are dealing strictly with administrative tasks are too premature to call themselves instructional leaders, the principals who put emphasis on instructional leadership (Phillips, 2002). Phillips highlighted that the instructional leaders play a role in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. The term 'instructional leadership' is associated with measures that a principal takes, or delegates to others, to enhance students' learning (Flath, 1989). The instructional leader or principal

gives the top priority to improving instruction and making efforts to realize the vision. Unfortunately, instructional leadership is not very popular yet, particularly in developing countries.

In most schools especially those in developing countries the principals have yet to prioritize instructional leadership. A research carried out by Halingger and Taraseina on the principals' instructional leadership in Thailand in 1994 indicates that the secondary school principals in Northern Thailand do not exercise active instructional leadership in the domains measured by deploying the *PIMRS (Principal Instructional Management Rating Scales)* developed by Hallinger and Murphy (1985). Before Hallinger and Taraseina conducted this research, using the same instrument, the *PIMRS*, researchers had studied the secondary school principals in the United States (Haack, 1991, Pratley, 1992), Malaysia (Saavedra, 1987), and Canada (Jones, 1987).

The results of these researches prove that the scores are consistently higher across the subscales compared with those of the assessment of the secondary school principals executed in Northern Thailand. In India the educational regulations of the country do not seem to side with the shift of school management to the prime business of schooling, teaching and learning yet. For example, the educational code of the country still assigns the school head the duties concerned with general control of the school (Dash, 2008). The school principals are in charge of maintaining discipline among staff and students, organizing, guiding, stimulating and supervising the instruction. More specifically, the principals are accountable for textbook prescription, regular

teaching work, extracurricular activities arrangement, record maintenance, finance, and physical and intellectual promotion of the students (Dash, 2008). Even though the principals' duties include instructional supervision, textbook prescription and physical and intellectual promotion of the students, the principals do not seem to focus on the domains of instructional leadership functions: defining school goals, managing curriculum and establishing the school as a professional learning community such as by providing an opportunity for teachers to upgrade themselves and collaborate for the student achievement growth. Therefore, the study on instructional leadership is of significance and badly in need.

For the last thirty years, Aceh has encountered an armed conflict that killed thousands and thousands of people including teachers and burned hundreds of buildings including school buildings. In 2004, at the peak of the conflict, the terrible earthquake and tsunami hit Aceh tremendously killing more than 226,000 people (Semangat, 2008) including teachers and swept away hundreds of school buildings. Government and foreign donors prioritized the recovery process of the excellent schools. Therefore, the excellent schools were better organized and in a better structure compared to regular schools when this study was planned. Amid a bad condition of education in Aceh as a whole, excellent school is in a good performance and the hope of the Acehnese people. It is a good entry point for the future development of Aceh. That is the rationale for selecting excellent schools as the setting of the study.

The level of schools chosen for this research is senior high

school, the excellent senior high schools in Aceh, Indonesia. Senior high school education is the most determining level of education for the youth. From senior high school, they prepare themselves to enter tertiary level of education. Educational experience from the senior high school level plays the most important role in their success in entering tertiary education of various fields. The better the quality of learning experience students get from senior high schools, the more likely for them to choose favorite fields or prestigious colleges or universities. The quality of education they pursue in college or university shape their future career which determine the success of their life, generations following them and the nation. That is the reason why senior high school level is the choice for this inquiry.

1.2 Need for the Study

Research on instructional leadership is appropriate and necessary for educational development in Aceh, Indonesia. The ongoing practices of the leadership need evaluation. Instructional leadership is the principal business of schooling. This enquiry concentrates on instructional leadership of excellent schools in Aceh, according to Mahabul Alam (2008) there are, at least, four scenarios that should be considered:

First, if the practices of the principals' instructional leadership are not frequently exercised, the practices will need to be enhanced. The prime activity in schools is teaching and learning. Therefore, teaching and learning should be properly managed. "Schools are about teaching and learning; all other activities are secondary to these basic goals" (Hoy & Hoy, p. 1). School leaders are accountable for the organization of

teaching and learning. Teaching and learning are elaborate and complex processes, which need undivided attention of the school principals as managers of the schools, because the fundamental purpose of schooling is student learning.

Second, *if the instructional leadership of the schools' principals is fine, society awareness modeling will need consideration.* Strong connection to the external community is required if high expectations and academic achievement for all students are to be pursued. Studies have reported a positive correlation between social and family involvement and academic benefits for students (Henderson & Mapp, 2002). A study of standards-based reform practices also indicates that teacher outreach to parents of low performing students improves the toddlers' performance. In this case, the teacher tries to communicate with parents when students have problems, have meeting with the parents and send materials home (Goldering, Porter, Murphy, Elliott & Cravens, 2009). The bulk of the research also proves that schools with well-defined partnership programs perform better than those with less robust partnerships (Shaver & Walls, 1998).

Third, *if nothing is really good, school leadership is wrong and society is not aware of the schools, policy research will be needed.* A policy study or an alternative model of approach is badly needed for bridging the gap.

Fourth, *if both school and society are little right and little wrong, the Ministry for Education and Education Service Office (Dinas Pendidikan) will need to intervene in.* Among other factors, good leadership practices of the principals, professional teachers, well-managed curriculum, conducive school environment, parental involvement and the role played

by the government in managing schools are also crucial. This aspect is more significant for schools in the countries in which the majority of schools are under government's control such as Indonesia.

The above scenarios imply that developing schools needs to consider both school leadership and community. Community is one of the most important stakeholders or beneficiaries of the schools. Because of this, learning centered leaders also place greater emphasis on collaboration and engagement with the external community on learning goals (Goldring, et al., 2009). Looking at the concept of these four scenarios, the notion of instructional leadership needs to be broadened to involve the external community in instructional leadership, which has three dimensions: defining the school's mission, managing curriculum and promoting a positive school learning climate.

Irrespective of the fact that some effective schools involve parents in instructional leadership such as in defining school mission and framing schools' goals, this research is focused on the extent to which the principals of excellent schools in Aceh exercise their instructional leadership functions.

Lack of instructional leadership of the principal is blamed for school ineffectiveness (Findley & Findley, 1992). Therefore, if our goal is to have effective schools, then we must seek for ways to emphasize on instructional leadership (Chell, 1995). Unfortunately, even in developed countries such as the United States and internationally there is a scarcity of research literature on evaluation of principals' leadership. That is why the finding of this research is badly in need.

Not much has research been conducted on the leadership

of the principals of the excellent schools. So far, there have been no pieces of research on the chosen topic of this research: *Instructional Leadership Practices of the Principals of the Excellent Schools in Aceh, Indonesia*. That is the reason why this topic is of interest.

1.3 Problem Statement

The idea of the excellent school establishment is considered controversial. It is unaffordable, legally groundless and theoretically baseless. The reality that it is erected for a group of bright students exclusively is a backward step and it is in conflict with the reality of life and the essence of democracy and education (Surya Kartadinata, 2004) in (Daud, 2007). The emergence of the excellent school undermines the paradigm of inclusive education, Education for All, democracy and equity and it contradicts the philosophy that “no students left behind” which was sounded in Jomtien, Bangkok, in 1990. Governments and the educational authorities of all states are in charge of rendering this philosophy into action through their educational policies.

Government is obliged to ensure equal access to education for all citizens. Unfortunately, government especially regional government pays too special attention to the excellent schools or model schools ignoring the rest of the regular schools in the country (Daud, 2009).

According to a distinguished educator, Djohar (2007), the learning model of the excellent schools that are mushrooming now is not in accordance with the norm of education. Students are, more often than not, forced to master more materials especially science and to apply themselves to over

loaded homework. In addition, parents still exhaust the students by making them take additional courses outside to guarantee their survival in the program. In this way, teachers and parents unconsciously chain them and violate their rights. The teaching learning process is mostly conventional in style by which the students are textually fed to ensure their success.

More ironically, the success of the school is allegedly viewed due to the prior outstanding academic achievement and financial well-being of the potential enrolment (Nurkolis, 2002). It is found that the measure of student socioeconomic status correlates highly with measures of student achievement and educational attainment (Bridge, Judd, & Moock, 1979; Coleman et al., 1966, in Hallinger & Murphy, 1987).

This means that the success of the excellent school particularly in Aceh is not because of good practices or the implementation of instructional leadership functions. Some recent studies have indicated that there is a statistically significant relationship between principal leadership practices and effective schools (Cotton, 2003; Hallinger & Heck, 1998; Marzano, Waters & McNulty, 2005). Based on research report of the World Bank in 1998, *Education in Indonesia: from Crisis to Recovery*, it is extremely urgent to make necessary changes in management and leadership aspects. Management and leadership aspect is considered strategic, because the problem of national education at this moment is closely linked to management system particularly school management and principal leadership.

During the 1980s, American educational policymakers,

resolute to change practice in schools, considered school principals as key agents in the reform of schools and classrooms (Hallinger, 2008). This perspective was reinforced by research on school improvement and school effectiveness stressing the importance of principals in policy implementation (Edmonds, 1982; Purkey & Smith, 1983). These bodies of research identified principal instructional leadership as a central factor in successful schools. This phenomenon refocused the attention of scholars on school principals (Bossert, Dwyer, Rowan, & Lee, 1982; Leithwood & Montgomery, 1982; Murphy, Hallinger, Weil, & Mitman, 1983). Despite the fact that between the choice of lens for viewing leadership has shifted periodically, in terms of accountability, principals again find themselves accountable for school improvement with the hope that they would function as instructional leaders (Gewertz, 2003; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Stricherz, 2001).

Instructional leadership is a shift of emphasis from principals as managers or administrators to academic and instructional leaders. This idea is a relatively new concept that became popular in the early 1980's (Brookover & Lezotte, 1982). Most school principals especially those in developing countries are not familiar with this idea yet. Moreover, the pool of research in this area is not particularly exhaustive especially on the role of high school principal (Little & Little, 2001).

Principals who sustained diverse responsibilities for many aspects of school management, did not focus on the core business of schooling, teaching and learning, were urged to pay more serious attention to the matters of instruction

(Little & Bird, 1987, in Greenfield, 1991). Identifying the leadership dimensions that should be assessed is the main difficulty in the field of school principal leadership assessment. This difficulty is due to the complexity of the principal's role (Goldering, 2009). Analyses carried out by Goldering et al. (2009) indicate that current principal evaluation documents failed to focus on some of the most important factors connected to improving student learning: ensuring rigorous curriculum and quality instruction. Since there is a variety of principal assessment methods, a principal assessment instrument needs to be both valid and reliable.

To be valid, an instrument should be based on both a strong theory and empirical evidence that the measured leadership practices are concerned with improved teaching and learning. To be reliable, the instrument should yield consistent results when used repeatedly by multiple raters over time. Pieces of research advocate a learning-centered leadership framework, which is also called the instructional leadership framework that is possible to provide a strong foundation for developing an instrument, which may function as a tool for principal evaluation (Goldering et al., 2009).

Apart from the obstacle of assessment method, principals also have difficulty performing instructional leadership schools deserve. In fact, as reported by Shahid, Chavez, Hall, Long, Pritchard and Randolph (2001) the principal's most important task is instructional leadership. We recognize the importance of the instructional leadership responsibilities of the principal. Thus, there is a need for findings on the implementation of instructional leadership functions in schools (Chell, 1995). Regrettably, the body of school and

college based research is comparatively limited. If any, it provides an inadequate basis for developing theories of instructional leadership especially for local contexts.

Since the tsunami, earthquake and conflict recovery process, Aceh has seen tremendous development. Educational development is being prioritized. Excellent schools development is a good entry point in the development of Aceh and Indonesia as whole. Without precise information on management and leadership, those in charge of management could not work effectively. Managing is maintaining efficiently and effectively current organizational management (Bell, 1988, in Tony Bush, 2008). Without this study, there would be no research findings and information regarding the principal leadership practices and instructional leadership functions, which are handy for policy makers and principals.

The subject of this study is focused on instructional leadership practices of the principals of the excellent schools in Aceh, Indonesia. The insights of the leadership practices of the principals and the ideas of instructional leadership functions of the excellent schools in Aceh would be significant and provide new understandings for analysts and practitioners. Ideally, if materials on this subject were available, principals would share and implement the best management practice and shift their management style to instructional leadership.

Instructional leadership places emphasis on instructional program improvement, teaching staff development and students' learning achievement based on clear oriented school goals and missions, in contrast to traditional school

management style in which principals' leadership priority is given beyond instructional leadership dimensions. The main question to be examined is: To what extent principals of the excellent schools in Aceh, Indonesia perform instructional leadership?

1.4 Research Purpose

In response to the importance of instructional leadership, this study is hoped to research on instructional leadership of the excellent school principals in Aceh, Indonesia. The focus of the research is on the instructional leadership functions performed by the principals based on the Hallinger's *Principal Instructional Management Rating Scale (PIMRS)* model developed by Hallinger and Murphy (1985).

This research is aimed at serving one purpose: to examine the extent to which the three dimensions of the instructional leadership construct have been practiced by the principals of the excellent schools under investigation. It is expected that the findings of this investigation will encourage more principals to implement instructional leadership functions in running the schools.

1.5 Research Objectives

Specifically speaking, the purpose of this study is aimed at the following objectives:

- a) To study the extent to which the excellent senior high school principals in Aceh have practiced the first dimension of the instructional leadership construct: defining school's mission.
- b) To study the extent to which the excellent senior high

school principals in Aceh have practiced the second dimension of the instructional leadership construct: managing the instructional program.

- c) To study the extent to which the excellent senior high school principals in Aceh have practiced the third dimension of the instructional leadership construct: promoting a positive school learning climate.

1.6 Research Questions

Out of the attributes and characteristics to be studied, the following research questions are in place for exploring the topic:

- a) To what extent have the excellent senior high school principals in Aceh practiced the first dimension of the instructional leadership construct: defining school's mission?
- b) To what extent have the excellent senior high school principals in Aceh practiced the second dimension of the instructional leadership construct: managing the instructional program?
- c) To what extent have the excellent senior high school principals in Aceh practiced the third dimension of the instructional leadership construct: promoting a positive school learning climate?

1.7 Significance of the Study

New findings of this study would be useful for practitioners and analysts in the field of school leadership, instructional leadership and instructional technology. This study would present the new findings on the extent to which principals

of the excellent senior high schools in Aceh, Indonesia have performed instructional leadership functions. The findings are of great significance for policy makers and educational authorities in Aceh in particular. More specifically, the results of this research would also be pivotal for regents, governors and educational authorities as a basis for initiative taking for encouraging school principals to enhance their management practices and instructional leadership functions which have proved to indirectly boost the student achievement growth and school reputation.

In addition, based on a study on education in Indonesia conducted by the World Bank in 1998 (Siahaan, 2006), education in Indonesia faces management and leadership problems. Therefore, it is intended that the outcome of this research would result in solutions to some of the problems and finally benefit the country.

This study would also provide a school principal evaluation model, which is handy for educators, researchers and graduate students who are in search for a model and interested in carrying out research in this field. The findings of this research are also aimed at providing novel theories, which are badly needed for the evolvement of literature of school leadership, instructional leadership and instructional technology of the excellent/effective schools that are mushrooming in particular, and educational institutions and regular schools in general.

As mentioned in the introduction and problem statement sections, the existence of the excellent schools is seriously criticized for many aspects. It is hoped that, regardless of its limitations, this work would contribute to narrow the gaps

between reality and expectations.

1.8 Scope of the Study

This research took place in Aceh, Indonesia. Aceh was chosen because the province is being seriously concerned and recovered after the tsunami disaster and the long lasting conflict. Education in Aceh attracts attention of the government, overseas donor agencies and researchers. This research merely focused on instructional leadership practices of the principals of the excellent schools in Aceh, Indonesia. The extent to which the excellent school principals practice instructional leadership functions is addressed in this investigation. The excellent schools here were meant (see Appendix A) the excellent/effective senior high schools under the Education Service Office (Dinas Pendidikan) of the Aceh Special province which are also under the control of the Ministry of National Education of the Republic of Indonesia.

There are many different excellent/effective schools in Aceh of all levels such as those under the Ministry of Religious Affair and others. However, for scholarly reasons and other limitations such as time and budget constraints, the research simply concentrated on the excellent senior high schools under the control of the Ministry of National Education of the Republic of Indonesia/the Education Service Office (Dinas pendidikan) of the Aceh Province.

Private excellent schools purposely erected as a response to the conflict and tsunami recovery process also exist in Aceh. Among others, they include the Turkish Bilingual Schools built by the Turkish Government, and the Sukma Bangsa High Schools built by a businessman and Aceh native,

Surya Paloh. Such schools are not part of this research. There are also some Islamic excellent schools under the Ministry of Religious Affair such as Model MAN (Madrasah Aliyah Negeri), Islamic excellent senior high schools, and Model MTSN (Madrasah Tsanawiyah Negeri), Islamic excellent junior high schools, and some other effective integrated boarding schools in Aceh. However, these schools are also excluded from this investigation.

1.9 Delimitation and limitations

One of the limitations of this study is the vague definition of the term excellent school. The concept of excellent school is not the same as that of effective school. There is no evidence that an excellent school is an effective school. The government of Aceh initiates the establishment of excellent schools without worrying too much about the standards it has to fulfill, with the dream that excellent schools initiated now become effective schools someday, which are developing in stages. However, excellent school is just the setting in which the investigation is carried out. It is not part of the construct of this inquiry.

In any investigation, bias could be one of the limitations. There are three potential sources of bias: researcher's limitation in conducting research, the research plan and the people being studied (Katzner, Cook, & Crouch, 1991).

This research employed a Mixed Methods Design. The researcher collected both quantitative and qualitative data (Creswell, 2005). In addition to using the instrument developed by Hallinger and Murphy (1985), the *Principal Instructional Management Rating Scale (PIMRS)*, to collect

quantitative data, the researcher also carried out interviews with the excellent school principals.

As natives of Aceh, some of the principals happened to be researcher's old friends. Since this was the case, the interviewee had a greater rapport with the researcher and he became more open. However, interviewee may think and say something freely with a stranger (Mertens, 1998). To avoid bias from the researcher's part due to friendship, the researcher tried to play a 'neutral role' as suggested by (Babbie, 1990, in Mertens, 1998).

Bias is also derived from the research plan. Well-planned research does not guarantee that it is free from bias. It is hardly possible to eliminate all potential sources of bias. Because of this, carefully designed research removes the major ones (Katzner et al., 1991). However, this research is more quantitative than qualitative in nature using standardized model. In addition, Mixed Method Design in this study bi-methodological approach was employed. Using the *Principal Management Rating Scale (PIMRS)* by Hallinger (1985) and interview technique, the questionnaire and interview would complement one another.

One of the advantages of using bi-methodological approach is that it helps researchers develop a conceptual framework, analyze and validate quantitative results by linking the qualitative information deduced from the results of interview and construct underlying concepts from qualitative data (Johnson & Onwuegbuzie, 2004). In this way, biases could be partly minimized.

Apart from bias due to the researcher's limitations and research plan, behavior of the subjects is the most potential

source of biases (Katzner et al., 1991). This study was oriented to gather information on the excellent school principals' leadership. Principals of the schools were meaningful sources of data. In carrying the interview, the researcher behaved in a manner that was socially acceptable and in a way that the behavior of the participants was not influenced.

However, participants are not robots that behave as unthinking empty machines. Above all, the questions about leadership are supposedly to be dealt with or related to the accountability of their management and leadership.

One of the primary programs of the Indonesian president elect, Susilo Bambang Yudhoyono, is the corruption eradication program which demands bureaucrats to be more careful in terms of management especially financial management. The questions might be sensitive to them. The researcher was suspicious, because the subjects would be afraid of inspection. To reduce some biases due to suspicion, the researcher carefully explained to them the purpose of the research which has nothing to do with inspection. Certainly, they did not just accept the explanation because they safeguarded the well-being of their management and leadership. Thus, the participants especially principals may not be completely honest and hide some information.

This study would be conducted in Aceh. Aceh is unique in terms of culture. It holds the status of special autonomy. The most western province of the Republic of Indonesia, Aceh, has just ended a long lasting conflict and the 2004 earthquake-tsunami recovery process. The recovery process directly or indirectly impacts academic culture and educational organization management especially the excellent school

management. Therefore, the extent to which these research findings could be generalized to other settings is also limited. Additionally, due to a dearth of research on leadership practices of secondary school principals in general and instructional leadership in particular, quite a few findings from studies of elementary schools have been generalized to their secondary school counterparts (Mazzarella, 1985, in Hallinger & Murphy, 1987). Since secondary schools are different from elementary schools in some aspects such as goals, administrative organization, student and teacher characteristics, curricular organization and delivery, and connections to parents and the community (Hallinger & Murphy, 1987), the findings of the study of this conceptual framework could not either be generalized to their elementary school counterparts.

1.10 Conceptual Framework

The focus of this study is on Instructional Leadership practices of the excellent schools principals in Aceh, Indonesia. Instructional Leadership refers to the shift of principal management and leadership style from traditional management practice which places emphasis on administrative matters, to teaching-learning which is a core business of schooling. The three dimensions of Instructional Leadership are: defining school goals, managing instructional program and developing school learning climate. These would be the focus of this research.

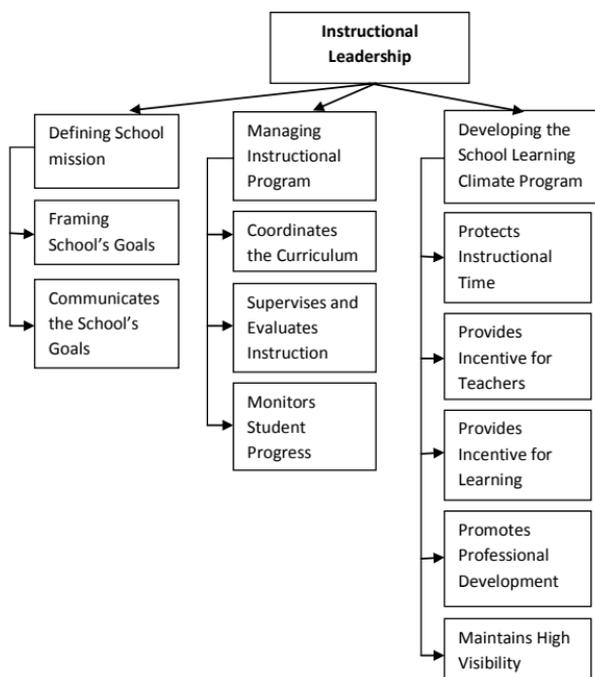


Figure 1.1 Conceptual Framework: Instructional Leadership Practices of the Principals of the Excellent Schools in Aceh, Indonesia. This conceptual framework is adopted from: Hallinger, P., & Murphy, J. (1985). Assessing the instructional leadership behavior of principals. *Elementary School Journal*, 86(2), 217-248.

1.11 Definition of Terms

Instructional leadership: The school principals' leadership which is focused on instruction comprising school missions or goals, instructional program or curriculum and school learning climate program by: (a) providing the necessary resources so that the school's academic goals can be achieved; (b) possessing knowledge and skill in curriculum

and instructional matters so that teachers perceive that their interaction with the principal leads to improved instructional practice; (c) being a skilled communicator in one-on-one, small-group, and large-group settings; and (d) being a visionary who is out and around creating a visible presence for the staff, students, and parents at both the physical and philosophical levels regarding what the school is all about (Smith & Andrews, 1989). Instructional leadership consists of three functions:

Defining school mission: A set of explicitly defined school-wide goals that are then communicated to important audiences (Hallinger, 1983).

Managing the instructional program: The principal's role in working with teachers in areas specifically related to educational technology, curriculum, and instruction (Hallinger, 1983).

Promoting the school learning climate: The principal's role in establishing a climate in which effective instruction can take place (Hallinger, 1983).

Practices: The act of doing something in this case implementing instructional leadership functions consisting of ten subscales: (a) Frames the School's Goals; (b) Communicates the School's Goals; (c) Coordinates the Curriculum; (d) Supervises & Evaluates Instruction; (e) Monitors Student Progress; (f) Protects Instructional Time; (g) Provides Incentives for Teachers; (h) Provides Incentives for Learning; (i) Promotes Professional Development; (j) Maintains High Visibility

Excellent schools: are associated with "sekolah model," or "sekolah percontohan," or "sekolah unggul," or

“sekolah unggulan” in Bahasa. In literature, the excellent schools, “sekolah unggul” commonly share some of their characteristics with effective schools or high performing schools or “sekolah berkesan” in Malaysia. However, indeed, the terms excellent schools in this context are not identical with effective schools, high performing schools or “sekolah berkesan” in Malaysia, although it is hoped that the excellent schools would become effective schools one day. The schools are under the Education Service Office (Dinas Pendidikan) of the Aceh Province, which means under the Ministry of National Education of the Republic of Indonesia. Not aligned with the bulk of the international literature, in which an effective school establishes, not decreed. It could be found anywhere and any times, and it is a dynamic process (Rahimah & Zulkifli, 1996; Reuter, 1992). In this study, the status of the excellence is decided and inscribed in an official decree by the Head of the Education Service Office of Regency/City level together with regents or mayors, and school administrators in Aceh.

Aceh, Indonesia: Aceh is a special territory (*daerah istimewa*) of Indonesia located on the northern tip of the island of Sumatra. It is also called Nanggröe Aceh Darussalam. Past spellings of its name include *Acheh*, *Atjeh* and *Achin*. Aceh is the area where Islam was first established in Southeast Asia. In the early seventeenth century the Sultanate of Aceh was the most wealthy, powerful and cultivated states in the Malacca Straits region. Aceh, which is presently inhabited by 5.006.807 inhabitants (the result of census carried out by the Aceh Government in 2010), has a history of political independence and fierce resistance to

control by outsiders, including the former Dutch colonists and the Indonesian government. Aceh has substantial natural resources, including oil and natural gas. Relative to most of Indonesia, it is a religiously conservative area. The capital of Aceh is Banda Aceh.

It was the closest point of land to the epicenter of the terrible 2004 Indian Ocean earthquake, which triggered a tsunami that devastated much of the western coast of the region, including part of the capital, Banda Aceh. The massive earthquake and tsunami killed 226,000 people (*Semangat*, 2008). This deadly disaster helped peace initiators bring the warring parties, the Free Aceh Movement (GAM) and the Government of the Republic of Indonesia, to the negotiating table to end 30-years-war. Mediated by the former Finnish president Martti Ahtisaari the head of the Crisis Management Initiative (CMI) Agency the peace agreement, the Memorandum of Understanding, MoU Helsinki, was signed in Helsinki, Finland, on August 15, 2005. The end of long war accelerated the well-managed rehabilitation and reconstruction process and resulted in significant changes and continuous development in Aceh. The fast development remarkably impacts education including school management and leadership practices.



Location of Aceh

1.12 Organization

This book is divided into four chapters. Chapter one comprises the introduction, which includes the background of the study, need for the study, problem statement, purpose and objectives, research questions, significance, scope, limitations of the study, definitions of the terms and the organization of the dissertation.

Chapter Two presents a review of the literature. This chapter consists of introduction, definition of excellent/effective school, criteria of excellent/effective school, organizational leadership, how leadership flows into the classrooms, distinguishing leadership and management, leadership behaviors of the principals, issues of technology connected to instructional leadership, models of instructional leadership, instructional leadership and theoretical framework of the study.

Chapter Three describes the methodology consisting of introduction, purpose of the study and research questions, concepts used in research questions, research design, instrument and reliability analysis, systematic sampling and samples, steps taken for data gathering, data collection, data analysis and pilot test.

Chapter Four consists of introduction, purposes of the study and research questions, return rate of the surveys by each schools, instrument, quantitative qualitative data analysis and linkage between quantitative and qualitative findings.

Finally, Chapter Five presents the results of the data collection from the study of the instructional leadership practices of the principal of excellent schools in Aceh,

Indonesia. This chapter includes sections of introduction, summary, discussion of research findings, conclusion, recommendations comprising province, regency and school recommendations as well as recommendations for further research.

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study. The literature review highlights definition of the excellent/effective school, criteria of the excellent schools, organizational leadership, how leadership flows into the classrooms, distinguishing between leadership and management, leadership behaviors of the principals, issues of technology, models of instructional leadership, instructional leadership, summary and the theoretical framework.

The first part is the definition of the excellent/effective school that describes the concept of the excellent/effective school. The second part presents frequently mentioned criteria of the excellent/effective school. In the third part, organizational leadership is discussed. In the fourth part, the process in which leadership flows through school and into the classrooms is explained. In the fifth part, the concept of leadership and management particularly in terms of language used is clearly distinguished. The sixth part discusses leadership behaviors of the school principals. The seventh part highlights the issues of technology connected to instructional leadership. The eighth part consists of models of instructional leadership. The ninth part presents

instructional leadership, which is discussed in more detail. The tenth, the theoretical framework is illustrated. Finally, the summary of this chapter is presented.

2.2 Definition of Excellent/Effective School

In most of the literature, the term Effective School is more frequently found than the term Excellent School, which is often associated with 'sekolah unggul' or 'sekolah Unggulan' in Bahasa. However, in this context, the concept of excellent schools is different from that of effective schools or high performing schools. Other terms refer to excellent schools are 'sekolah model,' 'sekolah percontohan,' or even sekolah khusus. In Malaysia, effective school is often referred to 'sekolah berkesan' or 'high performing school.' It can be found anywhere both in urban and rural areas and it is a dynamic process.

Today a school is an effective school. In a couple years in the future, the school may become a regular school, and this also applies in reverse (Reuter, 1992). Output, which is normally expressed in terms of students' academic achievement, is often measured as a standard of school effectiveness (Rahimah & Zulkifli, 1996). Taking output, student achievement, as a standard of school effectiveness is coincided with what elucidated by Idris (2006) that the main measure of effectiveness is high student achievement, which is measured by employing standardized test. It is also found in the literature that aspects of school environment and school climate have been used to measure the characteristics of effective schools because they affect student achievement as well.

In this study, the status of the excellence is decided and inscribed in an official decree by the Head of the Education Service Office of Regency/City level together with regents or mayors, and school administrators in Aceh (Laisani, 2009). Since the characteristics of effective schools are often found similar to those of excellent schools, which are less frequently mentioned in international literature compared to effective schools, it is academically safe to discuss the characteristics of effective schools.

Before describing the characteristics of effective schools it is academically sound to mention some alleged characteristics of a “less effective” school.” After visiting “less effective” schools in urban areas Ahmad and Manaf (1996) found at least 7 characteristics of “less effective” schools in contrast to those of effective schools: (1) based on the information gathered during unplanned conversation with the teachers in the teachers’ sitting room, principal of the school was unpopular among the teachers; (2) the principal did not talk much about the school; (3) the principal complained about his transference from another place recently to fill in the vacant post in this particular school; (4) she was looking forward to retiring shortly; (5) the score on interpersonal relationship of “less effective” school was lower than that of its effective counterpart; (6) concerning the items that measure the four constructs namely: Interpersonal Relationships, Teaching & Learning, Administration and Physical Facilities, the students and teachers of “less effective” schools tend to agree to a lesser degree on the items compared to their counterparts in effective schools; (7) principals from a “less effective” school resembles more of a responder, rather than

an initiator, directive from higher authorities. (Rutherford, 1985, in Idris , 2006) also questioned the principal of a “less effective” and that of an effective school. The principal of an effective school answered the questions on school missions and goals confidentially. However, the principal of a “less effective” school answered the questions in doubt such as:

We have good school and teachers and I would like to maintain this condition; we have heard some recommendations from the commission, and I think we have implemented most of the recommendations; we are going to have a safe and tidy school.

It is not easy to find a well organized concept of effective schools of Indonesian context. However, educators have a common view that “less effective schools” usually accept future students of any level of intelligence or even the loser who fails to enter favorable schools; the facilities are inadequate or less than those of effective schools; the teachers and students are not familiar with technology such as internet; the teachers are rarely given opportunities to upgrade themselves concerning the most current theories and practices in their fields (Zainoeddin, 2010); the teachers of “less effective schools” must work extra hard to upgrade the below average students in the same period of time as effective schools. Some teachers of “less effective schools” say that “we have to thank God that with limited facilities and weak inputs we are able to make students pass national examination and gain good achievement” (Winggowati, 2011). Some analysts even suggest that the paradigm of

effective school be changed. The title of effective school (sekolah unggul) should be granted to the general schools which are able to educate low capacity students to be high achievers.

The existing literature of Indonesian context on effective school (sekolah unggul) indicates that they have something in common. They illustrate that effective schools generally accept only superior or academically excellent students; they have adequate facilities; at the end of the year, it is not surprising that the students reach a high level of achievement; grade point average of the students is higher than those of “less effective schools;” students have no problem passing entrance test to further their education to a higher level or tertiary education (Ahsan, 2010); teachers and students are familiar with technology such as internet; teachers are recognized and given the opportunities to keep abreast of the development of the most current theories and practices in their fields (Zainoeddin, 2010).

Characteristics of an effective school vary in number. Garibaldi (1993), for example, set six characteristics of effective schools: the schools have pleasant environment and in which goals and rules are well articulated; takeover rates of the teachers are low; principals function as instructional leaders; teachers are involved in decision making; teachers feel that they are supported by the school leaders, parents and community; students enjoy the school learning and social atmosphere. The characteristics indicating an effective school not only vary in terms of size of characteristics, but also their substance. According to McLaughlin (2005),

An Effective School is a school that can, in measured student achievement terms, demonstrate the joint presence of quality and equity. Said another way, an Effective School is a school that can, in measured student achievement terms and reflective of its “learning for all” mission, demonstrate high overall levels of achievement and no gaps in the distribution of that achievement across major subsets of the student population. (McLaughlin, 2005, p. 5)

Referring to the above definition, it can be inferred that an excellent school is the school whose whole students could achieve a common quality and equity in measured student achievement terms, and there is no disparity among the students in terms of the achievement. Effective school studies indicate that both students from less fortunate and wealthier family backgrounds are successful. The studies consistently show that instructionally effective schools set a high standard of expectations for student attainment. Principal instructional leadership plays the most significant role for success of these effective schools (Hallinger & Murphy, 1987). Most literature on effective schools have something in common that is the professional principal is counted as one of the most important elements of the criteria.

2.3 Criteria of Excellent/Effective School

McLaughlin (2005) also specifies 8 factors that make a school be called an Excellent/Effective School:

1. Professional Leadership of the Principal

A qualified and professional principal who has a comprehensive understanding on the overall school operation

is an effective school leader. Only an effective and professional head master with leadership capacity, integrity, and managerial skills could encourage students to excel. Effective school leadership is a key to students' academic success.

2. Reliable and Professional Teachers

Teacher plays the most significant role in promoting an educational institution. Reliable and effective teachers are able to realize the expectations of the school principal and parents. Thus, the capacity of the students is more likely to be enhanced.

3. Clear Operational Philosophy

Most schools are operated based on a well formulated philosophy. However, if the philosophy cannot be brought into reality, the impact of the philosophy on school operation could hardly be noticeable. The philosophy should be shaped into a statement of vision and mission. The vision and mission must later be specified into academic goals. Then, it is necessary to clearly elaborate the goals into objectives and policies of the schools. Finally, the objectives and policies have to be fully figured out and mandatorily practiced by all school elements in carrying out their school activities.

4. Conducive Learning Environment

Good setting for learning does not necessarily mean luxurious classroom with extravagant facilities. The most important consideration is that the learning environments provide students with feeling of comfort and make them learn peacefully, be it in the middle of the field, under a tree

or anywhere else. The comfortable environment that ensures students can learn to their best potential.

5. Good Organizational Networking

Good organizational networking is often misunderstood by the principal. Some principals assume that networking here means linear communication between the principal and the teachers and other school elements. As a matter of fact, organizational networking here has a notion of parallel communication between principals, teachers and parents particularly on the problems and constraints encountered by the teacher and students in the teaching-learning process. In addition, the members of this organization especially parents should be well informed particularly in terms of school atmosphere and education in a broader sense.

6. Well-Oriented Curriculum

School leaders play a crucial role in setting high standards for student performance in their schools. However, these high standards must be translated into ambitious academic content represented in the curriculum experienced by students. School leaders work with colleagues to ensure that the school is defined by a rigorous curriculum program in general and each student's program, in particular. However, the drawback is that all public high schools' curricula are currently provided by the Ministry of National Education of the Republic of Indonesia in a centralized manner. Only 20% of the curriculum content is regionally loaded. As a consequence of this, the teachers could hardly have any room to develop a curriculum considering local potentials.

The students' intellectual development regarding their local culture and wisdom is unavoidably undermined. As the curriculum is nationally designed by the Ministry of National Education, evaluation is also conducted by following the nationally set standards.

Ideally, high school curriculum is regionally made. The Ministry of National Education had better offer the lattice, framework of the curriculum. The teachers develop the curriculum and learning objectives. In this way, each province will design fairly unique curriculum on the basis of the local potentials, by accommodating the local aspirations in agreement with the uniqueness of the region. For instance, Aceh could color its high school curriculum with syari'ah law.

7. Evaluation

Evaluation is aimed at looking at the progress students have made and their accomplishments based on the learning objectives stated in the curriculum. A properly organized curriculum would guarantee a measurable student achievement and map the students' strength and weaknesses.

8. Active Parent Participation in School Activities

At the least involvement, participation of the parents in school activities is simply controlling students during the break. The serious partaking is that parents take part in curriculum development. This role is considered significant part for parents to play, because involving in the curriculum arrangement would result in the parents' awareness of the students' learning and synchronize home and school learning. Thus, parents would feel accountable for the success

of the learning. In turn, parents and community members as a whole would realize that education and human resource development is everybody's responsibility.

Regardless of the 8 indicators illustrated above, Hammond and Friedlander (2008) point out one distinctive feature of all five excellent schools researched in the United States in contrast to traditional high schools, that is their degree of personalization. The teachers are exceptionally responsible and close to students. In this respect, the schools establish a small learning environment; promote continuous, long term relationships between adults and students; and create advisory systems that systematically organize counseling, academic supports and family connections which make the school more effective.

MacGilchrist, Myers, and Reed (2004) viewed a shared vision and agreed upon goals as characteristics of an effective school. Sammons, Hillman, and Mortimore (1995) undertook a review of international school effectiveness literature. They focused on schools in the UK, North America and the Netherlands. Despite the many differences in approaches to education from one country to another, they were invited to evaluate whether or not it was possible to find distinctive features that effective schools have in common. The main indicators of 'success' of the schools under investigation are that the examination performance and improvements in tests. The synopsis of the review provided as a result of the assessment is depicted in Table 2.1.

Table 2.1. *Eleven Characteristics Found in Effective Schools Resulting From a Review of International School Effectiveness Literature*

	Characteristics	Elements
1	Professional leadership	Firm and purposeful A participative approach The leading professional
2	Shared vision and goals	Unity of purpose Consistency of practice Collegiality and collaboration
3	A learning environment	An orderly atmosphere An attractive working environment
4	Concentration on teaching and learning	Maximization of learning time Academic emphasis Focus on achievement
5	Purposeful teaching	Efficient organization Clarity of purpose Structured lessons Adaptive practice
6	High expectations	High expectations all around Communicating expectations Providing intellectual challenge
7	Positive reinforcement	Clear and fair discipline Feedback

8	Monitoring progress	Monitoring pupil performance Evaluating school performance
9	Pupil rights and responsibilities	Raising pupil self-esteem Positions of responsibility Control of work
10	Home-school partnership	Parental involvement in their children's learning
11	A learning organization	School-based staff development

Source. Sammons, Hillman and Mortimore (1995, p.8)

The present substantial body of the research literature on effective schools had no origin prior to the 1970s. Then, the researchers visited the apparently effective schools to see what they were like, to observe what were going on in them. Over the years, this body of research literature has grown (Owens, 2001). However, even though the pieces of research have increased in volume, scope and sophistication, the conceptualization and school settings are in diversity. In addition, according to Ahmad and Manaf (1996) school effectiveness is a dynamic process. A school which is less effective at this moment may be more effective in the next couple years in the future, and this condition also applies in reverse. Based on this nature of effective school, it means that there is no special status of a school or a group of schools which are categorized into effective schools. The schools may meet the requirements to be effective schools any time, be

it through changes made by administrators together with the teachers or government authorities or other parties, or other factors. This measure is in line with that used by Reuter (1992) suggesting that effective schools could be located or found anywhere either in urban or rural areas. In practice, in many developing countries high performing schools are associated with certain schools in urban areas. This is a consequence of the focus of development in those countries in which governments concentrate on developing urban areas.

In Indonesia, the concept or dimension of effectiveness or excellence (keunggulan) of the schools as stated by the Ministry of National Education (Depdikbud) 1993 is indicated in the following criteria: the superiority of the student learning achievement demonstrated in school report card; the results of intelligence, creativity and physical test; the availability of infra structure and structure that make it possible for students to channel their talents and ability both through curricular and extracurricular activities; conducive learning atmosphere both physical and psychological conditions for developing and realizing the talents; excellence in terms of teaching staff who are more capable and committed than those in regular schools; curriculum which is developed in such a way that is referring to the national curriculum with the enrichment and acceleration as needed; leadership capacity development of the student through practices around the schools.

In this era, educational institutions become more and more independent and the sources of funding may derive from any sources. Therefore, effective schools possibly emerge anywhere and anytime. There are diverse effective schools in

Aceh, Indonesia and are controlled by different government departments. There are in the main two Indonesian government ministries in charge of education: the Ministry of National Education and the Ministry of Religious Affairs. Except for those under the control of government ministries, there are a number of private effective schools of different levels under the management of boarding schools (*pesantren* or *dayah*) and foundations or firms. However, the excellent/effective schools in this inquiry refer to a number of excellent senior high schools (16 schools) under the Education Service Office (*Dinas Pendidikan*) of Aceh Province, the Ministry of National Education of the Republic of Indonesia. The schools under study have been classified as excellent/effective schools based on a decision agreed upon by the Regency/City Government, the Education Service Offices of regency level (*Dinas Pendidikan Kabupaten/kota*) and the school administrators (Sulaiman, 2009). In international literature, the effective schools/excellent schools are frequently associated with *lab school*, *effective school*, *demonstration school*, *experiment school*, or *accelerated school* (Abidin, 2007). The concept of excellent schools in this study may be interchangeably called “*sekolah unggul*,” “*sekolah unggulan*,” “*sekolah model*,” or “*sekolah percontohan*,” in Bahasa. Each excellent school may vary in terms of the type of management and organizational leadership implemented.

2.4 Organizational Leadership

The word “lead” has a root of Indo-European meaning “go forth and die” (Heifetz & Linsky, 2002). Even though in the context of business and education this definition is not

applicable in the literal sense, it is pertinent to the discussion of leadership in the context of taking opportunities or risks when implementing change. Change is not exciting for most people because it challenges their ideals, beliefs, habits, loyalty and methodology. Because of this, resistance to change is common and can cause the change masters to be professionally undermined, sabotaged, or even kicked out (Heifetz & Linsky, 2002). Additionally, change could result in strong positive and negative emotions. The strong positive emotions are excitement, cheerfulness, energy, while the strong negative emotions are panic, fear and loss. It is when these emotions are peaking, that leadership becomes crucial (Fullan, 2001).

The concept of leadership has been examined by historians and theorists from the earliest ages to the present times, on an international, national, local and institutional level. The Egyptian pharaohs, the Roman emperors, the leaders of the Renaissance and the Enlightenment, the generals of various modern armies, and the leaders of various corporations have been studied, and findings have been produced. Smith and Andrews (1989) predicted that there were 350 definitions of leadership in the literature at that period of time. The number of the definitions has been gradually growing in the last two decades.

Some theorists have tried to organize and define the main elements of effective leadership. Waldman (1993), for instance, synthesized Deming's 14 points of Total Quality Management TQM into 5 key characteristics of leadership: change agency, teamwork, continuous improvement, trust, building, and eradication of short term goals. Fullan (2001)

records in series: having moral purpose, creating harmony, understanding change process, creating knowledge and sharing, and developing relationships as being the framework of leadership. James Collins' (2001) work on companies *Good to great that* has been widely read. The book describes the level 5 leaders as those who rely on high standards rather than personal charisma; surrounds themselves with the right people to do the job; creates culture of discipline; honestly looks at the facts of their organizations; open for challenging questions with regard to the future of the organizations.

Bolman and Deal (2003) assume that leadership is situational and requires the balancing and utilization of the “four frames” of an organization, which are structural frame, human resource frame, political frame and symbolic frame. Effective leaders are able to face challenge and crisis and “reframe” it. By reframing, the leader is able to understand and use multiple perspectives in order to solve the problem or handle the different situation.

Supovitz, Sirinides, and May (2010) suggest that at least four factors should be taken into account when identifying effective school leadership practices. They consist of the strengths of the principal, the makeup of the school faculty, and the context facing the school. For an instructional leader understanding the four factors is also significant for solving the problems particularly those related to the teaching-learning process in the classrooms.

2.5 How Leadership Flows into the Classrooms

As mentioned above, leadership has a number of definitions. Leadership is the process in which an individual

influences a group of individuals to achieve a common goal (Northouse, 2004). Leadership is defined principally by the models, roles and behaviors which are used to describe it (Hallinger & Heck, 1998; Leithwood, Jantzi, & Steinbach, 1999). Lambert (2003) defines leadership as a “combination of breath of participation and depth of skillfulness” (p. 4). McQuire (2001) views leadership as the act of identifying important goals, motivating and enabling others to devote themselves and necessary resources to achievement. Playing various roles in the schools, school leaders provide and exert influence and direction in order to accomplish the school’s goals (Leithwood & Riehl, 2003). Educational leader is the individual whose actions are purposely geared to influencing the school’s primary focus, academic progress, and ultimately the students’ achievement (Witziers, Bosker, & Kruger, 2003). As change is flowing through the school, students are exposed to planned actions or blueprint of initiatives that promote student achievement. It is the vision and direction of the school leader that pours to the teachers and into the classrooms where students are being taught. That leadership filters through school and into the classrooms indicates that the school principal is more a leader than a manager.

2.6 Distinguishing Leadership and Management

Differentiating between management and leadership raises another issue. Since the nature of overlapping in concepts of management and leadership with the related idea of administration, distinguishing leadership and management is academically worth doing. For example, “Management is widely used in Britain, Europe and Africa,

while “administration” is mostly used in the United States, Canada and Australia (Bush, 2008). Dimmock (1999, p. 442) makes clear of these notions while being aware of their competing elements:

School leaders [experience] tensions between competing elements of leadership, management and administration. Regardless of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

If the schools are to be effectively operated for achieving their objectives, both management and leadership need to be counted as equally important. Challenge of modern organizations including effective schools requires a manager to have objective perspectives and the vision of wise leadership (Bolman & Deal, 1991). According to Leithwood et al. as elaborated by Bush (2008), it is a global trend and widely accepted to give attention to leadership and management as machinery for improving schools and enhancing student outcomes.

However, if we are to have a clear understanding of how schools have developed from being managed to being led, it is important to analyze the differences between leadership and management (David, 2010). A straightforward approach to this analysis is to have a look at the language used. Table 2.2 depicts the differences:

Table 2.2. *The Differences Between Management and Leadership in Terms of Language Used*

Subject	Leader	Manager
Essence	Change	Stability
Focus	Leading people	Managing work
Have	Followers	Subordinates
Horizon	Long-term	Short-term
Seeks	Vision	Objectives
Approaches	Sets-direction	Plans details
Decision	Facilitates	Makes
Power	Personal charisma	Formal authority
Appeal to	Heart	Head
Energy	Passion	Control
Dynamic	Proactive	Reactive
Persuasion	Sell	Tell
Style	Transformational	Traditional
Exchange	Excitement for work	Money for work
Likes	Striving	Action
Wants	Achievement	Results
Risk	Takes	Minimizes
Rules	Breaks	Makes
Conflicts	Uses	Avoids
Direction	New roads	Exciting roads
Truth	Seeks	Establishes
Concern	What is right?	Being right
Credit	Gives	Takes

Taken from David Straker. (2008). *Changing minds: In detail*. Syque Press.

Since effective leaders must be credible in their actions and clear about their beliefs, it is vital for them to figure out the above components. Reynolds and Warfield (2010) assert that effective leaders are central to every successful organization. They stress on the importance of 4 main characteristics that effective leaders should have. Effective leaders collaboratively create a vision and establish a climate for people in the organization to reach the highest level of achievement; communicate the vision and work with followers to achieve the vision; mobilize resources; promote collaborative activities among people in the organization to achieve the agreed upon goals. In addition to these characteristics of a leader, in the school context clear principal leadership responsibilities are also significant for the principals' leadership practices.

In the school context, traditionally, principals were demanded to set clear school goals, allocate resources for instruction, manage the curriculum, monitor teaching programs and evaluate teachers (Dipaola & Hoy, 2008). In this era, the principals' responsibilities comprise a deeper and broader involvement in the technical aspects of teaching and learning, the use of data to make decisions, and prescribe and participate in meaningful innovative professional development (King, 2002). As a consequence of this, principal should seek for ways in which managerial and instructional responsibilities to complement and support each other instead of being in persistent competition (Shellard, 2003).

Based on research conducted by Schumacher, Grigsby, Decman, and Simeou (2010) on 35 principals consisting of 15 elementary, 10 middle and 10 high school principals from various districts in the Houston metropolitan area of

the United States concerning their leadership style, whether managerial or instructional leadership mode of thinking. It was found that elementary school principals and middle school principals are moving toward the instructional leadership model. However, the result suggests that high school principals are still in the managerial mode of thinking.

The way of thinking of the elementary school principals in this study appears to be shifted to getting used to curricular issues. These principals spent 60%-80% of their time in classrooms and focused on areas which directly impact instruction. More importantly, their instructional style was more collaborative. The middle school principals in this investigation placed more emphasis on instructional strategies and provided training for teachers to be successful in doing their job. The high school principals in this study delegated the majority of their curriculum and instructional responsibilities to leadership teams. Professional development was not designed based on classroom observations, but according to the teacher's years of experience instead. Above all, the result of the study indicates that these high school principals are still in the managerial mode of thinking when it comes to curriculum and instructional responsibilities.

Table 2.3 gives a broader view of leadership responsibilities of the principals.

Table 2.3. *Principal Leadership Responsibilities*

Responsibilities	The extent to which the principal...
Culture	fosters shared beliefs and a sense of community & cooperation
Order	establishes a set of standard operating procedures & routines
Discipline	protects teachers from issues & influences that would detract from their teaching time or focus
Resources	provides teachers with materials & professional development necessary for their job
Curriculum, Instruction & Assessment	directly involved with the design & implementation of curriculum & instruction
Focus	establishes clear goals & keeps those goals in the forefront of the school's attention
Knowledge of curriculum, Instruction	knowledgeable about current curriculum, instruction, and assessment
Visibility	has quality contact & interactions with teachers and students
Contingent rewards	recognizes & rewards individual accomplishments

Communication	establishes strong lines of communication with teachers & among students
Outreach	is an advocate & spokesperson for the school to all stakeholders
Input	involves teachers in the design & implementation of important decisions & policy
Affirmation	recognizes & celebrates school accomplishments & acknowledges failures
Relationship	demonstrates an awareness of the personal aspects of teachers & staff
Change agent	is willing to & actively challenges the status quo
Optimizer	inspires & leads new & challenging innovations
Ideals/Belief	communicates & operates from strong ideals & beliefs about schooling
Monitors/evaluates	monitors the effectiveness of school practices & their impact on student learning
Intellectual Stimulation	ensures that faculty & staff are aware of the most current theories & practices & makes the discussion of these a regular aspect of the school's culture

Situational Awareness	is aware of the details & undercurrents in the running of the school & uses this information to address current & potential problems
Flexibility	adapts his or her leadership behaviors to the needs of the current situation & is comfortable with dissent

Taken from Tim Waters, Robert Marzano and Brian McNulty, 2003, A Working Paper, p. 4. Copyright 2003 by McRel.

2.7 Leadership Behaviors of Principals

In his work *Effective School Research*, Gibbs (1989) outlines at least nine characteristics a principal must have. The characteristics are directly connected to the principal's leadership skills. They comprise:

- plays an assertive instructional role
- is seriously goal and task oriented
- is well organized
- conveys high expectations to staff and student
- clearly defines and communicates goals and policies
- frequently visits classroom
- maintain high visibility/availability to staff/students
- provides strong/reliable support to staff and
- is capable of parent/community relation (p.6).

Hallinger, Brickman, and Davis (1989) suggested that principals' effort in developing clear mission which provides an instructional focus for teachers throughout the school

affect student achievement. Hughes (1999) highlights another study carried out by Peterson in 1978, which presented five central behaviors associated with instructional leadership. They included:

- Provide regular observation and feedback monitoring of student performance frequently.
- Construct a coordinated instructional program.
- Promote staff development.
- Insist that teachers are responsible for student learning.
- Serve as an information resource about instructional issues. (pp. 233-34)

2.8 Issues of Technology and Instructional Leadership

Technology in an organization is implemented to reach the goals of the organization. In education, the technology which is designed to produce student learning is related to curriculum and instruction. The curriculum and instruction are two elements to which students are exposed (Hallinger & Murphy, 1987). According to Thompson (1967), based on organizational theories, an organizational technology comprises two aspects, *clarity* and *complexity*. Traditionally, most schools utilized an unclear technology (March, 1978; Weick, 1982, in Hallinger & Murphy, 1987). *Clarity* refers to the degree to which instructional process could be understood and specified (Hallinger & Murphy, 1987). Schools are diverse in terms of the clarity of an instructional technology they employ. Having an assumption that no single method is better than another, but the teacher is the best, individual teachers select the mode of instruction and apply their own conception of the curriculum, and this has caused

teachers to use a variety of instructional techniques within any given schools. Two relatively recent developments have made it possible for schools to utilize clearer instructional technologies. First, research on effective instruction has shown that teaching models that focus on direct instruction by the teachers, under certain conditions, result in greater improvements in student achievement (Rosenshine, 1983). Another finding bringing about similar results is dealing with curricular coordination. When school staff employ a coordinated approach to teaching a particular subject and adopts a selected model of instruction, it also increases the technical clarity (Cooley & Leinhardt, 1980).

“*Complexity* refers to the degree to which the instructional processes of the school require interdependence and coordination among the teaching staff” (Hallinger & Murphy, 1987, p. 183). The complexity of the instructional technology utilized varies from school to school. For instance, the curricular coordination of high schools with a departmentalized system is different from that of a traditional elementary school. Team teaching, for example, also results in greater complexity, because the instructional techniques make teachers more interdependent than their counterparts in traditionally organized schools. While the clarity of the school’s technology forms a context for principal leadership, this nature of the increased complexity of the school’s instructional technology also impacts the principal’s instructional leadership role (Hallinger & Murphy, 1987). Since increased complexity demands greater coordination, at least, there are three ways in which the principal can enhance coordination. First, they can play a more active and a central

role in curricular coordination. Second, they can delegate authority to assistant principals or other persons or parties depending on the type of schools. Third, they can offer an opportunity for staff to interact such as staff development and curricular planning (Cohen et al., 1977; Little, 1982; Rosenholtz, 1985). These three routes may help school principals realize the instructional leadership functions, and with the vast evolvement and growing importance of technology in schools principals need to be equipped with the knowledge of technology integration in instruction (Phillips, 2002).

2.9 Models of Instructional Leadership

Three dimensions of instructional leadership-defining the school's mission, managing the instructional program, and promoting a positive school learning climate are within the framework developed by Hallinger and Murphy (1985). This concept of instructional leadership came into view in the field of educational administration in the early 1980s. Murphy (1990) continued to refine and elaborate the model with a systematic and comprehensive review and expanded the framework that comprised four basic dimensions. Weber (1989) proposed variations of this concept. He enlarged the model that consisted of five principal dimensions of instructional leadership. Regardless of the evolvement of these models during the last twenty years, there are some fundamental aspects, consistent elements which are still agreed upon by most researchers. Elements of Murphy & Hallinger's model were summarized in Table 2.4.

Table 2.4. *Elements of Murphy & Hallinger's Model of Instructional Leadership (1985)*

Defines the School Mission	Manages the Instructional Program	Promotes the School Learning Climate
<ul style="list-style-type: none"> • Framing school goals • Communicating school goals 	<ul style="list-style-type: none"> • Supervising and evaluating instruction • Coordinating curriculum • Monitoring student progress 	<ul style="list-style-type: none"> • Protecting instructional time • Promoting professional development • Maintaining high visibility • Providing incentives for teachers • Enforcing academic standards • Providing incentives for students

After examining the instructional leadership behaviors of elementary principals and reviewing the literature on school effectiveness, Hallinger and Murphy (1985) developed their model of instructional management. Based on their theoretical and empirical analyses, they formulated a framework of instructional leadership with three dimensions and eleven job descriptors. The three dimensions were defining a mission, managing the instructional program, and promoting a positive school learning climate. Mission

was defined in terms of framing and communicating goals. Managing the instructional program was expressed in terms of supervising and evaluating instruction, coordinating curriculum and monitoring student progress. A positive school learning climate was maintained by principals by protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, enforcing high academic standards, and providing incentives for students.

Table 2.5. *Elements of Murphy's Model of Instructional Leadership*

Developing Mission and Goals	Managing the Educational Production Function	Promoting an Academic Learning Climate	Developing a Supportive Work Environment
<ul style="list-style-type: none"> • Framing school goals • Communicating School goals 	<ul style="list-style-type: none"> • Promoting quality instruction • Supervising and evaluating instruction • Allocating and protecting instructional time • Coordinating curriculum • Monitoring student progress 	<ul style="list-style-type: none"> • Establishing positive expectations and standards • Maintaining high visibility • Providing incentives for teachers • Promoting professional development 	<ul style="list-style-type: none"> • Creating a safe and orderly learning environment • Providing opportunities for meaningful student involvement • Developing staff collaboration and cohesion • Securing outside resources in support of school goals • Forging links between the home and school

After integrating the research from four major sources, namely the literature on effective schools, on school

improvement, on staff development and on organizational change, Murphy (1990) continued refining the model of instructional management with a systematic and comprehensive review. Based on this review, he expanded the instructional framework, the new framework comprising four basic dimensions which were then divided into sixteen different roles of the principals. Developing mission and goals were broken down into two functions: framing school goals and communicating school goals, which remained a fundamental feature. However, the managing instructional program dimension was converted into the term managing the educational production function which was broken down into five functions: promoting quality instruction, allocating and protecting instructional time, coordinating curriculum and monitoring student progress.

In this dimension, Murphy (1990) added two new functions, promoting quality instruction and allocating and protecting instructional time. Murphy (1990) also changed the dimension developing school learning climate into promoting an academic learning climate which includes a new function, establishing positive expectations and standards, in addition to maintaining high visibility, providing incentives for teachers and promoting professional development. The remarkable expansion Murphy (1990) introduced was the addition of the fourth dimension of the model, developing a supportive work environment which was divided into five completely new functions: creating a safe and orderly learning environment, providing opportunities for meaningful student involvement, developing staff collaboration and cohesion, securing outside resources in

support of school goals, forging links between the home and school as seen in the fourth column of Table 2.5.

Table 2.6. *Elements of Weber's Model of Instructional Leadership (1996)*

Defining the School's Mission	Managing Curriculum and Instruction	Promoting a Positive Learning Climate	Observing and Improving Instruction	Assessing the Instructional Program
The instructional leader collaboratively develops a common vision for the school with stakeholders	The instructional leader monitors classroom practice alignment with the school mission, provides resources and support in the use of data to drive instruction	The instructional leader promotes a positive learning climate by communicating goals, establishing expectations, and establishing an orderly learning environment	The instructional leader observes and improves instruction through the use of classroom observation and professional development opportunities	The instructional leader contributes to the planning, designing, administering, and analysis of assessments that evaluate the effectiveness of the curriculum

Irrespective of the school's organizational structure, Weber (1996) acknowledged the need for instructional leadership. He concluded that even though an instructional leader was not a principal, it is imperative that a school have such a leader. He also drew a conclusion from his review of the research that, "The leaderless -team approach to a school instructional program has powerful appeal, but a large group of professionals still needs a single point of contact and an active advocate for teaching and learning" (p. 254). Weber (1996) identified five main functions of instructional

leadership based on his review of the literature: defining the school's mission, managing curriculum and instruction, promoting a positive school learning climate, observing and improving instruction, and assessing the instructional program. His model is consistent with the two early models and incorporates most of the elements. The distinctive feature of his model is that instead of breaking down the main functions into more defined functions or job descriptors, Weber's framework (1996) elaborated the dimensions into a point of more operational actions as summarized in the Table 2.6.

2.10 Instructional Leadership

Instructional leadership is a change from conventional management practice of the schools, in which principals were seen as general managers of the schools, to a principal as instructional leader. According to Hallinger (1987), in the 1950s principals were regarded very much as administrators that just managed all aspects of the school operation. In 1960s the role of the principals later became more developed. The principals evolved into bureaucrats of low level. They organized things on the ground level, because during this era large scale policies or decisions were made and implemented by the government. In the early 1980s, the literature on school effectiveness was focused on a more evolved function of the principals. They were viewed as agents of change that would boost improvement in student achievement. Since 1990s, principals, according to Hallinger (1992), have been moving from being highly involved in aspects of curriculum and instructional improvement to the transformational

model in which principals would provide leadership through teaching staff development leading to moving the school forward to establish their common goals in the context of learning (Ching, Kiong, & Pauline, 2004, in Ahmad, 2004). In their study of the instructional leadership role among principals in low and high performing secondary schools in Sabah, Malaysia, Ching et al. (2004) define instructional leadership “as the way in which a principal defines the mission of the school and subsequently shapes the teaching and learning through planning, controlling, monitoring and evaluating the work of teachers and students, in a manner that boosts their co-operation and morale. In realizing this, the principal creates a positive climate which encourages students learning.”

This definition is similar to that defined by Weber (1989) and Hallinger and Murphy (1987). All of them take into account the significance of defining the schools’ mission. However, the difference is that Weber (1989) presents a mixture of dimensions and functions by calling them as functions. According to him, there are five functions of instructional leadership: defining school mission, promoting positive school learning climate, observing and giving feedback to teachers, managing curriculum and instruction and assessing the instructional programs. Hallinger and Murphy (1985) whose instrument, *the Principal Instructional Management Rating Scale (PIMRS)*, is widely used for school principal leadership assessment including for this study, state that instructional leadership in an effective school comprises three dimensions: defining the school mission, managing the instructional program and promoting a school

learning climate.

Lately, the definition of instructional leadership has been extended to touch the prime business of schooling, teaching and learning. Learning becomes of greater concern than teaching, and some educators have preferred to use the term “learning leader” over “instructional leader” (Dufour, 2002). The National Association of Elementary School Principals (2001) defines instructional leadership as “leading learning communities.” In learning communities, staff members meet on a regular basis to discuss their work, work together to solve problem, reflect on their jobs, and take responsibility for what students learn and problems they encounter. The teachers work collaboratively and share their expertise, not hierarchically or individually. Blase and Blase (2000), as quoted by Phillips (2002), describes instructional leadership in specific behaviours such as making suggestions, giving feedback, modelling effective instruction, eliciting opinions, supporting collaboration, providing professional development opportunities, and rewarding or praising teachers for effective teaching.

The National Institute on Educational Governance, Finance, Policy making, and Management (1999) indentified the following characteristics of instructional leaders:

1. Instructional leaders strive to optimally use time, energy, and talents for improving the quality of instruction and learning.
2. Instructional leaders have deep understanding toward instruction and learning, including new methods of teaching which stress on problem solving and student construction of knowledge.

3. Instructional leaders have a strong commitment to making all students make progress.
4. Instructional leaders are committed to improving instruction for the groups of student who are not currently learning.
5. Instructional leaders know how to evaluate instruction and provide feedbacks for teachers.
6. Instructional leaders handle the whole school by continuous dialogue for finding out what a good instruction looks like.
7. Instructional leaders are present in every classroom.
8. Instructional leaders provide the teachers with feedback, guidance, support, and professional development.

The National Association of Elementary School Principals (NAESP) (2001) issued a document entitled *Learning Communities: Standards for What Principals Should Know and Be Able To Do*. The NAESP identified six standards that redefine instructional leadership for the present principals of primary and secondary schools. The standards include: (a) leading schools in a way that prioritizes student learning and adults. Principals serve as leaders of learners and teachers, (b) promoting academic success for all students by setting high expectations and standards and organizing the school environment which is oriented to school achievement, (c) creating and demanding the content of rigorous instruction that guarantees student progress toward academic standards agreed upon, (d) creating continuous learning climate for adults which is tied to student learning, (e) using multiple

sources of data as a diagnostic tool to assess, identify, and apply instructional improvement, and (f) actively involved in community to create common responsibility for students and school success.

The National Association of Secondary School Principals (NASPP) (2001) published *21st Century School Administrator Skills* in which they identified criteria that define instructional leadership for present school principals. The criteria include: (a) implementing strategies for teaching and learning improvement including putting the programs and school improvement efforts into action, (b) developing a vision and establishing clear goals, (c) providing direction in achieving the goals set, (d) helping others to contribute for goal achievement, and (e) developing commitment to a course of action from individuals and groups.

The terms such as routine actions, customary functions and expected behaviors are associated with the role a person plays in an organization. The role of instructional leader is to (a) provide instructional leadership through the establishment, conveyance, and implementation of a vision of learning; (b) create and sustain a leaning community that makes student and teacher learning the focus; (c) facilitate the creation of the school culture, and climate based on high expectations for students and teachers; (d) advocate, strengthen, and sustain a school culture that is conducive to student learning and teaching staff professional development; (e) lead a school improvement process in a way that addresses needs of all students; (f) involve the community in activities to solicit support for student success; (g) utilize multiple sources of data to address, identify and stimulate instructional

improvement (Green, 2010; Jenkins, 2009; Wanzare & Da Costa, 2001).

According to Hallinger and Murphy (1987), a substantial number of studies have been carried on school improvement. However, there are, at least, 4 weaknesses of the pieces of research available. First, researchers conducting research on principal leadership and school effectiveness fail to utilize research designs that concentrate on the causal relationship between principal leadership and school outcomes. Second is the limitation which is still related to research design. Almost all researches have been carried out to study the schools at the single point in time. In other words, the researchers fail to recognize that research is a process. Even the case studies are commonly not going on over a period longer than one year. The researchers do not have enough time to investigate the process by which principals make change to enhance student achievement. They just see the characteristics of schools which are instructionally effective.

The third weakness of the researches on effective principal leadership relates to the population and the outcomes used to assess organizational effectiveness. Almost all the studies have used student achievement as a sole criterion for assessing school effectiveness. In some cases, the principal leadership is counted as a causal factor. However, it is not known whether the leadership styles of a particular school have similar impact on the other types of schools. Finally, instructional leadership is seldom operationally defined as concrete terms, specific policies, practices and behavior initiated by the principal.

Previous studies using the *PIMRS* have been conducted in

many different school settings especially in the United States. Among others, a study carried out by Brendan J. Lyons in 2010: *Principal Instructional Leadership Behavior, as Perceived by Teachers and Principals, at New York State Recognized and Non-Recognized Middle Schools*. The study compared the principals' instructional leadership practices between the recognized and non-recognized schools. The results indicate that, on the average, principals of recognized schools are demonstrating the leadership behaviors measured in the *PIMRS* more frequently than principals of non-recognized schools.

Harris (2002) studied: *The Relationship That Exists Between Principals' Instructional Leadership Skills and the Academic Achievement of High Poverty Students*. This study focused on teachers' perceptions of the principals' instructional leadership skills of four selected schools. Although the title seems to see the relationship between instructional leadership skills and the student achievement, this research was also to see the difference between two schools of different ratings in terms of principals' instructional leadership skills. Two schools, which received an absolute rating of *good* on the South Carolina School Report Card, and two schools, which received an absolute rating of *Unsatisfactory* on the South Carolina School Report Card. In this study, the teachers from these four schools responded to just three subscales of the *Principal Instructional Rating Scale (PIMRS)* (Hallinger, 1983). The three subscales included Supervise and Evaluate Instruction, Coordinate the Curriculum, and Monitor Student Progress. The findings indicate that teachers in schools, which received an absolute rating of *good* on the South Carolina School Report Card, rated their principals

as showing instructional leadership skills in the areas of Supervise and Evaluate Instruction and Monitor Student Progress to a greater extent than their counterparts in schools which received an absolute rating of *Unsatisfactory*.

Since the researches have been conducted in Western countries by researchers who are familiar with both theoretical constructs and empirical findings derived from Western cultures, conceptualizations of principal leadership are based on the findings derived from them. Hallinger and Taraseina (1994) conducted a research entitled: *Conceptualizing and Assessing the Instructional Leadership of Secondary School Principals in Thailand* aimed at developing a methodology that would provide reliable and valid data on the instructional leadership of Thailand principals and comparing the results to prior findings obtained in the United States and Malaysia. The researchers of this research relied on the conceptualization of instructional leadership developed by Hallinger and Murphy (1985). They subsequently operationally defined this conceptualization into a survey instrument, the *Principal Instructional Management Rating Scale (PIMRS)* (Hallinger & Murphy, 1985). Using the *PIMRS*, the researchers assess three dimensions of the instructional leadership construct: defining the school's mission, managing the instructional program, and promoting a positive school learning climate (Hallinger & Murphy, 1985).

To mention some of the findings, this sample of the secondary school principals from northern Thailand do not exercise active instructional leadership in the domains measured by the *PIMRS*. The last phase of the study indicates that the instrument needs to be further adapted. To expand

the conceptualization of the instrument, the researchers recommended that a good link between the school and local religious institutions be established. Noting the functions and representative activities, the researchers also see the possibility to add new subscales to the current *PIMRS* scales. Realizing the limitations of transferring conceptualizations of leadership across cultures, the researchers of this study suggest directions for future inquiry regarding the principal instructional leadership assessment.

The instructional leadership construct has three dimensions comprising defining the school's mission, managing the instructional program, and promoting a positive school learning climate.

a) Defining school's mission

According to (Hallinger & Murphy, 1985) the first dimension of the instructional leadership construct is defining school's mission which, for the purpose of this study, is defined as a set of explicitly defined school-wide goals that are then communicated to important audiences (Hallinger, 1983). It is broken into two functions:

- *Formulating school goals*
- *Communicating school goals*

Formulating school goals is defined as the principal's role in determining the areas in which the staff will focus their attention and resources (Hallinger, 1983). Based on the results of their study on sustained successful school leadership in Denmark, Moos, and Koford (2009) stated that the modernization of Danish society has affected everyday

life and discourses of schools. Principals then considered it a major responsibility to act proactively in formulating the visions of the schools. The development makes principals translate the external expectations to staff in more reactive ways. The challenge to principals is finding appropriate ways of influencing and communicating with the teachers concerning the external expectations affecting the schools' mission which is later defined into understandable goals. Across the range of public and private organizational settings, it is obvious that effective leadership is inspired by a commitment to clearly articulated values and beliefs.

After making a series of visits to five successful primary and six secondary schools, Chapman and Mongon (2008) from Manchester University found that one out of five strategies followed by principals is that of building vision and setting directions, in which staff and students at these schools knew where they were led and what was expected from them, and the high expectations were well understood by them. Murniati (2008) stated that a vision which is broken into goals is an expectation or a dream for 5, 8 or 10 years in the future. She concluded that a vision/a goal is a view with power to determine direction of the future of an organization based on the past values being practiced, which is used as a guide for behavior of the individual or group. The values designate an integration of intelligence, knowledge, experience, and full and total comprehension of prevailing values.

The most important point is that each school and school system should articulate their own values and beliefs appropriate to the context within which the schools operate, and the broad focus is on student learning and achievement

(Harris, Day, Hadfield, Hopkins, Hargreaves, & Chapman, 2003). Clearly articulated values and beliefs become more significant in school improvement efforts. Most school improvement programs encourage principals to develop clear academic goals as the first important measure in the school improvement process (Hallinger & Murphy, 1987). Organizational analyses indicate that schools are generally characterized by vague, unclear school goals (Cohen & March, 1972; Weick, 1976; 1982). On the other hand, studies of effective schools have indicated that they are characterized by a clearly defined mission. Without clear goals and objectives, it is difficult, if not possible, to measure effectiveness and efficiency of school operations (Murphy & Hallinger, 1983). Based on this reason, and considering findings of studies on effective schools, framing school goals is the primary instructional leadership function (Cohen, 1981; Gauthier, 1982; Hallinger, 1981; Lezotte, Hathway, Miller, Passalacqua, & Brookover, 1980).

Researches on effective schools have indicated the significance of developing an explicit organizational or school mission (Purkey & Smith, 1983). School elements need a philosophy as a basis or a framework underpinning values and beliefs for school activities. A mission serves as the source of understanding and motivation for members, to which they are tied. A clear mission guides the activities of the teachers as independent workers, without close inspection of the principal. The bulk of research indicates that effective schools sustain an explicit academic mission. In effective schools, a mission also serves as a socialization function. As new members become part of the organization, they

are automatically socialized to the philosophy. The process of defining the mission into the explicit goals provides an opportunity for staff to secure inputs concerning the ideas underlining of the mission. Defining goals also provides clear criteria for decision making regarding resource allocation and functions as performance standard on which to base and measure school progress (Brookover et al., 1982).

According to Hallinger and Murphy (1985) despite all the ten functions contributing to effective school leadership, there is substantial evidence showing that shaping school goals deriving from school's mission denotes a key function of effective school leadership (Bamburg & Andrews, 1990; Hallinger & Heck, 2002; Murphy, Elliott, Goldring, & Porter, 2006). Many researchers acknowledge that the key task of principal leadership is to set the broad vision and mission of the organization and to link goals to that mission. Hallinger and Murphy (1985) urged that instructional leadership be focused first on defining the school mission through a clear vision of what the school is trying to achieve. Similarly, Hallinger et al. (1996) identified the central activity of instructional leadership as establishing a clear school mission.

The research literature has also supported the idea that the high quality school's goals which are high and rigorous standards for learning goals would close the achievement gap between advantaged and less advantaged students. The high quality goals would improve overall achievement of students as a whole (Goldring, Porter, Elliott, & Cravens, 2009), which is the main criteria of an excellent/effective school. In addition, Witziers et al. (2003) carried out a meta-analysis of seven leadership behaviors and found that "defining and

communicating mission” impacts the most of all those examined.

Communicating school goals is defined as the ways in which the principal communicate the school goals to teachers and students (Hallinger, 1983). Leadership involves the ability to communicate the vision of the school as well as focusing the effort of group towards achieving the collaborative set vision. Apart from the vision communication, in a school system communication remains a critical factor in creating rapport between the principals and teachers/staff, and good relationship is often associated with effective communication skills on the part of principals (Pansiri, 2008).

The vision commonly consists of values and beliefs. Simply stating or discussing values in some abstract way is not enough, however. Values need to be translated into criteria and principles that inform the manner in which teachers and students behave, and the way in which the school organizes itself (Harris, 2003). Murniati (2008) suggested updating of the vision. She stated that vision or goal as a behavioral guide for individual or group in an organization should always be nurtured and developed through various activities such as having new ideas and communicating the ideas so that the ideas could be figured out by the whole staff of the organization, and they could serve as a guide in carrying out the activities and handling any emerging organizational constraints and demands.

Effective leaders collaboratively create a vision and establish a climate for people in the organization to reach the highest level of achievement. They communicate the vision and work with others to achieve it. They use their

skills in communication, collaboration, and build a learning community within the schools to ensure that the vision of educational excellence becomes a reality (Warfield & Reynolds, 2010). The principal plays a key role in developing, communicating, implementing, and maintaining school mission as an instructional leader (Hallinger & Murphy, 1987). Murniati (2008) reminded that the responsibility and function of a leader is to formulate, nurture, develop, communicate, implement and refresh the vision or goal in order to make the vision or goal always have power to encourage staff and provide quick and proper response to various problems and demands. School goals will not be of much value unless they are consistently and clearly communicated to staff, students and parents (Murphy et al., 1983). Principals should also ensure that the goals of education and schooling are widely owned within and outside the school community (Harris et al., 2003).

Principals should ensure that school wide policies and practices, as well as the job behavior of the administrative staff, reinforce the values rooted in the school's mission (Deal & Kennedy, 1982; Estler, 1985; Hallinger & Murphy, 1985b, in Hallinger & Murphy, 1987). Defining school mission not only provides the school with a clear sense of orientation, but also results in clear implications for the other two domains of instructional leadership, managing the instructional program and promoting a positive school learning climate. Now, the discussion is turned to the second domain of instructional leadership, managing the instructional program.

b) Managing the Instructional Program

Managing instructional program, for the purpose of this study, is defined as the principal's role in working with teachers in areas specifically related to educational technology, curriculum, and instruction (Hallinger, 1983). It is divided into three instructional leadership functions:

- *Coordinating the curriculum*
- *Supervising and evaluating instruction*
- *Monitoring student progress* (Hallinger & Murphy, 1985).

Coordinating the curriculum is as the degree to which school curricular objectives are aligned with course content, achievement tests, and the continuity in a curricular series across grade levels (Hallinger, 1983). Fidler (1997) refers to instructional leadership as “curricular leadership” arguing that principals were in the best position to coordinate, integrate, implement and supervise programs and instruction to see that the expected learning outcomes are achieved. Murphy, Elliot, Goldring, and Porter (2006) state that “school leaders in effective schools are knowledgeable about and deeply involved in the school's curricular program.” Principals manage and support the teaching and learning program; they apply the highest standards of teaching and learning; they solve the problems emerge (Chapman & Mongon, 2008).

In their review of the literature on leadership effects on student achievement, Walters, Marzano, and McNulty (2003) found “leaders' knowledge of curriculum, instruction, and assessment to be a significant predictor of student performance.” However, it is a mistake to ignore the fact that one important reason for the lack of instructional leadership

activity on the part of many principals is that they are poor in knowledge base on instruction and curriculum. That most principals were not equipped with knowledge base on instruction and curriculum is due to the fact that schools of educational administration have not traditionally focused on curriculum course or science of effective instruction (Murphy et al., 1983). In fact, leadership can be taught and the primary purpose of leadership is to promote teaching and learning (Slater, 2011).

Principals promote curriculum coordination in three ways. First, they work to make sure that the main and supplemental materials are consistent and not overlapping, but mutually reinforcing. Second, they ensure that the curriculum content is consistent with school academic objectives and goals and with the tests used to measure mastery of those objectives. Third, principals establish program evaluation methods and ensure that these evaluations are conducted on a regular basis (Murphy et al., 1983).

Except for ensuring the consistency of the curriculum, principals of effective schools work collaboratively with the teachers to ensure that the schools apply a rigorous curriculum program, and all students learn rigorous content of high quality curriculum (Newmann, 1997; Odgen, & Germinario, 1995). According to Pansiri (2008), instruction also means interaction between teachers and curriculum materials towards developing a quality learner in a learning environment. Learning-centered leaders or instructional leaders ensure that all students have equal opportunity to learn the accurate content of the curriculum in all academic courses (Murphy & Hallinger, 1985). Summarizing from a

number of empirical studies, Goldring et al. (2009) argue that teaching focused on the purposeful content of curriculum is resulted in a positive impact on student performance, and the problem with low achieving students could be partly solved. This dimension, managing the instructional program, relates to the role of the principal in managing and coordinating the school curriculum.

The evidence from researches on teaching and curriculum and their impact on student learning is as follows: a number of well developed models of teaching and curriculum generate significantly higher levels of student learning than teaching by using traditional strategies; the well developed models result in student learning to construct knowledge, promote student inquiry and foster learning how to learn; the teaching strategies employed need to be integrated within a curriculum to ensure remarkable impact on students' learning (Harris et al., 2003).

Rigorous curriculum alone does not suffice to give benefit to student achievement. Quality instruction, effective pedagogy, is also needed. Newmann & Wehlage (1995) defined authentic pedagogy as "teaching that requires students to think, to develop in-depth understanding, and to apply academic learning to important realistic problems." Effective teachers clearly express their instructional goals, make their students well-informed about their instructional goals, and what is hoped from them. In this way, students know where they are being led.

Concerning curriculum management skills, they involve school-based professional development activities, classroom visitation, and instructional supervision (Blasé & Blasé,

1999; De Grauwe, 2001; Glickman et al., 2001).

Supervising and evaluating instruction is defined as activities that involve interaction between the principal and teachers regarding classroom practices (Hallinger, 1983). It is a job function which is most often than not associated with the role of the principal as instructional leader. Instructional leadership requires serious attention to this function irrespective of the social context of the school. Leithwood, Jantzi, Silins, and Dart (1993) investigated how principals developed an instructional emphasis in schools. Pertinent to this review, they found that principals who focused on developing an instructional vision, setting group goals, holding high expectations, and providing individual support for teachers, positively influence school culture and climate. Despite the fact that traditionally school principals generally spend little time inspecting instruction in classrooms (Cohen & Miller, 1980; DeBevoise, 1982; Meyer & Rowan, 1975; Peterson, 1978; Sproull, 1981), in effective schools the principal has a high degree of credibility with teachers in terms of curriculum and instruction. The classrooms of the effective school are frequently visited by the principal (Hallinger & Murphy, 1987).

Aligned with the abovementioned findings, Little and Bird (1987) emphasized the significance of the supervision and evaluation. They found that observation and evaluation practices promote the demands, principles and strategies of instructional leadership. As important practices of leadership, observation and evaluation function as stimulation and support for teachers in enhancing their practices. They are also to help teachers apply their training

and their study of teaching, and to confirm that teaching and its improvement are the most important business of schooling. Little and Bird (1987) also asserted that direct observation of classroom practice is one of the most critical practices of the principals performance to improve instruction and curriculum and it was difficult to see how the practice could have failed to improve teaching. In line with this idea, Pansiri (2008) suggests that instructional leadership in fact aims at enhancing the quality of the teachers' classroom activities with an ultimate goal of raising student achievement gain as well as improving their attitudes and behavior toward school work and their personal life.

The analysis supports the idea that teaching is more than just presenting material. It is about filling in curriculum load with appropriate instructional strategies which are selectively implemented in order to achieve the learning goals (Harris et al., 2003). According to Harris et al. (1985) in Pansiri (2008), "activities of the teachers in the main are instructional and that the unique activity of the school is instructional." The daily and routine activities of a school are essentially teaching and learning including leading a class into learning purposes. The purpose of instructional leadership is to facilitate and support the teacher's approaches to teaching and learning within a curriculum context. Printy (2010) conducted literature reviews of research published since 2000. Two important themes emerge from these reviews. First, principal leadership is important to student learning. Second, principals influence student learning by working with teachers or other classroom related factors. Realizing the importance of instruction, Heck, Larson, and

Marcoulides (1990) examined principal supervision and support of teachers. They found that higher performing elementary and high school principals worked collaboratively with teachers to coordinate their schools' instructional programs and solve instructional problems and support staff development opportunities. Little and Bird (1987) in (Greenfield, 1987) indicated that instructional leadership suggests close involvement among administrators and teachers in classrooms. Without exhausting the possibilities for administrators to exert influence on teachers' professional norms and classroom performance, they maintained that specific practices of classroom observations and feedback bring administrators and teachers most closely into touch with the central challenges of classroom life.

From studies on effective schools, at least five activities need to be undertaken by the principals in order to exercise the supervision function more effectively. First, principals need to take an active role in setting up evaluation procedures and criteria for the evaluation process. Second, principals need to work with teachers to make sure that classroom objectives are consistent with school academic goals. Third, principals need to regularly review classroom instruction either formally or informally using as many sources of information as possible such as classroom observations, lesson plans, and student work products. Fourth, principals are obliged to communicate information about specific strengths and weaknesses to the teachers and help them become better instructors. Finally, principals need to take the initiative in transferring or moving uncommitted staff to seek employment elsewhere (Murphy et al., 1983).

An evidence base analysis conducted by Supovitz et al. (2010) urged that three factors be considered when attempting to identify effective school leadership practices. First, the role principals play in focusing the mission and goals of the school. Second factor is how principals foster an environment of collaboration and trust in the school. Third is the extent to which principals actively support instructional improvement which has proved to boost student progress.

Monitoring student progress is defined as the extent to which principals take responsibility for developing a systematic and comprehensive testing program. Test results are discussed with the staff as a whole, and are provided interpretations or analyses for teachers detailing the relevant test data. Test results are used for goal setting, curricular assessment, planning, and measuring progress toward school goals (Hallinger, 1983). Monitoring student progress is a mechanism used to determine if the objective of high levels of student achievement for all students is reached (Murphy et al., 1983). Studies have indicated that effective schools are characterized by systematic, school-wide procedures for monitoring student progress (Cohen, 1981; Baron & Shoemaker, 1982; Edmonds & Fredericksen, 1978; Sweeney, 1982). Good school principals provide teachers and parents with assessment results on an ongoing basis (Levine & Stark, 1982; Venezky & Windfield, 1979).

Information about student progress is communicated regularly to students and parents in an accessible form, in multiple formats, across an array of forums, and at multiple times (Eubanks & Levine, 1983; Leithwood & Montgomery, 1982; Wynne, 1980). Both teachers and principals need

assessment information. The information is of use for prescribing instructional treatments in their classrooms. Instructional leaders help teachers use data to identify individual students who need remedial assistance, adjust instruction to individual students' needs, identify and improve gaps in the curriculum, improve parental involvement in student learning, and assign or reassign students to classes or groups (Goldering et al., 2009). For principals the data is also of significance for determining whether the standards and objectives are met and to evaluate the instructional and curricular programs of the school (Murphy et al., 1983) and assessment systems are central to systematic performance accountability (Goldering et al., 2009).

In schools led by instructional leaders assessment systems are characterized by, at least, four distinctive elements. First, they are comprehensively addressing classroom and school-based activity, featuring the use of a variety of monitoring and data gathering techniques, counting on multiple and complementary indicators of student learning such as using comprehensive designs like teacher record-keeping systems, end-of-level or end-of unit reports, student work products (portfolio assessment system), criterion referenced tests, and standardized measures of student performance, and using information gathered gradually from direct observations in the classrooms. Second, the assessment systems reveal information on the important conditions and outcomes of schooling (e.g., program placement of students, test results) by relevant characteristics of students (e.g., gender, race, social class). Third, the evaluation systems are designed in a manner that promotes the triangulation of data from

multiple sources in order to arrive at judgments about the effectiveness of curricular and instructional programs and school operations. Fourth, these assessment systems should be implemented such that local school-based tests go along with external assessments (Goldering et al., 2009).

In addition to monitoring student progress, the teachers should skillfully utilize the available instructional materials. They should know their students closely and cope with the misconceptions in students' existing knowledge (Goldring et al., 2009). It is the responsibility of the principal to ensure the tasks of the teachers are fully realized. One of the ways of accomplishing these tasks is for teachers to promote a positive school learning climate.

c) Promoting a Positive School Learning Climate

The third dimension of instructional leadership is dealing with the attention of the principal to establishing a positive school learning climate. It is defined as the principal's role in establishing a climate in which effective instruction can take place (Hallinger, 1983). Promoting a positive school learning climate leads to fostering student achievement (Taraseina & Hallinger, 1994). The areas include five functions:

- *Promoting professional development*
- *Protecting instructional time*
- *Maintaining high visibility*
- *Providing incentive for teachers*
- *Providing incentive for learning*

Promoting professional development is defined as actions undertaken by principals that arrange, provide, or inform

teachers of opportunities for staff development. Staff development activities are linked to school goals, and participation is organized into either school-wide or natural groupings. Newly acquired skills and techniques learned during professional development opportunities are encouraged and expected by the building principal, and are integrated into daily practices (Hallinger, 1983).

In regard to the discussion of promoting a school learning climate, most researchers place emphasis on promoting professional development. In establishing a positive school learning climate an instructional leader, the principal, needs to intervene in the teachers' competency improvement and this could happen by focusing on the teaching staff development processes (Glickman, 1985, in Pansiri, 2008, p. 475). Glickman (1985) in his definition of instructional leadership puts emphasis on teachers' skill development by describing instructional leadership as "working directly with teachers, group improvement, professional development, and action research implementation." This definition is in agreement with Pansiri's (2008) which also emphasized development of teachers' competency to build their confidence for effective teaching.

According to Murphy et al. (1983) promoting professional development could be realized both directly and indirectly. Principals act directly when they work in the classroom with teachers who are in the process of learning new skills and when they conduct staff development in-services for their staff. Indirectly, principals could act in ways such as: selecting staff development and training programs, distributing research reports and notices of in-services opportunities,

arranging for teachers to observe their colleagues teaching, recognizing publicly and privately teacher efforts in the area of instructional improvement, and allocating resources to instructional improvement activities.

Pont et al. (2008), as quoted by Slater (2011), conducted a study of leadership in 21 countries that were members of the Organization for Economic and Cooperative Development (OECD). They identified four policy levers, one of which is that school leadership should be redefined to grant higher level of autonomy with support to improve student learning, and this effort requires teacher evaluation, goal setting, assessment, professional development and teamwork. In line with this notion, a study conducted by Townsend from University of Glasgow in 1991 examining the perceptions of educational stakeholders in two regions of the Victorian Ministry of Education toward effective school issues indicates that, among other things, the most important element of an effective school is a dedicated and cooperative staff that utilizes effective communication and team work.

More importantly, a pedagogical leader, the principal is obliged to build community learning. To realize this idea the principal should play the role in ensuring teachers' continuous involvement in a regular basis discussion, curricular and instructional planning, reviewing and implementation aimed at the student achievement growth (Phillips, 2002). Schools with effective principals tend to have a greater professional community, which in turn leads to the improvement of student academic gain (Goldering et al., 2009). Improvement of student academic gain will in turn lead to overall school performance. If school leadership is committed to boosting

school improvement, the creation of a professional learning community is crucial (Harris et al., 2003). The results of a study conducted by Supovitz et al. (2010) on how principals and peers influence teaching and learning indicate the importance of principals' work for student learning because of their indirect influence on teachers' practices through the fostering of collaboration and communication around instruction. The bulk of research indicates that school leaders help develop a professional community by paying attention to individual teachers' development and creating and nurturing networks of conversation in their schools around issues of teaching and learning (Bryk, Camburn, & Louis, 1999; Bryk & Driscoll, 1988; Louis, Marks, & Kruse, 1996).

To realize this idea, Scherer (2009) emphasizes the significance of providing meaningful and engaging programs that respects the intelligence and good will of the teachers. He is convinced that such programs can change the nature of professional development. In terms of teacher professional development, more specifically, Joyce and Showers (1995), on the basis of their studies, have identified at least 5 key training components which need to be incorporated in the teacher training program:

- theories on teaching strategies;
- skills demonstration or models of teaching or teaching methods;
- simulation practice in classroom settings;
- information about performance, structured and open-ended feedback;
- coaching for application of the strategies and skills learned

Other important elements as suggested by Joyce, Calhoun, and Hopkins (1999) are:

- build in time for collective inquiry;
- collective inquiry builds the structural circumstances for school improvement;
- studying classroom practice increases the focus on student learning;
- use the research on teaching and learning to enhance school improvement efforts;
- by working in small groups the whole school, staff can become a nurturing unit;
- staff development such as inquiry provides synergy and enriches student effects.

Phillips (1997) found that the school settings in which academic learning is considered secondary to affective relations, student achievement tends to be lower. Thus, he suggests that academic learning be placed at the center of the school community. In other words, academic learning should take priority over any other matters. In this context school, community often means a group of teachers as professional community work in collaborative cultures by sharing goals and beliefs aimed at student learning improvement. In short, teachers learn from each other as a team. In order to produce the greatest learning and growth for team members, instructional leaders need to create such conditions that team members could enhance the job of leadership and to coach one another (Higgins, Young, Weiner, & Włodarczyk, 2010). The teachers solve the problems they encounter regarding the teaching learning activities and reflect on their work for

the maximum benefit of student achievement (Louis et al., 1996).

According to Higgins et al. (2010), instructional leaders could intervene in at least four possible ways. First, is to focus on task processes, comprising working with the team to develop the best possible approach to its work, keeping the team aware that change is needed in work strategy, helping them identify and use member talents, keeping the team committed to its work. Second, is to resolve interpersonal conflicts and improve interpersonal relationship of the team. Third, is to reinforce good behavior of the team which is believed to support team effectiveness. Fourth, is to engage in certain helpful interventions, such as micromanaging the team. Aligned with the above recommendations, the results of a study of Connecticut leadership teams conducted by Higgins et al. (2010) also indicate that superintendent or principal interventions focusing on task processes were significantly related to team member growth and learning. The results also suggest that team leaders should find ways to help a team help itself. A surprising result of this study is that task-related coaching by team members had more than twice the effect on member growth and learning as did superintendent coaching. Finally, this study recommends that superintendents create the conditions that boost leadership from within in order to best succeed in leading their teams.

Protecting instructional time is one of the functions of the instructional leadership. Protecting instructional time is defined as the clear and consistent effort to protect instructional time from interruptions, and providing teachers with blocks of uninterrupted instructional time

(Hallinger, 1983).

Instructional leaders are concerned with the allocated time for the teaching and learning. Researches indicate that an increase in time allocation for academic learning in the classroom results in better gain for student achievement (Denham & Lieberman, 1980). They classified time into four types. They identified time as allocated, instructional, engaged, or academic. Time which is specifically set aside for instruction is called allocated time or instructional time, in contrast to non-instructional time such as recess and lunch. Engaged time is the time when students are paying attention to the course materials being presented. Academic learning time is the amount of engaged time during which students are successfully learning or performing tasks. Studies also indicate that each category time shows a stronger correlation with student achievement than previous one. For instance, academic learning time is more positively correlated with achievement than engaged time, and so forth. A renowned psychologist, J.B. Carroll (1987) created a formula to capture the reality of schooling. He asserted that the first step to ensuring student achievement is to make sure that teachers have the time to adequately address the most important standards.

In addition, research on effective school by Mid-continent Research for Education and Learning (McREL) found that optimizing instruction is one of the best strategies for improving student achievement. It is also found that effective principals protect their teachers from distractions (Waters & Marzano, 2006). Examining and protecting instructional time is crucial in preparing all students for academic success. Other studies also show that principals' role in protecting

instructional time brings about a positive impact on student performance.

In *School Leadership That Works*, Marzano et al. (2005) identify 21 leadership responsibilities positively associated with student achievement. One of them is the responsibility of discipline which calls for principals to protect teachers from issues and influences that could distract them from using class time solely for teaching and learning. The responsibility of discipline means protecting instructional time from interruptions and protecting teachers from internal and external distractions. Marzano et al. (2005) urged that to overcome the problems of instructional time, together, principals and staff identify processes, procedures and structures to maximize the amount of time for teaching and learning during the coming school years. School policy is one of the most effective methods the principal can use to reduce slowness, absenteeism, and truancy that lead to a decrease in student learning time (Stallings & Mohlman, 1981). Student academic learning time could also be decreased due to other interruptions over the school system. To cope with the interruptions instructional leaders need to play the role in protecting instructional time for the sake of growing student achievement (Murphy, Hallinger, Weil, & Mitman, 1983). Student learning time, and subsequently student achievement, can also be increased by protecting instructional time from interruptions clearly announced over the school environment (Stallings, Needels, & Stayrook, cited in Stallings & Mohlman, 1981). Instructional leaders ensure that each student has enough time to learn rigorous content in all academic subjects (Murphy & Hallinger, 1985,

in Goldring et al., 2009). Research and program development by Crone and Horner (2003) and Charney and Wood (1981) have focused on school wide pro-social programs and their effects on both social behavior and academic outcomes. This work indicates that schools having supportive, responsive environment for students have better attendance, fewer referrals, more academic engagement for students, and greater gain in achievement test results compared to schools without such programs (Elliott, 1993, 1997; Gresham, Sugai, Horner, Quinn, & McInerney, 1998).

Maintaining high visibility is another function of the principals' instructional leadership. Maintaining high visibility is defined as actions undertaken by a school principal to maintain frequent and direct contact with teachers and students on campus, in co-curricular activities, and in classrooms (Hallinger, 1983). For this function, one of the activities principals exercise is visiting the classrooms and it is one of the factors consistently associated with school effectiveness. Visiting classrooms regularly is one of functions of instructional leadership (Blasé & Blasé, 1999). The accumulation of literature indicates that even though principals can have a detectable effect on student performance, their effects are mainly mediated through other aspects of school life and including principal classroom visits that influence what and how teachers teach in classrooms (Supovitz et al., 2010).

In addition, the teachers who deliver instruction in the classrooms are obliged to have expertise in curriculum and teaching. They should have mastered a substantive body of knowledge especially on the credit units they are

teaching. The task of principals, however, is to develop school climates which foster the implementation of the best instructional practices. To perform this task principals form a partnership with the teachers for improving teaching and learning. For instructional leaders, the best way to engage in such cooperation is to spend time in classrooms and have conversations with the teachers concerning teaching and learning. The engagement between principals and teachers is an ongoing process. The classroom observation is not only done by chance or just an impromptu observation, but also on a regular basis, because improvement is a continuous process. Professional conversations and professional development should be aimed at improving instruction, how students learn and to ensure proper teaching methods used (Hoy & Hoy, 2009).

Reviewing research published since 2000, Printy (2010) restated what Robinson, Lloyd, and Rowe (2008) that school leaders who engage in activity closely related to the classroom are more likely to positively influence student learning outcomes. Above all, even though principals are instructional leaders, all the teachers play the most determining role in the professional endeavors that promote high expectations for students. In an effective school, the whole school maintains high expectations for all students. The entire school, not just a certain group of students, is characterized by a strong academic orientation (Murphy et al., 1983). All students are made confident that they are able to excel in their own efforts. Principals are around and promote high expectations for students collaboratively with all the teaching staff. "They could influence even a more direct effect on the

school-wide expectations through implementing policies developed in areas of grading, reporting student progress, remedial program, student grouping practices and classroom instructional practices” (Brookover, et al., 1982; Murphy & Hallinger, 1983a; Murphy et al., 1982; Hallinger & Mitman, 1982; Wynne, 1980). Principals could also promote a strong academic orientation by setting standards which are aligned with school goals and objectives and reflect high expectations for all students (Murphy & Hallinger, 1983).

To support teachers in their efforts to strengthen the quality of instruction instructional leaders devote considerable time (Conley, 1991; Leithwood & Jantzi, 1990). Instructional leaders also demonstrate personal interest in staff and make themselves available to them (Marzano et al., 2005). Instructional leaders also provide support for high-quality instruction by ensuring that teachers have guidance as they work to integrate skills learned during professional development into their professional behaviors (Berman & McLaughlin, 1978). Murphy and colleagues (2006) noted that support takes a variety of forms from a financial to technological perspective. For example, leaders ensure that teachers have all the necessary materials and sources needed to be highly effective instructors.

Providing incentive for teachers is another subscale or function of developing positive school climate dimension. Providing incentive for teachers is defined as the use of formal and informal ways to provide teachers with a sense of recognition or praises in recognition of special efforts or accomplishments (Hallinger, 1983).

Reward system is not new in educational settings. This

system is rooted from the theory of Psychology of Learning, behaviorism. According to Warfield & Reynolds (2010), one of the measures the best leaders take is that they encourage the heart. As we know that accomplishing extraordinary things in organizations is hard work. To keep hope and determination prevail, leaders recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate the achievements. The leaders make people feel like heroes. In educational setting, teachers would react positively when principals pay attention to them for reinforcing exceptional efforts for the success of their students. Principals' attention may be paid by regular classroom visits. Regular classroom visits and teachers' superior performance recognition are critical practices of instructional leadership (Blasé & Blasé, 1999; Quinn, 2002).

Mulyasa (2005) reiterated that reward is of prominent importance to improving professionalism of the teaching staff, and reducing less productive activities of the teachers. Through this incentive, the teaching staff would be encouraged to work more positively and productively. Walters and Jones (2008) explained that incentive system is commonly used as a compensation for certain achievements. This system is usually realized by principals by rewarding teachers for a particular objective or achievement accomplished. The reward is normally either in a kind of monetary reward, or in other forms or both. This incentive is also called bonus, which is granted to teachers who are successful in fulfilling a number of particular requirements set by school system as a stimulus for achieving certain objectives and the reward could

be rewarded in concrete or tangible form or in a symbolic way (Hamalik, 2008). Reward system could be openly linked to the teachers' achievement, so that all of them have opportunity to pursue it. Principals should implement the reward system in such a way that it becomes effective and efficient to avoid unnecessary negative effects. Creating a reward system that reinforces academic achievement and productive effort is one of the measures taken by principals for providing incentives for teachers (Hallinger & Murphy, 1987).

In line with this idea, Walters et al. (2003) provided a list of more than 20 leadership activities which they found were statistically related to student learning. Out of more than 20 leadership activities are recognizing and awarding accomplishments. Mulyasa (2005) also offers a list of effective school principals' abilities. One of them is that related to reward system. He also urged that effective school principals be able to reinforce teachers/educators by dynamically directing, coordinating them in doing their jobs and rewarding those who are performing a good job. According to him, recognizing and rewarding not only motivate the teachers, but also make them more cooperative. Aligned with this view, a study conducted by Pansiri (2008) on the impact of School Management Team (SMT) in Boswana, Africa reveals that 70 percent of the teachers indicated that the SMT members praised their teachers for good work that they were doing for their schools. This indication shows that members of the SMT maintained affectionate relationship with the teachers.

Providing incentive for learning is the last function of instructional leadership (Hallinger & Murphy, 1985).

Providing incentive for learning is defined as creating a school learning environment in which the students value academic achievement and are provided frequent opportunities for reward and recognition for achievement and improvement (Hallinger, 1983). In real circumstances we are familiar with reward. For those who work for other persons the reward is salary or wage; those who finish and accomplish a school programs would be rewarded a diploma or certificate; those who win in sports would be rewarded the medals, money, or applause or hello. Psychologically, reward granted will positively influence the behavior of the recipient (Djamarah, 2005). Students would perform better when the teacher praises them for their good works. Because of this, providing incentive is one of the most likely ways to improve students' achievement.

This is sometimes realized by providing direct monetary rewards for incentive resulted in improvement in student outcomes (Hallinger & Murphy, 1987). However, monetary reward is not the only way in which students are motivated. In lieu of monetary reward, principals frequently use of assemblies, honor rolls, and public lists to acknowledge students for their achievement, citizenship, attendance and academic improvement (Hallinger & Murphy, 1985c). Uno (2007) suggested that students' motivation in learning will increase if learning is prepared in such a way that the learning process is become interesting; learning experience is provided; the learning materials are of use; the acknowledgement of the success of the learning is given. Hamalik (2008) asserted that motivation is closely related to incentive. According to this scholar incentive is circumstances provided by environment

to stimulate learners to study harder and better. Incentive could be in the sort of gift or hope. Environment designates teachers or other parties including principals.

A study in California conducted by Hallinger and Murphy (1987) indicates that principals in effective low SES (socio-economic status) schools develop more serious and unified systems of student reward and recognition than their counterparts in high SES schools. In contrary, the effective upper-income schools in this study offer few substantial school or classroom rewards for students. In these schools' environment the teachers felt that appropriate amounts of verbal praises, good grades, and the essential satisfaction of learning should be enough to motivate and reward students.

Regardless of the SES status of the schools, based on their study Angrist and Lavy (2009) suggest that the schools performance incentives lead to significant gains in achievement measures of high school graduates. In addition, a study conducted by Hallinger and Murphy (1987) indicates that students in low income commonly have fewer skills necessary for academic success. Considering the reality, principals are urged to take systematic actions to reward and publically recognize students for the performance that the school strives to promote.

2.11 Theoretical Framework

The emphasis of most recent models of instructional leadership is on the importance of the serious involvement of school leaders in the school instructional program (Hargreaves, Early, Moore & Manning, 2001; Hill, 2002; Schlechty, 2001). Murphy and Hallinger (1992) reiterated

that if the principals were to coordinate local school improvement, they had to be curriculum and instructional leaders. Pieces of research indicate that principal leadership can indirectly influence the academic achievement of the student. Using their leadership to develop an organizational climate in which academic pursuit is emphasized, principals can indirectly affect their student achievement (Alig-Mielcarek, 2003).

In line with the findings, internationally, researchers concluded that strong instructional leadership on the part of principal is associated with successful school improvement approaches (Cheng, 1993). In addition, Rosenholtz (1985) argues that collective decision-making has caused an increase in clarity of instructional purpose and methods for the teacher and, consequently, it is resulted in instructional effectiveness. Based on the finding of two case studies of two Canadian school districts, Brown (1987) suggests that decentralized decision making brings about a more effective educational environment. White (1989) stresses on the outcome on the part of the teachers arguing that shared decision-making which is frequently done through developing school learning climate improves staff morale and communication. The two significant variables lead to enhancing student achievement.

The focus of this study is on the extent to which the principals of the Excellent Schools in Aceh, Indonesia exercise the instructional leadership functions. Theories indicate that the extent to which instructional leadership functions performed by school principals contributes to the student achievement growth and school improvement.

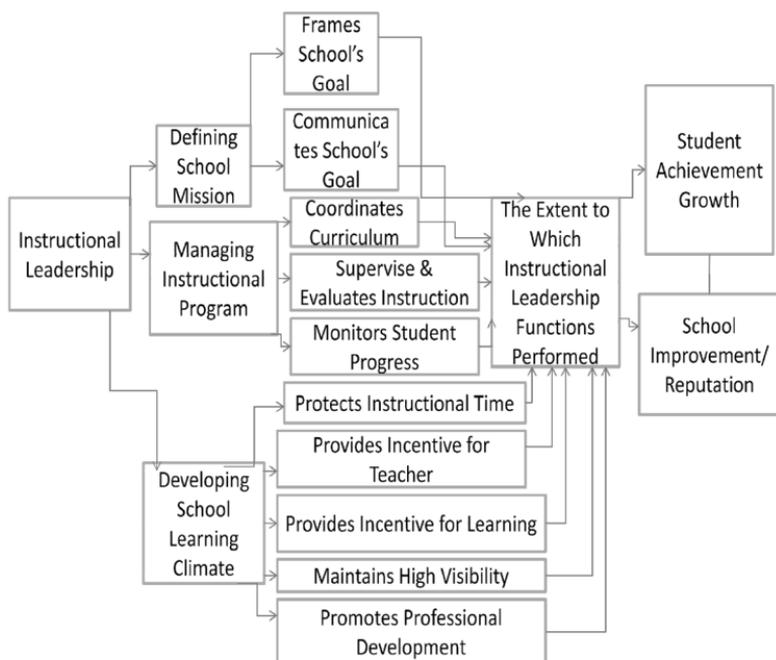


Figure 2.1. Theoretical Framework: Instructional Leadership Practices of the Principals of the Excellent Schools in Aceh, Indonesia.

2.12 Summary

The excellent schools in this inquiry refer to 16 excellent/effective senior high schools under Dinas Pendidikan (the Education Service Office) of the Aceh Province, Indonesia. Output, which is normally expressed in terms of students' academic achievement, is often measured as a standard of school effectiveness (Rahimah & Manaf), 1996). Effective principal leadership is one of the most important elements of the criteria of an effective school.

Instructional leadership is a change from conventional management practice of the schools, in which principals

were seen as general managers of the schools, to a principal as instructional leader. According to Hallinger and Murphy (1985), in the 1950s principals were regarded very much as administrators that just managed all aspects of the school operation. In 1960s, the role of the principals became more developed. The principals evolved into bureaucrats of low level. They organized things on the ground level, because during this era, large scale policies or decisions were made and implemented by the government. In the early 1980s, the literature on school effectiveness was focused on a more evolved function of the principals. They were viewed as agents of change that would boost improvement in student achievement. Since the 1990s principals, according to Hallinger (1992), have been moving from being highly involved in aspects of curriculum and instructional improvement to the transformational model in which principals would provide leadership through teaching staff development leading to moving school forward to establish their common goals in the context of learning (Ching et al., 2004, in Rahimah, 2004).

During earlier years, researchers conducted researches on effective schools by visiting the schools. According to Hallinger and Murphy (1987), there are at least five weaknesses of the previous researches on instructional leadership. Two of which are: 1), almost all the studies have used student achievement as a sole criterion for assessing school effectiveness. In some cases, the principal leadership is often counted as a causal factor. 2), instructional leadership is seldom operationally defined as concrete terms, specific policies, practices and behavior initiated by the principal.

Apart from this, studies on instructional leadership have been carried out at many different school settings in Western countries by Western researchers. Because of this, the researchers are just familiar with both theoretical constructs and empirical findings derived from Western cultures, which may be different from those of developing countries.

Instructional leadership consists of three dimensions: defining school's mission, managing instructional the program and promoting a positive school learning climate (Hallinger & Murphy, 1985). The emphasis of most recent models of instructional leadership is on the importance of the serious involvement of school leaders in the school instructional program (Hargreaves, Earl et al., 2001; Hill, 2002; Schlechty, 2001). Using their leadership to develop an organizational climate in which academic pursuit is emphasized, principals can indirectly affect their student achievement (Alig-Mielcarek, 2003). Even though the effect is indirect, internationally, researchers concluded that strong instructional leadership on the part of principal is associated with successful school improvement approaches (Cheng, 1993).

METHODOLOGY

3.1. Introduction

This chapter discusses the purpose of the study and research questions, concepts used in research questions, research design, *PIMRS* instrument and validity and reliability analysis, systematic sampling and samples, steps taken for data gathering, data collection, data analysis, and pilot test. The first part is purpose of the study and research questions. The second part is concepts used in research questions. The third part is research design in which the discussion is focused on the research design used for collecting, analyzing and linking both quantitative and qualitative data in this study. In the fourth part is the instrument which is the main tool used to gather the data for this study, the *Principal Instructional Management Rating Scale (PIMRS)* developed by Hallinger and Murphy (1985), together with validity and reliability analysis, is presented. The fifth part relates systematic sampling, its advantages and sample of study which is a subgroup of the target population, teachers, principals, vice principals and the heads of the school committees of four excellent senior high schools out of sixteen excellent senior high schools in Aceh, population of the study. The sixth section highlights the steps taken for

data gathering. The seventh part discusses data collection comprising questionnaires administration and interview. The eighth section focuses on data analysis consisting of the deployment of SPSS for calculating descriptive statistics of quantitative data and the technique of qualitative data analysis aligned with the principles of the research design. Finally, the information concerning pilot test is presented.

3.2 Purpose of the Study and Research Questions

In response to the importance of instructional leadership, this study is hoped to research on instructional leadership of the excellent senior high school principals in Aceh, Indonesia. The focus of the research is on the instructional leadership practices performed by the principals based on the Hallinger's *Principal Instructional Management Rating Scale (PIMRS)* model developed by (Hallinger and Murphy, 1985). This research is aimed at serving one purpose: to examine the extent to which the three dimensions of the instructional leadership construct have been practiced by the principals of the excellent senior high schools under investigation. It is expected that the findings of this investigation will encourage more principals to practice instructional leadership functions in running the schools.

More specifically, out of the attributes and characteristics to be studied, the following research questions are in place for exploring the topic:

- a) To what extent have the excellent senior high school principals in Aceh, Indonesia practiced the first dimension of the instructional leadership construct: defining school's mission?

- b) To what extent have the excellent senior high school principals practiced the second dimension of the instructional leadership construct: managing the instructional program?
- c) To what extent have the excellent senior high school principals in Aceh practiced the third dimension of the instructional leadership construct: promoting a positive school learning climate?

3. 3 Concepts Used in Research Questions

The first research question in this study as to the extent to which the principals of the excellent senior high schools in Aceh, Indonesia have practiced the first dimension of the instructional leadership construct: Defining School's Mission. Research question one focused on two functions of instructional leadership: (a) Frames School's Goals; (b) Communicates the School's Goals. Using the *Principal Management Rating Scale (PIMRS)* (Hallinger & Murphy, 1985), in terms of Frames School's Goals, this research question attempted to determine the extent to which principals develop a focused set of annual school-wide goals; frame the school's goals in terms of staff responsibilities; develop goals that are easily understood and used by teachers in the school; use needs assessment or other formal and informal methods to secure staff input on goal development; use data on student performance when developing the school's academic goals. Additionally, regarding Communicates the School's Goal function, as perceived by teachers, this research question examined the extent to which the principals communicate the school's mission effectively to members of the school

community; discuss the school's academic goals with teachers; refer to the school's academic goals when making curricular decisions; refer to the school's goals or mission in forum with students; ensure that the school's academic goals are reflected in highly visible displays.

The second research question in this study evaluated the extent to which principals of the excellent senior high schools have practiced the second dimension of the instructional leadership construct: managing the instructional program. Using the *PIMRS* (Hallinger, 1985), research question two focused on the practices under three functions of instructional leadership, (a) Coordinates the Curriculum; (b) Supervises & Evaluates Instruction; (c) Monitors Student Progress. In terms of Coordinates the Curriculum, such as the extent to which principals make clear who is responsible for coordinating the curriculum; monitor the classroom curriculum to see if it covers the curricular objectives; assess the overlap between the curricular objectives and the school's achievement test; participate in the review of curricular materials; draw upon the results of school-wide testing when making curricular decision were examined. Regarding Supervises & Evaluates Instruction function, the following are evaluated : the extent to which principals ensure the consistency of the classroom priorities with the goals; make informal observations in the classroom; review student work product when evaluating classroom instruction; point out specific strengths in teacher's instructional practices; point out specific weaknesses in teacher's instructional practices are evaluated. Concerning Monitor Student Progress function, such as the extent to which principals meet with teachers

to discuss student progress; discuss academic performance to identify curricular strengths and weaknesses; use tests to assess progress toward school goals; inform teachers of the school's performance results; inform students of school academic progress were investigated.

The final question examined, from teachers' perspectives, the extent to which principals of the excellent senior high schools in Aceh, Indonesia have practiced the third dimension of the instructional leadership construct: promoting a positive school learning climate. Using the *PIMRS* (Hallinger & Murphy, 1985), research question three focused on five functions of instructional leadership, (a) Protects Instructional Time; (b) Provides Incentives for Teachers; (c) Provides Incentives for Learning; (d) Promotes Professional Development; (e) Maintains High Visibility. Concerning Protects Instructional Time function, this study examined the extent to which principals limit interruptions of instructional time; ensure that students are not called to the office during instructional time; ensure that students suffer from specific consequences for missing instructional time; limit intrusion of extra-curricular activities on instructional time; encourage teachers to use instructional time effectively were studied. In regard to Provides Incentives for Teachers function, the extent to which principals reinforce teachers' superior performance; compliment teachers for their efforts; acknowledge teachers' exceptional performance; reward special efforts by the teachers with opportunities for professional recognition; create professional growth for teachers as a reward were surveyed. Related to Promotes Professional Development function, the study inquired the

extent to which principals ensure that in-service activities are consistent with the school's goals; actively support the use of acquired skills in the classroom; obtain the participation of the whole staff in important in-service activities; lead or attend teacher in-service activities concerned with instruction; set aside time at faculty meetings for teachers to share were inquired. In terms of Provides Incentives for Learning, the study assessed the extent to which principals recognize students doing superior work; use assemblies to honor students for academic accomplishments; recognize superior student achievement; contact parents to communicate the student performance; support teachers actively in their recognition of student achievement were assessed.

3.4 Research Design

Research design is “the plan and structure of investigation for seeking for answers to research questions” (Mahmud, 2008). To ensure the formulated research questions are answered, in addition to using the *PIMRS* instrument, interview was also used as a data gathering technique for this study.

This investigation employed Mixed Methods Designs. Mixed Methods Designs are “procedures for collecting, analyzing, and linking both quantitative and qualitative data in a single study or in a multiple series of studies” (Creswell, 2005). According to Creswell (2005), mixing both quantitative and qualitative data provides better understanding of a research problem than one type of data. In this study the emphasis was put on quantitative data as a basis for further gathering of qualitative data.

Some sources identified that this approach derived from Campbell and Fiske's (1959) psychology and matrix of *multi-traits, multi-methods*. They were interested in blending and triangulating sources of quantitative and qualitative data (Jick, 1979).

Today, mixed method research has evolved into a set of procedure that can be applied by researchers in designing mixed method studies. In 2003, *Handbook of Mixed Methods in the Social & Behavioral Sciences* was published. This handbook first presented a comprehensive overview on this research strategy. Recently, a number of journals have also tried to focus on mixed methods. One of them is *Journal of Mixed Methods Research; Quality and Quantity and Field Methods* (Creswell, 2009).

The purpose of this bi-methodological approach was to gather comprehensive information on the principals' instructional leadership practices considered significant in assessing the extent to which the principals practice the instructional leadership functions. Johnson and Onwuegbuzie (2004) state that mixed methods research is an attempt to legitimize the use of multiple approaches in answering research questions, instead of limiting the researcher's choices. The central idea is that research methods used should follow research questions in a way that offers the best possible way to gain useful answers.

At least, there are four advantages of deploying mixed methods research. First, it enables researchers to be more flexible in their investigative techniques, as they strive to address complicated research questions. Second, it helps researchers develop a conceptual framework, analyze and

validate quantitative results (Onwuegbuzie & Johnson, 2003). Third, investigators are allowed to blend empirical precision and descriptive precision (Onwuegbuzie, 2003). Fourth, employing both quantitative and qualitative techniques, researchers are capable of zooming into microscopic detail (Creswell, 2002).

The PIMRS as a main instrument

This research was carried out in two main phases. The first phase was to gather the data on principal instructional leadership practices by means of the teacher versions of the *Principal Instructional Management Rating Scale (PIMRS)*, developed by Hallinger in 1983 and was revised in 1987. The PIMRS was completed by participants, teachers of the four excellent senior high schools, during the quantitative phase, the first phase of the study.

To have an overview of the principals' leadership in this phase, the principals were also preliminarily interviewed for more general information.

Interview as an instrument

The nature of the inquiry and the type of information required determine the approach and the methods of the data collection adopted (Bell, 2005). While "quantitative data, such as scores on instruments, yield specific numbers that can be statistically analyzed and can produce result to assess the frequency and magnitude of trends" (Creswell, 2005, p. 510), open ended interview, qualitative data, which provides actual words of the people in the study, offer broad perspectives on the topic. The interview session also allowed

the researcher to have dialog and obtain information on the how the principals practice instructional leadership. Using interview technique the researcher could also assess the needs and the feelings of participants. The spontaneous reactions and ideas related to instructional leadership practices could also be observed and noted. According to McMillan (2000), at least there are three advantages of using interview technique. First, by establishing a proper rapport with the interviewee, an interviewer could gather more accurate information because the interviewer could clarify the information. Second, the interviewer has an opportunity to obtain in-depth information. Third, in addition to listening to verbal answers in the face-to face interview, the interviewer is allowed to observe nonverbal responses and behavior of the interviewee and this allows or clarifying verbal answers. Because of this, interview was also used to gather more comprehensive data that answer the research questions.

In this survey, the researcher conducted one-on-one interviews. In contrast to focus group interviews, in which some participants have problem of control over the interview discussion, and difficulty on the part of the researcher in distinguishing voices of individuals in the group, in one-on-one interview, researchers carry out interview with individual in the sample, without being disturbed by noise. This type of interview is advantageous for inquiring into sensitive issues, and it is possible for participants to ask questions and provide comments beyond the planned questions. This sort of interview is also more likely to result in high response rate (Creswell, 2005). It is hoped that this interview technique

will produce a more accurate and in-depth information.

During the second phase, principals, vice principals for curriculum affairs and the heads of the committee were interviewed on their perceptions on the principals' instructional leadership practices. The more specific interview protocol was created based on the result of the quantitative findings. The result of the statistical analysis was used as a basis for the second phase interview. The interview questions were designed to complement and enrich the data gathered by using the *Principal Instructional Management Rating Scale (PIMRS)* of the teacher versions.

The process of mixed method

The process of this mixed research followed the Sequential Explanatory Strategy which is very popular in mixed research approach and this strategy is commonly used by researchers who rely more on quantitative results. This strategy was deployed by collecting and analyzing quantitative data in the first phase followed by gathering and analyzing qualitative data during the second phase. In this strategy, the weight or priority was given more to quantitative data. The data mixing process in this strategy occurred when the results of the quantitative analysis of the first phase informed the process of the qualitative data collection of the second phase. Thus, these two kinds of data are distinct, however, they are related (Creswell, 2009). The figure below depicts this mixed research process of this enquiry:

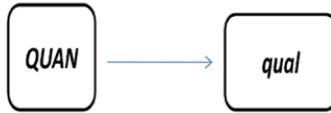


Figure 3.1 Sequential Explanatory Strategy.

Source: Creswell et al, (2003).

Figure 3.1 presents the data collection stages. Quantitative data were collected during the first phase of the study, and then the qualitative data were gathered during the second phase of the study. Quantitative data were analyzed prior to qualitative investigation. After qualitative study was carried out, the qualitative data were analyzed followed by interpretation of the whole data analysis.

3.5 PIMRS Instrument and Reliability Analysis

PIMRS Development

The steps prescribed by Latham and Wexley (1981) were followed by Hallinger (1985) in developing the *Principal Instructional Management Rating Scale* for measuring principal instructional management practices. This method was used by Latham and Wexley (1981) for constructing Anchored Rating Scales (BRS) (Hallinger & Murphy, 1985). BRS relies on descriptions of critical job related behaviors for the development of scale items. Then, the scale items

are explicitly anchored in such a way that they become specific behaviors on which raters can assess an individual observable performance/practice within a given dimension of a job (Hallinger & Murphy, 1985).

The *PIMRS* developed through several phases. The first phase of the rating scales development was to analyze the principal's role as instructional manager. The analyses were drawn heavily from the findings of effective school research (Hallinger, 1983). The initial instrument comprised eleven job functions that reflect the areas of responsibility of the principal in the role of instructional leader. The eleven areas of responsibility in the original construction of the *PIMRS* are as follows: framing the school's goals, communicating the school's goals, supervising and evaluating instruction, coordinating curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, *developing academic standards* and providing incentives for learning (Hallinger & Murphy, 1985).

In 1984 the initial study utilizing the *PIMRS* was to assess leadership behaviors involving 10 elementary school principals in a single school district. The primary purpose of the study was to describe leadership practices of principals by defining specific job behaviors. As part of the research, the initial form of the rating scale was developed and piloted for validity. The *PIMRS* was developed through a series of steps. The steps were as the following to construct the scale items:

First, to develop the job functions making up instructional management, the literature on instructionally effective school was reviewed.

Second, several principals, a superintendent and his staff were interviewed for soliciting their opinion in order to generate a list of crucial job related behaviors within each of the job functions.

Third, the list of critical job related behaviors generated in step two was then complemented with behaviors concluded by the author within each of the job functions; in some cases the author also included some other research findings if they are of use for the critical behaviors making up a job function.

Fourth, the list of crucial job related behaviors consisted of sixty behavioral statements pertaining to the principal's role as instructional manager. Drawing upon behavioral statements, the author produced discrete behaviors for use as questionnaire items. This step ended up with a total of eighty-nine critical job related behaviors within the three main dimensions and eleven functions comprising instructional management.

Finally, each of the behavioral statements was grammatically adjusted so it would fit the same stem and response category. A "1" to "5" response scale accompanied with each item with 1 representing "almost never"; 2 representing "seldom"; 3 representing "sometimes"; 4 representing "frequently"; and, 5 representing "almost always" (Hallinger & Murphy, 1985). The final form of the *PIMRS* including ten of the subscales previously listed was a result of item evaluation. In this final draft *developing academic standards* was left out (Hallinger & Murphy, 1987).

It is called the *Principal Instructional Management Rating Scale (PIMRS)* and is used to assess instructional leadership. The term instructional leadership became increasingly

popular during the early 1980s. However, the term used is *instructional management*. In their original review of literature, Bossart et al. (1982) defined instructional leadership a similar construct to instructional management. They selected the term instructional management because they deduced that this role of principal was concerned with traditional centralized managerial functions of directing and controlling. The difference was that these principals focused their efforts at coordination and control more explicitly on curriculum and instruction. With the subsequent conceptualization of the transformational leadership role of the principals, instructional leadership and instructional management appeared to be treated as one and the same concept among the researchers. The above description of the *PIMRS* items resulted in the blended focus on management of the instructional program through leadership through the school's vision and culture (Hallinger, 2008).

The *PIMRS* would assess three dimensions of the instructional leadership construct: defining the school's mission, managing the instructional program, and promoting a positive school learning climate. These dimensions are further rendered into 10 specific instructional leadership functions.

Framing the school's goals and communicating the school's goals designate two functions which fall under the first dimension, defining school's mission.

Supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress belong to the second dimension, managing instructional program.

The third dimension, promoting a positive school learning

climate consists of five functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentive for learning (Hallinger, 1994).

The *PIMRS* instrument was used to gather data on the 10 functions of principal instructional leadership from the teachers of the excellent schools under study. The instrument consists of 10 subscales and 50 items (Hallinger & Murphy, 1985). For each item, the rater assesses the frequency with which the principal performs a behavior or practice associated with that particular instructional leadership function. The item is rated on a five point scale ranging from (1) Almost never; (2) Seldom; (3) Sometimes; (4) Frequently to (5) Almost always.

The *PIMRS Teacher Form 2.0* consists of two parts. Part 1 of the *PIMRS* is designed to request minimal demographic data. It asks the respondents to answer two basic questions to descriptive data: a), years at the end of this school year that they have worked with the current principal, and b), years of experience as a teacher at the end of this school year. In Part I the respondents are not asked to respond in a five point scale, they are offered 5 choices consisting the number of years from minimum to maximum of years instead: 1 year, 2-4 years, 5-9 years, 10-15 years, more than 15 years respectively. However, demographic data within the scope of this study was not identified as a critical source of information. The expansion of demographic data is recognized specific to identified constructs which may be investigated in another future study.

Part 2 of the *PIMRS* uses a five point scale to provide a

profile of principal leadership consisting of 50 questions. The 50 instructional leadership practices examined by the *PIMRS* have been identified by the research on effective schools within the dimensions of defining a school mission, managing the instructional program, and promoting a positive school learning climate (Hallinger & Murphy, 1985; O'Donnel & White, 2005). The 50 items of the three dimensions have been repeatedly verified by researchers as important core functions and instructional leadership conceptualizations of the principal (Kelly & Peterson 2002; Sergiovanni, 2001).

In terms of scoring, the instrument was scored by calculating the mean for the items consisting of 5 items that comprise each subscale/job function, because whole scale single scoring is not a valid use of the *PIMRS*. In this way, a profile that depicts data on perceptions of the teachers regarding principal performance on each of the 10 instructional leadership functions could be presented.

This instrument was used because of the researcher's reliance on its validity and reliability. It has been validated as an instrument providing reliable results in researches of school leadership. The *PIMRS* instrument, created by Hallinger, has been used for 150 studies carried out by doctoral students worldwide (Hallinger, 2011). This scale has become popular since 1982. Based on the result of the literature review conducted from 1982 and 1995, Hallinger and Heck (1996a) noted that instructional leadership had been the most common perspective adopted by researchers who studied principal leadership, and the *Principal Instructional Management Rating Scale (PIMRS)* was the most frequently used instrument.

One of the specific factors identified by scholars impeding a clear understanding of how principals contributed to school effectiveness and improvement is lack of valid and reliable instrument for exploring the role empirically (Bossert et al., 1982; Bridges, 1982; Cuban, 1988; Leithwood & Montgomery, 1982; Murphy, Hallinger, & Mitman, 1983). Bridges (1982) also noted that the research carried out during the 1980s seemed to have little or no practical utility. The clash between scholarship and policy drew attention of scholars. In response to this conflict, several international efforts were undertaken to develop stronger methodologies for studying principal leadership. This included development of new conceptual framework as well as instrumentation. The scholarly focus on instructional leadership included the development of several instruments designed to measure principal instructional leadership. (e.g., Andrews, Soder, & Jacoby, 1986; Hallinger, 1982; Leithwood & Montgomery, 1986; van de Grift, 1990; Villanova, Gauthier, Proctor, & Shoemaker, 1981). As the research tools developed, researchers later generated a substantial body of research on principal instructional leadership (Hallinger & Heck, 1996a, 1996b, 1998). As noted earlier, the most commonly used instrument has been the *Principal Instructional Management Rating Scale* developed by (Hallinger & Murphy, 1985).

However, during the mid-1990s attention shifted a bit away from effective schools and instructional leadership. Concepts such as school restructuring and transformational leadership drew attention of scholars. During the early 1990, a distinguished scholar, Ken Leithwood, explicitly questioned the applicability of the instructional leadership construct in

view of the changing context and needs of schools during an era of rapid reform. He questioned if the instructional leadership would end in given these changes. Nevertheless, if we look at the subsequent 12 year period from 1995 to 2007, it is obvious that interest in the topic remains consistent and strong (Hallinger, 2008). Since the fact that the *PIMRS* is a valid and reliable tool used for measuring instructional leadership practices of principals, it is consistently used, and the interest of researchers in it is still strong.

It is the single most widely used measure of principal leadership throughout the world over the past 30 years. Additionally, the *PIMRS* has been developed to overcome obstacles to high performance of instructional management practices and to provide definition of observable instructional leadership practices which principals are able to implement, and generate valid and reliable data on leadership while providing applicable information. For these reasons, it was chosen as the instrument for this study.

In fact three parallel forms of the *PIMRS* instrument have been developed and tested: a self-assessment form to be completed by the principal, a supervisor form and a teacher form. The items in each form are identical. In this study only a teacher form was used due to the result of the validation studies conducted in the United States indicating that the *PIMRS* form that interrogates teacher's perspectives provides the most valid data of the three forms (Hallinger, 2008). In addition, Hallinger (2008) suggested that data from principal self-reports and supervisors were biased compared with other sources. The results obtained from other sources such as from documentary evidence and interview matched

very closely with those gathered by using the *teacher version* of the *PIMRS*. These findings led to a recommendation that researchers rely on the teacher version.

Most *PIMRS* users complied with this recommendation. Reviewing 25 years of research using the *Principal Instructional Management Rating Scale (PIMRS)* for studying school leadership, Hallinger (2008) inferred from the review that the *PIMRS* has been proven a reliable means of collecting data on principal instructional leadership for both the elementary and secondary level, and teacher perceptions continue to constitute the preferred sources of data on the principal's instructional leadership for research and evaluation purposes when using the *PIMRS* (Hallinger, 2008).

Permission was granted to use the instrument for the purposes of this study. In his letter granting permission to use the instrument, Hallinger sets one of the conditions that reliability analysis should be included in the study.

Reliability analysis

Data derived from an assessment instrument must meet standards of reliability and validity. Validity refers to the ability of the instrument to measure what it is intended to measure. Reliability refers to the ability of the instrument to produce consistent data no matter when and by who it is administered (Latham & Wexley, 1981). The validity and reliability to be assessed of the *PIMRS* is: content validity, reliability, discriminant validity, and construct validity.

The degree to which the individual questions that make up the subscales are appropriate measures of instructional leadership refers to content validity. Latham and Wexley

(1981) suggest that items should achieve 80% agreement for inclusion on the instrument. Experts familiar with the instructional management functions of principals were asked to categorize items under one of ten functions. These functions became the subscales for the instrument.

Agreement scores are shown in Table 3.1

Table 3.1
Content Validity Agreement Scores

Subscale	Number of Items	Average Agreement
Frames Goals	6	91 %
Communicates Goals	6	96%
Supervision/ Evaluation	11	80%
Curricular Coordination	7	80%
Monitors Progress	8	88%
Protects Time	5	85%
Incentives for Teachers	4	100%
Professional Development	10	80%
Academic Standards	5	95%
Incentives for learning	4	94%

(Hallinger, 1982)

Reliability refers to the degree to which the rating scales measure the targeted behavior or practice consistently. An internal consistency measure, or analysis of inter-rater reliability, was utilized. Latham and Wexley (1981) stated that a minimum standard of 80% should be set. Reliability estimates are indicated in Table 3.2

Table 3.2
Reliability Estimates

Subscale	Reliability*	Sample Size
Frame goals	.89	77
Communicate goals	.89	70
Supervision/evaluation	.90	61
Curricular coordination	.90	53
Monitors student progress	.90	52
Protects instructional time	.84	70
Visibility	.81	69
Incentives for teachers	.78	70
Professional development	.86	58
Academic standards	.83	76
Incentives for learning	.87	61

*Reliability estimates are Cronbach alpha coefficients (Hallinger, 1982).

Discriminant validity is concerned with the ability of the instrument to discriminate among the performance of the persons being rated (Latham & Wexley, 1981). This measure is tested by measuring the variance in teacher ratings between and within schools on each of the subscales. If the variance in rating of principals between schools is significantly greater than the variance in principal ratings within a given subscale, it is an indication that the instrument is able to measure differences in performance among principals. Discriminant validity measures are indicated in Table 3.3, and were tested using a one-way analysis of variance (ANOVA). Eight of the 11 subscales measured greater between school than within school variance with statistical significance at the .01 level and nine at the .05 level. Only “Professional Development” and Academic Standards” were unable to meet these standards of statistical significance.

Table 3.3
Discriminant Validity Measures

SUBSCALE	F VALUE	SIGNIFICANCE
Frame Goals	6.01	.0000
Communicates Goals	6.12	.0000
Evaluates Instruction	2.23	.0266
Coordinates Curriculum	3.13	.0024
Monitors Progress	2.66	.0087

Protects Instructional Time	2.84	.0052
Visibility	3.12	.0025
Incentives for Teachers	3.49	.0010
Professional Development	1.46	.1729
Academic Standards	1.78	.0829
Incentives for Learning	4.18	.0001

(Hallinger, 1982)

Since this study was not intended to measure the discrete instructional leadership practices of each principal, *Discriminant Validity Measures* are not applicable for this study.

To indicate construct validity, there should be agreement among the observers of the principal's behavior on each criterion (Latham & Wexley, 1981). Measures of construct validity provide an assessment of the degree to which the principals being evaluated actually possess the quality being reflected in the instrument. Table 3.4 compares the inter-correlation each pair of subscales with each subscale's reliability coefficient.

Table 3.4
Inter-correlation Frame

	Frame Goals	Comm. Goals	Eval. Inst.	Coord. Curr.	Mon. Prog.	Prot. Time	Vis. Teach.	Inc. Dev.	Prof. Learn.	
Frame Goals	(.89)*	.85	.47	.60	.54	.43	.39	.28	.45	.46
Comm. Goals		(.89)	.55	.71	.63	.49	.52	.41	.57	.57
Eval. Inst.			(.90)	.57	.65	.50	.60	.37	.69	.47
Coord. Curr.				(.90)	.73	.52	.60	.43	.64	.58
Mon. Prog.					(.90)	.65	.57	.40	.67	.49
Prot. Time						(.84)	.57	.37	.57	.39
Vis. Teach.							(.81)	.47	.69	.57
Inc. Dev.								(.78)	.61	.39
Prof. Learn.									(.86)	.57
Inc. Learn.										(.87)

*Coefficients in parentheses are reliability estimates (Hallinger, 1982)

Since the instrument is written in English, but the respondents are not English speaking people, the *PIMRS* instrument, questionnaire was rendered into Bahasa by a team of translators comprising senior English lecturers, who hold Master's Degree in Education from English speaking Universities abroad, of the English Department of the Faculty of Education, State Institute for Islamic Studies (IAIN) Ar-Raniry Banda Aceh before it was piloted. Due to its validity and reliability, the *PIMRS* was used to gather data from the samples.

3.6 Systematic Sampling and Samples

In this study Systematic Sampling was used. This procedure is more convenient than simple random sampling technique, because in simple random sampling researcher assigns a number to each individual in population. In systematic sampling, future participants do not have to be numbered, and a random numbers table is not required. Using systematic sampling, the researcher commonly first studies a percentage of individuals or sites (e.g., 20%) of the population. If there were 1,000 individuals or sites, 200 individuals or sites would be selected. The technique is that the researcher commonly uses an interval of five (200/1,000, or 1 out of 5) (Creswell, 2005).

In this study the researcher studied instructional leadership practices of 16 principals (see Appendix A) of excellent/effective senior high schools in Aceh, Indonesia under the administration of the Education Service Office (Dinas Pendidikan) of the Aceh Special Province or the National Education Ministry of the Republic of Indonesia. Referring to systematic sampling procedure, 20% out 16 is 3.2. This means that 3.2 excellent senior high schools would become the sample of this study. However, it is advisable to select as large a sample as possible from the population, because the larger the sample, the less potential error, which is called sampling error (Verma & Mallick, 1999). Using the largest sample possible is the general rule in quantitative research. "The larger the sample, the more likely the research participants' scores on the measured variables will be representative of population scores" (Gall, Gall, & Borg, 2003, p.176). Therefore, the sample of this research was

slightly larger than it is supposed to be, 120 teachers out of 480 teachers, 4 principals of 16 excellent senior high school principals in Aceh, 4 vice principals for curriculum affairs and 4 heads of school committees.

The schools are situated in the cities and in the capital cities of the regencies/districts in the Aceh Special Province, Indonesia. Since the location of the schools scatters across the province, in cities and capital cities of regencies, the schools may have slightly different characteristics. Selecting the sample, from four schools which are representatives of the entire group of 16 excellent schools, needs special considerations on the part of the researcher in order to enable him to draw conclusions from the sample about the population as a whole (Creswell, 2005).

As an Acehnese, who had done preliminary research on this subject, the researcher decided to select School A in the Aceh Barat Regency as a representative of the principal instructional leadership practices of several excellent senior high schools in west and south coast of Aceh. For a representative of the principal instructional leadership practices of those of the excellent senior high schools in the capital city of the Aceh Special Province, Banda Aceh, and the Aceh Besar Regency, School B in the Aceh Besar Regency was chosen. To represent the principal instructional leadership practices of the excellent senior high schools in the highland Regencies, School C in Takengon the capital city of the Aceh Tengah Regency was taken as a sample. In the north and east coast, School D in Lhok Sukon the capital of the Aceh Utara Regency was a selected school for the purpose of this inquiry.

Each group of the schools in each of the four regions

share similar characteristics. Therefore, School A, School B, School C and School D are considered representatives of the excellent senior high schools in their respective regions. Therefore, the four excellent senior high schools represent the sixteen excellent senior high schools in Aceh, Indonesia.

The participants of this research were teachers and the principals of the four selected schools, in addition to vice principals for curriculum affairs and the school committees. Based on the systematic sampling technique, all teachers and all principals, all vice principals for curriculum affairs and all heads of school committees of these four excellent senior high schools became respondents/participants of this study. The researcher purposely planned to visit the schools to distribute the questionnaires to the 120 teachers of the four schools and set another period of time for interviewing the 4 principals, 4 vice principals and 4 heads of the committees of the schools for the data gathering purpose of this study.

In order to maintain participant anonymity, no surveys asked for names and other identifying information of the participants during data gathering process.

3.7 Steps Taken for Data Gathering

1. The researcher obtained a listing of the excellent senior high schools, which are 16 excellent senior high schools (see Appendix A), under the Education Service Office (Dinas pendidikan) of the Aceh Province, or the Ministry of National Education of the Republic of Indonesia, from the Education Service Office (Dinas Pendidikan) of the Aceh Province in Banda Aceh.
2. The researcher requested a letter of recommendation

from the Education Service Office of the Aceh Province which is also supported by the researcher's employer, the Rector/President of the State Institute for Islamic Studies Ar-Raniry Banda Aceh . Included in the letter of recommendation was information on the researcher's identity, the support of the head of the Education Service Office for the study, the topic of the research, the purpose of the researcher, and names of the principals and the four excellent senior high schools under this investigation.

3. The principals of the four excellent senior high schools were contacted for their availability.
4. All the documents needed such as letter of vetting result issued by the Faculty of Education of University of Malaya, letter of recommendation issued by the Education Service Office (Dinas Pendidikan) of the Aceh Province, consent form, interview protocol and the translated (Bahasa) version of the instrument the *Principal Instructional Management Rating Scale (PIMRS)* developed by Hallinger (1987) were prepared, organized and taken to the research sites.
5. The research sites/schools were directly visited by the researcher for the purpose of this inquiry. After finishing the research the researcher asked for a letter of certification as a proof that the study has been completed.

3.8 Data Collection

Preliminary interview

In the preliminary interview, an open ended interview was carried out to have an overview of principal leadership which is useful for this investigation using the *PIMRS* instrument for gathering quantitative data and specific interview sessions for collecting qualitative data.

Upon receiving the letter of recommendation from the Education Service Office (Dinas Pendidikan) of Aceh Province, the researcher scheduled the initial interview with each interviewee, the principals of the four excellent senior high schools, sample of the study.

Vice principals for curriculum affairs and the heads of the committees were not involved in this initial interview. This preliminary interview was held in the offices of the interviewees or principals. It was also tape-recorded to allow for accuracy. The interviewees were provided with consent form to be read, agreed upon and signed. The letter of recommendation from the Education Service Office was also shown and one of the copies was handed to the interviewees. Prior to the interview session, the study was described. The purpose of the study was clearly explained. Individuals and sources of data for this study were informed to the interviewees, the principals. What would be done with the data to protect the confidentiality of the interviewees was clarified. The researcher explained to the interviewees that their identity would remain confidential. The researcher also explained the focus of the research, on instructional leadership of the school principals, not other aspects of

management, which need other future studies. However, some of the interviewees took pleasure in extending the discussion beyond the domain of instructional leadership

Approximate duration of the interview, about one hour for each interviewee, was also informed. Then, the researcher commenced the preliminary interview. More or less this procedure applied to all the interview sessions of principals of the four excellent schools under study.

Questionnaire Administration

As soon as he finished carrying out the preliminary interview and thanking the interviewees for their availability and cooperation, the researcher asked the interviewees, the principals, the best way of distributing the questionnaire, the translated version of the *Principal Instructional Management Rating Scale (PIMRS)* developed by Hallinger & Murphy (1985). The researcher asked for permission from the interviewees, principals, to directly hand the questionnaires out to the respondents, all the teachers of the schools. However, all the principals did not let the researcher administer the questionnaires himself. He got one of the teachers, vice principal for curriculum affairs, to distribute the questionnaires. Worrying, just in case, respondents would have problem concerning the questions in the instrument, the researcher accompanied the Vice Principal for Curriculum Affairs distributing the questionnaires. The questions were clear to the respondents and no question was asked concerning content of the questionnaire. Some of the respondents missed one or two questions. They forgot to complete the questions. After collecting the questionnaires,

the researcher politely asked the absent-minded respondents to complete the missing questions.

One weekday period of time was scheduled for each school for the data collection activities of the first phase. However, it took the researcher just three days to conduct the research at Schools B and school D. It took the researcher five weekdays to do the research at school A and C, because the research time coincided with the moment of the schools' birth day ceremony, in which not all the teachers were present. Some respondents were absent and some of them happened to be out of town. Because of this, the researcher had to extend his stay time waiting for their coming. Specifically, for school C, after waiting for five working days, 3 questionnaires still failed to be returned to the researcher. The researcher did not wait for the questionnaires any more but approached the Vice Principal for Curriculum Affairs to send the rest of the questionnaires to the researcher's home address in Banda Aceh by mail. Finally, in a week's time, the rest of the questionnaires, 3 questionnaires from school C, were safely received by the researcher. Of 120 questionnaires taken to the schools to be distributed to 120 potential respondents, just 104 questionnaires were distributed and returned, because some teachers of the schools were sick and some others were out of town.

Triangulation using interview technique

Triangulation is a term derived from naval military science. It is the process where sailors use multiple reference points to locate the exact position of an object at sea (Jick, 1979). In research, triangulation is used to improve inquiry

by gathering and integrating different kinds of data collected on the phenomenon. This improvement would come from merging the strengths of one type of method and neutralizing the weaknesses of the other. For example, quantitative scores on an instrument provide strengths to counterweigh the weaknesses of qualitative results. Conversely, in-depth observation or interview, qualitative study, offers strengths to quantitative data that does not provide adequate information about the setting. Triangulation was used to corroborate the accuracy and credibility of the findings (Creswell, 2005).

In this investigation, during the first phase, the researcher collected quantitative data using the *PIMRS (Principal Instructional Management Rating Scale)* instrument (Hallinger & Murphy, 1985). The administration of the instrument was intended to see the teachers' perceptions on the extent to which principals practice instructional leadership in leading the schools.

Since consent form had been signed, the purpose of the study had been described and the issue of confidentiality had been explained during the preliminary interview, this interview was immediately conducted, without wasting much time for introduction. It took the researcher about two hours for each session/participant to carry out this one-on-one interviews.

In this phase, the second phase of the study, using specific interview questions, the researcher carried out the qualitative research, deep face-to-face interview deploying the more specific interview protocol for the more specific interview protocol.

This triangulation process of corroborating evidence from different individuals was conducted at four excellent senior high schools under study. In this phase of data collecting, the investigation was aimed at examining each information source and finding evidence to support the existing quantitative findings. To verify the quantitative data, 3 principals, 4 vice principals for curriculum affairs and 3 chairmen of the committees of the four excellent senior high schools were subject to in-depth interview. This interview was initially planned for 12 participants. However, due to the absence of two interviewees, just 10 participants took part in the interview.

Even though the interview involved vice principals for curriculum affairs and the chairmen of the committees in addition to principals of the schools, the content of the interview questions was focused on the ways in which the principals of the excellent senior high schools perform certain instructional leadership practices specified based on the findings of quantitative research of the first phase.

Since the interviews were about the principals' job performance, the interviews of the vice principals for curriculum affairs and the chairmen of the committees were carried out in such a way that the interviewees could respond freely without hesitation and in the absence of the principals. Therefore, they were interviewed in separate places to avoid bias that potentially impaired validity of the results.

The findings were also compared to qualitative findings reported in the literature derived from previous studies of this subject. The interpretation of the meaning of the research was made and limitations were suggested to provide

directions for future studies (Creswell, 2005).

3. 9 Data Analysis

In any researches data analysis is the stage at which a researcher goes through a complicated endeavor. Therefore, the researcher needed to search for any proper procedures for the success of the data analysis. Apart from preparing and educating himself, the researcher also sought for help from a data analysis advisor. Before finalizing the data-collecting instrument, the researcher made sure the wording was checked by advisor/data analysis advisor because the way the questions were worded in the questionnaires influences the type of analysis would be carried out (Bell, 2005). The major data of this study is derived from the questionnaire using 5 points scale, 1,2,3,4 to 5 scales. The data analysis for the scales requires the deployment of descriptive statistics. Among the most widely used programs for statistical analysis in social science is SPSS (Statistical Package for the Social Sciences). Hence, SPSS was used for calculating descriptive statistics for the instructional leadership scales of this study. The PIMRS instrument uses a 5 point scale, and the scales are example of ordinal scales. Therefore, it was also possible to employ non-parametric statistics which is usually used with ordinal level data following Mann-Whitney U-test (Powell, 1994). However, considering the suggestion from one of the researcher's supervisors, Prof. Dr. Dato Abubakar Nurdin, and the appropriateness, descriptive statistics was used for quantitative data analysis of this study. In the analysis the researcher presented results in tables, figures, and detailed discussions of the results. Then, the detailed results were

summarized in a general statement. Above all, the researcher also provided clear explanations for the findings based on prior predictions in theories (Creswell, 2005).

Apart from the main data which were yielded from the questionnaires, there is also qualitative data which was gathered by using interview. Based on the result of a review of 25 years of using the Principal Instructional Management Rating Scale (PIMRS) for studying school leadership conducted by Hallinger in 2008, there were studies on principal instructional leadership using descriptive statistics which was later complemented by qualitative data obtained from interview. In line with the result of the review, the researcher decided to mix the quantitative and qualitative data in the analysis of the findings. In this study, the data were organized and transcribed. The field-notes, interview results, were typed and the qualitative data were analyzed by hand. Prior to the analysis, preliminary analysis of the data was done by reading through it to have a general understanding of the data, and then the data were encoded (Creswell, 2005). The findings and interpretations were validated to check the accuracy.

Finally, the qualitative data were presented in verbatim, summary and common themes; quantitative and qualitative findings were linked; pertinent theories of previous studies were also connected with these findings.

3.10 Pilot Test

To avoid costly mistakes because of potential problems, pilot testing was carried out. As mentioned earlier this instrument has been widely used by 150 doctoral candidates

worldwide. However, this instrument is originally written in English with the Western conceptualization and it has been rendered into Bahasa. This pilot testing provides an opportunity for the researcher to identify and remedy a wide range of future problems with the instrument. The problems may, at least, include: questions that respondents do not understand; ambiguity of the questions; questions which make respondents uncomfortable. The test was piloted at SMAN 8 Banda Aceh, an ordinary senior high school in Banda Aceh Municipality, the Aceh Special Province. 11 questionnaires were distributed to 11 in-service teachers who work as full time teachers at the school under the principal for at least one year at the moment this test was piloted. In spite of the fact that the instrument was rendered into Bahasa the researcher did not make any changes in terms of content or questions in the instrument. On the last page of the instrument the respondents were asked to write their opinions about the content or the questions in the instrument. All the 11 respondents answered all the 52 questions of the instrument. All the respondents, 11 respondents wrote their comments. Four respondents generally stated that the instrument was useful for the sake of the development of education in the future. Four of them commented that the questions of the instrument were clear and appropriate for the subject of this investigation. Two respondents stated that the instrument was good to clearly and transparently figure out the instructional leadership practices of the principal. The other noted that the instrument was good and suggested the researcher inform the principal of the school about the result of the research. Since this tryout was simply to see

whether the questionnaire is understandable and culturally acceptable, the researcher did not inform the principal of the SMAN 8 Banda Aceh on the result of this pilot test.

The researcher frequently communicates with Phillip Hallinger the copyrights holder of the instrument the *Principal Instructional Management Rating Scales (PIMRS)* (Hallinger & Murphy, 1985) concerning the instrument. He suggested that the researcher carry out reliability analysis of the result of the pilot testing of the instrument if the size of cases is large enough. The size of the samples of the pilot test is just 11 samples. However, due to the direction, the researcher tried to do reliability analysis of the 11 samples using SPSS based on Cronbach's alpha. Unfortunately, the result shows that the cases are too few and the command was not executed:

There are too few cases (N = 0) for the analysis.

This command is not executed.

PRESENTATION AND ANALYSIS OF THE DATA

4.1 Introduction

This chapter includes the presentation and analyses of the data, which pertain to instructional leadership practices of the principals of the excellent senior high schools in Aceh, Indonesia. The major sections of Chapter IV present the purpose of the study and three research questions based on the three dimensions of the *Principal Instructional Management Rating Scale (PIMRS)* (Hallinger & Murphy, 1985), return rates of the study, instrument, quantitative data analysis, qualitative data analysis, and linkages between quantitative and qualitative findings. Since this study also uses a focused interview protocol for gathering data from the principals, vice principals for curriculum affairs and heads of the committees of the four excellent schools, the focused or more specific interview questions will also be presented together with qualitative data analysis. The results of the interview, which complement the findings of the study using the *PIMRS* (Hallinger & Murphy, 1985), will be presented in summary, verbatim and common themes.

4.2 Purpose of the Study and Research Questions

In response to the importance of instructional leadership, this study aims at researching instructional leadership practices as performed by the excellent senior high school principals in Aceh, Indonesia based on the Hallinger's *Principal Instructional Management Rating Scale (PIMRS)* model developed by Hallinger and Murphy (1985). This research intended at serving one purpose: to examine the extent to which the three dimensions of the instructional leadership construct have been practiced by the principals of the excellent senior high schools under investigation.

More specifically, out of the attributes and characteristics to be studied, the following research questions are in place for exploring the topic:

- a) To what extent have the excellent senior high school principals in Aceh, Indonesia practiced the first dimension of the instructional leadership construct: defining school's mission?
- b) To what extent have the excellent senior high school principals practiced the second dimension of the instructional leadership construct: managing the instructional program?
- c) To what extent have the excellent senior high school principals in Aceh practiced the third dimension of the instructional leadership construct: promoting a positive school learning climate?

4.3 Survey Return Rates for the Study

Table 4.1. *Survey Return Rates for Four Schools*

School	No. of Teacher Surveys sent	No. of Surveys Returned	Percentage of Surveys Returned
School A	30	25	83.33%
School B	30	26	86.66%
School C	30	30	100%
School D	30	23	76.66%
Total	120	104	86.66%

The table 4.1 displays the number of the surveys sent to each of the four schools as well as how many were returned. The total number of questionnaires sent to all 4 schools was 120. 30 questionnaires were sent to each of the school. School C had the highest return rate of 30 completed questionnaires, 100%, and School D had the lowest return rate of 23 completed questionnaires, 76.66%. School A returned 25 completed questionnaires, 83.33%. School B returned 26 completed questionnaires, 86.66%. The total return rate for the four selected schools was 104 questionnaires or 86.66% which is considered a *very good* return rate.

According to Babbie (1990), achieving a high response rate results in less chance of significant response bias than a low response rate. A response rate of at least 50 % is generally considered *adequate* for analysis and reporting. Response rate of at least 60% is considered *good* and response rate of 70% or above is regarded as a *very good* response rate (Babbie, 1990)

Years of Principals' Experience

Table 4.2. *Years of Principals' Experience of Four Excellent School Principals*

Schools	Years of principals' Experience of the Excellent School Principals
School A	3 years
School B	more than 3 years
School C	2 years
School D	4 years

The table 4.2 highlights the tenure of principals of the four excellent schools under study. Principal D is found to have the longest period of work, while principal C is seen as the least experienced principal. However, some of them had been experienced as an administrator in different schools before obtaining a position of principal in the excellent schools being studied. Principal A, for example, has previously held a position as a vice-principal in a vocational, SMK2 Meulaboh. Principal B had been assigned as the principals and vice principals in some other schools. Principal of school C has just 2 years' experience as the principal of this school. However, this principal had managed two state junior high schools and one state senior high school before holding the post of principal of this excellent school. As the principal of school C confidently explained that:

I have been here as the principal for just 2 years. Previously, I was appointed as the principal of the state junior high school, SMPN 3 Bukit, before the split of the

regency in 1998. From 2000 to 2001 I was installed as the principal of another state junior high school, SMPN 1 Pegasing. Then, I was promoted as the state senior high school, SMAN 1 Bebesan, up to 2009.

Principal of school D has 4 years' experience as the principal and he said that he had supported the principal, as a vice-principal of this school prior to this current position.

4.4 Instrument

There are two sections of the instrument, Part I and Part II. Part I comprises two questions: number of year of experience with the principal and number of year of experience as a teacher. Part II comprises 10 subscales which make up of 50 questions.

4.5 Quantitative Data Analysis

Gender

Although information on gender of respondents is not part of the questionnaire, the table below depicts the teachers' gender of the excellent senior high schools under investigation.

Table 4.3. *Teacher's gender*

Gender	Frequency	Percentage
Male	60	57.69
Female	44	42.30
Total	104	100

Table 4.3 depicts the gender aspect participants, 60 (57.69%) of the respondents were male and 44 (42.30%) were female. This suggests that male teachers outnumber the female teachers in the excellent senior high schools in Aceh.

Years with Principals

From the aspects of working year with the current principal, the table 4.4 indicates the number of years the teachers had worked with the current principal.

Table 4.4. *Teachers' working experience with the principals*

Number of year working with the current principal	Frequency	Percent
1 year	22	21.2
2-4 year	68	65.4
5-9 year	12	11.5
10-15 year	2	1.9
Total	104	100.0

Table 4.4 provides a description of the number of years the teachers have been working with the current principal. The majority of the teachers have been working with the current principal for 2-4 years, 68 teachers, 65.4% and very few teachers have worked with the current principal for the period of 10-15 years, 2 teachers, 1.9%. The number of teachers who has worked with the current principal for 1 year is also high, 22 teachers, 21.2% and those who have worked with the current principal for 5-9 years is 12 teachers, 11.5%.

Year of Experience as a Teacher

From the aspect of working experience as a teacher at the end of school year, the table 4.5 displays the number of years in service as a teacher.

Table 4.5. *Teachers' Working Experience*

Number of years as a teacher	Frequency	Percent
1 year	20	19.2
2-4 year	18	17.3
5-9 year	17	16.3
10-15 year	24	23.1
more than 15 year	25	24.0
Total	104	100.0

Table 4.5 reflects the teacher's working experience. The data discloses that they are experienced teachers overall. Twenty-five (25) teachers or 24.0%, have been working as teachers for more than 15 years, and 24 teachers, 23.1%, of them have been in service for a period of 10-15 years. However, quite a few of them just commenced their teaching job, 20 teachers, 19.2%, 18 teachers, 17.3%, and 17 teachers, 16.3%, have been working for 1 year, 2-4 year, and 5-9 years, respectively.

Only those who have been working for at least one year were involved in this study. One year period of time is considered long enough for a teacher to judge his or her principal's instructional leadership practices.

I. Frame the School Goals

The results for subscale I Frame the School Goals are displayed in the Table 4.6.

Table 4.6. *Frame the School Goals*

Items	N	Min	Max	Mean
Develop a focused set of annual school-wide goals	104	2	5	4.35
Frame the school's goals in terms of staff responsibilities for meeting them	104	2	5	4.34
Use needs assessment or other formal and informal methods to secure staff input on goal development	104	1	5	3.85
Use data on student performance when developing the school academic goals	104	2	5	4.12
Develop goals that are easily understood and used by teachers in the schools	104	2	5	4.04

For the *Principal Instructional Leadership Management Rating Scale (PIMRS)* (Hallinger & Murphy, 1985), there were 10 subscales with fifty items which assessed three dimensions of the instructional leadership construct: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate. Mean of each of the fifty items of 10 subscales was assessed using a five-point scale: "Almost Never" (1), "Seldom" (2), "Sometimes" (3), "Frequently" (4), "Almost Always" (5).

Table 4.6 depicts the results for subscale I Frame the School Goals. Except for the item “*use needs assessment or other formal and informal methods to secure staff input on goal development,*” which fell just below the “frequently” threshold at 3.85, all the other four items were responded well by the respondents. They responded at or above the 4.0 (frequently) threshold for the other four items “*develop a focused set of annual school-wide goals,*” “*frame the school’s goals in terms of staff responsibilities for meeting them,*” “*use data on student performance when developing the school academic goals,*” and “*develop goals that are easily understood and used by teachers in the schools.*” Based on the responses, each area of the survey was rated with relatively high mean score across the subscales with exception of “*use needs assessment or other formal and informal methods to secure staff input on goal development.*” A low rating in this particular subscale compared to the others suggests that there is room for improvement.

II. Communicate the School Goals

The results for subscale II Communicate the School Goals are presented in the Table 4.7.

Table 4.7. *Communicate the School Goals*

Items	N	Min	Max	Mean
Communicate the school’s mission effectively to members of the school community	104	2	5	4.36
Discuss the school academic goals with teachers at faculty meetings	104	2	5	4.32

Refer to the school’s academic goals when making curricular decisions with teachers	104	1	5	4.09
Ensure that the school academic goals are reflected in highly visible displays in the school	104	1	5	3.88
Refer to the school’s goals or mission in forums with students	104	2	5	4.16

Table 4.7 reflects individual items mean scores for subscale II Communicate the School Goals. Similarly, for almost all the items the respondents reported a mean score of 4.0 (frequently) or higher for this subscale. “*Communicate the school’s mission effectively to members of the school community,*” “*discuss the school academic goals with teachers at faculty meetings,*” “*refer to the school’s academic goals when making curricular decisions with teachers,*” and “*refer to the school’s goals or mission in forums with students*” were responded at 4.36, 4.32, 4.09 and 4.16, respectively. However, “*ensure that the school academic goals are reflected in highly visible displays in the school*” fell slightly below the “frequently” threshold at 3.88. This indicates that this item was not frequently practiced by the principals suggesting that more could be done to improve this principal’s particular job practice.

III. Supervise and Evaluate Instruction

The results of subscale III Supervise & Evaluate Instruction are presented in Table 4.8.

Table 4.8. *Supervise & Evaluate Instruction*

Items	N	Min	Max	Mean
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	104	2	5	4.22
Review student work products when evaluating classroom instruction	104	1	5	3.59
Conduct informal observation in classrooms on a regular basis	104	1	5	3.70
Point out specific strengths in teacher's instructional practices in post- observation feedback	104	1	5	3.58
Point out specific weaknesses in teacher instructional practices in post -observation feedback	104	1	5	3.15

Table 4.8 provides mean scores for teachers responses to questions related to subscale III Supervise and Evaluate Instruction. Conversely, apart from “*ensure that the classroom priorities of teachers are consistent with the goals and direction of the school,*” with relatively high response at 4.22, the teachers reported a low mean score overall for each items of the Supervise and Evaluate Instruction function. Four items, “*review student work products when evaluating classroom instruction,*” “*conduct informal observation in classrooms on a regular basis,*” “*point out specific strengths in teacher's instructional practices in post- observation feedback,*” and “*point out specific weaknesses in teacher instructional practices in post*

-*observation feedback*” were responded at a low level of these four items, below 4.0. The result indicates that the principals did not “frequently” practice most of the items related to Supervise and Evaluate Instruction function. The results suggest that principals’ instructional leadership practices in this particular area should be improved.

IV. Coordinate Curriculum

The results of subscale IV Coordinate Curriculum are displayed in Table 4.9.

Table 4.9. *Coordinate the Curriculum*

Items	N	Min	Max	Mean
Make clear who is responsible for coordinating the curriculum across grade levels	104	1	5	4.38
Draw upon the results of school-wide testing when making curricular decisions	104	1	5	3.99
Monitor the classroom curriculum to see that it covers the school’s curricular objectives	104	1	5	3.88
Assess the overlap between the school’s curricular objectives and the school’s achievement tests	104	1	5	3.90
Participate actively in the review of curricular materials	104	1	5	3.91

Table 4.9 exhibits mean scores for teachers’ responses to questions related to subscale IV Coordinate Curriculum.

Except for “*make clear who is responsible for coordinating the curriculum across grade levels*” item which was responded at the highest mean score at 4.38, the rest of the items were reported at slightly below 4.0 mean scores. All of these four items were responded just a little bit below 4.0 (frequently) threshold. “*Draw upon the results of school-wide testing when making curricular decisions,*” “*monitor the classroom curriculum to see that it covers the school’s curricular objectives,*” “*assess the overlap between the school’s curricular objectives and the school’s achievement tests,*” “*participate actively in the review of curricular materials*” fell just slightly below 4.0. The results indicate that principals do not frequently practice these four items of the subscale. A rather low rating in these four particular items compared to the other suggests that there is room for enhancement.

V. Monitor Student Progress

The results of subscale V Monitor Student Progress are illustrated in Table 4.10.

Table 4.10. *Monitor Student Progress*

Items	N	Min	Max	Mean
Meet individually with teachers to discuss student progress	104	1	5	3.67
Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	104	1	5	3.86
Use tests and other performance measure to assess progress toward school goals	104	1	5	3.83

Inform teachers of the school's performance results in written form	104	1	5	3.95
Inform students of school's academic progress	104	2	5	4.43

Table 4.10 demonstrates mean scores for teachers responses to questions related to subscale V Monitor Student Progress. Only one of the items, “*inform students of school's academic progress*” was responded at 4.43 (frequently), whereas the other items “*meet individually with teachers to discuss student progress*,” “*discuss academic performance results with the faculty to identify curricular strengths and weaknesses*,” “*use tests and other performance measure to assess progress toward school goals*,” and “*inform teachers of the school's performance results in written form*” fell below 4.0 (frequently) threshold. The responses to the items are still considered low. Low responses in these particular items suggest that the principals need to practice these items more frequently.

VI. Protect Instructional Time

The results of subscale VI Protect Instructional Time are presented in Table 4.11.

Table 4.11. *Protect Instructional Time*

Items	N	Min	Max	Mean
Limit interruptions of instructional time by public address announcements	104	1	5	3.98

Ensure that students are not called to the office during instructional time	104	1	5	3.36
Ensure that tardy and truant students suffer specific consequences for missing instructional time	104	1	5	4.01
Encourage teachers to use instructional time for teaching new skills and concepts	103	1	5	4.23
Limit the intrusion of extra- and co- curricular activities on instructional time	104	1	5	3.70

Table 4.11 provides mean scores for teachers responses to questions related to subscale VI Protect Instructional Time. Less than half of the items, two items, “*ensure that tardy and truant students suffer specific consequences for missing instructional time*” and “*encourage teachers to use instructional time for teaching new skills and concepts*” were reported at 4.0 (frequently) or above. The other three items, “*limit interruptions of instructional time by public address announcements*,” “*ensure that students are not called to the office during instructional time*,” and “*limit the intrusion of extra- and co- curricular activities on instructional time*” fell below 4.0 (frequently). Since more than half of the items fell below 4.0 (frequently), the three items are not frequently exercised. This low rating suggests that the three items should be more frequently practiced.

VII. Maintain High Visibility

The results of subscale VII Protect Instructional Time are presented in Table 4.12.

Table 4.12. *Maintain High Visibility*

Items	N	Min	Max	Mean
Take time to talk informally with students and teachers during recess and breaks	104	1	5	3.61
Visit classrooms to discuss school issues with teachers and students	104	1	5	3.59
Attend/participate in extra- and co-curricular activities	104	1	5	3.99
Cover classes for teachers until a late or substitute teacher arrives	104	1	5	3.29
Tutor students or provide direct instruction to classes	104	1	5	3.34

Table 4.12 provides mean scores for teachers responses to questions related to subscale VII Maintain High Visibility. All the items were responded low by the teachers. Four items, “*take time to talk informally with students and teachers during recess and breaks,*” “*visit classrooms to discuss school issues with teachers and students,*” “*cover classes for teachers until a late or substitute teacher arrives,*” and “*tutor students or provide direct instruction to classes*” were responded low by the teachers. Mean scores for teachers responses to these four questions fell well below 4.0 (frequently). Only one item, “*attend/*

participate in extra-and co-curricular activities” was responded relatively higher compared to the rest of the items, at 3.99, or on the high end of “sometimes.” However, the mean score is still regarded low because it does not reach 4.0 (frequently) threshold. Based on the results, it is safe to interpret that the overall mean scores for instructional leadership function, Protect Instructional Time is low. It is below 4.0 (frequently) and the data indicates that the principals just “sometimes” practice this instructional leadership function which suggests that this subscale needs to be raised.

VIII. Provide Incentive for Teachers

The results of subscale VIII Provide Incentive for Teachers are presented in Table 4.13.

Table 4.13. *Provide Incentive for Teachers*

Items	N	Mini	Max	Mean
Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	104	1	5	3.85
Compliment teachers privately for their efforts or Performance	104	1	5	3.72
Acknowledge teachers’ exceptional performance by writing memos for their personnel files	104	1	5	3.31
Reward special efforts by teachers with opportunities for professional recognition	104	1	5	3.63

Create professional growth opportunities for teachers as a reward for special contributions to the school	104	1	5	3.82
---	-----	---	---	------

Table 4.13 presents mean scores for teachers responses to questions related to subscale VIII Provide Incentive for Teachers. Respectively, these questions asked the teachers if their principals, “reinforce superior performance by teachers in staff meetings, newsletters, and/or memos,” “compliment teachers privately for their efforts or performance,” “acknowledge teachers’ exceptional performance by writing memos for their personnel files,” “reward special efforts by teachers with opportunities for professional recognition,” “create professional growth opportunities for teachers as a reward for special contributions to the school.” The overall mean score for subscale VIII Provide Incentive for Teachers failed to meet the 4.0 (frequently) threshold, indicating that the principals do not “frequently” practice all the items of this subscale. Mean scores for teachers responses to these five questions fell below 4.0 (frequently). Two items “reinforce superior performance by teachers in staff meetings, newsletters, and/or memos,” and “create professional growth opportunities for teachers as a reward for special contributions to the school” were responded higher compared to the rest of the items, reaching mean scores of above 3.80. However, the mean scores are still below 4.0 (frequently). Based on the results, it can be inferred that the principals just practice all five items in this instructional leadership function “sometimes” (3.0 to 3.99) suggesting that there is room for improvement.

IX. Promote Professional Development

The results of subscale IX Promote Professional Development are presented in Table 4.14.

Table 4.14. *Promote Professional Development*

Items	N	Min	Max	Mean
Ensure that in-service activities attended by staff are consistent with the school's goals	104	1	5	3.80
Actively support the use in the classroom of skills acquired during in-service training	104	1	5	4.03
Obtain the participation of the whole staff in important in-service activities	104	1	5	4.12
Lead or attend teacher in-service activities concerned with instruction	104	2	5	4.31
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	104	1	5	4.37

Table 4.14 displays mean scores for teachers' responses to questions related to subscale IX Promote Professional Development. Respectively, four items "*actively support the use in the classroom of skills acquired during in-service training,*" "*obtain the participation of the whole staff in important in-service*

activities,” “lead or attend teacher in-service activities concerned with instruction,” and “set aside time at faculty meetings for teachers to share ideas or information from in-service activities” items were responded above 4.0 (frequently). The results indicate that the principals “frequently” practice almost all of the items of this instructional leadership function, Promote Professional Development. However, one of the items “ensure that in-service activities attended by staff are consistent with the school’s goals” of the subscale fell below 4.0 (frequently). A low rating in this particular item compared to the others suggests that this subscale could also be more frequently practiced.

X. Provide Incentive for Learning

The results of subscale X Provide Incentive for Learning are presented in Table 4.15.

Table 4.15. *Provide Incentive for Learning*

Items	N	Min	Max	Mean
Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal’s newsletter	104	1	5	4.21
Use assemblies to honor students for academic accomplishments or for behavior or citizenship	104	2	5	4.23
Recognize superior student achievement or improvement by seeing in the office the students with their work	104	1	5	4.17

Contact parents to communicate improved or exemplary student performance or contributions	104	2	5	4.16
Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	104	1	5	4.11

Table 4.15 shows mean scores for teachers’ responses to questions related to subscale X Provide Incentive for Learning. Respectively, these questions asked the teachers if their principals, “recognize students who do superior work with formal rewards such as an honor roll or mention in the principal’s newsletter,” “use assemblies to honor students for academic accomplishments or for behavior or citizenship,” “recognize superior student achievement or improvement by seeing in the office the students with their work,” “contact parents to communicate improved or exemplary student performance or contributions,” “support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class.” Interestingly, all the items in this subscale Provide Incentive for Learning were responded above 4.0 (frequently). All the items were responded just above 4.0. This is the best responded subscale out of ten subscales. However, based on the rating scale of the PIMRS the best rating is 5.0 (almost always). The responses to all the questions in this subscale were just slightly above 4.0 meaning that principals practice all the items “frequently.” However, there is also room for improvement for this instructional leadership function to

reach the highest level of instructional leadership practice. The result of all the ten subscales could be shown in Table 4.16.

Table 4.16. *Mean Scores for the Ten Subscales*

Subscale	Mean
Frame the School's Goals	4.14
Communicate the School's Goals	4.16
Supervise and Evaluate Instruction	3.65
Coordinate Curriculum	4.01
Monitor Student Progress	3.95
Protect Instructional Time	3.85
Maintain High Visibility	3.56
Provide Incentive for Teachers	3.66
Promote Professional Development	4.12
Provide Incentive for Learning	4.17

Table 4.16 provides mean scores for the ten subscales of the three dimensions of the instructional leadership construct: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate. It recapitulates mean scores of the five questions under each of ten subscales of the three dimensions of the instructional leadership construct. Based on the results, the following five subscales: Frame the School's Goals, Communicate the School's Goals, Coordinate Curriculum, Promote Professional Development, and Provide Incentive for Learning were responded above 4.0 (frequently), while

the other five subscales: Supervise and Evaluate Instruction, Monitor Student Progress, Protect Instructional Time, Maintain High Visibility, and Provide Incentive for Teachers were responded by the teachers below or just slightly below 4.0 (sometimes). Mean scores between 3.0 to 3.99 means the principals practice the items 'sometimes' meaning that there is room for improvement for these five instructional leadership functions.

4.6 Qualitative Data Analysis

The interview session included 10 participants: 3 principals, 4 vice principals for academic affairs and 3 chairmen of the school committees. Of the twelve participants recruited, two of them failed to participate in the study. The principals participating in the interview will be identified as Principal A, B and C. The vice principals for curriculum affairs will be identified as Vice Principal A, B, C and D. The Chairmen of the School Committees will be identified as Committee A, B and C for confidentiality. The questions of the interview were asked in Bahasa, and the responses were also responded in Bahasa. The responses were rendered into English. The interview was reported as raw data and was analyzed descriptively. The responses for interview session were summarized, in verbatim quotes, and highlighted by major themes. The relevant theories are also linked to the findings.

The purpose of this interview was to provide a deeper level of meaning of what and how principals do concerning instructional leadership and to identify any common themes of the practices of among current principals of the excellent

schools in Aceh, Indonesia. It is hoped that the result of the interview will support and enrich the quantitative data through deeper understanding of participants' voices. This interview was also designed to use triangulation method corroborating the quantitative data that had been gathered by using survey instruments completed by all the teachers of the four schools. Since the schools are excellent schools with assumedly good principals, the questions of this more in-depth or more specific interview protocol were designed in such a way that they possibly verify weaker parts of the instructional leadership practices of the principals based on yielded quantitative results.

The interview began the session by stating the topic of the dissertation and the purpose of the interview. Since preliminary interview had been carried out, the interviewer also explained to the interviewees that this interview session was more specific aiming at clarifying the teachers' responses of questionnaires. The entire session was recorded by a tape recorder while the researcher was taking notes of important issues on paper as well. The interview started on July 4, 2011. It took interviewer one month to complete the interview. The interview was carried out following the alphabetical order of schools starting from school A to school D. The following questions were asked during the interview sessions.

1. What core assessments are used to secure staff input on goal development and how significant is data analysis when developing the school's academic goals?

Assessment for Goal Development

Principal A stated:

We start from the school goals. We see the long term, and the short term. I think regular meetings in school are the main way by which we secure staff inputs on goal development. There were several kinds of meetings such as monthly meetings, RAKER (meeting at which work is accomplished) and special meetings.... In these meetings we know if the teachers reach the target or not.

In similar tone, principal B responded that:

Meetings are commonly used to secure staff input on goal development in addition to other assessments such as entrance test results. There are several sorts of meetings by which we secure staff inputs on goal development such as small meetings, staff meetings, and larger meetings which involve all school elements.

In line with Principal B's responses, principal C stated that:

Meeting is one of the common ways in which we gather information. We realize the significance of gathering information for school goal development. If I am not mistaken inputs are of value regardless of the sources. The inputs are taken in, discussed with the TPK (the Curriculum Development Team). Then, the result is taken to the meeting.... In principle, we accommodate all inputs...

Even though the response of principal C did not just focus on the interview question, the information is also important

for this study. Vice Principal A stated:

There is a sequence way in which we secure staff inputs on goal development. Based on my observation, first, principal often calls all his vices and coordinators to discuss school goal development and other issues. Then, the results of the regular meetings of vice principals and coordinators are taken to a forum...which then reported to the RAKER (meeting at which work is accomplished).

Similarly, Vice Principal B stated that:

Our principal never secures staff input by using questionnaire. He often gathers input for goal development through his vices especially those in charge of curriculum. Except for his own monitoring, he gathers many inputs from me for school academic goal development and other academic issues. Apart from this, meetings are also commonly used by the principal to secure staff's inputs on goals development...

Vice Principal C stated that:

We have evaluation reports and regular meetings, in which principal secures staff's inputs on goal development. Also... we have this, Sir, teachers who are in PBM (teaching learning process). Based on the teachers' experience, what they lack, what problem they have, they extend the information to the Vice Principal for Curriculum Affairs, and the vice principal extends it to the principal. I think principal also empowers the four vice principals for securing input on goals...

In addition, vice Principal D shares many of her counterparts' feelings:

Regular meetings and senior staff meetings were often used to secure staff input on goal development and other issues. These meetings are also used to seek for solution to the barriers encountered by the teacher particularly pertaining to obstacles faced by students in teaching learning process. Principal also seeks for input secretly from students. When the teacher is absent, principal usually comes to the classroom, talk with students and gather information about the teachers and other matters. We vice principals are also consulted.

Based on the above responses from vice principals, they are also the sources of information. In other words, vice principals are used by principals in performing instructional leadership. The practice is aligned with the concept of instructional leadership suggesting that some effective principals delegate instructional leadership tasks to a vice principal or a coordinator or other party commonly the Vice Principal for Curriculum Affairs. The notion of instructional leadership is associated with measures that a principal takes, or delegates to others, to enhance students' learning and to boost their academic achievement (Flath, 1989).

While vice principals showed positive attitude toward principals, Committee A seemed to be discontented with the principal's performance stating that:

I am not very familiar with this issue. I think teachers are intellectuals, thinkers and workers and their opinions are of value and, because of this, principal should take in them as valuable inputs. But,... I don't think principal do well on this issue.

Committee B, however, was not in agreement with Committee A, in which he stated:

Principal often secures staff input on goal development during meetings, discussions and comparative studies. Comparative studies like what principal has initiated and realized such as visits to Medan and Malaysia is also important. The experience and insights from the comparative studies are also useful for goal development as we are striving to improve the excellent schools as RSBI (The International School Pilot Project) which should provide better quality education.

Committee C stated that “principal secures staff input on goal development through meetings, classroom teachers and parents. Students also extend the information to parents or students’ guardians...”

A common theme seems to occur from respondents in terms of securing staff’s input on goal development. All respondents stated that principals customarily use meetings as core assessments to secure staff’s inputs on goal development. They do not seem to take seriously any evaluation and standardized test results nor do they use special need assessment methods to secure staff’s inputs on goal development. In fact, if a school is going to have high quality goals, its principal should not merely rely on meetings to secure staff’s inputs on goal development. Developing high quality school’s goals needs a comprehensive approach, and high quality goals are highly correlated to student achievement growth.

Literature on effective schooling suggests that high quality school’s goals which are high and rigorous standards

for learning goals close the achievement gap between advantaged and less advantaged students. The high quality goals would also improve overall achievement of students as a whole (Goldring, Porter, Elliott & Cravens, 2009), which is the main criteria of an excellent/effective school. Developing school goals also provides clear criteria for decision making regarding the allocation of resources and functions as performance standard based on which the school progress is measured (Brookover et al., 1982).

Significance of Data Analysis

Principal A stated that:

It is very important for principals to analyze data when developing the school's academic goals. Without analyzing data a principal does not know the strengths and weaknesses of his leadership and has no idea on how to improve the school in the future and, which then exhibits students' progress.

Principal B stated that:

Even though we just have qualitative data, it is very important for us to evaluate and analyze the data in order to know what to do in the future. Analyzing the data means reflecting on what we have already done, and it is very important for developing school's academic goals.

Principal C offered similar perspective:

Analyzing data when developing the school's academic goals are absolutely crucial to avoid mistakes in leading schools. Data is a mirror by which we can reflect on. Having a mirror we could see the defects of our face so that then we could polish them.

Vice Principal A stated:

Data analysis when developing the school's academic goals is very important because such an analysis will provide us with information on our weaknesses and on what we have reached. ...Data drives our entire planning process. From this analysis we plan and design the future and we know how to correct our weaknesses.

Vice Principal B stated that “data analysis is very important for the future development of particular schools, through which we are able to monitor our ability and our academic achievement, which in turn enable us to minimize the achievement gaps of students.”

Vice Principal C elaborated that:

Data analysis when developing the school's academic goals is important. Data on process and materials, if they are relevant to the needs for improving the quality of education....Whether the use of books and teaching media has been effective and successful. The role of TPK (the Curriculum Development Team) is very important in evaluating and analyzing the data to see if the teachers are useful or not. Data analysis when developing the school's goals is important...

Vice Principal D stated that “I think analyzing data when developing the school's academic goals is very important. Data is very useful for enhancing student achievement growth and school reputation in the future. You cannot make any decision without having enough

data...”

Committee A stated that “analyzing data when developing the school’s goals is very important. How can you proceed without analyzing data? Without analyzing data you can neither detect your strengths and weaknesses nor develop your leadership performance.”

Committee B stated “data should be analyzed and evaluated for future academic leadership. Without data analysis we have neither well-oriented academic goals nor effective principal leadership.”

Committee C stated in similar tone that “academic development should be based on data analysis, and in this way, we are able to develop our school which is in turn commensurate with international school standards.”

A common theme also emerges here that all participants agreed that data analysis in developing the school’s academic goals is important for effective leadership, student progress and school reputation. All respondents agree that it imperative that leaders have data analysis when developing academic goals to enable them to figure out their weaknesses, to monitor their progress and to plan the future development. Murniati (2008) stated that a goal is an expectation for 3 to 5 years in the future. She concluded that a goal is a view with power to determine future directions of an organization through examining previous and current practices.

2. What do you/principal think is the best way to communicate goals to teachers in order to increase

academic performance? Are they reflected in a highly visible display in school?

The Best Way of Communicating School Goals

Principal A stated:

School goals are communicated via Internet, at school website: www.sman4wiba.sch.id. We also disseminate and convey them in every opportunity both in flag raising ceremonies and other events. The visions and missions are made clear in such a way that they can be easily understood by all school elements.

Principal B did not answer the question directly but presented the rationale for stating goals first. He stated that developing school goals is very important, and the goals are developed by considering the present situations and challenges. He stated that “We develop the goals. We refer to the school’s visions and missions and establish the school’s goals during the preplanning time and review various data. The best way of communicating the school’s goals is through social events, ceremonies and meetings at school.”

Principal C stressed on the significance of ‘practicing’ in communicating the school’s goals. He also involves many parties when formulating school goals. However, Principal C also communicates the school’s goals in similar ways to those of principals A and B, which is during ceremonies and school events:

If you just say and tell the goals to the teachers and students, it may not be the most effective way. It is very important to make teachers committed to practicing the school’s goals.... To make the goals perfect we involve the school committees in

formulating the school goals and, through students, parents are also made known about the school's goals. I commonly communicate the school goals through my speeches in flag raising ceremonies, any events and from class to class. Let me give you an example of practicing the school's goals: students are obliged to believe in God and to be obedient individuals. We make it compulsory for students to perform prayer in congregation (shalat berjamaah) at school and we provide the place for that purpose....We build their character when we make students practice, meaning school vision is reached out.

Vice Principal A provided slightly different information from those of Principal A, B and C. According to him the MGMP (the Discussion Forum for the Teachers Who Teach the Same Courses) is the most effective way of communicating school's goals. He also informed the ways in which principal frequently communicates the school's goals:

We have the MGMP (the Discussion Forum for the Teachers Who Teach the Same Courses), and in addition to its own jobs, this forum has their goals to which students are led for one academic year in the future. The goals are commonly becoming school's goals.... This MGMP team establishes the school's goals deriving from the school's vision/mission. Regarding the most effective way of communicating the schools' goals, I think that it could be done through the MGMP. Even though our principal frequently mentions the school's goals in certain events, the MGMP is the most effective medium of communicating the school's goals. He (principal) is driven and very focused on the goals of our school...

Vice Principal B did not answer the question to the point either. He excused for not holding RAKER (the meeting at which work is accomplished) which used to be carried out every year. This failure is due to the delay of this year's freshman registration. They used to run the RAKER before the instructional process of each academic year commenced. Vice Principal B did not state the best way of communicating school's goals. Instead, he informed that the school' goals were frequently mentioned during flag raising ceremonies, school meetings and events:

Had we held the RAKER, we would have gathered inputs from teachers and administrative staff for the future progress. Our dear principal frequently mentions the school's goals in certain events such as flag raising ceremonies, meetings and other events. Principal should have communicated them always. We hold a 10-minutes-flag raising ceremony in every Monday morning twice a month, but principal does not mention the school's goals in every ceremony. It depends. However, principal should always communicate the school's goals especially to teachers in any times and any possible occasions.

Vice Principal C stated in similar way to that of principal C concerning the best way of communicating the school's goals. She stated that integrating the goals into curriculum is the best way of communicating the school's goals. She also informed the researcher about a way of communicating the school's goals through the BINTEK (the Technical Assistance for Effective Learning):

We sometimes communicate the school's goals through the BINTEK and tomorrow we will hold BINTEK with the

resource persons from the Education Service Office of province and regency levels. The most effective way of communicating the school's goals is that they are integrated into relevant curriculum. For example, 'tagwa' is relevant to Islamic Studies course; intelligence is relevant to Science courses; environmental education is relevant to Biology and Biography courses. However, our principal frequently communicates the school's goals to teachers in flag raising ceremonies in every Monday morning, through slogans, announcements and leaflets to parents and public...

Like Vice Principal C, Vice Principal D did not provide direct comments when answering the question. Instead, she argued on the significance of making teachers well informed about the school's missions, visions and goals. She also expressed her feeling of disappointment that most teachers are not goal driven. However, she also suggested that administrators hear the complaints of teachers and respond to them accordingly. According to her, the teachers' complaints should be taken into consideration when formulating the school's goals. Concerning the best way of communicating the school's goals she stated:

Our lovely principal often utters the school's vision and goals in his speeches, meetings, forums and other events. Unfortunately, the teachers may not be concerned with the school's vision and goals. The vision and goals are in fact stipulated in the school's profile. The reality is that the school's goals are not fully socialized to the teachers.

Committee A who had no idea of the best way of

communicating the school's goals offered reasonable grounds for communicating the school's goals. According to him the school's goals should be communicated to the teachers. They serve as a tie between leaders and followers. He critically stated:

If goals are well communicated, we will move in the same directions. Unfortunately, if principal and teachers do not move in the same direction, students will not gain maximum benefits from school, and this condition will result in undermining student achievement growth.

Committee B stated that the best way of communicating the school's goals is through voicing them repetitively through many means. He also suggested that school's goals can also be communicated through banners, but unfortunately, the school does not have such banners. He stated that:

The best way of communicating the school's goals is in a way that all teachers and school elements are willing to hear them, and principal is the most important person in the school and the most authorized person in charge of communicating them and his words are always heard by staff and students and, therefore, in every communication of his the school's goals should be made known.

Committee C answered the question similarly. As a chairman of the committee, referring to parents' input, he suggested that school's goals are shaped tailored to increase the possibility that school graduates meet workforce demand. Concerning the best way of communicating the school's goals, he stated that:

In my opinion, the best way of communicating the school's goals is in principal's speech. He should always include the school's goals in his speeches at any school events. Would you like to see the wall of school's missions and visions there outside....The more clearly articulated school's goals may be here in school's rooms and offices.

A recurring theme occurs here that most respondents stated that the best way of communicating the school's goals is via principal's speeches, various kinds of meetings such as flag raising ceremonies, school events and forums. Specifically, the forum such as the MGMP (the Discussion Forum for the Teachers Who Teach the Same Courses), the RAKER (meeting at which work is accomplished) and the BINTEK (the Technical Assistance for Effective Learning) are commonly used for communicating the school's goals. Some respondents also presented reasoning for communicating the school's goals. They stated that communicated school's goals would potentially result in the moving of all school elements in the same direction. Principals should always communicate the school's goals. School goals will not be of much value unless they are consistently and clearly communicated to staff, students and parents (Murphy et al., 1983). Principals should ensure that the goals of education and schooling are widely owned within and outside the school community (Harris et al., 2003).

Reflected in Highly Visible Display

A common theme also recurs here that most respondents stated that school academic goals are reflected in highly

visible displays in the school. Even though most respondents did not happen to mention specifically the media (e.g., posters or bulletin boards) in which the school academic goals are visibly displayed, Principal A and Principal B stated that they display the school's academic goals in the websites in Internet: www.sman4wiba.sch.id and www.sman-modalbangsa.sch.id, respectively.

3. What are some practices that you/principal use to supervise and evaluate instruction?

Principal A confidently stated:

...I have supervision sheets and I analyze the supervision sheets, and in these sheets there are distinctive points that I supervise. If I find, for example, two actions which are not consistent with the items in my sheets, I call the teacher for feedback...

In this way Principal A has supervised and evaluated instruction. Little and Bird (1987) emphasized the significance of supervision and evaluation. They found that observation and evaluation practices promote the popularity, principles and strategies of instructional leadership. Observation is important in monitoring teachers' instructional practices. This is because effective teaching is one of the most important components of successful schools.

Principal B agrees that instructional process needs to be closely supervised and evaluated:

I often get the results of the evaluation carried out by teachers to be analyzed. I ask the teacher why the result like this,

what about for the future. I often secure inputs from teachers concerning the constraints of the instructional practice and I communicate these to all school elements. I communicate with students both before and after evaluation and I explain to them what is evaluation all about. After evaluation, I confirm general results of the evaluation from teachers to students for more inputs. I definitely do this. I often communicate the academic goals to students before exam and also explain the KKM (the Minimal Completeness Criteria) of the curriculum to them. I explain the minimal completeness criteria to them and inform them the consequence of not achieving the minimal score...

Principal C who is also concerned with the Minimal Completeness Criteria, contract score, supervise classroom practices at schools by employing 'management by walking around' and walks to the classroom:

...once week, sometimes once month I come to the classroom because I found that management by walking around is effective. I found that this method is healthier than just sitting and talking. I also walk to the classrooms to monitor how instruction and evaluation is going on. I often ask and ensure if the classroom priorities are consistent with academic goals. I inspect the readiness of the evaluation committee, examination materials/sheets, packaging, grading, etc. I ask what the bottleneck is. I also inform that contract score (minimal score), the KKM is 7.5 and if a particular student fail to achieve this minimum score, the student is required to take remedial course. I make the announcement by listing the names of those who fail to reach the KKM score, 7.5.

Principal C sets a high and measureable student achievement of 7.5 minimum contract score. He also stated that whatever he does is aiming at enhancing students academic performance. Pansiri (2008) suggests that instructional leadership in fact aims at enhancing the quality of the teachers' classroom activities with an ultimate goal of raising student achievement gain as well as improving their attitudes and behavior toward school work and their personal life.

Vice Principal A informed that principal A sometimes observes the teaching learning process in the classrooms and asks the Vice Principal for Curriculum Affairs for input and then takes necessary measures for improvement. "Based on the input he knows which teachers work professionally and which teachers work half-heartedly," he stated.

Vice Principal B stated:

Based on my knowledge our principal is more interested in doing direct observations. Our principal seldom enters the classrooms but from outside he often spies through the windows on what is taking place in the classrooms and what materials are presented to students. Then, he adjusts them with the targets of the curriculum.

Vice Principal C responded that, as part of observation objective, her principal is also concerned with the problems encountered by the teacher, student grades and the teacher's lesson plan:

Based my knowledge, our principal supervises classes. He observes teachers teaching in the classrooms and sometimes examines the RPP (the teacher's teaching plan) and evaluates

students' grades. If he feels that there are bottlenecks or inconsistencies or other constraints, he calls the teacher for directions.

Vice Principal D elaborated more clearly the way in which her principal exercises instructional supervision and evaluation:

Our dear principal sometimes supervises classes. He often walks around to spy teachers teaching. He has a form for this supervision. The content of the form consists of "beginning, core, subsequent activities, teaching methods, learning sources, teaching media used, learning material mastery, and link to previous materials and real world. The supervision informs the principal on how the teacher designs, develop, utilize and manage the resource and process of learning...

Committee A, who used to be an office staff and a sub-district head (camat), was not sure about the principal instructional supervision and evaluation and indicated that principal delegated instructional leadership practices to the vice principal:

I am not clear about that. It seems to me that principal seldom conducts formal observations. He just delegates this task to his vices. A principal should visit the site, classroom, and observe how the teacher is teaching. School is different from government office which I used to work for. Government offices have sections or divisions which are easy for the head to control...

Committee B responded more comprehensively related to

principal's strategies in regard with instructional supervision and evaluation. He stated that principal supervises instruction by observing, establishing the Teacher Evaluation Team, monitoring evaluation results and gathering information from student:

Principal sometimes has a close look at the activities in the classrooms when the teacher is in the PBM (Teaching Learning Process). Sometimes he spies... through the windows. Sometimes, principal counts pairs of shoes at the door to figure out the number of students in and out. Principal also establishes the Teacher Evaluation Team to evaluate the effectiveness of the teacher's work. The team comprises senior teachers and vices of the principals. As far as I am concerned, the principal also evaluates the teaching learning process through examination results and teachers and students' information. Our principal sometimes calls students to his office to ask about the teacher. If there is a teacher who has problem in instructional practice, principal will then call him or her for directions and improvement.

Committee C informed on the creativity of the principal in keeping teachers abreast concerning current teaching methodology:

Principal sometimes visits the classrooms to inform the teachers about new findings concerning the teaching methodology and up-to-date theories in the field. As far as I am concerned, if he finds any problems in regard to the teaching learning process, he instantly holds a meeting to seek for the solution to the problem.

A common theme also corroborates regarding instructional supervision and evaluation function. Almost all respondents stated that all principals are mobile throughout the building and classrooms supervising instruction. However, most respondents failed to specifically mention the principal instructional leadership practices on reviewing student work products, the length of time spent on the classroom observations, and specific strengths and weaknesses of the teacher's instructional practice in supervising and evaluating instruction. From studies on effective schools at least five activities need to be undertaken by the principals in order to exercise the supervision function more effectively. One of them is that a principal is obliged to communicate information about specific strengths and weaknesses to the teachers and help them become better instructors (Murphy et al., 1983).

4. How do you/principal coordinate the curriculum in the classroom to ensure that it is in line with the curricular objectives set?

Principal A has a guide and gets the Vice Principal for Curriculum Affairs to help teachers prepare their teaching program:

I have a guide of what I need to look for in the classroom so that I can be in line with and focused on what need to be done in the classroom. Before the teacher enters the classroom, I have gathered information from the Vice Principal for Curriculum Affairs on the targets that should be achieved, for example, this point, this point...etc. Then, after the Vice

Principal for Curriculum Affairs goes through the teacher's teaching program, he sometimes recommends a change because of particular weaknesses and inconsistencies.... I also direct the teacher and get him or her to revise the weaker and inconsistent parts of his or her teaching program, if any. Then, I encourage the teacher to continue his or her work...

Principal B coordinates curriculum in a similar way to what Principal A does. However, he did not mention the involvement of the Vice Principal for Curriculum Affairs in coordinating and monitoring curriculum:

First, for every class there is a journal. Second, there is a teacher's preparation, lesson plan. The journal is like this, Sir! (he is showing the journal)... . Even though we don't have weekly journal, we have monthly journal. In the journal we know when and what the teacher teaches. There is signature, name of the teacher, course, and topic of the material presented for the class. We monitor the curriculum in the classroom in this way, Sir!

Principal C coordinates curriculum in a different manner. He delegates the task to the teams. He establishes a team for each grade level:

We establish teams. We have a team for the first grade, a team for the second grade and a team for the third grade, teams for instruction and evaluation, curriculum team. The three Instructional and Evaluation Teams, the team for grade I, the team for grade II and the team for grade III are in charge of instruction and evaluation for grade I, grade II and grade III, respectively. Each of this team is obliged to ask

all about the curriculum. These teams assess and monitor the curriculum in the classroom to ensure that it complies with the curricular objectives set. Through these teams I monitor the teaching learning process to ensure it goes hand in hand with curriculum. Sometimes the teams report that this teacher, that teacher...have yet to achieve the objectives. Then, I call them to my office for directions.

Vice Principal A was not specific enough in responding to the question. He informed that principal also involves other parties in curriculum coordination:

It is supervision, Sir! Supervisions are conducted by principal, the chairman of the MGMP (the Discussion Forum for the Teachers Who Teach the Same Courses) and senior teachers. The senior supervises the junior. The main activity in the MGMP is that the senior coaches the junior... our principal usually takes into account both the MGMP's supervision results and his monitoring results.

Vice Principal B answered the question very seriously. He informed that principal monitored curriculum in a more comprehensive way. He involves many parties and takes into account many different aspects in assessing and monitoring curriculum such as syllabus, the MGMP and the KKM, in addition to support from the Vice Principal for Curriculum Affairs and direct observation:

Syllabus is one of the media by which the principal coordinates curriculum. Sometimes there is no teacher in the classroom anymore. If this is the case, principal checks what is left, the teacher' writing, on the blackboard....Principal often

communicates with the MGMP and the MGMP then informs the teacher about the targets of the instruction. Principal also asks directly the teacher about the fulfillment of the instructional objectives. Principal sometimes asks students about materials taught in the classroom. They may not have specific data about this issue. Principal normally monitors and assess curriculum in the classroom by visiting the classrooms directly. Sometimes he also interrogates us about the curriculum targets, finish or not.... He also inquires about the KKM (the Minimal Completeness Criteria) of the curriculum from the MGMP (the Discussion Forum for Teachers Who Teach the Same Courses).

Vice Principal C narrated the activities the principal frequently carries out to coordinate curriculum, such as getting teachers to present the materials of the course they will teach, assigning tasks to the teachers based on their expertise, ensuring if the questions of the tests are in line with the curriculum objectives, observing the teaching learning process and using the KKM as an evaluation guide. She further explained that:

From the evaluation, if a student fails to achieve 7.0 for Islamic studies course, for example, the student does not reach the minimum score or the KKM (the Minimal Completeness Criteria) yet. This means he or she does not pass the course yet and, as a consequence of this, he or she is sent to remedial program. In the program the student is instructed by principal through vice principal to repeat the topics that he or she is weak on. If the student is still weak on zakat (tithe), for instance, he or she has to be remedied on the chapter. The

KKM is an evaluation guide.... To determine the KKM at the beginning of the year we refer to several factors, such as student's intake from junior high school, the significance of the basic competency for this course, learning resource and teacher's capability on the subject....This is the way in which the principal supervises and evaluate instruction.

Similarly, Vice Principal D stated that principal coordinate curriculum, among others, by checking syllabus, examining the teacher's RPP (lesson plan) and using grade contract or the KKM. She further elaborated that:

The lowest, but not for all courses, is 6.5. If a student fails to reach the 6.5, the minimum target, he or she must be placed in remedial program, and the remedial program is in the process. As students finish the semester, all of them will have completed the basic competencies. If a particular student does not complete basic competency 1, he or she is not allowed to continue to basic competency 2. If he or she does not pass basic competency 3, meaning that he or she does not complete the KKM. ...we evaluate them per basic competency.

Committee A stated that he is not well informed about curriculum management and neither is involved in coordinating curriculum. He is rarely invited by principal to participate in meetings on instructional issues and, consequently, he has no idea on how principal coordinate curriculum. Committee B stated that as far as he is concerned, the principal often calls the Vice Principal for Curriculum Affairs to investigate if they have problem dealing with curriculum completeness, in addition to his own inquiry. He

stated that “principal inquires into the problems the teacher has in implementing curriculum in the classroom. Like this morning, he had a long discussion with the Vice Principal for Curriculum Affairs. I think they discussed something regarding the teacher’s classroom problems.”

Committee C stated that he was not very clear about the curriculum coordination. He stated that as far as he knows principal is deeply concerned with and pays close attention to the curricular coverage and objectives. He stated that “student has a contract with teacher, contract grade, 7.5. If a student fails to reach the contract grade, the KKM, he or she has to be placed in remedial program.”

A Common theme also develops here that almost all respondents stated that principals are doing well on curriculum coordination. Most principals have a guideline for curriculum coordination. The principals do not rely on a single method in coordinating curriculum but they use multiple approaches such as teaching program checks, vice principal’s information, the MGMP/teams, test results, the KKM, and classroom visits. The results of the responses are aligned with what Murphy et al. (1983) stated that principals promote curriculum coordination in three ways. First, they work to make sure that the main and supplemental materials are consistent and not overlapping, but mutually reinforcing. Second, they ensure that the curriculum content is consistent with school academic objectives and goals and with the tests used to measure mastery of those objectives. Third, principals establish program evaluation methods and make sure that these evaluations are conducted on a regular basis (Murphy et al., 1983).

5. How do you/principal monitor student progress, and account for its progress toward school goals?

Principal A stated that to monitor student progress the school measures the progress students make by watching the KKM (the Minimal Completeness Criteria), ranking, try-outs, graphic of final examination and university invitation and university entrance test passing rate:

At the moment the KKM is 7.5. If a particular student fails to reach 7.5, we consider that he or she does not complete the KKM yet. Because of this, reinforcement is needed. Then, when a student has already reached score of 7.5 or above, we regard him or her as one of the achieving students. From here, we move to ranking. From ranking the student can clearly be seen that he or she is making progress. Next, we also monitor student progress when grade 12 students sit for the TRYOUT of the State University Entrance Test (UN) or other tries out. Before this tryout we have had several tryouts....From here we can also decide whether a student is making progress or not. Then, we can see the graphic of the final examination passing, whether it is up or down. We are also confident that we are continuously improving and excelling other excellent schools ... both in terms of quantity and quality. We are also improving this year. Alhamdulillah, at the moment 80% of our graduates have been successfully accepted by the state universities through university invitation program. The rest, 20% of our graduates, are taking university entrance tests now.

Principal B did not respond in detail concerning the way in which he monitors student progress. He just stated that he

monitors student progress by looking at evaluation results:

In terms of evaluation we often individually approach teachers and classroom teachers. I pay close attention to the evaluation results and compare with those of previous examinations. Collecting examination result is a habit of mine.... I know the student ranking. I know who is in what ranking. Also, I often provide input for teachers to seek for alternatives to boost the maximum result of the curriculum completeness.

Principal C stated in a slightly different way in terms of monitoring student progress. He also uses informal assessments to monitor student progress. He counts both evaluation results and student achievements outside the school walls. He stated that:

For example, every event in this district, students must bring home (to this school) medals. Last month there was a competition on building design. Our student won the competition. He comes up as a champion I. There was also a recycling competition. Our students won out as a champion I, II and III. I motivate them. I do not only display the medals at school, but buy them as well. Each team will get a RP. 50.000 reward...

He stated that evaluation also plays the role in monitoring student progress. They have the Vice Principal for Curriculum Affairs and the Vice Principal for Student Affairs. They have a secretary and a vice secretary. He said that school has many advantages of having them. Principal C restated the achievement of extra-curricular championship. "From every activity, Boy Scouts, sports, all extracurricular activities, the

competitions, we can see that almost all students bring home medals and that is also a barometer of student performance.”

He stated:

If students take part in any competitions at regency and province levels but do not bring medals home, we do not consider the students achieving the school’s goals. For this moment our target is winning any competitions at regency and province levels. We must be champions at regency and province levels first. ...if someone is interested in having an idea on the academic achievement, he or she should see the success of the graduates in passing university entrance tests, and if someone is interested in knowing the performance of extracurricular activities of the students, he or she may check how many medals the school has.

When clarified the percentage of students passing the yearly university entrance tests, he diplomatically responded that “we are not interested in the percentage, but we are interested in the process.”

Vice Principal A stated that principal frequently approaches classroom teachers. The classroom teachers also indirectly report to the principal on students’ achievement and obstacles being encountered in the classrooms. He stated that:

Each classroom teacher prepares the report. Both the highly achieving and the weak are reported to the BK (the Guidance and Counseling) teachers. The report will then be extended to the Vice Principal for Students Affairs and then . . . extended to the principal . . . from here the principal knows which students are making progress and those who have academic

problem. The report of the performance measure is used to assess progress toward the school's goals.

Vice Principal B stated that principal mainly monitors student progress through evaluation. He also elaborated the KKM. He responded that:

The results of evaluation of the semester consist of daily and monthly evaluation results. In this school, specifically, we have month 1, month 2 and semester evaluations. ...our principal has a good memory. For example, student A used to be in ranking 10, and now he is in ranking 5. Our principal remembers their progress and he knows the size of them, how many of them making progress. We have the KKM (the Minimum Completeness Criteria) score. Now the KKM score is set per grade level. So, if class A grade 10, for example, for Physics is set 7.5, in evaluation we will see whether the students get 7.5 or not, and if most students get 7.5 or above, it means the students make progress. If they get below 7.5, they are included in remedial program. Each course also has its own KKM score. Evaluation is the core instrument our principal uses for monitoring student progress.

Similar to the statements of Vice Principal B, Vice Principal C stated that student progress is monitored by consulting scores of evaluation and, in this case, the principal is assisted by the BK (Guidance and Counseling) teacher. The school has a kind of statistics of the evaluation. For example, semester I a particular student gets 6 for a particular course, and semester II the student gets 7 for this course. It means this student is making progress. In this way, they can see if a student makes

progress or not. In line with what was previously responded by Principal C, Vice Principal C also stated:

We often send certain students to take part in contests such as Olympiads and the Achieving Youth Contests. This participation is also aimed at measuring if our students are able to compete or to be on a par with other students of other schools. The results of these contests or competitions are often used as a measurement of student progress. At the end of school years students take the UAN (the National Exam). This is also one of the measures we take into account in monitoring student progress...

Similar to Vice Principal A's responses, Vice Principal D stated that principal reinforces classroom teachers for monitoring student progress:

I think our principal does a good job of monitoring student progress. We are sometimes instructed by principal to recapitulate daily grades of the students before final exams of the semester. Then, classroom teachers, via the Academic Office, are asked by principal to prepare the report of student progress including their character building. All classroom teachers prepare the report once in three months. The report is sent to the Academic Office. The data of the report is collected by classroom teacher from other teachers who teach courses. For instance, I am also a classroom teacher.... I ask math teacher whoever of my students have problem with math. I ask individually the teacher who teaches courses.

Vice Principal D added that the principal consulted the Academic Office. "Principal directly asks the Academic Office,

just like a link, Sir. The report is the result of cooperation between subject teachers, classroom teachers, the Academic Office, the Principal for Curriculum Affairs and principal,” she said. She also stated that the principal monitors student progress via evaluation with the involvement of the BK (the Guidance and Counseling) teacher. She added that students see the BK teacher not only when having problem, but also during the learning process. The achievements of good students are also appreciated. The percentage of the university entrance test passing is also counted and used as an indication of student progress. When mentioned about the rate of the university entrance test passing, she stated:

Out of 111 graduates, 33 graduates passed through university invitation program... 30 students successfully passed the university entrance tests. These figures are just recorded data. We do not know the exact percentage of the university entrance passing of our students this year. I guess that 75% of our students are accepted in the state universities through various entering channels.

Committee A stated that “I think so much is placed on test results. Monitoring students’ progress does not just mean test results. It’s a real learning.” He further stated that “in this school I think evaluation is a core strategy used in monitoring students’ progress. I don’t know other ways, if any. In terms of passing grades the students are good. If principal is more serious, the student performance may be fostered.” He added that if the committee is more involved, the student progress may be nurtured because committee members can contribute to student progress. Committee B

stated that the main way in which the principal monitors students' progress is by consulting monthly, quarterly and semiannually evaluations. In addition, they often delegate a team to participate in the Science Olympiads and other academic contests held by universities in Aceh such as the Syiah Kuala University (Unsyiah) of Aceh and in North Sumatera, Medan, such as Sumatera Utara University (USU). The results of such contests prove that their students always rank higher. However, in current competitions, the school did not receive any medals, as he said: "we also lost in the UAN (the National Examination) or the UASBN (the School Final Examination of the National Standard), especially the Islamic studies subject," he informed. He also stated:

Principal also approaches teachers to gather information about student progress. Student progress is also measured in terms of students' success in passing prominent university entrance tests (UMPTN) and UAN. Principal uses both of these as a standard. Students of this school passed 100% with highest ranking of scores of the UAN. Concerning the percentage of the university entrance test passing rate, this year 80% of our students passed the state university entrance tests, and last year 100% of our students passed the state university entrance tests....

Committee C stated in a similar way to what principal C and Vice Principal C responded. He stated that in monitoring students' progress, the principal relies on evaluations. The evaluation is undertaken through investigating several kinds of test results such as daily, monthly and semester test results. "Principal often compares the result of each test.

In this way, he figures out student progress,” he asserted. Apart from using this method of evaluation, he stated that the principal also pays serious attention to the achievements students in contests and competitions outside the school.

There was a consistent theme that occurred with the respondents on this question. Almost all participants responded that principals rely on evaluations in terms of monitoring students’ progress. Some participants also stated that principals use classroom teachers for monitoring students’ progress. In addition to evaluation results, some participants also responded that principals also count the success of formal tests such as the UAN, the University Entrance Test and other academic successes beyond school, competitions, as a measure of student progress. However, principals’ lack of communication with teachers and students concerning academic performance leads to difficulties in identifying curricular strengths and weaknesses. Test results should be discussed with staff as a whole, and are provided interpretations or analyses for teachers detailing the relevant test data. Test results are used as the information when setting the school’s goals, assessing curriculum, planning, and measuring progress toward school goals (Hallinger, 1983). Effective school principals provide teachers and parents with assessment results regularly (Levine & Stark, 1982; Venezky & Winfield, 1979).

6. In order to maintain time on task, how do you/principal protect instructional time and limit the interruptions?

Principal A stated that to protect instructional time and

limit the interruptions he posts time-tables, tell the teacher directly, set aside special time for extracurricular activities and ensure that students who miss instructional time without a reasonable reason suffer specific consequences. He responded that:

The schedules are visibly displayed on the walls in the Academic Office, lounge and other rooms. I often tell teachers to effectively use instructional time, and students who miss instructional time should suffer specific consequences. We provide special time for extra-curricular activities prior to the school report cards distribution, after examination. We hold extra-curricular activities, competitions on Saturday. ...we call Saturday 'a student creativity day.' We try to limit interruptions of instructional time. Since our school is a boarding school, students have enough time for learning, and there is also some time for extra-curricular activities. In other words, we do not interrupt instructional time because we set aside specific time for other purposes like sports and so on.

Principal B stated that if there are programs that cannot be left out, they carry out the programs in “zero hour,” not instructional time. They do not call students to office during learning hours. They ensure that tardy and truants students suffer specific consequences and encourage teachers to use instructional time effectively for learning. Since the school is a boarding school, the students stay at school and the programs or extra-curricular activities are frequently held beyond instructional time, after *asar* (afternoon prayer) time, for example. He stated that:

At the moment there are quite a few organizations, NGOs,

businesses that ask for permission to implement their programs or socialize something or do any other activities in school compound here. We do not mind providing them with time as far as their activities result in benefits to students' insights, but we don't want the activities intrude into student learning time. We often provide time for the activities after asar prayer, which is usually performed in congregation.

Principal C stated that he ensures that students who play truant or miss instructional time because of unreasonable reasons suffer specific consequences. He announces publicly and posts the time-table on the walls in every room. The principal uses a bell as a way to remind teachers and students regarding the learning schedule. In addition, he reminds teachers efficiently for teaching new concept and skills. He informs parents on the rule of fetching students and tries not to interrupt a particular student such as calling to office during instructional time. However, Principal C stated that certain students miss classes because of their involvement in particularly important events such as national flag raising exercise for the celebration of the Independence Day of the Republic of Indonesia, which is annually held on August 17 and this exercise is also important in an attempt to boost school reputation. The exercise commonly lasts a month, and thus they probably miss some classes. However, they will be assigned different tasks to complement their missing classes.

The principal, for example, stated:

We told the students to ask their classmates about the classes they have missed. I also instruct the teachers to teach them or assign any supplemental assignment that they have to do due

to missing instructional time. It is one of the ways we protect students from missing instructional time.

Similar to the response of Principal A, Vice Principal A stated that: “we definitely protect instructional time. We ensure that no student misses instructional time and if he or she misses it without clear reasons they have to take specific consequences.” He then added:

We often remind teachers to be aware of the interruptions of instructional time and to use it efficiently and effectively. To protect instructional time, time for extra-curricular activities is set aside on Saturday which we call ‘a student creativity day.’ On Saturday students develop their creativity based on their interest and talent.... Afternoon of weekdays is also used for student learning.

He added that time-table for instructional time is shown on the walls of the Academic Office and classrooms. It is also handed out to teachers and students.

Vice Principal B responded similarly to what Principal B did. To protect instructional time, any extra-curricular activities are set aside after *asar* prayer and if a particular teacher misses instructional time, he or she must also get another teacher to substitute him or her. He then stated:

If there are organizations, governmental or non-governmental organizations or whatever they are, are going to socialize, introduce or exhibit something, we allocate them time after asar prayer. Even any organization of the Learning Assistance that is going to socialize the UMPTN (the University Entrance Test) is asked to carry out its activity after asar prayer and if

there are teachers who have to participate in any seminars, workshop or other career related trainings, they must get other teachers to substitute them teaching classes.... concerning timetable, it can be seen in every room including my room, but just that of formal learning time from 07.30 to 16.30...

Vice Principal C stated that at the beginning of the academic year principal together with Vice Principal for Curriculum Affairs assigns teaching hours for teachers and provide them with learning time-table. The administrators also appoint picket teachers who are available to substitute absent teachers. They are also responsible to ring the bell and to remind teachers to start and finish classes. Apart from this, the principal also has a strict rule for learning time protection. Similarly, Vice Principal D stated that they have schedule, picket teachers, reminder, public announcement and principal high visibility to protect instructional time. She stated:

We have class schedule showing the first, the second, the third period of classes, etc. The schedule is put on the walls of each classroom. Then, the teachers who are on off hours are also posted on duty as picket teachers. So, to protect instructional time, if there is a class without teacher, the picket teacher is reinforced as a substitute teacher for the class. Sometimes, we shift the class time if, for example, a teacher informs ahead of time that he or she cannot teach because of an urgent leave and.... Our principal is big on protecting instructional time.

She stated that he frequently reminds teachers to be concerned with interruptions that intrude into instructional

time and encourage teachers to use instructional time efficiently. In addition, principal also makes public addresses and announcements to limit the interruptions of the instructional time. She also stated that principal is also around and is ready to replace absent teachers when necessary. "For example, when there is a teacher absent and there are picket teachers but they cannot be disturbed, principal is on the alert to substitute the absent teacher and come in the classroom," she stated. If there is a student having problem, he does not usually call the student to his office but he calls him or her during the break time. If the student intra school organization (OSIS) plans to hold a meeting, the principal told the students to hold the meeting after school time. They are told to do their extra-curricular activities beyond instructional time.

Committee A responded in a slightly different way, stating that principal limits interruptions of instructional time. Time-table of learning is not obstructed by extra-curricular activities. He also stated:

However, students' extra-curricular activities are weak in this school. Students' achievements in sports are also weakening due to the lack of exercise. Actually, time for sports is also important because there is a popular saying that the physically healthy person has an intelligently good brain. ...children must be physically healthy in order to be able to compete. If not, graduates of the school are unable to work maximally because his body is not firm...

Committee B stated that his principal is very concerned with instructional time. When he is going to hold any

meetings, he first considers the appropriate time, which is not in conflict with instructional time. He also invites the vice Principal for Curriculum Affairs to monitor learning hours and also extra-curricular activities and other activities that intrude into instructional time. The principal often reminds teachers to use instructional time optimally for teaching new skills and concepts. There are public addresses and announcements for this purpose. If a parent is going to see or fetch his or her child, he or she is not allowed to do this during instructional time, except for incidental purposes or urgent needs such as one of his or her parent is dying or pronounced dead. Committee C stated that if there is no teacher in the classroom, the principal is coming in soon to substitute him or her. Learning time is not wasted for unnecessary activities. As the chairman of the committee, he informs that parents always ask him why the school does not provide private courses for the student in the afternoon. He stated that parents are deeply committed to their children's education and they want school to increase learning hours.

A common theme develops here that almost all participants stated that principals protect instructional time and limit the interruptions by having instructional time table, picket teachers, public announcements, bell, principal's reminder, and a strict rule for learning time protection, and setting aside specific time for extra-curricular activities. All of the participants agree that instructional time should not be intruded. Marzano et al. (2005) urged that to overcome the problems of instructional time, together, principals and staff indentify processes, procedures and structures to maximize the amount of time for teaching and learning

during the coming school years. School policy is one of the most effective methods the principal can use to reduce slowness, absenteeism, and truancy that lead to the decrease of student learning time (Stallings & Mohlman, 1981).

7. What activities do you/principal do to make teachers and students know that principal is around and ready to help (maintain high visibility)?

Principal A stated that he tries to be visible, around and monitor the school:

I try to be visible and accessible during the day. I am almost always around or on the phone. I often monitor the school but do not often visit the classrooms. I monitor from far away if the students are outside. If am available, I come in the classrooms sometimes to substitute teachers during morning hours. Afternoon hours we call plus hours. In plus hours we discuss the National Exam (UN)...

Principal B stated that almost every day he walks around the school and the classrooms, especially at certain hours such as the first and the last class. He sometimes sits in the classrooms. He stated that “we implement the MBWA (the Management by Walking Around). Principal is a partner, not a boss...that is why my door is always open...and I am always present in the hallways.” He creates a family atmosphere and monitor to sub-divisions. If he gets out he asks for permission and gets at least one vice principal to replace him. “For example, Sorry, I have to go out for a moment to fill in my mobile phone balance and I will be right back,” he stated.

Principal C said:

I provide easy access to my mobile phone number for teachers and students to make them know my whereabouts. They consult me if they have problem. Even when I am out of town, like to Banda Aceh for a meeting, for instance, I keep myself being informed on classes. In this way, I know which class is not in session. I keep in touch with teachers and staff. So, teachers and students know where I am.

In addition, he stated that they plan to use CCTV in order to be able to monitor classes easily. Unfortunately, this program is not realized yet. When he goes out to the Dinas Pendidikan (the Education Service Office), for example, he informs all of them such as the TU (the administration) head, picket teachers, and security. He said:

I let everybody know that I am going to the Dinas Pendidikan for an urgent meeting.... I do this way to give an example to my subordinates. When I do like this, teachers and staff will follow me and also do the same. I ask for permission when I have to leave school for something important...

In agreement with what principal C responded, Vice Principal A stated that when the principal goes out for something important either out or in town, he reports to one of the vice principals. "He sometimes also informs teachers and often report to me. In this way, we can always keep in touch and communicate and if someone asks his whereabouts, we know," he stated.

Vice Principal B stated that they even establish a special picket. The vice principal picket is specifically installed to

replace the principal when he is away. This picket is in charge of informing guests about the principal, student urgent needs such as medical treatment, dormitory matters and so on. He further stated:

I am replacing principal on Thursday. Today is Pak Nurdin in charge, the Principal for Student Affairs... and it is safe to say that principal is always around because when he is out, he will be replaced by vice principals. We have a special schedule for that and when principal is going out he always lets vice principals know so that we can replace him, as mentioned earlier...

Vice Principal C stated that when the principal is going out he always asks for permission from or inform the picket teachers and the Vice Principal for Curriculum Affairs. His office is always open when he is in and he is also on the alert to substitute any absent teachers. He said:

His office is always open when he is in. Every school community member knows if he is in. If he is out he lets us know. If there is a certain class not in session because the teacher is absent, he is willing to substitute. If a Chemistry teacher is absent, for example, he soon replaces him or her because he himself is a Chemistry teacher. When a particular teacher is late, he often substitutes the late teacher until he or she arrives. Our principal often discusses school issues with students and motivates them...

Vice Principal D responded similarly to what Vice Principal C did. She stated that the principal immediately comes in the classroom when a particular teacher has yet to come.

Principal sometimes asks students to list the classes whose teachers are frequently absent; the classes whose teachers are not popular among the students; the classes whose teachers are their students' favorite. "Principal does this sometimes secretly," she responded. When he is going to get out, he asks for permission or let picket teachers, the Academic Office, or his vice principals know even though he is out just for a moment. "So, our principal is always around and if he is away, he lets us know," she added.

However, Committee A differently stated:

I don't think principal is highly visible and I don't think he is good at making decision either. One of the examples is that the case of a comparative study to effective schools in Malaysia. Those who recently went to Malaysia for the comparative study trip are female teachers. I think vice principals should have been delegated for this purpose instead, and the committee should have been involved. Concerning travel expenses, I am sure ... parents can afford to pay for that. I can raise money. The problem is he (principal) doesn't even inform, let alone involve us in the visit.

Committee B stated that the principal always goes to office (to school) early. During the first and the second period of class he is walking around. If a teacher is absent or late, he informs picket teachers immediately. If he is out he lets the head of the administrative staff or the vice principals know and "if we have problem, he handles it very quickly." Committee C also stated that the principal immediately comes in the classroom when a certain teacher is not in. Since he arrives at school early in the morning, he often stands up

at the school gate and calls late students to run quickly to school. He never forgets to inform vice principals or the head of administrative staff when he is out.

A common theme also emerges that most participants stated that principals are highly visible. They let vice principals and picket teachers know if they are going to be out. Two participants responded differently that some principals do not make frequent classroom visit. One participant stated that principal is not highly visible. The bulk of literature suggests that high visibility of the principal contributes to school effectiveness and it is one of the characteristics of an instructional leader. To support teachers in their efforts to strengthen the quality of instruction, instructional leaders devote considerable time (Conley, 1991; Leithwood & Jantzi, 1990). Instructional leaders also demonstrate personal interest in staff and make themselves available to them (Marzano et al., 2005).

8. How do you/principal provide incentives for teachers?

Principal A stated that he recognizes superior teacher performance, put emphasis on togetherness and compliments teachers for their efforts. If there is an opportunity such as Model Teacher Selection at the province level, he asks the teacher who has superior performance whether he or she is interested in taking part in the selection as a reward for his or her exceptional performance. If the teacher is not interested in participating, he will later ask another teacher who is ready to be nominated for this opportunity. "If nobody is ready, we prepare candidates for the next year's nomination. We do not

choose a representative randomly because we have a target,” he stated. Concerning financial reward, Principal A stated:

Togetherness is the main priority of mine. If there is some money that can be distributed, we grant it to all teachers. If there is no budget available, none of the teachers including principal is financially rewarded and we follow open management. Teachers are regularly informed on the financial condition of the school. If there is no fund left, I won't force myself to financially reward a certain teacher...

However, he stated that he appreciates the teachers' superior performance such as the success of the MGMP (the Discussion Forum for the Teachers Who Teach the Same Course). He thanks them orally. “I often express my appreciation in forums by saying the success is pursued by all of us, because of all of us, not because of principal,” he asserted. He sometimes compliments teachers privately for their efforts. Aligned with what stated by principal A, Principal B stated that he appreciates a particular teacher efforts, consider togetherness is the most important thing in rewarding teachers, praises all teachers for certain teacher's good work, promotes exceptionally performing teachers to hold posts and support teacher's program. Regarding non-financial reward he responded:

Particularly, concerning non-financial reward, when there is a success in terms of student achievement growth, I often express my appreciation for a particular teacher's efforts by saying that this success is because of all of us. This is because of our togetherness, cooperation and collaboration.

Also, whatever positive results the school gains, such as the success of students in the UN (the National Exam), the University Entrance Test (UMPTN) or other successes even though it is a small success, he praises all of the teachers for the success, not just those who plays the most important role in attaining the success. In terms of financial reward, he stated:

I consider togetherness as the most important priority. The welfare of all teachers is central. The source of fund for this purpose is derived from the non-budgetary sources. The distribution is neither planned nor is decided in a policy. For example, the purchase of clothes and daging meugang (Acehnese tradition which has been handed down from generation to generation that on the days, two days, before Ramadan [Fasting Month] all families buy and consume a huge amount of beef). I reinforce special efforts of teachers. If there is a special contribution to school by a particular teacher, I consider this success because of our collaborative endeavor.

It seems that teachers are motivated in gaining and nurturing high achievements. “Even though the reputation of this school is in rise and fall, we are not satisfied yet. We motivate them... We work very hard for the sake of student achievement and school reputation,” he stated. Dealing with opportunities for professional recognition, he reinforces those who are ready to be promoted to hold posts such as vice principal posts. He also recognizes and rewards special efforts by financially supporting the programs and maintaining them as far as the efforts are good for students and school.

Principal C responded in a slightly different way that he

classifies the teachers in terms of their performance, such as high, moderate and low performing teachers. He motivates them. “Those who are going to retire cannot be forced. We send the teachers who have exceptional performance for professional growth opportunities. We facilitate those who we consider having ability and we provide funds for them up to four millions,” he stated. He specifically compliments the teacher who has excellent performance. He stated that “we praise those who have superior performance in front of public. We expose those who lead the team for Olympiads, Mr. So-and-so, for example. We also provide travel expenses for those involved in the teams, Rp.500.000,” which equals to US \$ 55.

Vice Principal A stated that the principal recognizes the achievement of certain teachers by installing them vice principals, coordinators or the head of laboratory, for example. He also considers the willingness and capacity of the teachers.

He further responded:

I think this is a sort of recognition and appreciation for a certain teacher's exceptional performance. Principal sometimes praises the teacher who has specially contributed to school in a certain event or forum. If I am not mistaken, if principal praises a certain teacher too frequently, he will raise problem, social jealousy problem...

Vice Principal B stated that concerning incentive provision for high performing teachers is not clear. He stated:

I do not know exactly because the teachers have similar performance. There are some incentives from the province,

but for all teachers, not for special teachers who have superior performance. The school grants teachers' uniform and some money for Daging Meugang. Principal sometimes praises certain teachers for their good accomplishment, but not often...

Vice Principal C stated that principal is concerned with teachers' professional growth opportunities. He responded:

Most of the teachers . . . are graduates of S1 (Bachelor's degree). At the beginning of the year teachers are offered by principal an opportunity to continue their studies to . . . S2 (Master's degree) programs, and principal provides financial support for those who are interested. The fund is annually budgeted in the RSBI (the International School Pilot Project) financial program. ... except for installing him or her to hold a certain post in school, principal also offers the opportunities for teachers to participate in training and foster the teachers taking part in the training in national, province and regency levels. Principal sometimes . . . invites resource person from national level for teacher professional growth.

She also stated that principal sometimes compliments the teacher who works well, rewards him or her, and provides incentives for their welfare such as clothes, uniforms and professional incentives. He added that the principal sometimes exposes the names of the teachers who have exceptional performance. Vice Principal D stated that the principal sometimes recognizes the teachers' excellent performance in meetings. He is happy with the achievement and informs the teachers that he is so glad that the teacher

works well. “For example, I am proud of you all that we have achieved this high,” she stated. She further stated:

Principal often recognizes a certain teacher’s exceptional performance by orally praising all the teachers for the achievement even though the achievement is achieved by one particular teacher. He seldom praises a particular teacher individually. If there are funds to spare, he sometimes financially rewards teachers. Since togetherness is the most important thing for us, if there is some money available, principal rewards all of us in a sort of clothes, sports costumes, for instance. He purchases sports costumes for all, from janitor to administrative staff to teachers. Principal does not merely reward a particularly high performing teacher, because we are probably not ready yet in that way and some of us may not be ready to be a loser, Sir!

She stated that principal frequently asks teachers to plan a certain program and principal provides some incentives. One of the examples is that the achievement of the Olympiad program and students of this school won the Science Olympiad competition of the Aceh Utara Regency this year. Apart from this, Vice Principal D also stated that the principal often inquires into the needs of teachers for the teaching learning process, for example, media in laboratory, cassettes for English teaching, and other teaching facilities. Committee A stated:

Principal lacks on incentives for the teachers who perform better than the rest of them. Money is not everything, but motivation is important and the motivation is, more often than not, boosted by incentive or reward provision,

especially financial reward....I think principal fails to pay serious attention to exceptional performance of the teachers. Principal never even praises the teachers who have excellent achievement, let alone financially reward them. Many teachers complain to me about this. Principal is reluctant to reward certain teachers who have exceptional performance because he is afraid of negative reactions from other teachers. I think if this is the style of the principal's leadership, I am worried that this school will lag well behind other schools.

However, Committee B differently stated that as far as he is concerned principal appreciates the success of the teachers in carrying out the tasks assigned to them. For example, if a team sent to participate in certain events or competitions is successful, the teacher who leads the team is often complimented by the principal for his contribution to school. In terms of financial reward, however, he said that “principal often rewards the whole teachers in school. Togetherness and affective relations are central in this school and if the welfare of the whole teachers is concerned, they will work better. They are motivated in this way.” He further stated:

Principal also reinforces and nurture the exceptional performance of the teacher. He often delegates the next duty to those who did the job successfully. When English debate team, for example, wins, the teacher who led the team is praised and for the next competition, she is assigned as a team leader again. Principal is implementing open management and he treats his followers like his friends.

Committee C stated that “I am sure there is a special

policy on incentives. Principal reinforces the exceptional performance of the teachers and rewards special efforts made by the teachers by appointing them to hold a certain post like vice principal.” He also stated that sometimes principal praises high performing teachers individually and expresses his happiness for the good work of all teachers.

All participants stated that principals, to a certain extent, provide incentives for and reinforce teachers’ excellent performance. However, a theme that occurred from most respondents was that principals do not recognize and compliment the teachers individually for an exceptional performance, but recognize and praise the teachers as a whole because the achievement is seen as a result of collaborative efforts. Likewise, most respondents stated that principals financially reward the teachers as a whole because togetherness and affective relations are central in most of the schools under study. Apart from this, none of the respondents stated that principals reinforce or acknowledge teachers’ excellent performance in written forms.

9. How do you/principal promote professional development and ensure that in-service activities attended by staff are consistent with the school’s goals?

Professional Development

Principal A stated that he sends teachers abroad and other cities in the country for professional development and recognition of their excellent performance. The opportunity is prioritized for those who are loyal and in need of training. It is hoped that the outcomes of the trainings are resulted

in benefits to both the school and other schools around. He further responded:

Having the RSBI (The International School Pilot Project)'s budget we send teachers to Malaysia, Bogor and Jakarta every year... to develop their profession in accordance with their field. This is also a sort of recognition for their performance. It is hoped that the knowledge the teachers gain from trainings in the foreign country and other cities will later contribute to school improvement. It is prioritized for those who are loyal to school and are badly in need of the training. We send teachers for upgrading so that they keep themselves abreast of their field both in terms of process and resources and... when the province and regency holds any workshops or seminars or conferences, we also delegate our representatives. Our teachers are also used by other schools as tutors for the teachers of other schools.... in this way, their participation in the events is also resulted in benefits that contribute to professional development of the teachers of other schools in the region.

Principal B who just informed about in-service training in school stated that every year he holds workshops, obtains teachers' participation and encourages teachers to participate.

He further stated:

On a yearly basis in every Ramadan (Fasting Month) we hold training or workshops on capacity building such as training on ICT usage, English course, and research. We planned one of the programs mentioned earlier for each year. We alternatively choose one of the programs such as classroom research or ICT

theory and usage of English Course tailored to the need of teachers. I obtain the participation of the whole staff in these in-service activities. I attract the teacher to be interested in the in-service activity by instilling spirit, setting the teachers' mind on the significance of the training and providing some financial transport and as a result, 90% teachers attend the training. I myself lead and attend the activity....We also send certain teachers to...any relevant upgrading events outside.

Principal C who not only send teachers but also hires tutors from external agencies stated:

We send teachers for training. We hire tutors from Jakarta and Sumatera Utara, Medan. Tomorrow we would also hold training on curriculum and the resource persons for this training are from national, province and regency levels. I myself will lead the training. We also have the MGMP(Teams Consisting of Teachers Who Teach the Same Courses)... so that benefits of training will later reach our students.

In agreement with Principal A, Vice Principal A stated that every year there are opportunities for teachers to participate in in-service activity both at home and abroad. At certain faculty meetings the principal often sets aside time for teachers to share ideas or information from in-service activity such as trainings and the MGMP.

Vice Principal B stated that every year the principal offers equal opportunity for teachers to take part in the training aligned with their field. He added that “principal actively supports the use in the classroom of skills acquired during the in-service activity.”

Vice Principal C stated that the principal often sends staff to participate in any training programs, workshops or seminars. She stated:

To support the use of skills acquired in the classroom, principal provides for teachers teaching aids like LCD, Laptop and so on. As a result, all teachers have Laptops now. Our dear principal sometimes distributes journal articles on best practices to us for our professional growth....He also often makes sure the participation of the whole staff in the in-service training that we sometimes hold here in school.

Vice Principal D stated that her principal does not only send teachers to any relevant training beyond the school building, but also invite other teachers to participate in the in-service training held in school. The principal also monitors the teacher's participation and set aside time for teacher's sharing of ideas at any faculty meetings. She further stated:

In terms of professional development, our principal is sponsoring some professional development and allowing his staff to attend workshops to learn about different ways to reach all students.... If the Education Service Offices (Kantor Dinas) of province and regency levels hold any training related to subjects taught, our principal sends some teachers to participate in. Once a year the MGMP of this school holds a workshop ... and we invite teachers of other schools around us in this regency to participate. Our principal monitors the teacher's participation in the workshops. He also asks if there is something new gained from the workshop. The knowledge the teachers gain from any trainings outside is also shared among teachers because at faculty meetings principal sets

aside time for teachers to share ideas or information from the in-service activity.

Committee A stated that in-service training is often run by the Dinas Pendidikan (the Education Service Office) and there are teachers involved, “but I think the training is not adequate yet.” Committee B stated that the principal often organizes in-service trainings and workshops on the ICT and English Course and invites experts on these fields from outside or even from Jakarta. He also sends certain teachers to take part in conferences, seminars or other relevant events outside. He is consistent with what he has planned. He also stated that the principal often leads teacher in-service training concerned with instruction. Committee C stated that the principal often sends teachers to the in-service training if the training matches the school’s goals and actively supports the use in the classroom of skills acquired during in-service training.

A common theme that occurred from most respondents was that principals are concerned with and send teachers to participate in in-service professional development training. Some principals do not only send teachers to take part in the upgrading related events, but also hold in-service training in their schools. This finding is in line with what Murphy et al. (1983) state that principals in effective schools promote professional development directly and indirectly. Principals act directly by directing teachers teaching in the classrooms, giving feedback after the observations and conducting staff development in-services for their staff. Indirectly, principals could act in ways such as: selecting staff development and

training programs, distributing research reports and notices of in-services opportunities, arranging for teachers to observe their colleagues teaching, recognizing publicly and privately the teacher efforts at instructional improvement, and allocating resources to instructional improvement activities.

Consistency of In-service Activities with the School's Goals

Principal A stated when the province and regency holds any training or seminars or conferences, he makes sure first if this activity is consistent with the school goals. If relevant, he sends a number of teachers, members of the MGMP (the Discussion Forum for the Teachers Who Teach the Same Courses) to participate in the events.

Principal B did not respond to this part of the question. Principal C stated:

To ensure that the content of the training is in line with the school's goals, I pay serious attention to the substance of the training and as soon as the teachers get home from the training, I often ask him or her to present what they have learned from the training and they have to transfer their knowledge to their colleagues and students.

Vice Principal A stated that to ensure if the content of the training is consistent with the school's goals, principal asks the teachers who have participated in the events to report to him on what they have learned in the training. In the MGMP they also present to the forum what they have gained from the training and the MGMP team will also report it to the Vice Principal for Curriculum Affairs and principal. In regard

to consistency, Vice Principal B responded that “principal often has the trained teachers present their knowledge as soon as they finish the training and, in this way, principal knows if it is consistent with the school’s goals or not.” Similarly, Vice Principal C stated that to ensure that the content of the training is consistent with the school’s goals principal often asks the teacher to present what they have already gained from the training and principal is actively involved in the presentation. Vice Principal D stated her principal is serious concerning the consistency. He does not only frequently investigate the consistency of the workshop content with the curriculum, but also communicates with the holder of the workshop or training concerning the content of the workshop or training. “I think in this way principal can ensure the relevance of the material of the workshop to the school’ goals,” she stated. Committee A stated that concerning the alignment of the in-service training content with the school’ goals, he responded that he is not capable enough to answer the question and it is too specific for him to answer. Committee B stated that to ensure that the content of the training aligned with the school’s goals, the principal often searches for information on the aim and content of the in-service training to see if the in-service training is tailored the school’s needs. Committee C stated that to ensure that in-service activities attended by staff are consistent with the school’s goals the principal often gets teachers to present to other teachers what they have learned from the training.

Apart from Committee A, who has no idea in regard to principal’s concern with the consistency, a common theme emerged here was that the rest of respondents responded

that principals frequently ensure the consistency of in-service training attended by staff with the school's goals. Apart from Vice principal D who responded that her principal communicates with the training holders in advance to investigate the content of the training, most principals ensure the consistency by getting the sent teacher to report and present what he or she has learned from the events. Staff development activities should be linked to school's goals (Hallinger, 1983).

10. How do you/principal provide incentives and what impact do you feel this recognition has on the students?

How Principal Provides Incentives to Students

Principal A responded that school provides scholarships for excellent students, announce the names of the recipients, see students with good works and contact parents to communicate the student performance. He further stated:

We have special scholarships for high performing students and we grant the scholarships at the time of school report card distribution. Those who are in ranking 1, 2 and 3 of the grade level are granted the scholarships witnessed by their parents. The recognition is also publically announced. ...we frequently announce the names of the recipients in meetings attended by the committee members and parents. Also... . I often see in the office the students with their work. To let parents know, I often contacts parents to communicate improved or exemplary student performance or contributions.

Similarly, Principal B responded that he rewards students

by instilling the spirit of competitive culture and granting scholarship to those who have exceptional performance. He stated:

I always instill the culture of high performance and competitiveness. The achievement is a prestige. I encourage them when I deliver my speeches. I said that any achievements must be recognized by providing rewards. We hold the flag raising ceremony on Monday morning of the beginning week of the month and honor students for their academic accomplishments or for their behavior or citizenship. We also financially reward students who have superior achievement at the time of the school report card distribution witnessed by their parents.

Principal C responded that he rewards those who have excellent performance and frequently mention their names both orally and in written announcements. He stated:

We financially grant the students, Rp. 50.000, Rp.100.000. We also recognize high achieving students each semester. At the end of the semester we provide incentives for those who are in ranking 1, 2 and 3 and the financial rewards are received by their parents. In addition to this, we also have the RSBI scholarships of Rp.750.000 for each student for 40 students. The total amount of the grant is Rp. 60 millions ... we distribute the money as much as Rp.750.000 per high performing student. We frequently mention the names of high performing students orally, and in written form in newsletter and we support teachers actively in their recognition of student contributions and accomplishment in class.

Aligned with what Principal A mentioned earlier, Vice Principal A stated that they granted some incentives for students who do superior work during the procession of school report card distribution ceremony which is attended by parents. The financial rewards are distributed in witness of their parents. They also grant other scholarships to students who have superior performance regardless of their economic background. He added that principal often recognizes high performing students by mentioning the names of the students in certain events and in an honor roll and often contacts parents to communicate improved or exemplary student performance or contributions.

Vice Principal B responded that principal does not only appreciate students' achievements in school, but also accomplishments and championships achieved beyond school buildings. He stated:

Principal really appreciates the student accomplishments even though the achievement is gained outside such as in Olympiads and other competitions. Principal often addresses student accomplishments in forums, but he does not specifically mention student names probably because of time limitation. However, when principal grants financial rewards to excellent students at the time of school report card distribution our principal mentions the student identity in details such as name of student, name of parents and student's previous school.

Vice Principal C responded that principal recognizes superior student achievement or improvement by exempting them from paying school fees, sending them to certain competitions, granting books, praising and granting them

financial rewards. He further elaborated:

As far as I am concerned our principal pays serious attention to the student achievement. When students do superior work both academic and non academic in nature, principal recognizes their achievement such as by exempting them from paying school fees. Principal also promotes the high performing students by sending them to competitions of national and regional levels. Our principal also provides incentives for students by giving books as gifts to them for one semester and he often mentions the names of the excellent students in school events, ceremonies, etc. During the school report card distribution procession principal financially rewards students who rank number 1, 2 and 3. The rewarding is always witnessed by parents. He also recognizes the student accomplishment and contributions weekly in honor roll or mentioned in the principal's newsletter.

Exempting excellent students from paying school fees as practiced by Principal C is also followed by Principal D as responded by Vice Principal D who stated that “when our students succeed in Science Olympiads, for example, principal frees them from paying school fees.” She further elaborated:

“Principal exempts winner I from paying school fee for one year, winner II for one semester and winner III for three months.” Principal also praises students who have excellent performance in his speeches, in forums and other events. Principal often mentions the names of high performing students in flag raising ceremonies on Monday morning. She also stated:

Principal does not financially reward students in ranking 1, 2 and 3 across the grade levels at the end of semester yet due to financial constraints. However, principal often honors high performing students by seeing in the office the students with their work and actively support the teachers in recognition of student contributions and accomplishment in class.

Out of this context, she added that this year there is a student of this school who will leave for Sweden for Boy-Scout activity, and they also have quite a few high performing students in sports, and principal also appreciates this sort of student's achievement.

Committee A, who complained about the limited number of scholarships, had no idea about student formal rewards suggested certification of student accomplishments in certain competitions, stated:

Concerning incentives for high achieving students, principal provides scholarships in a quite limited number, and it is too competitive for students to get the scholarships. When school report card is distributed, principal grants some financial rewards for the best students, who are in ranking 1, 2, and 3 across the grade levels, but I do not know exactly about formal rewards such as an honor roll or mentioned in the principal's newsletter. I think..., non financial reward such as certificate for those who wins in a particular competition is also of use for future education of the students.

Committee B who also mentioned the certificate of appreciation granting stated:

Principal provides incentives for students who are the best in

class....There are two types of incentives rewarded, financial and non-financial rewards. At the end of the semester when the school report card is distributed, principal distributes financial rewards for those who rank 1, 2 and 3 in class. Those who have superior performance in the UAN (the National Standard Examination) will also be rewarded with certificate of appreciation. From this year onwards we committees have planned a scholarship program which we call the committee scholarships.... The scholarships will be granted to the high performing students and underperforming students coming from the economically weak families. Principal also often uses assemblies to honor students for academic achievements or for behavior or citizenship.

Committee C, who informed the types of scholarships, financial rewards granting and principal- parent communication concerning student performance, stated:

As far as I am concerned, there are three types of scholarships provided: High Achieving Scholarship, Committee Scholarships and the RSBI Scholarships. At the end of the semester principal grants some financial rewards to the best students witnessed by their parents. Our principal is not satisfied yet before informing parents concerning student achievement. He frequently contacts parents to communicate improved or exemplary student performance or contributions...

A common theme emerging here was that almost all respondents stated that principals provide incentives for recognizing student accomplishments by providing financial and/or non-financial rewards. Principals frequently

honor students for their superior work and often contacts parents to communicate improved or exemplary student performance or contributions. Providing incentives for learning is defined as creating a school learning environment in which the students value academic achievement and are provided frequent opportunities for reward and recognition for achievement and improvement (Hallinger, 1983).

Impact of this Recognition on the Students

A common theme that occurred from all respondents was that incentives have a remarkable impact on students. Students are very embarrassed if they do not bring medals home from any competitions outside. Those who are rewarded usually get excited and work harder and those who are not rewarded yet are jealous and encouraged to catch up with their classmates who are high achieving. Some respondents responded that the recognized students are highly motivated and become close to them, the principal and the teachers. Both financial and non-financial rewards are positive for student future progress. Because of the formal and informal rewards, the culture of competitiveness is sharply promoted. Parents and communities are also happy with the reward system. The findings are in line with an existing theory on the impact of rewards. Psychologically, reward granted will positively influence the behavior of the recipient (Djamarah, 2005). Regardless of the SES status of the schools, based on their study Angrist and Lavy (2009) suggest that the schools performance incentives lead to significant gains in achievement measures of high school graduates.

4.7 Linkages between Quantitative and Qualitative Findings

In general, the qualitative findings are consistent with and support the quantitative results. It was found that respondents of the quantitative findings shared somewhat of high ratings overall for their respective leaders. The teacher's scores of the quantitative study make this instrument reliable and valid, and it is the quantitative results that formulate the findings of this study.

The respondents of the quantitative study were asked questions about the extent to which their principals practice the three instructional leadership dimensions: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate.

The participants of the qualitative study were Principals, Vice Principals for Curriculum Affairs and the School Committees. The qualitative study using interview technique was aimed at corroborating and enriching the quantitative findings. The interview sessions asked participants open ended questions deriving also from the ten functions of instructional leadership (Hallinger & Murphy, 1985). The specific questions were asked in the main on the ways principals perform instructional leadership practices about school's goals development, school's goals communication, instructional supervision and evaluation, curriculum coordination, student progress monitoring, instructional time protection, high visibility maintenance and incentives provision.

One of the most important findings is that there was a high consistency between the teachers' responses of the

quantitative research and those of interview sessions. Overall, teacher respondents indicated that principals frequently practice the 10 instructional leadership functions of the *PIMRS* (*Principal Instructional Management Rating Scales*). According to the tables, which are concluded in Table 4.16, except for the three subscales: Supervise and Evaluate Instruction, Maintain High Visibility and Provide Incentive for Teachers, which were lower than the rest of the subscales, the principals frequently practiced instructional leadership in the other seven subscales, of the *PIMRS* (Hallinger & Murphy, 1985). The results are consistently supported by the findings of the qualitative study. The linkages between quantitative and qualitative findings are indicated in the three research questions.

- 1). To what extent have the excellent senior high school principals in Aceh, Indonesia practiced the first dimension of the instructional leadership construct: defining school's mission?

Quantitative

Principals had a favorable rating in each subscale of this dimension consisting of two subscales: "Frame the School Goals" and "Communicate the School Goals." Both subscales were reported a mean score of 4.0 (frequently) or higher, 4.14 and 4.16, respectively, meaning that principals frequently practice both of these instructional leadership functions. The results prove to be in alignment with those of interview sessions related to both subscales.

Qualitative

For “Frame the School Goals,” the results of interview sessions indicated that the principals exercise this instructional leadership function. They formulate the school’s goals. All participants stated that in formulating the school’s goals principals secure the staff’s inputs. All participants also stated that principals customarily use meetings as core assessments to secure staff inputs on goal development. In addition, it was found that participants perceive data analysis when developing the school’s academic goals is very important for effective leadership, student progress and school reputation.

For “Communicate the School Goals,” the findings indicated that the principals practice this instructional leadership function. They communicate the school’s goals. Almost all participants stated that the best way of communicating the school’s goals is via principal’s speeches, meeting of any kinds such as flag raising ceremonies, events and forums, and most participants stated that school academic goals are reflected in highly visible displays in the school.

2). To what extent have the excellent senior high school principals practiced the second dimension of the instructional leadership construct: managing the instructional program?

This dimension comprises three subscales: “Supervise and Evaluate Instruction,” “Coordinate Curriculum,” and “Monitor Student Progress.”

Quantitative

In this dimension, more than half of the subscales reported in relatively high ratings. “Coordinate Curriculum” reported a mean score of 40.1, “Monitor Student Progress” was reported at 3.95 which is about to meet the 4.0 (frequently) threshold. The lowest response rate is “Supervise and Evaluate Instruction” which received a mean score of 3.65. The ratings also prove to be relatively in agreement with the results of interview sessions, and this qualitative findings also enrich the quantitative results.

Qualitative

For “Coordinate Curriculum,” almost all participants stated that principals are doing well on curriculum coordination, meaning that principals practice this instructional leadership function. They coordinate curriculum. Further results of the qualitative study showed that most principals have a guideline for curriculum coordination. The principals not only rely on a single method in coordinating curriculum but use multiple approaches as well, such as teaching program checks, vice principal’s information, the MGMP/teams, test results, the KKM, and classroom visits.

For “Monitor Student Progress,” the results of qualitative study indicated that principals exercise this instructional leadership function. They monitor student progress. Almost all respondents stated that principals rely on evaluations in terms of monitoring student progress. Some respondents also responded that principals use classroom teachers for monitoring student progress. In addition, principals assess the extent of the success of formal tests such as the UAN (the

national final exam for the third year students), the UMPTN, the University Entrance Test. Other academic successes beyond the school walls, in competitions, are also used as a measure of student progress.

For “Supervise and Evaluate Instruction,” the results of interview sessions indicated the principals are mobile throughout the building and classrooms supervising instruction. To a certain extent, principals also perform this instructional leadership function. They supervise and evaluate instruction. However, some respondents failed to specifically mention the principal instructional leadership practices on reviewing student work products, the length of time spent on the classroom observations, and feedback of specific strengths and weaknesses of the teacher’s instructional practice.

3). To what extent have the excellent senior high school principals in Aceh practiced the third dimension of the instructional leadership construct: promoting a positive school learning climate?

This dimension contains five subscales: “Protect Instructional Time,” “Maintain High Visibility,” “Provide Incentives for Teachers,” “Promote Professional Development,” and “Provide Incentives for Learning.”

Quantitative

More than half of the subscales were responded in relatively higher mean scores. “Provide Incentives for Learning” and “Promote Professional Development” were

responded at a high level of 4.0 or above, 4.17 and 4.12, respectively. “Protect Instructional Time,” was rated 3.85 and the other two subscales were reported at rather low level. “Maintain High Visibility” was reported 3.56. “Provide incentives for Teachers” was reported 3.66. The results prove to be somewhat consistent with those of interview sessions, and the findings of interview sessions complement those of the quantitative responses of the teachers.

Qualitative

For “Provide Incentives for Learning,” almost all participants stated that principals provide incentives for recognizing student accomplishments by providing financial and/or non-financial rewards. The finding indicates that the principals practice this instructional leadership function. The result of this qualitative study also proves that incentives have a remarkable impact on students. Those who are rewarded usually get excited and work harder, and those who are not rewarded yet are jealous and encouraged to catch up with their classmates who are high achieving.

For “Promote Professional Development,” all participants stated that principals are concerned with and promote professional development. The finding supports the quantitative result that principals practice this instructional leadership function. The qualitative result also suggests that principals frequently ensure the consistency of the content of the in-service training attended by staff with the school’s goals. Some principals not only send teachers to take part in the upgrading related events, but hold in-service training in their schools as well.

For “Protect Instructional Time,” almost all participants stated that principals protect instructional time and limit the interruptions by having an instructional time-table, picket teachers, public announcements, bell ringing, and strict rules for learning time protection, and setting aside specific time for extra-curricular activities. This qualitative finding also supports the quantitative result, meaning that principals exercise this instructional leadership function by protecting instructional time.

For “Maintain High Visibility,” most participants stated that principals are highly visible. They sometimes let vice principals and picket teachers know if they are going to be out, meaning that to a limited extent principals also perform this instructional leadership function. However, a couple of participants responded differently that principals do not often visit the classrooms. One participant stated that the principal is not highly visible. This qualitative finding is obviously in agreement with and supports the quantitative data of the study.

For “Provide Incentives for Teachers,” all participants stated that principals, to a certain extent, provide incentives for and reinforce teachers’ excellent performance. However, a half of participants responded that principals do not recognize and compliment the teachers individually for their exceptional performance, but recognize and praise the teachers as a whole, because the achievement is seen as a result of collaborative efforts. The participants also reported that this way of principals, more or less, also applies to the system of providing financial rewards for teachers. The results of qualitative study indicate that principals

exercise this instructional leadership function to a certain extent. Therefore, it is safe to declare a consistency between quantitative and qualitative findings.

Apart from the abovementioned findings, as a result of preliminary interview and subsequent telephone interview with participants, the following information about the excellent schools in Aceh is worth noting. The information is as the following:

Even though the excellent schools are secular schools, the students study religious studies course much more than their counterparts in regular schools. The students are obliged to participate in the religious studies course about 5 to 6 hours a week.

The Islamic studies course is taken by the students in many different ways. Some schools hold the course in the evening and some schools offer it on every Friday morning. Some schools invite external Islamic studies teachers to deliver religious teaching/speeches and some schools assign Islamic studies teachers of the schools to teach extra hours or instruct students to recite Al-Quran in every Friday morning. The activities aim at building the student's character and instilling values, which mold their moral conduct.

The principals of the excellent schools in Aceh also pay serious attention to English practice. The excellent schools put into effect English days on which students have to speak English the whole day, from morning to evening.

The excellent schools in Aceh also prioritize science. They set aside extra hour for teaching and learning science in addition to instructional time.

Concerning the incorporation of ICT technology into

instructional activities, to certain extent, they do. Every excellent school under study has a School Hot Spot or WIFI facility, which make it possible for the teachers and students to access information and learning materials at school. Teachers frequently browse internet to search for materials that enrich those in the textbooks. Students often search in Internet for projects assigned by their teachers. Even though the teachers do not have their own websites in which course materials are organized and to be accessed by the students, every excellent school in Aceh has a website, which is used to provide information about the school and announcements for students, teachers and parents. Since every school has Overhead Projector and Infocus facilities and every teacher owns a laptop, most teachers present teaching materials using Power Point program.

Regarding teaching strategies, to certain extent, the teachers apply *student centered approach* and *autonomous/inquiry learning*. However, the teachers still rely on conventional strategies, *face to face instruction*, but not spoon feed, to ensure students' success when sitting for the tests. The teachers do not have the heart to let students learn independently without their control, because they are worried that some students may fail.

SUMMARY, DISCUSSION AND CONCLUSION

5.1 Introduction

Chapter IV presents the results of the data collection from the study of the instructional leadership practices of the principal of excellent schools in Aceh, Indonesia. This chapter includes sections of discussion of research findings, conclusions, post study theory, implications and recommendations.

This research is aimed at serving one purpose: to examine the extent to which the three dimensions of the instructional leadership construct have been practiced by the principals of the excellent schools under investigation.

This chapter presents the results of data collected through teacher surveys and interview with principals, vice principals for curriculum affairs and heads of school committee interview sessions. The major elements to be presented consist of the teachers' responses to the survey instrument, the *PIMRS* (*Principal Instructional Management Rating Scale*) developed by Hallinger and Murphy (1985), on the extent to which their current principals practice instructional leadership functions, and the major themes from the

responses of the interview sessions mainly on how principals practice instructional leadership functions.

One-on-one interview with the abovementioned participants was used to report the findings, which are also based on the Hallinger's three instructional leadership constructs: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate, which was broken down into ten following subscales. These include: 1) Frame the School Goals, 2) Communicate the School Goals, 3) Supervise and Evaluate Instruction, 4) Coordinate the Curriculum, 5) Monitor Student Progress, 6) Protect Instructional Time, 7) Maintain High Visibility, 8) Provide Incentives for Teachers, 9) Promote Professional Development, and 10) Provide Incentives for Learning. Each instructional leadership function or subscale provided relatively active instructional leadership of the principals. The extent and specific characteristics of principal instructional leadership practices were discussed as a result of the teacher's responses and the participants' involvement in the in-depth, one-on-one interview sessions. To a relatively high extent and in a variety of ways, principals practice instructional leadership functions. The major findings of this study are summarized in the next section.

5.2 Summary

Since the teachers' scores make the instrument reliable and valid, and the responses of interview sessions are consistent with the teachers' scores, below will be a summary of the findings.

Framing the school's goals

This subscale had an overall average score of 4.14. This subscale received ratings that were categorized in the “frequently” section of the survey. The item “Develop a focused set of annual school-wide goals” had the highest score, 4.35. Only one item: “Use needs assessment or other formal and informal methods to secure staff input on goal development” was rated below 4.0, at 3.85. This was the lowest score of the 5 items in this subscale.

Communicating the school's goals

This subscale had an overall average score of 4.16. This subscale received ratings categorized in the “frequently” performing instructional leadership practices of this subscale. The item of “Communicate the school’s mission effectively to members of the school community” received the highest rating, 4.36 and “Ensure that the school academic goals are reflected in highly visible displays in the school” was the only item responded at below 4.0, at 3.88.

Supervise and evaluate instruction

This subscale had an overall average score of 3.65. This subscale received ratings categorized in the “sometimes” section of the survey. The item of “Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school” was rated the highest, 4.22, and lowest rating, 3.15 was received for “Point out specific weaknesses in teacher instructional practices in post -observation feedback” point.

Coordinate curriculum

This subscale had an overall average score of 4.01. This subscale received ratings that were categorized in the “frequently” exercising instructional leadership of this subscale. The highest rating, 4.38, was reported for “Make clear who is responsible for coordinating the curriculum across grade levels” item. The rest of the items was reported at lower mean scores. However, all of these four items were responded just a little bit below 4.0 (frequently) threshold. The lowest score, 3.88, was responded for the item “Monitor the classroom curriculum to see that it covers the school’s curricular objectives.”

Monitor student progress

This subscale had an overall average score of 3.95. This subscale received ratings representing “sometimes” or on the high end of “sometimes.” The item of “Inform students of school’s academic progress” received the highest score, 4.43, while the lowest rating, 3.67, was received by “Meet individually with teachers to discuss student progress” item.

Protect instructional time

This subscale had an overall average score of 3.85. This subscale received ratings that still fell into “sometimes” category. The ratings could also be said to be on the high end of “sometimes” but not reaching “frequently” level yet. The highest rating at 4.23 was responded for “Encourage teachers to use instructional time for teaching new skills and concepts. The lowest rating of 3.36 was responded for “Ensure that students are not called to the office during

instructional time.”

Maintaining high visibility

This subscale had an overall average score of 3.56. This subscale was responded at the lowest rating rate of all subscales. The highest rating, 3.99, was reported for “Attend/participate in extra-and co-curricular activities” item. The item of “Cover classes for teachers until a late or substitute teacher arrives” item was responded at the lowest rate, 3.29.

Providing incentives for teachers

This subscale had an overall average score of 3.66. It received ratings that were categorized in the “sometimes” practicing instructional leadership. The highest score, 3.85, was rated for the item “Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos,” while the lowest score, 3.31, was responded for “Acknowledge teachers’ exceptional performance by writing memos for their personnel files.”

Promoting professional development

This subscale had an overall average score of 4.12. The highest rating, 4.37, was responded for “Set aside time at faculty meetings for teachers to share ideas or information from in-service activities” point. The lowest response rate, 3.80, was rated for “Ensure that in-service activities attended by staff are consistent with the school’s goals” item.

Providing incentives for learning

This subscale had an overall average score of 4.17. The

item of “Use assemblies to honor students for academic accomplishments or for behavior or citizenship” was responded at the highest level, 4.23. The item of “Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class” received the lowest score of all items, 4.11.

5.3 Discussion of Research Findings

Almost all respondents stated that principals practice instructional leadership in all ten subscales of *the PIMRS* instrument. Even though “Supervising and Evaluating Instruction,” “Maintaining High Visibility,” and “Providing Incentives for Teachers” reported at relatively low ratings, the other seven subscales were all reported as having a high mean score in each of the subscales meaning that principals practice instructional leadership.

The findings of the teachers’ responses prove to be consistent with those of the responses from the interview sessions. Both questions of the questionnaires which were used to gather the quantitative data from teachers’ responses and those of interview sessions were based on the three instructional leadership dimensions: “Defining the School Mission,” “Managing the Instructional Program,” and “Developing a Positive School Learning Climate.” The findings also prove to be consistent with existing theories.

Concerning “Defining the School Mission,” studies of effective schools have indicated that effective schools are characterized by a clearly defined mission. Without the presence of clear goals and objectives, it is difficult, if not impossible, to measure effectiveness and efficiency of school

operations (Murphy et al., 1983). Dealing with “Managing the Instructional Program,” Murphy et al. (2006) state that “school leaders in effective schools are knowledgeable about and deeply involved in the school’s curricular program. In regard to “Developing a Positive School Learning Climate,” Phillips (1997) found that the school settings in which academic learning is considered secondary to affective relations, student achievement tends to be lower. Thus, she suggests that academic learning be placed at the center of the school community.

Table 3.16 displays mean scores of all the ten subscales of the instructional leadership dimensions.

The first dimension: “Defining the School Mission” shows the highest mean score of the all dimensions. The two subscales of the dimension: “Frame Schools’ Goals” and “Communicate the School Goals” were rated above 4.0. The results prove to be in line with those of interview sessions. Dealing with “Frame Schools’ Goals,” all of the respondents stated that data analysis when developing the school’s academic goals is very important for effective leadership, student progress and school reputation, and principals customarily use meetings as core assessments to secure staff inputs on goal development. In regard to “Communicate the School Goals,” almost all respondents stated that the best way of communicating the school’s goals is via principal’s speeches, meeting of any kinds such as flag raising ceremonies, events and forums, and most respondents stated that school academic goals are reflected in highly visible displays in the school. The findings indicate that principals do practice instructional leadership of this dimension.

The findings also prove to be in alignment with what was stated by Lezotte et al. (n.d.), Hallinger (1981), Cohen (1981) and Gauthier (1982) that framing school goals is the primary instructional leadership function and the goals need to be translated into criteria and principles that inform the manner in which teachers and students behave, and the way in which the school organizes itself (Harris et al., 2003).

The second dimension is “Managing the Instructional Program.” Two out of three subscales of this dimension, “Coordinate Curriculum” and “Monitor Student Progress” were rated at an average of 4.0 and 3.95, respectively. The ratings parallel the results of interview sessions that all respondents stated that principals are doing well and collaborating with teachers on curriculum coordination. Most principals have a guideline for curriculum coordination to ensure the consistency. This finding is aligned with existing theories that except for the consistency, principals of effective schools also work collaboratively with the teachers to ensure that the schools apply a rigorous curriculum program and all students learn rigorous content of high quality curriculum (Newmann, 1997; Ogden & Germinario, 1995).

In terms of “Monitoring Student Progress” almost all respondents responded that principals not only rely on evaluations, tests, and classroom teachers, but also successes in certain competitions beyond school walls. The finding corresponds to previous studies which indicated that effective schools are characterized by systematic, school-wide procedures for monitoring student progress (Baron & Shoemaker, 1982; Cohen, 1981; Edmonds & Fredericksen, 1978; Sweeney, 1982). The finding is also agreed upon

by Goldering et al. (2009) saying that in schools led by instructional leaders assessment systems are characterized by, at least, four distinctive elements. One of which is that these assessment systems should be implemented in a way that local school-based tests go along with external assessments (Goldering et al., 2009).

The other subscale of this dimension is “Supervise and Evaluate Instruction” which was rated at an average score of below 4.0, but still at 3.50 or higher, meaning that principals also practice this particular instructional leadership function “sometimes.” Little and Bird (1987) emphasized the significance of the supervision and evaluation. They found that observation and evaluation practices promote the demands, principles and strategies of instructional leadership. According to them, as important practices of leadership, observation and evaluation function as stimulation and support for teachers in enhancing their practices.

Third dimension is “Developing a Positive School Learning Climate.” Three out of five subscales of this dimension were reported at rather high mean scores. “Promote Professional Development” and “Provide Incentives for Learning” were responded at a high level of 4.0 or above. “Protect Instructional Time” was rated 3.85 and the other subscales were reported at a somewhat low level, but still at an average mean score of 3.50 or higher for each subscale. The teachers’ responses also correspond to the results of interview sessions.

In terms of “Promote Professional Development,” most respondents stated that principals are concerned with, promote professional development and frequently ensure

the consistency of in-service training attended by staff with the school's goals. The bulk of research indicates that school leaders help develop professional community by paying attention to individual teachers' development and creating and nurturing networks of conversation in their schools around issues of teaching and learning (Bryk, Camburn, & Louis, 1999; Bryk & Driscoll, 1988; Louis et al., 1996).

Regarding "Provide Incentives for Learning," almost all respondents stated that principals provide incentives for recognizing student accomplishments by providing financial and/or non-financial rewards. Incentives have a remarkable impact on students. Those who are rewarded usually get excited and work harder and those who are not rewarded yet are jealous and encouraged to catch up with their classmates who are high achieving. The findings are in line with previous studies.

A study in California conducted by Hallinger and Murphy (1987) indicates that principals in effective low SES (socio-economic status) schools develop more serious and unified systems of student reward and recognition than their counterparts in high SES schools, and psychologically reward granted will positively influence the behavior of the recipient (Djamarah, 2005).

In terms of "Protect Instructional Time," almost all respondents stated that principals protect instructional time and limit the interruptions by having instructional time-table, picket teachers, public announcements, bells ringing, and strict rules for learning time protection, and setting aside specific time for extra-curricular activities.

Based on these findings, principals prove themselves to be

instructional leaders. Instructional leaders ensure that each student has enough time to learn rigorous content in all academic subjects (Murphy & Hallinger, 1985, in Goldring et al., 2009). The National Institute on Educational Governance, Finance, Policy making, and Management (1999) identified characteristics of the instructional leaders. One of which is that instructional leaders strive to optimally use time, energy, and talents to improving the quality of instruction and learning.

The rest of the subscales of this dimension, “Maintain High Visibility” and “Provide Incentives for Teachers” were reported at a rather low level, but still at an average mean score of 3.50 or higher for each subscale, meaning that principals also practice these two instructional leadership functions “sometimes.”

For “Maintain High Visibility,” the findings are still relatively linked to existing literatures. Marzano et al., (2005) stated that instructional leaders demonstrate personal interest in staff and make themselves available to them. For “Provide Incentives for Teachers,” Mulyasa (2005) offers a list of effective school principals’ abilities. One of which is that related to reward system for teachers. In educational setting, teachers would react positively when principals pay attention to them for reinforcing exceptional efforts for the success of their students, and teachers’ superior performance recognition are critical practices of instructional leadership (Blasé & Blasé, 1999; Quinn, 2001).

In general, principals of the excellent/effective schools in Aceh, Indonesia exercise active instructional leadership. The result is not in alignment with a research carried out

by Hallinger and Taraseina on the principals' instructional leadership in Thailand in 1994. The findings indicated that the secondary school principals in Northern Thailand do not exercise active instructional leadership in the domains measured by deploying the *PIMRS (Principal Instructional Management Rating Scales)*, and the finding is not consistent with that stated by Dash (2008) in India. In India the educational regulations of the country do not seem to side with the shift of school management to the prime business of schooling, teaching and learning yet. In this country, the educational code of the country still assigns the school principals the duties that are concerned with general control of the school.

This research was on instructional leadership practices of the principals of the excellent schools. These schools are called "sekolah unggul" in Bahasa. They are favourite schools in Aceh. In general, the principals of these excellent schools frequently practice instructional leadership functions. In a developed country like the United States researchers have tried to compare instructional leadership practices between schools of different status. Brendan J. Lyons (2010) carried out a study in New York State to compare the principals' instructional leadership practices between the recognized and non-recognized schools. The results indicate that, on average, principals of recognized schools are demonstrating the instructional leadership behaviour more frequently than the principals of non-recognized schools. A similar study was conducted by Harris (2002) in South Carolina to compare instructional leadership practices between two groups of schools of different absolute ratings. One group, two schools,

which receive an absolute rating *good*. The other group, two schools, which receive an absolute rating *unsatisfactory*. The results indicate that principals of *good* rating schools practice instructional leadership to a greater extent than their counterparts in schools with *unsatisfactory* rating.

5.4 Conclusion

Based on the findings of the study, it is concluded that the principals of the excellent senior high schools in Aceh, Indonesia exercise instructional leadership functions. The conclusion is drawn tailored to the three research questions:

1). To what extent have the excellent senior high school principals in Aceh, Indonesia practiced the first dimension of the instructional leadership construct: defining school's mission? The first dimension of the instructional leadership consists of "formulating the school's goals" and "communicating the school's goals."

a. *Formulating the school's goals*. The principals of the excellent schools formulate the school's goals. Various kinds of meetings are commonly used as media for gathering staff inputs for school's goals development, and data analysis is considered important for developing the school's academic goals and effective leadership that boosts students' academic growth and school reputation.

b. *Communicating the school's goals*. The principals communicate the school's goals. The findings indicate that the best way of communicating the school's goals is via principal's speeches, various kinds of meetings such as flag raising ceremonies, school events and

forums, and the school academic goals are reflected in highly visible displays in the schools.

2). To what extent have the excellent senior high school principals practiced the second dimension of the instructional leadership construct: managing the instructional program? The second dimension of instructional leadership includes “supervising and evaluating instruction,” “coordinating curriculum” and “monitoring students’ progress.”

- a. *Supervising and evaluating instruction.* To certain extent, principals supervise and evaluate instruction. Principals are mobile throughout the building and classrooms supervising instruction. However, it is found that principals seldom review student work products, use enough time on the classroom observations, and provide feeds back and information on specific weaknesses and strengths of the teacher’s instructional practice when supervising and evaluating instruction.
- b. *Coordinating curriculum.* The principals are doing well on curriculum coordination and most of them have a guideline for it. The principals do not rely on a single method in coordinating curriculum but use multiple approaches such as teaching program checks, vice principal’s information, the MGMP (a discussion forum for teachers who teach the same subject) teams, test results, the KKM (contract grade), and classroom visits.
- c. *Monitoring student progress.* The principals, to certain degree, monitor student progress. The principals rely on evaluations, internal and external tests, in terms

of monitoring students' progress. Apart from this, principals also use classroom teachers for monitoring students' progress. However, principals' lack of communication with teachers and students concerning academic performance, is resulted in difficulties in identifying curricular strengths and weaknesses.

3). To what extent have the excellent senior high school principals in Aceh practiced the third dimension of the instructional leadership construct: promoting a positive school learning climate? The third dimension of instructional leadership comprises "protecting instructional time," "maintaining high visibility," "providing incentives for teachers," "promoting professional development," and "providing incentives for learning."

- a. *Protecting instructional time.* To certain extent, the principals protect instructional time. Principals protect instructional time and limit the interruptions by having instructional time table, picket teachers, public announcements, bell, principal's reminder and a strict rule for learning time protection, and setting aside specific time for extra-curricular activities.
- b. *Maintaining high visibility.* To a limited extent, the principals maintain high visibility. They let vice principals and picket teachers know if they are going to be out. However, it is also found that some principals fail to make frequent classroom visits.
- c. *Providing incentives for teachers.* To some extent, the principals provide incentives for teachers. They provide incentives for and reinforce teachers' excellent performance. However, it is found that

it is not principals' habit to individually recognize and compliment the teachers for their exceptional performance. They frequently praise and financially reward the teachers as a whole, instead, because the achievement is seen as a result of collaborative efforts.

- d. *Promoting professional development.* The principals promote professional development. They are often involved in and send teachers to participate in in-service trainings to promote their professional development. Principals are also concerned with the consistency of the content of in-service trainings attended by staff with the school's goals.
- e. *Providing incentives for learning.* The principals provide incentives for learning. Principals provide incentives for recognizing students' accomplishments by providing financial and/or non-financial rewards, and the incentives provision has a remarkable impact on students.

It is intended that this piece of research will add to the literature base which is abundant in resources concerning school leadership in general, but lacking specifically in the area of instructional leadership practices of the principals especially those of school principals in developing countries. The findings are also expected to provide new knowledge in the fields of school leadership and education in general.

This study is also hoped to be of value in offering suggestions for improving school effectiveness through analyzing teachers' perception on their current principals' leadership practices.

The development of excellent/effective schools in Aceh is one of the best entry points for the development of Aceh which has lagged well behind following the tsunami disaster and last long conflict. This research is intended to be of use for the improvement of excellent schools in particular and ordinary schools in general especially those in Aceh with the spirit of special autonomy.

5.5 Post Study Theory

Based on the findings of the study the researcher theorized that principals' instructional leadership of the excellent schools in Aceh, Indonesia has, at least, five characteristics:

- a) Principals of the excellent schools in Aceh, Indonesia are instructional leaders.
- b) The principals frequently practice most of instructional leadership functions.
- c) The principals recognize and reward teachers for their superior performance. However, they compliment and financially and non-financially reward them in group, not individually, even though the contribution is made by individual teacher, due to jealousy reasons. Togetherness is more important to them.
- d) Even though in general the principals practice instructional leadership functions including supervising and evaluating instruction, they do not frequently provide feedbacks after instructional supervision and evaluation.
- e) Although the principals are highly visible, they fail to make frequent classrooms visits.

Apart from this, based on qualitative data, the excellent schools in Aceh use a much bigger amount of time for the Islamic studies course compared to regular schools, 5 to 6 hours a week. The teaching of this course is held in many different ways. Some schools offer it on Friday morning and some others hold it in the evening. The activities aim at building the student's character and instilling values, which mold their moral conduct.

To certain extent, the schools incorporate technology in learning activities. Every excellent school under study has a School Hot Spot or WIFI facility, which make it possible for the teachers and students to access information and learning materials at school. Teachers frequently browse internet to search for materials that enrich the main materials in the textbooks. Students often search in Internet for projects assigned by their teachers. Even though the teachers do not possess their own websites in which course materials are organized and to be accessed by the students, every excellent school in Aceh has its website, which is used to provide information about the school and announcements for students, teachers and parents. Since every school has Overhead Projector and Infocus facilities and every teacher owns a laptop, most teachers present teaching materials using Power Point program.

The principals of the excellent schools in Aceh also pay serious attention to English practice. The excellent schools put into effect English days on which students are obliged to speak English the whole day, from morning to evening.

The excellent schools in Aceh also prioritize science. They set aside extra hour for teaching and learning science, in

addition to instructional time.

Regarding teaching strategies, to certain extent, the teachers apply *student centered approach* and *autonomous/inquiry learning*. However, the teachers still rely more on conventional strategies, *face to face instruction*, but not spoon feed technique, to ensure students' success when sitting for the tests. The teachers do not have the heart to let students learn independently without their control, because they are worried that some students may fail if too much learning autonomy is given.

5.6 Recommendations

State Recommendations

In the Law of the Governing of Aceh (UUPA) no.11/2006, article 7 states that: "The Aceh Administration will exercise authority within all sectors of public affairs, which will be administered in conjunction with its civil and judicial administration, except in the fields of foreign affairs, external defense, national security, monetary and fiscal matters, justice and freedom of religion, the policies of which are held by the Government of the Republic of Indonesia in conformity with the Constitution." Based on this law, Aceh has authority to administer education in a better way. With the funds it has, as a consequence of the enforcement of this law, the Aceh Government could plan a training program for school principals on principal instructional leadership which has indirectly proved to positively impact student achievement growth. This program could be planned for both the experienced principals and young principals, who are in the first two or three years of their tenure. In this way,

school principals, especially excellent/effective senior high school principals can become instructional leaders in their respective schools.

Additionally, the principal leadership of all schools in the whole Aceh Province could be gradually shifted to put emphasis on instructional leadership skills for current principals. The Dinas Pendidikan (the Education Service Office) of Aceh could frequently host conferences, workshops, trainings, focusing on how school principals are turned to be instructional leaders. It is also imperative that the Education Service Office of Aceh plan an assessment program for all existing school principals to evaluate the extent to which principals practice instructional leadership functions.

The results of the investigation indicate that instructional leadership practices of the excellent senior high principals under study are less frequently exercised in some areas or subscales such as Protect Instructional Time, Maintain High Visibility, and Providing Incentives for Teachers. Some types of training or professional development program are, therefore, suggested for awakening the principals or building their capacity especially in these less frequently practiced areas of instructional leadership.

Regency Recommendations

The Dinas Pendidikan (the Education Service Offices) of regency level could also initiate a professional organization which is significant in enhancing the instructional leadership skills for school principals. Through this organization school principals of all levels are provided opportunities to share experiences and interact with other principals of different

regencies or even provinces. Workshops or training programs at regency level could also be provided for upgrading principals and equipping them with instructional leadership skills, which may be new to them.

Additionally, due to the authorization of the special autonomy for the Aceh Province, regents turn into “kings” in their respective territorial regencies. As a consequence of this, most current school principals in Aceh are promoted tailored to the regents’ recommendations. Since some principals are allegedly posted due to their political contribution and conspiracy with the winning candidates of the regents during the political campaign, the Education Service Offices of regency level should ensure that the installment of future principals is free from political interference. This could be done by carefully interviewing and screening individuals who seek for positions as principals. The selection process should also take into account their concern with instruction. In other words, their familiarity with instructional leadership functions could also be used as one of the criteria in assessing their leadership capacity. In this way, it would be possible for the Education Service Office to choose effective instructional leaders.

The Education Service Office at regency level could also provide newly appointed principals with a mentor, another principal who has proven him or herself to be an instructional leader. Since the rapport between the newly installed principals and the more experienced ones is nurtured, the communication and interaction between the senior and the junior will be proceeding. In this way, the newly appointed principals would possibly get benefits from this relationship

and, therefore, the new principals would be more likely to be successful in leading the schools during the first year of the post.

Apart from this, the Education Service Office of regency level could also hold in-service training for vice principals especially the vice principal for curriculum affairs focusing on instructional leadership skills. In addition, job responsibilities of the principals and vice principals could be analyzed. If the job responsibilities between principals and vice principals, especially vice principal for curriculum affairs are shared, the likelihood of the student achievement growth and the improvement of school reputation become more a reality.

Recommendations for Schools

Since principals under study do not frequently perform three subscales: Protect Instructional Time, Maintain High Visibility, and Provide Incentives for Teachers, the instructional leadership practices of these three subscales could be enhanced.

Concerning Protect Instructional Time, principals should ensure that students are not called to the office during instructional time and limit the intrusion of extra-and co-curricular activities on instructional time.

In terms of Maintain High Visibility, principals should more frequently take time to talk informally with students and teachers during recess and breaks, visit classrooms to discuss school instructional issues with teachers and students, cover classes for teachers until a late or substitute teacher arrives and tutor students or provide direct instruction to classes.

In regard to Provide Incentives for Teachers, principals,

among others, should more frequently compliment teachers privately for their efforts or performance, acknowledge teachers' exceptional performance by writing memos for their personnel files and reward special efforts by teachers with opportunities for professional recognition. Above all, principals should not financially reward teachers in groups. Without ignoring the principle of justice and togetherness, principals should financially reward teachers individually on the basis of their achievement and contribution to school to make them work better and more productively in the future.

Additionally, there are certain strategies, which principals may use to improve the instructional leadership in their school. To prioritize instruction, a coordinated effort among the principal, vice principal for curriculum affairs, curriculum coordinators and the MGMP (the Discussion Forum for Teachers Who Teach the Same Subjects) should be made. All decisions made at the school level should be aimed at improving instructional practices.

Apart from this, instructional supervision should be focused on the teacher's strengths and weaknesses for instructional improvement. Feedbacks of classroom observations, which are done monthly, should be provided by principals either in writing or verbally.

Recommendations for Further research

1. Since the three subscales, Provide Incentives for Teachers, Maintain High visibility, and Protect Instructional Time were responded at a relatively low level, future research could specifically study the principals' instructional leadership practices of these particular subscales.

2. Since this investigation just studied the perceptions of teachers and school administrators on the extent to which principals exercise their instructional leadership, future study could explore the perceptions of students on their principals' instructional leadership practices.
3. Even though the bulk of literature indicates that the impact of instructional leadership on student achievement is indirect, future study could explore the impact of principals' instructional leadership practices on student achievement.
4. Since this research just studied the instructional leadership practice of the principals of excellent/effective schools, future study could examine instructional leadership practices of the principals of regular schools.
5. Since this research just assessed the extent to which instructional leadership functions are practiced by the excellent/effective school principals, future research could compare schools in other similar school groups or across different groupings such as rural and urban, or based on demographic factors such as gender, race and years of experience.
6. The future study could even examine instructional leadership practices of the principal at individual schools using a case study method.

REFERENCES

- Abidin, Zainal. (2007, October 28). Tujuh tanda sekolah unggul. Retrieved from http://www.geocities.com/zai_abidin69/mypage.html
- ACT Council of P&C Associations. (2007, June 26). Characteristics of effective schools. Retrieved from <http://www.schoolparents.org.au/docs>
- Ahsan. (2010, July 8). Sekolah unggulan? Retrieved from <http://kamuitubeda.wordpress.com/2010/07/08/sekolah-unggulan>
- Alig-Mielcarek, J. M. (2003). *A model of school success: Instructional leadership, academic press, and student achievement* (Doctoral dissertation, The Ohio State University). Retrieved from http://etd.ohiolink.edu/send-pdf.cgi/AligMielcarek_jana.pdf?osu1054144000
- Al. Ra maiah. (2009). *Kepemimpinan pendidikan: Cabaran masa kini*. Petaling Jaya, Malaysia: ibsBuku.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Andrews, R., & Soder, R. (1987). Principal instructional leadership and school achievement. *Educational Leadership, 44*, 9-11.
- Andrews, R., Soder, R., & Jacoby, D. (1986, April). *Principal roles, other in-school variables, and academic achievement by ethnicity and SES*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

- Angrist, J. D., & Lavy, V. (2009). The effect of high-stakes high school achievement [working paper]. Retrieved from http://www.nbr.org/papers/w9389.pdf?new_window=1
- Arifin, Muzayyin. (2009). *Filsafat pendidikan Islam*. Jakarta: Bumi Aksara.
- Astati. (n.d.). Karakteristik dan pendidikan anak berbakat. Retrieved from http://.upi.edu/Directory/FIP/JUR._PEND._LUAR_BIASA/
- Astuti. (2010, May 29). Karakteristik dan pendidikan anak berbakat [module]. Retrieved from <http://ochamutz91.wordpress.com/>
- Babbie, E. (1990). *Survey research methods* (2nd ed.). Belmont, CA: Wadsworth.
- Badan Pusat Statistik Provinsi Aceh. (2010). Aceh dalam angka 2010. Retrieved from <http://aceh.bps.go.id/>
- Bamburg, J., & Andrews, R. (1990). School goals, principals, and achievement. *School Effectiveness and School Improvement*, 2, 175-195.
- Baron, J. B., & Shoemaker, J. (March, 1982). *The organizational framework outside the classroom*. Paper presented at the American Educational Research Association.
- Bell, Judith. (2005). *Doing your research project* (4th ed.). New York, NY: Open University Press.
- Berman, P., & McLaughlin, M. W. (1978). *Federal programs supporting educational change. Volume VIII: Implementing and sustaining innovations*. Santa Monica, CA: Rand Corporation.
- Blasé, J., & Blasé, J. (1999). Effective instructional leadership: Teachers' perspectives on how principals promote

- teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-41.
- Bolman, L. G., & Deal, T. E. (1991). *Reframing organizations*. San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.
- Bossert, S., Dwyer, D., Rowan, B., & Lee, G. (1982). The instructional management role of the principal. *Educational Administration Quarterly*, 18(3), 34-64.
- BP-7 Pusat. (1993). *Garis-Garis Besar Haluan Negara (GBHN)*. Indonesia: Jakarta.
- Bridges, R., Judd, C., & Moock, P. (1979). *The determinants of educational outcomes*. Cambridge, MA: Ballinger.
- Bridges, E. (1982). Research on the school administrator: The state-of-the-art, 1967- 1980. *Educational Administration Quarterly*, 18(3), 12-33.
- Brookover, W., Beamer, L., Efthim, H., Hathaway, D., Lezotte, L., Miller, S., Passalacqua, J., & Tarnatzky, L. (1982). *Creating effective schools: An in-service program for enhancing school learning climate and achievement*. Holmes Beach, FL: Learning Publications.
- Brown, D. (1987). *A preliminary inquiry into school-based management*. Ottawa, Ontario: Social Sciences and Humanities Research Council of Canada.
- Bryk, A. S., Camburn, E., & Louis, K. S. (1999). Professional community in Chicago elementary schools: Facilitating factors and organizational consequences. *Educational Administration Quarterly*, 35(5), 751-781.
- Bryk, A. S., & Driscoll, M. E. (1988). *The high school as community*:

Contextual influences and consequences for students and teachers. Madison: University of Wisconsin-Madison, National Center on Effective Secondary Schools.

Bush, T. (2008). Educational leadership and management: Broadening the base. *Educational Management Administration & Leadership*, 36(1).

Bush, T. (2008). From management to leadership: Semantic or meaningful change? *Educational Management Administration & Leadership*, 36(2), 272-273.

Carroll, J. B. (1987). A model of school learning. *Teachers College Record*, 64, 723-733.

Change Management. (2007). The State of Queensland (Department of Education and Training). Retrieved from http://education.Qld.gov.au/oneschool/change_management/overview.html

Chapman, C., & Mongon, D. (2008). *Successful leadership for promoting the achievement of white working class pupils* [Research report]. Retrieved from <http://www.nut.org.uk/files/succesful-leadership-full.pdf>

Charney, R. S., & Wood, R. (1981). *The responsive classroom approach to instruction.* Greenfield, MA: Northeast Foundation for Children.

Chell, Jan. (1995). Introducing principals to the role of instructional leadership. *SSTA Research Center Report*. Retrieved from <http://www.saskschoolboards.ca/research/leadership/95-14.htm#c1>

Cheng, Y. C. (1993). Profiles of organizational culture and effective schools. *School Effectiveness and School Improvement*, 4(2), p. 85-110.

- Cohen, E. et al. (1977). *Principal role and teacher morale under varying organizational conditions*. Stanford Center for Research and Development in Teaching. Stanford University, Stanford, CA.
- Cohen, E., & Miller, R. (1980). Coordination and control of instruction. *Pacific Sociological Review*, 23, 446-473.
- Cohen, M. (1981, April-May). Effective schools: What the research says. *Today's Education*, 46-49.
- Cohen, M. D., March, J. G., & Oslen, J. P. (1977). A garbage can model of organizational choice. *Administrative Science Quarterly*, 17, 1-26.
- Collins, J. (2001). *Good to great*. New York, NY: HarperCollins.
- Conley, D. T. (1991). Lessons from laboratories in school restructuring and site based decision making. *Oregon School Study Council Bulletin*, 34(7), 1-61.
- Cooley, W., & Leinhardt, G. (1980). The instructional dimensions. *Educational and Evaluation Policy Analysis*, 2, 7-25.
- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: ASCD
- Creswell, J. W. (2002). *Research design: Qualitative, quantitative, & mixed methods approaches*. Newbury Park, CA: Sage.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating qualitative research* (2nd ed.). NJ: Prentice Hall.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, & mixed methods approaches*. Thousand Oaks CA: Sage.
- Crone, D. A., & Horner, R. H. (2003). *Building positive behavior support systems in schools*. New York, NY: Guilford Press.
- Cuban, L. (1988). *The managerial imperative and the practice of*

leadership in schools. Albany, NY: SUNY.

Darma, Y. A. (2011, May 13). Persyaratan bagi calon independen. *Serambi Indonesia*.

Dash, Neena. (2008). *School management*. Delhi, India: Nice Printing.

Daud, Afrianto. (2007, May 28). Sekolah unggul dan sisi lain masalah pendidikan nasional. Retrieved from <http://afriantodaud.blogspot.com/2007/05/sekolah-unggul-dan-sisi-lain-masalah.html>

Daud, Afrianto. (2010, June 28). Menimbang kembali RSBI dan SBI. Retrieved from <http://afriantodaud.blogspot.com/feeds/posts/>

Davayan, Ampuh. (2009, July 5). Favorit itu bukan sekolahnya. *Serambi Indonesia*.

Retrieved from <http://www.serambinews.com/news/favorit-itu-bukan-sekolahnya>

David, A. (2010). Leaders leading the leaders. *Education Today*, 60(1), 7.

DeBevoise, W. (1982). *The principal's role: How do we reconcile expectations with reality?* Research and Development Paper prepared by the Center for Educational Policy and Management, University of Oregon.

De Grauwe, A. (2001). *Teacher supervision and teacher development. Complex couple*. Paris: IIEP Newsletter, International Institute of Educational Planning.

Departemen Pendidikan Nasional. (1993). *Sistim penyelenggaraan sekolah unggul*. Jakarta: Depdikbud.

Denham, C., & Lieberman, A. (1980). *Time to learn*. Washington, DC: US Department of Education

Dimmock, C. (1999). Principals and school restructuring:

- Conceptualizing challenges as dilemmas. *Journal of Educational Administration*, 37(5), 441-62.
- DiPaola, M. F., & Hoy, W. K. (2008). *Principals improving instruction: Supervision, evaluation and professional development*. Boston, MA: Pearson.
- Djamarah, Saiful Bahri. (2005). *Guru dan anak didik dalam interaksi edukatif: Suatu pendekatan teoritis psikologis*. Jakarta: Rineka Cipta.
- Djohar. (2006). *Pengembangan pendidikan nasional menyongsong masa depan*. Yogyakarta: Grafika Indah.
- Dufour, R. (2002). The learning-centered principal. *Educational Leadership*, 59(8), 12- 15.
- Edmonds, R. (1982). Programs of school improvement: An overview. *Educational Leadership*, 40, 4-11.
- Edmonds, R., & Fredericksen, J. (1978). *Search for effective schools: The identification and analysis of schools that are instructionally effective for poor children*. Cambridge, MA: Harvard University, Center for Urban Studies.
- Elliott, S. N. (1993). *Caring to learn: A report on positive impact of social curriculum*. Greenfield, MA: Harvard University, Center for Urban Studies.
- Elliott, S. N. (1997). *The Kensington response classroom study*. Greenfield, MA: Northeast Foundation for Children.
- Estler, S. (1985). *Clear goals, instructional leadership and academic achievement: Instrumentation and findings*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Eubanks, E. E., & Levine, D. U. (1983). A first look at effective schools projects in New York City and Milwaukee. *Phi*

Delta Kappan, 64(10), 697-702.

- Findley, B., & Findley, D. (1992). Effective schools: The role of the principal. *Contemporary Education*, 63(2), 102–104.
- Flath, B.(1989). The principal as instructional leader. *ATA Magazines*, 69(3), 19-22, 47- 49.
- Fullan, M. (2001). *Leading in a culture change*. San Francisco, CA: Josey Bass.
- Gall, M., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). Boston, MA: Pearson Education.
- Garibaldi, A. M. (1993). *Improving urban schools in inner city communities* (Occasional Paper No.3). Cleveland, OH: Cleveland State University, Levine College of Urban Affairs, Urban Child Research Center.
- Gauthier, W. J. (March,1982). *Connecticut perspective on instructionally effective schools: A model and process*. Paper presented at the annual meeting of the American Educational Research Association, New York
- Gewertz, C. (2003, Jan. 8). N. Y. C. chancellor aims to bolster instructional leadership. *Education Week*, 22(16), 7-12.
- Gibbs, G. K. (1989). *Effective schools research: The principal as instructional leader. With annotated bibliography* (Report No. EA 021075) Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (Eric Document Reproduction Service No. ED 308 587)
- Goldring, E., Cravens, X., Murphy, J., Elliott, S.N. & Porter, A. (2009). Assessing learning-centered leadership: Connection to research, professional standards, and current practices. *Leadership and Policy in Schools*, 8 , pp.1-36. USA: Taylor and Francis Group

- Goldering, E., Cravens, X., Murphy, J., Elliott, S.N., Carson, B., & Porter A. C., (in press). The evaluation of principals: What and how do states and urban districts assess leadership? *Elementary School Education*, 110(1), 34-36.
- Green, R. L. (2010). *The four dimensions of principal leadership: A framework for leading 21st century schools*. Boston, MA: Allyn & Bacon.
- Greenfield, W. (1991). *Instructional leadership: Concept, issues and controversies*. Toronto, Canada: Allyn & Bacon
- Greenwood, M. S., & Gaunt, H. J. (1994). *Total quality management for schools*. London, UK: Redwood Books
- Gresham, F. M. G., Horner, R. H., Quinn, M. M., & McInerney, M. (1998). *Class-wide and school-wide practices that support children's social competence: A synthesis of research*. Washington, DC: American Institutes of Research.
- Grigsby, Bettye. (2010). A principal's dilemma: Instructional leader or manager. *Academic Leadership*, 8(3). Retrieved from <http://www.academicleadership.org/518/>
- Haack, M. (1991). *An investigation of the instructional management behaviors of principals in Mid-sized public high schools in Iowa*. Unpublished doctoral dissertation, University of Northern Iowa. ERIC Document No. 9217238. Retrieved from http://www.philiphallinger.com/papers/PIMRS_Methods_47.pdf
- Hallinger, P. (1981). *Review of the school effectiveness research*. Paper prepared for the Carnegie Foundation.
- Hallinger, P. (1982, 1983, 1990). *Principal instructional management rating scale*. Version 2.3. Sarasota, FL: Leading Development Associates.
- Hallinger, P. (1983). *Principal instructional management rating*

- scale*. Palo Alto: Stanford University Press.
- Hallinger, P. (1984a). *Principal instructional management rating scale*. Version 1.3. Pelham, NY: Leading Development Associates.
- Hallinger, P. (1984b). *Principal Instructional Management Rating Scale: User manual*. Version 1.3.
- Hallinger, P. (1992). The evolving role of American principals: From managerial to instructional to transformational leaders. *Journal of Educational Administration*, 30(3), p. 35-48.
- Hallinger, P. (1994). The development of behaviorally anchored rating for appraising the instructional management behavior of principals. *School Effectiveness and School Improvement*, 5(4), 321-348.
- Hallinger, P. (2008). *Methodologies for studying school leadership: A review of 25 years of research using the Principal Instructional Management Rating Scale*. Paper prepared for presentation at annual meeting of the American Educational Research Association in New York in March 2008.
- Hallinger, P. (2011). A review of three decades of doctoral studies using the Principal Management Rating Scale: A lens on methodological progress in educational leadership. *Educational Administration Quarterly*, 47(2).
- Hallinger, P., Brickman, L., & Davis, K. (1989). *What makes a difference? School context, principal leadership, and student achievement* (Report No. EA021053) Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (Eric Document Reproduction Service No. ED 308 578)

- Hallinger, P., Bickman, L., & Davis, K. (1996). School context, principal leadership, and student reading achievement. *Elementary School Journal*, 96(5), 527-550.
- Hallinger, P., & Heck, R. H. (1996a). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.
- Hallinger, P., & Heck, R. H. (1996b). The principal's role in school effectiveness: An assessment of methodological progress, 1980-1995. In K Leithwood et al. (Ed.), *International handbook of research in educational leadership and administration* (723-784). New York: Kluwer Press.
- Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness, 1980-1995. *School Effectiveness & School Improvement*, 9(3), 157-191.
- Hallinger, P., & Heck, R. H. (2002). What do you call people with visions? The vision, mission, and goals in school leadership and improvement. *Second International Handbook of Educational Leadership and Administration* (pp. 9-40). Great Britain: Kluwer.
- Hallinger, P., & Murphy, J. (1985). Assessing the instructional behavior of principals. *Elementary School Journal*, 86, 217-247.
- Hallinger, P., & Murphy, J. (1985c). *Instructional effectiveness and school socio-economic status: Is good for the goose, good for the gander?* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Hallinger, P., & Murphy, J. (1987). Instructional leadership

in the school context. *Instructional Leadership: Concept, Issues, and Controversies* (pp.179b-202). London, UK: Allyn & Bacon.

Hallinger, P., & Murphy, J. (2002). Assessing and developing principal instructional Leadership. Retrieved from http://www.philiphallinger.com/papers/assessing_and_developing_IL.pdf

Hallinger, P., & Taraseina, P. (1994). Conceptualizing and assessing the instructional leadership of secondary school principals in Thailand. *School Effectiveness and School Improvement*, 5.

Hamalik, Oemar. (2008). *Kurikulum dan pembelajaran*. Jakarta: Bumi Aksara.

Hammond, L., & Friedlaender, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8). CA: Stanford University.

Hargreaves, A., Early, L., Moore, S., & Manning, M. (2001). *Learning to change beyond subjects & standards*. San Francisco, CA: Jossey-Bass.

Harris. (2002). *The relationship between principals instructional leadership skills and the academic achievement of high poverty students* (Unpublished Doctoral Dissertation). University of South Carolina. Retrieved from: <http://philiphallinger.com>

Harris, A., Day, C., Hadfield, M., Hopkins, D., Hargreaves, A., & Chapman, C. (2003). Instructional leadership and school improvement. *Effective Leadership for School Improvement*. New York, NY: Routledge Falmer.

Heck, R. H., & Marcoulides, G. A. (1992). Principal assessment:

- Conceptual problem, methodology problem, or both? *Peabody Journal of Education*, 68(1). Retrieved from <http://www.jstor.org/stable/1492569>
- Heck, R. H., Larson, T. J., & Marcoulides, G. A. (1990). Instructional leadership and school achievement: Validation of a causal model. *Educational Administration Quarterly*, 26(2), 94-125.
- Heifetz, R. A., & Linsky, M. (2002). *Leadership online: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Higgins, M., Young, L., Weiner, J., & Wlodarczyk, S. (2010). Leading teams of leaders: What helps team member learning? *Phi Delta Kappan*, 91(4), pp. 42-45
- Hill, P. W. (2002). What principals need to know about teaching and learning. In M. S. Tucker & J. B. Godding (Eds.), *The principal challenge: Leading and managing schools in an era of accountability* (pp.43-75). San Francisco, CA: Jossey-Bass.
- Hopkins, G. (2009, February 26). What does an inclusive school look like? Retrieved from <http://www.education-world.com>
- Hoy, A. W., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in Schools*. Boston, MA: Pearson.
- Hughes, L. (1999). *The principal as leader*. Upper Saddle River, NJ: Prentice-Hall.

- Idris, Jamaluddin. (2006). *Sekolah efektif dan guru efektif*. Yogyakarta: Suluh Press.
- Jenkins, B. (2009). What it takes to be an instructional leader. *Principal*, 88(3), 34-37.
- Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24, 602-611.
- Johar, Ali. (2007, May 11). Sekolah Unggul: Diskriminasi dan kapitalisme. Retrieved from <http://hizbut-tahrir.or.id/2007/05/03>
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time come. *Educational Research*, 33(7), 14-26.
- Jones, P. (1987). *The relationship between principal behavior and student achievement in Canadian secondary schools* (Unpublished doctoral dissertation). Stanford University, Palo, Alto, CA. Retrieved from <http://www.philiphallinger.com/papers-xPIMRSRefs.doc>
- Joyce, B., Calhoun, E., & Hopkins, D. (1999). *The new structure of school improvement*. Buckingham: Open University Press.
- Joyce, B., & Showers, B. (1995). *Student achievement through staff development* (2nd ed). New York, NY: Longman.
- Katzer, J., Cook, C. H., & Crouch, W. W. (1991). *Evaluating information* (pp. 61-66). New York, NY: McGraw-Hill.
- Kelley, C., & Peterson, K. D. (2002). The work of principals and their preparation. In M. S. Tucker & J. B. Coddling (Eds.), *The principal challenge* (pp. 247-312). San Francisco, CA: Jossey-Bass.
- King, D. (2002). The changing shape of leadership. *Educational Leadership*, 59(8), 61-63.

- Kluth, Paula. (2012, January 1). Is your school inclusive? Retrieved from <http://www.paulakluth.com/articles/shoolinclusive.html>
- Laisani, M. (2009, September 11). Interview. Staff of the Aceh Education Service Office in Charge of High School Curriculum, Banda Aceh.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Curriculum & Curriculum Development.
- Latham, G., & Wexley, K. (1981). *Increasing productivity through performance appraisal*. Menlo Park, CA: Addison Wesley.
- Leithwood, K., & Jantzi, D. (1990). *Transformational leadership: How principals can help reform school cultures*. Paper presented at the annual meeting of the Canadian Association for Curriculum Studies, Victoria, B.C.
- Leithwood, K., Jantzi, D., Silins, H., & Dart, B. (1993). Using the appraisal of school leaders as an instrument for school restructuring. *Peabody Journal of Education*, 68(2), 85-109.
- Leithwood, K., & Jantzi, D. & Steinbach, R (1999). *Changing leadership for changing times*. Open University Press.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlsttom, K. (2004). Review of research: How leadership influences student learning. Wallace Foundation. Retrieved from <http://www.wallacefoundation.org/NR/rdonlyres/E3BCCFA5-A88B-45D3-8E27-B973732283C9/0/ReviewofResearchLearningFromLeadership.pdf>
- Leithwood, K., & Montgomery, D. J. (1982). The role of the elementary school principal in program improvement. *Review of Educational Research*, 52(3), 309-339.

- Leithwood, K., & Montgomery, D. (1986). *Improving principal effectiveness: The principal profile*. Toronto: OISE Press.
- Leithwood, K., & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Temple University Laboratory for Student Success.
- Levine, D. U., & Stark, J. (1982). Instructional and organizational arrangements that improve achievement in inner-city schools. *Educational Leadership*, 40(3), 41-46.
- Lezotte, L. W., Hathway, D. V., Miller, S. K., Passalacqua, J., & Brookover, W. B. (1980). *School learning climate and student achievement: A social systems approach to increased student learning*. Center for Urban Affairs, College of Urban Development and Institute for Research on Teaching, Michigan State University.
- Little, J. W. (1982). Norm of collegiality and experimentation: Work-place conditions of school success. *American Educational Research Journal*, 19(3), 325-340.
- Little, J. W., & Bird, T. (1987). Instructional leadership “close to the classroom” in secondary schools. In Greenfield, *Instructional leadership concepts, issues, and controversies* (pp. 118-152). Toronto, CA: Allyn & Bacon.
- Little, A. L., & Little, S. F. (2001). *How to become an exemplary middle school principal: A three step professional growth handbook*. Westerville, OH: National Middle School Association.
- Louis, K. S., Marks, H., & Kruse, S. (1996). Teachers’ professional community in restructuring schools. *American Educational Research Journal*, 33(4), 757-798.
- Lyons, Brendan, J. (2010). *Principal instructional leadership behavior, as perceived by teachers and principals,*

at New York State recognized and non-recognized middle schools (Unpublished Doctoral Dissertation). Seton Hall University. Retrieved from: <http://scholarship.shu.edu/dissertations/1401>

MacGilchrist, B., Myers, K., & Reed, J. (2004). *The intelligent school* (2nd ed). London: SAGE.

MacNeil, N., Cavanagh, R., & Silcox, S. (2003). Beyond instructional leadership: Towards pedagogic Leadership [Conference Paper]. Retrieved from <http://www.aare.edu.au/03pap/mac03415.pdf>

Mahabul Alam, Gazi. (2008). *Impact of private higher education on Bangladeshi Education System: An investigation of educational policy*. Germany: VDM Verlag.

Mahmud, Z. (2008). *Handbook of research methodology: A simplified version*. Selangor, Malaysia: UPENA, UiTM.

March, J. (1978). American public school administration: A short analysis. *School Review*, 86, 217-50.

Marzano, R. (2003). *What works in schools*. Alexandria, VA: ASCD.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Maulana, Ahmad. (2009, December 11). Deviasi sekolah unggul dalam pemerataan pembangunan. Retrieved from <http://politikana.com/baca/2009/03/21/deviasi-sekolah-unggulan-dalam-pemerataan-pembangunan.html>

McLaughlin, T. (2005). Effective schools research and the role of professional learning communities. Retrieved from

<http://www.fcoe.k12.ca.us>

- Mc Millan, J. H. (2000). *Educational research: Fundamentals for the consumer* (3rd ed.). New York, NY: Longman.
- Mc Namara, C. (2012, February 3). Organizational change and development. Retrieved from <http://www.findtoyu.co.id/powerpoint/get/vugi666D>
- Mc Quire, K. (2001). Do you have what it takes to be an effective leader? *Curriculum Review*, 41(4), 14-15
- Mertens, Donna M. (1998). *Research in education and psychology: Integrating diversity with quantitative & qualitative approaches*. London: SAGE Publications.
- Meyer, J. W., & Rowan, B. (1975). *Notes on the structure of educational organizations: Revised Version*. Paper presented at the Annual Meetings of the American Sociological Association, San Francisco.
- Moko, Murdiyati. (1997, October 10). Sekolah unggul cetak pribadi elitis? *Suara Merdeka*. Retrieved from <http://www.hamline.edu/apakabar/basisdata/1997/03/17/0076.html>
- Moos, L., & Koford, K. K. (2005). Sustained successful school leadership in Denmark. *Journal of Educational Administration*, 47(6), 709-718. Retrieved from <http://www.emeraldinsight.com/journals.htm?articleid>
- Muhammad, Ilyas. (2008, August, 17). Pemerintah Aceh siapkan sekolah khusus. *Seumangat*, 32, p. 6.
- Mulford, B., & Riley, K. (2007). *The second international handbook of educational leadership and administration* (pp.9-40). Dordrecht, The Netherlands: Kluwer.
- Mulyasa. (2005). *Menjadi kepala sekolah profesional*. Indonesia, Bandung: Remaja Rosdakarya.

- Murniati. (2008). *Manajemen strategik: Peran kepala sekolah dalam pemberdayaan*. Bandung, Indonesia: Citapustaka.
- Murphy, J. (1990). Principal instructional leadership. In L. S. Lotto & P. W. Thurston (Eds.), *Advances in educational administration: Changing perspectives on the school*. Greenwich, CN: JAI Press.
- Murphy, J., Elliott, S. N., Goldring, E., and Porter, A. C. (2006). *Learning-centered leadership: A conceptual Foundation*. New York, NY: The Wallace Foundation.
- Murphy, J., & Hallinger, P. (1983). *Assessing high expectations at the high school level*. [Manuscript submitted for publication].
- Murphy, J., & Hallinger, P. (1985). Effective high schools: What are the common characteristics? *NASSP Bulletin*, 69(477), 18-22.
- Murphy, J., Hallinger, P., Weil, M., & Mitman, A. (1982). Academic press: Translating expectations into school level policies and classroom practices. *Educational Leadership*, 40, pp. 22-26.
- Murphy, J., Hallinger, P., Weil, M., & Mitman, A. (1983). Instructional leadership: A conceptual framework. *Planning and Changing*, 14(3), 137-149.
- National Association of Elementary School Principals. (NAESP) (2001). *Leading Learning Communities: Standards for what principals should know and be able to do*. Retrieved from <http://www.naesp.org/resources/1/Pdfs/LLcz-es.pdf>
- National Association of Secondary School Principals (NASSP) (2001). *21th Century School Administrator Skills*. Retrieved from <http://www.nassp.org/>

- Content/158/21th_Cent_self_and_Observer_asmt.pdf
National Institute on Educational Governance, Finance, Policy making, and Management (1999). *Effective leaders for today's schools: Synthesis of a policy forum on educational leadership*. Washington, DC: U.S. Department of Education Office of Educational Research and Development.
- Newmann, F. M. (1997). How secondary schools contribute to academic success. In K. Borman & B. Schneider (Eds.), *Youth experiences and development: Social influences and educational challenges*. Berkeley, CA: McCutchan.
- Newmann, F., & Wehlage, G. (1995). *Successful school restructuring: A report to the public and educators by the Center on Organization and Restructuring of Schools*. Alexandria, VA, and Reston, VA: Association for Supervision and Curriculum Development, and the National Association for Secondary School Principals.
- Northouse, P. G. (2004). *Leadership theory and practice*. London: Sage.
- Nurkolis. (2002, June 26). Sekolah unggul yang tak unggul. Retrieved from <http://re-searchengines.com/nurkolis3.html>
- Odgen, E. H., & Germinario, V. (1995). *The nation's best schools: Blueprints for excellence*. Lancaster, PA: Technomic.
- O'Donnell, R. J., & White, G. P. (2005). Within the accountability era: Principals' instructional leadership behaviors and student achievement. *NASSP Bulletin*, 89, 56-71.
- Onwuegbuzie, A. J. (2003). Effect sizes in qualitative research: A prolegomenon. *Quality & Quantity: International Journal of Methodology*, 10(1), 71-90.

- Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analyzing data in mixed methods research. *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage.
- Owens, R. G. (2001). *Organizational behavior in education* (7th ed.). Boston, USA: Allyn and Bacon.
- Paisey, A. (1981). *Organization and management in schools: Perspectives for practicing teachers*. London: Longman, 2-4.
- Pansiri, N. O. (2008). Instructional leadership for quality learning. *Educational Management & Leadership*, 36(4), 471-494.
- Peterson, K. D. (1978). The principal's task. *Administrator's Notebook*, 26.
- Phillips, J. A. (2002). The principal is an instructional leader: Shift in the role of the school principal. Retrieved from <http://peoplelearn.homestead.com/principainstructleader.htm>
- Phillips, M. (1997). What make schools effective? A comparison of the relationships of communitarian climate and academic climate to mathematics achievement and attendance during middle school. *American Educational Research Journal*, 34, 633-662.
- Pont B, Nusche D., & Moorman H. (2008). *Improving school leadership, volume I: Policy and practice*. Paris, France: OECD.
- Powell, R. (1994). *Basic research methods for librarians* (2nd ed.). NJ: Ablex.
- Pratley, D. (1992). *A study of middle level principals' involvement in instructional leadership*. Unpublished

doctoral dissertation, Michigan State University, Lansing MI. ERIC Document No. 9223238. Retrieved from http://www.philiphallinger.com/papers/PIMRS_Methods_47.pdf

Printy, Susan. (2010). Principals' influence on instructional quality: Insights from US schools. *School Leadership & Management*, 30(2), 111-126.

Project STAR, Aguirre Division, JBS International. (2008, September). Pilot testing. Retrieved from <http://nationalserviceresources.org/star/star>.

Purkey, S., & Smith, M. (1983). *Educational policy and school effectiveness*. Wisconsin Center for Educational Research, University of Wisconsin, Madison.

Quinn, D. M. (2002). The impact of principal leadership behaviours on instructional practice and student engagement. *Journal of Educational Administration*, 40(5), 447-67.

Rahayu, Sri. (2009, May 22). Pengembangan pendidikan khusus untuk siswa CI/BI. Retrieved from <http://Srirahayu09.blogspot.com/2009/05/pengembangan- pendidikan-khusus-untuk.html>

Rahayu, Sri. (2012, February 4). Akselerasi belajar perlu bagi anak-anak berbakat. Retrieved from <http://www.republika.co.id/cetak>

Rahimah, H. A. (2004). *Principalship and school management*. Kuala Lumpur: Principal's Institute.

Rahimah, H. A., & Zulkifli, A. M. (1996). Towards developing a profile of effective and less effective schools. *Journal of Educational Research*, 17.

Reuter, S. F. (1992). *Characteristic of successful schools: Perception*

- differences rural and urban school teachers*. Paper presented at the 14th Annual Rural Small Schools Conference at Manhattan, Kansas, U.S.A, October 26-27, 1992. Document Reproduction Number ED 360115.
- Reynolds, J. G., & Warfield, W. H. (2010). Discerning the differences between manager and leaders. *The Illinois School Board Journal*, 77 (September-October 2009, 26-29).
- Rizqa, S. B. (2009, December 3). Meluruskan paradigma sekolah unggul. Retrieved from <http://bataviase.co.id/content/meluruskan-paradigma-sekolah-unggulan>
- Robinson, V., Lloyd, C., & K. Rowe. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(4), 635-74.
- Rosenholtz, Susan J. (1985). Effective schools: Integrating the evidence. *American Journal of Education*, 93(3).
- Rosenshine, B. (1983). Teaching functions in instructional programs. *The Elementary School Journal*, 83, 335-51.
- Saavedra, A. (1987). *Instructional management behaviors of secondary administrators* (Unpublished Masters Thesis). Bukitnon State College, Malaybalay, Bukidnon, Philippines. Retrieved from <http://www.philiphallinger.com/papers-xPIMRSRefs.doc>
- Sammons, P., Hillman, J., & Mortimore, P. (1995). Key characteristics of effective schools: A review of school effectiveness research. Paper presented at an internal seminar for Ofsted, London: Institute of Education, March 1995. Retrieved from <http://www.highreliability.co.uk/Shared/SchoolEffectiveness.aspx>songko,

- Rambat Nur. (2006). Manajemen sekolah unggul [Research Abstract]. Retrieved from <http://sudarta.blogspot.com/2008/01/abstrak-penelitian-proframbat-ns.html>
- Scherer, Marge. (2009). All teachers can learn. *Educational Leadership*, 66, 5 7.
- Schlechty, P.C. (2001). *Shaking up the school house: How to support and sustain educational innovation*. San Francisco, CA: Jossey-Bass.
- Schumacher, G., Grigsy, B., Decman, J. & Simeou, F. (2010). A principal's dilemma: Instructional leader or manager. *Academic Leadership Journal*, 8(3). Retrieved from <http://www.academicleadership.org>
- Sergiovanni, T. (2001). *Principalship: A reflective practice* (5th ed.). San Antonio: TX: Trinity Press.
- Shahid, B., Chavez, R., Hall, B. L., Long, S. D., Pritchard, A., & Randolph, B. (2001). How can principals spend more time on instructional leadership? *Education*, 121(3), 506-507.
- Shaver, A. V., & Walls, R. T. (1998). Effect of title I parent involvement on student reading and mathematics achievement. *Journal of Research and Development in Education*, 31(2), 90-97.
- Shellard, E. (2003). Defining the principalship. *Principal*, 82(4), 56-60.
- Siahaan, A., Khairuddin, W., & Nasution, I. (2006). *Management pendidikan berbasis sekolah*. Jakarta, Ciputat: Press Group, p. 19-20.
- Slater, Charles L. (2011). Understanding principal leadership: An International Perspective and a narrative approach. *Educational Administration & Leadership*, 39(2), 219-227.

- Smith, W. F. & Andrews, R. L. (1989). *Instructional leadership: How principals make a difference*. Alexandria, VA: ASCD.
- Sproull, L. S. (1982). Managing educational programs: A micro-behavioral analysis. *Human Organization*, 40, 113-122.
- Stallings, J. A., & Mohlman, G. G. (1981). *School policy leadership style, teacher change and student behavior in eight schools-final report*. Mountain View, CA: Stallings Teaching and Learning Institute.
- Straker, D. (2008). *Changing minds: in detail*. London, GB: Syque Press.
- Stricherz, M. (2001, Sept. 19). Leadership grant aimed at schools in South. *Education Week*, 21(3), 21.
- Sulaiman. (2009, October 5). Interview. Staff of the Aceh Education Service Office in Charge of Sekolah Unggul Data, Banda Aceh, Indonesia.
- Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly*, 46(1), 31-56.
- Stallings, J. A., & Mohlman, G. G. (1981). *School policy leadership style, teacher change and student behavior in eight school-final reports*. California, CA: Stallings Teaching and Learning Institute.
- Sweeney, J. (1982). Research synthesis on effective school leadership. *Educational Leadership*, Feb., pp. 346-352.
- Syarifuddin. (2005). *Managemen lembaga pendidikan islam*. Jakarta: Ciputat Press, p. 3002-308.
- Thompson, J. (1967). *Organizations in action*. New York, NY: McGraw-Hill.
- Time: Making the most of previous resource. (2006). *Changing Schools* (Journal online) 53 (fall). Retrieved from

<http://www.mcrel.org>

- Townsend, Tony. (1991). *School effectiveness: A view from the school* (Paper online). Retrieved from <http://eric.ed.gov/PDFS/ED359613.pdf>
- Tsunami, bencana yang membawa damai. (2008, December 26). *Bulletin Seumangat*, 41, p. 6.
- Uno, Hamzah. (2007). *Profesi kependidikan*. Jakarta: Bumi Aksara.
- Van de Grift, W. (1989). Self perceptions of educational leadership and mean pupil achievements. In D. Reynolds, B. P. M. Creemers, & T. Peters (Eds.). *School effectiveness and improvement*. Cardiff/Groningen: School of Education/RION, 227-242.
- Van de Grift, W. (1990). Educational leadership and academic achievement in elementary school. *School Effectiveness and School Improvement*, 1(3), 26-40.
- Venezky, R., & Windfield, L. (1979). *Schools that succeed beyond expectations in teaching reading*. Newark, DE: University of Delaware.
- Verma, G. K., & Mallick, K. (1999). *Researching education: Perspectives and technique*. London: Falmer Press.
- V. Vasudevan. (2010). Raising performance. *New Straits Times*. (2010, March 3), p. 8.
- Villanova, R., Gauthier, W., Proctor, P., & Shoemaker, J. (1981). *The Connecticut school effectiveness questionnaire*. Hartford, CT: Bureau of School Improvement, Connecticut State Department of Education.
- Waldman, M. (1993). A theoretical consideration and leadership and TQM. *Leadership Quarterly*, 4(1), 65-79.
- Wanzare, Z., & Da Costa, J. L. (2001). Rethinking instructional

- leadership roles of the school principal: Challenges and prospects. *Journal of Educational Thought*, 35(1), 269-295.
- Warfield, W. H., & Reynolds, J. G. (2010). Discerning the differences between managers and leaders. *The Education Digest*. Illinois: Prakken Publications.
- Walters, D. L., & Jones, J. J. (2008). *Human resource management in education* (Malay version). Yogyakarta: Q-Media.
- Walters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced Leadership: What 30 years of research tells us about the effects of leadership on student achievement*. Aurora, CO: Mid-Continent Research for Education and Learning.
- Waters, J. T., & Marzano, R. J. (2006). District leadership that works: The effect of superintendent leadership on student achievement [working paper]. Retrieved from <http://www.mcrel.org/pdf/leadershiporganizationdevelopment/>
- Weber, J. (1989). Leading the instructional program. In S.C. Smith & .K. Piele (Eds.), *School leadership: Hand-book of excellence* (2nd ed.). Eugene, OR: ERIC Clearinghouse on Educational Management.
- Weber, J. (1996). Leading the instructional program. In S. Smith & P. Piele (Eds.), *School Leadership* (pp. 253-278). Eugene, Oregon: Clearinghouse of Educational Management.
- Weick, K.E. (1976). Educational organizations as loosely coupled system. *Administrative Science Quarterly*, 21, 1-19
- Weick, K.E. (1982). Administering education in loosely coupled schools. *Phi Delta Kappan*, 63, 673-676.
- White, Paula A. (1989). An overview of School-based

management: What does the research say. *Nssp Bulletin*, 73(6).

Widyasono, Harry. (1997). Akselerasi belajar perlu bagi anak-anak berbakat. *Republika*. Retrieved from http://www.republika.co.id/cetak_detail.asp?id=68693

Winggowati, Sri. (2011, March 21). Sekolah unggulan? [Web log comment]. Retrieved from <http://soegi58.wordpress.com/2011/03/21/sekolah-unggulan/>

Witziers, B., Bosker, R. J, & Kruger, M. L. (2003). Educational leadership & student achievement: The Elusive Search for an Association. *Educational Administration Quarterly*, 39 (3), 398-425.

World Bank. (1998). Education Sector Strategy.

Wynne, E. (1980). *Looking at schools: Good, bad and indifferent*. Lexington, MA: Lexington Books.

Zainoeddin, Syafbraini. (2010, July 25). Sekolah unggulan, haruskah dihapuskan? Retrieved from <http://pewartakabarindonesia.blogspot.com/>

Zhao, Q., & Wang, M. (2007). Construction of performance appraisal system for primary and secondary school principals: A case study of Beijing. *Educational Administration Review*, 4, 194-244.

Appendix A

16 Excellent Senior High Schools in Aceh

No	Name of schools	Head Masters	Location
1	SMAN 5 Wira Bangsa	Drs. Chairuman	Meulaboh/ Aceh Barat
2	SMA Unggul Harapan Persada		Blang Pidie/ Aceh Barat Daya
3	SMAN Unggul Kabupaten Aceh Selatan	Drs. Hj. Elly	Kabupaten Aceh Selatan
4	SMA Unggul Subulussalam	Syukri, S.pd	Kota Subulussalam
5	SMA 1 Gunung Beriah		Kabupaten Aceh Singkil
6	SMAN 1 Puisai	Drs. Saibur	Kabupaten Aceh Tenggara
7	SMAN Unggul Seribu Bukit	Drs. Wardana	Kabupaten Gayo Lues
8	SMA Putra Nusa	Drs. Junaidi	Kabupaten Aceh Tamiang
9	SMA Unggul Aceh Timur	Drs. M. Thaib	Kabupaten Aceh Timur
10	SMAN 3 Putra Bangsa Lhoksukon	Drs. Zulkarnain	Kabupaten Aceh Utara
11	SMAN 4 Takengon	Drs. Misbahuddin, M.Ed	Kabupaten Aceh Tengah
12	SMAN Unggul Bener Meriah	Drs. Sukardi	Kabupaten Bener Meriah
13	SMA Unggul Sigli	Drs. Armia Jawahir	Kabupaten Pidie
14	SMAN Unggul Sabang		Kota Sabang
15	SMAN 10 Fajar Harapan Kita	Drs. Khairurrazi, M.Ed	Kota Banda Aceh
16	SMA Modal Bangsa	Drs. Yusnaldi, M.Ed	Aceh Besar

(Staff in charge of data, Office for Education Service of Aceh, Sulaiman, 2009)

