The Role of the Principal's Instructional Leadership at Schools in Indonesia

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ABSTRACT

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The education system in Indonesia, based on Ministry of National Education, has been performing instructional leadership as a major part of the effective school leaders' behavior. One of the goals of instructional leadership implementation is to increase the learning outcomes of students. However, many of international student assessments have shown that Indonesia's education system was among the incompetent countries. The purpose of the study is to analyze the implementation of instructional leadership phenomenon as the basic concept of effective leadership.

This study was designed to investigate both principals and teachers about the role of principals' instructional leadership. A qualitative method with inductive approach was used by the researcher to gather the data. The data was gathered by interviewing three principals and three teachers from three different schools in Indonesia.

By conducting this study, the researcher has found the pros and the contras during the implementation of the principal's instructional leadership. The findings of the study indicated that most principals and teachers supported the enforcement of instructional leadership in Indonesian education system intensively.

In conclusion, the principal's instructional leadership ran effectively, when, in practice, the leadership was followed and guided by a clear formulation instructional objective and good collaboration among principals, teachers, students and all stakeholders.

Keywords: instructional leadership, principal's instructional leadership, pedagogical leadership, effective schools, teachers' collaboration.

LIST OF FIGURES

LIST OF ABBREVIATIONS

SBM: School Based Management

MNE: Ministry of National Education (In current government, the title is changed into Ministry of Education and Culture)

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1   INTRODUCTION

Indonesia is among the countries that applies decentralization in the education sector and School Based Management (SBM) on its educational reform. The term SBM has become popular and started in the USA in 1970s. SBM has been a phenomenon as a result of mega-trends in education. (Sofo, Fitzgerald & Jawas, 2012, p. 503.) The basic concept of SBM is to give autonomy to each school to be effective and to develop itself by maximizing the school's potential through its own resources. In Indonesia, SBM is defined as decentralization of decision-making authority at school level which generally involves the curriculum, budget and management (Nurkolis, 2002, p. 7). Moreover, school principals are expected to be prepared for this level of authority and increased responsibility in order to reach the goals otherwise the decentralization and SBM in education will be forfeited (Sofo et al., 2012, p. 504).

As a consequence, there is a greater need for the principals to expertise in teaching and learning process and to prepare actions to improve the quality of education. Therefore, the Ministry of National Education of Indonesia through their various principal trainings has been urging the principals to implement the instructional leadership as it has been stated to their major training module in order to improve the quality of the education. Instructional leadership is a major part of the effective of school leaders' behaviors. (Departemen Pendidikan Nasional, 2007, p. 10.)

The main focus of this study is on the school's principal as the one of the most important individuals in schools. Jackson and Davis (2000, p. 23) state that principals have the most potential to initiate and sustain improvement in academic and other areas of student performance and achievement. Principals are thought to have the most critical role in improving the quality of the school by reforming strategies toward improved students' results and a learning climate conducive for maximum achievement.

The principal's instructional leadership is an important element to be applied at schools in Indonesia in order to develop the instructional systems

which are effective and efficient. Additionally, this factor has been supported also with some former researchers that the improving schools cannot be separated from the role of principal's instructional leadership (Duke, 1986, p. 73; Hallinger, 2003, p. 329; Hariri, Monypenny & Prideaux, 2012, p.453). In his book, "School Leadership and Instructional Improvement", Duke (1986, p. 73) links the improving school with principals' instructional leadership. Based on those findings, the researchers determine that the principals of improving schools were more likely to use* instructional leadership. They presume that the instructional leadership is associated with responsibility for evaluating the students' achievement because effective principals have impressive effect on their study achievement. (Duke, 1986, p. 73; Hariri et al., 2012, p.453, Raihani, 2008, p. 481-482.)

The term instructional leadership is defined as actions leaders take to improve teaching and learning (King, 2002, p. 61). Moreover, instructional leadership refers to the actions principals take to develop a productive and satisfying work environment for teachers and desirable learning conditions and outcomes for children (Greenfield, 1987, p. 24). It also refers to lists of characteristics usually associated with school principals whose works have been identified as effective (Purkey & Smith, 1982, p. 65).

However, while many of common statements exist on the importance of principals' instructional leadership at schools, there is less agreement on what instructional leadership actually is. Some interpret instructional leadership as similar with classroom observations and direct teaching between teachers and students in the classroom. (Horng & Loeb, 2010, p. 66.). In Indonesia, the word 'instruction' in instructional design and education technology context refers to 'learning', not to 'mandating'. The learning process involves creativity, new concepts, techniques and procedures of the leaders so that the improvement in academic and other areas of student performance and achievement can be initiated. (Suparman, 2012, p. 7.)

However, adding instructional leadership to the duties of the principal is not simple. Instructional leadership requires a different sort of responsibility. It

might be that the role of the principal, as ordinarily defined in the job description, excludes the responsibility for instruction altogether because instructional leadership is neither understood nor valued by district administrators or local school boards. Although the essential of instructional leadership of the principals have been acknowledged, in reality, good instructional leadership skills are rarely practiced. Nowadays, more principals fail to exhibit day-to-day instructional leadership behavior as there are many complex problems and distractions to implement the instructional leadership at schools. (Doyle, 2002, p. 49.)

Nevertheless, as the contradiction of the instructional leadership, some researchers proclaim that the instructional leadership is a problematic nature in leadership and does not reflect on students' democratic decision making and needs to be changed (Leithwood, 1994, p. 499; Macneill, Cavanagh & Silcox, 2005, p. 178). As the result, many education activists try to break the dogma of instructional leadership and change it with transformational leadership (Leithwood, 1994, p. 499), constructivist leadership (Lambert, 2002, p. 20-22) and servant leadership (Greenleaf, 1977, p. 178-182).

In short, despite instructional leadership and management involve in various numbers of activities and processes and also distinguished by its character, instructional leadership is fundamental to successful school leadership. Therefore, it becomes important for researchers to focus on the theory and to describe what it looks like in practice. (Southworth, 2002, p. 76.) Thus, by conducting this research, the author desires to find out how instructional leadership is prescribed theoretically and how the principals in schools in Indonesia understand the meanings and how they implement it practically.

1.1 Statement of the purpose

This research is aiming to analyze the implementation of instructional leadership phenomenon as the basic concept of effective leadership that potentially affects the school's quality. The purpose of the study is to answer following three major research questions:

1. How is instructional leadership being implemented effectively at schools?
2. What are the complex problems and barriers while instructional leadership is being implemented at schools?
3. How do teachers get involved and cooperate with principal's instructional leadership at school?

1.2 Significance of the study

This study is essential to be carried out because it provides an analysis about how principal's instructional leadership is being performed at Indonesian schools. This study is also seeking an answer whether the instructional leadership would be suitable in Indonesian education system, or on the contrary, not suitable to be applied. The findings of this research provide the argumentation and comparison of instructional leadership definition based on both principal's and teacher's point of view and common understanding. The findings also bring data about the phenomenon of principal's instructional leadership interrelated with school's mission and vision, teachers, students and school stakeholders. In addition, the findings also provide data that can be used by principals to enhance their instructional leadership style through the use of feedback provided by teachers who participated in this study.

1.3 Organization of the study

This study has been divided into five chapters. The first chapter, Introduction, contains the background of the study and the purpose of the study. Also, it offers main research problems as a guide of the significance of the study. The second chapter, Literature Review gives an overview about the main topic of the study; leadership, leadership and power, school leadership, instructional leadership, principal's collaborative cooperation with teachers, instructional leadership (Indonesian context), the phenomenon of instructional leadership in various countries and critical views on instructional leadership. The research meth-

odologies of the study are presented in the third chapter. It shows that the study as a qualitative, inductive and a semi-structured interview as a data collecting method. The results of study are provided in chapter four. To complete this study, the discussion and conclusion are presented in the last chapter. It reviews the limitations of the study and the recommendation for further research.

2 LITERATURE REVIEW

2.1 Leadership

There are multiple definitions about leadership that researchers have been formulating. Basically leadership formulates the same thing – leadership is about someone who is getting other people to do something. Then, it proceeds to identify who is the leader and who is/are the follower/s. It emphasizes on how to influence. Leadership is an influence relationship between leaders and followers who are aiming at making changes that indicate their mutual purposes. It also involves the ability to lead for the leaders to encourage obedience, respect, loyalty and cooperation from the followers. (Kort, 2008, p. 409-411.)

In his book, Northouse successfully provides knowledge about leadership. According to Northouse (2004, p. 3), following components can be distinguished as the key points of leadership: leadership is a process, leadership involves influences, leadership occurs within a group context and leadership involves goal achievement. Based on those components, he formulates leadership as "a process whereby an individual influences a group of individuals to achieve a common goal". (Northouse, 2004, p. 3.)

Leadership is a process defined as a transactional and an interactive event that appears between the leader and followers and becomes available for everyone, not only the formally assigned leader in the group. Leadership relates to influence on how the leaders affects the followers significantly, therefore, there is a mutual cooperation among the leader and followers. Leadership occurs in groups either small or big groups that make impacts on each individual who has a common purpose. Moreover, leadership also involves the group's goal achievement where the leaders guide their followers to achieve their common goals together (Northouse, 2004, p.4-5.)

Moreover, applying the theory about leadership, we can relate the education context where the school is an organization; the principal acts as the leader and the followers are the teachers and the stakeholders. The principal has an important role in school. He/she is obliged to direct the teachers and stakeholders in order to reach their common goals together. It is very important for them to understand each other in order to avoid any contradictive issues that can lead to disunity of the organization. Moreover, the principal can be a symbol of the mutual cooperation among the teachers and stakeholders, the principal needs to accommodate their aspiration to develop the school programs. Also, the principal needs to act firmly yet emphatically in order to address some negative issues at schools.

Leadership plays a critical role in creating and sustaining a school. Among other things, leadership focuses on learning. It emphasizes the essential of learning, not only for the students but also teachers and staff. There are three areas integrated into the means of leadership; first is vision, how the leaders facilitate some actions to improve the students' outcomes and nurture commitments. Second is governance, how the leaders manage and control their staff and encourage their participation. Third is resource allocation, how the leaders place resources to support teaching and learning. (Hallinger & Hack, 2010b, p. 657.)

2.1.1   Leadership and power

To define power is a tricky business. Defining it, perhaps, is the most disputable issue facing the scholar of power. Based on socio-psychological concept, definition of power is social influence: the ability to transform the beliefs, attitudes, or behaviors of others. However, current theories define power as an interdependence theory: irregular direction over another's intended results. The results can be both concrete and abstract. (Knippenberg & Hogg, 2003, p. 141.)

The concepts of power and leadership have been and will proceed to be correlated. While an individual may use power without being a leader, an individual cannot be a leader without having power. Northouse (2004, p. 6) implies

that power concept is a part of the influence process. The leaders can affect the followers because they have the power to do so. They tend to have the ability to affect their followers' principle, behavior and action. When the leaders use their power, they use their resources to make some changes in the followers.

In organizational settings, leaders must exercise power in order to fulfil the goals of the individual and the team, as well as the organization itself. Leaders must be able to influence their followers to achieve more significant performance. Also, it is important that leaders should be able to encourage their superiors and peers to make important decisions. (Bal, Campbell, Steed & Meddings, 2008, p. 5.)

Moreover, in his book about leadership, Northouse proposed two major types of power; position power and personal power. Position power relates to power based on the hierarchical system in the organization, for example, in a company, the president director has more power than the manager because of his/her position in the company. On the other hand, the personal power relates to the power obtained from the followers. For example, the managers consider having power for their subordinates because they have their competencies to be good role models. (Northouse, 2004, p. 6-7.)

Based on Northouse's book about power, a principal relates as; a figure that has power at school, he/she has position power, as a leader. Based on the school organization system, principal stands on the highest position. Therefore, he/she has power to achieve the school's common goals. Moreover, the principal should also have personal power that he/she has received from the followers. Ideally, the principal should be a good role model for the teachers and stakeholders. (see Northouse, 2004, p. 8.)

In addition, according to Knippenberg & Hogg (2003), power is not just related to the compulsion of power but it also impacts on the results. In other words, it is the power to control valued resources. That means power can be inspirational. Leaders should apply positional power and/or charismatic power which can place their subordinates/followers in a vulnerable position. Thus, in the connection with school principal as a leader: he/she needs to demonstrate

positional and/ or charismatic power in order to be a figure that can be inspiring and empowering to his/her teachers. A leader shows self-confidence (be modest and kind). A positive attitude of a school's principal, then, will affect teachers' work performances. (See Knippenberg & Hogg, 2003, p. 141.)

2.1.2   School leadership

Leadership has very important impacts on the quality of the school organization and on students' outcome. This is applicable with the meaning of leadership since leadership is all about organizational advancement. Particularly, it is all about organizing the organization (school) to achieve shared goals. The goal of school leadership is school improvement. Indeed, school leadership is an essential part for school effectiveness in order to prepare students to reach their future success. (Leithwood, Day, Sammons, Harris & Hopkins, 2006, p. 11.)

In addition, school leadership, an effective one, has been an important groundwork for school improvement and student achievement. (Hariri, et al., 2012, p. 454, Raihani, 2008, p. 481-482.) This could have happened because based on most leadership researchers found that school leadership facilitates students' achievement through the provision of better school conditions (Raihani, 2008, p. 483).

According to Leithwood et al., (2006, p. 33) in order to improve the school and students' outcomes, the leader, in this case, the school's principal needs to involve and engage all school elements. The schools elements consist of teachers and school stakeholders. School principals need to be able to motivate and improve the conditions of all school elements. To be successful, therefore, requires principals to have cognitive and emotive qualities, strategies and skills.

Furthermore, Hariri et al., (2012, p. 454) advise that school leadership should not be separated from the principal's decision-making styles and teachers' job achievement. Decision-making and job achievements are important elements of leadership. By understanding decision-making styles will encourage principals to perform well in making a decision. As a result, effective decision-

making by principals will effectively assist teachers to meet their job satisfaction.

Moreover, Fullan (2001) found out the evidence of school improvements since 1990s. The school improvement involves principals who are (1) accommodative, (2) focus on student learning, (3) productive and (4) both pressure and support. Principals are expected to work together with parents, teachers and school stakeholders to stimulate action. (Fullan, 2001, p. 142.)

Theoretically, instructional leadership is an important principle for the dynamic establishment of broader school leadership. This concept is determined by understanding the educational leaders who highly contribute on improving the students' learning outcomes. (Sofo et al., 2012, p. 508.)

2.2   Instructional leadership

A strong instructional leader is important for a school to be successful. There have been a lot of new various development programs and trainings for principals in order to bring success to the schools. The development trainings and programs are designed to build the characters of instructional leadership as a strategy to increase students' performances. (Hallinger, 2005, p. 222.)

A review of the literature by Hallinger and Heck (1996a, 1996b, 1999) found that instructional leadership was the most frequently studied model of school leadership over the past twenty-five years. The research on instructional leadership has been extensive and global in scope. Important contributions have been made by researchers in the North America, Europe, and Asia. Since the mid-1980s, scholars have taken advantage of these tools to produce an unprecedented number of empirical studies of principal instructional leadership. (Hallinger & Heck, 1996a; 1996b; Heck & Hallinger, 1999, p. 7.)

How do we describe the best image of a school's principal? Such principal is often described as in metaphoric terms; 'runs a tight ship', 'sure keeps the parents at a bay', 'knows the district inside and out' or 'keeps the building ship-

shape'. However, the imagery terms seems definite when we describe the principal as a strong instructional leader. (Smith & Andrews, 1989, p. 7.)

Accordingly, principals are faced with an academic mission. They must adhere to standards set for student achievement, and be held accountable for results (De Pree, 1989, p. 12). On the other hand, Leithwood (1994, p. 500) describes the role of principal as chiefly, being a problem-solver because building administrators are continually required to solve problems. Greenfield (1987, p. 26) agrees that in the role of a problem-solver, the principal must be a good communicator and adept at interpersonal relations (Greenfield, 1987, p. 26).

As a contrast, other researchers argue that it is impossible to look to the principal alone for instructional leadership, when instructional leadership is everyone's work (Fulmer, 2006, p. 110). In fact, it is hard work, because, to perform instructional leadership well, a principal must be competent, skillful with statistical data, be able in connecting and communicating with teachers both on formal and informal levels and knowing about and be able to carry out the specific methods and strategies that are most effective for enhancing student achievement. (Purinton, 2013, p. 279.) Therefore, they proposed one of the latest in the list of designer-leadership style; in order to create learning as something to focus on and valuable for every member, leadership is a part of activities of whole education communities and must be distributed (Fulmer, 2006, p. 110).

In short, despite instructional leadership and management involved in various numbers of activities and processes and also distinguished by its character, instructional leadership is a fundamental to successful school leadership. Therefore, it became important for researchers to focus on the theory and to describe what it looks like in practice. (Southworth, 2002, p. 76.)

Moreover, Smith and Andrews (1989, p. 2) emphasize the essential of implementing principal's instructional leadership in order to improve the quality of school. To improve quality of schools, the government needs to improve the professional practice of school principals by understanding the meaning of instructional leadership, develop some programs designated to select and educate

the principals, assist school districts to develop the principal's selection process, implement superintendence to monitor the principals' performances.

To sum up, as an instructional leader, the role of the principal is very crucial within the school while the principal affects the quality of the school, the standard of individual teacher instruction, the eminence of student achievement, and the level of efficiency in school functioning. However, although the essential of instructional leadership of the principals have been acknowledged, in reality, good instructional leadership skills are rarely practiced. Some of the factors of this phenomenon are the lack of education, training, and the time for the instructional leadership role and of the increasing volume of paper work.

2.2.1 The characters of principal's instructional leadership

According to Findley and Findley (1992, p. 102), "If a school is to be an effective one, it will be because of the instructional leadership of the principal". The approach to conceptualizing instructional leadership has been reviewed by researchers to identify the characteristics of principals from effective schools. For example, the items that can describe the characteristics are, the attempts of school principal to define mission, to manage curriculum and instruction, to promote school climates, to establish school goals and standards and to facilitate teachers and staff. (Duke, 1986, p. 74-75.)

Moreover, instructional leaders are characterized as strong, directive leaders who have successfully transformed their schools effectively. Instructional leaders are also perceived as culture builders who can nurture high expectations and standards for their teachers and students. As goal-oriented figures, instructional leaders were able to set some goals for the schools and direct the teachers and stakeholders to reach the goals together. The goals were clearly stated in school's mission and vision. (Hallinger, 2005, p. 223-224.)

Smith and Andrews (1989, p. 8-9) propose ten characters of principal who demonstrates strong instructional leadership. The principal's characters include; puts curriculum and instruction issues on top priority, is able to organize resources to accomplish the goals and performs as a leader with direct in-

volvement in instructional policy. Those ten principal characters show that a principal who demonstrates strong instructional leadership does not only acknowledge and commit to the school's goals, but also needs to be able to strongly encourage the teachers and school stakeholders to reach the goals. Moreover, there is an urgent need for the principal to be able to cooperate with them and to maximize the school's resources such as time, materials and even ideas. The principal also needs to be active and open-minded while facing some constructive critique from the teachers and school stakeholders in order to make some changes at school. (Smith & Andrews, 1989, p. 8-9.)

In addition, in order to understand the characters of the principal's instructional leadership, Hallinger (2005) suggests three dimensions for the role of instructional leadership principals; defining the school's mission, managing the instructional program and creating a positive school climate. (Hallinger, 2005, p. 224-227.) Hallinger has developed these ideas by reviewing previous researchers describing the relationship between principal leadership and students' achievement. Instructional leadership was described as occurring along multiple dimensions and synergizing a number of practices. (Southworth, 2002, p. 77.)

FIGURE 1. Hallinger's three dimension (Hallinger, 2005, p. 225)
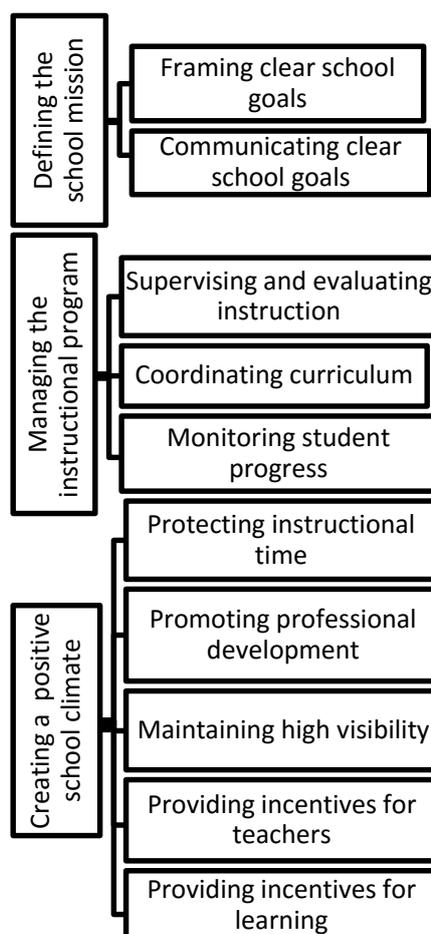
Defining the school's mission.

There are two functions that include the first dimension; *framing the school's goals* and *communicating the school's goals*. This dimension focuses on the principal's role in establishing the main purpose of the school. The school's goals can be determined by the principal or in cooperation with the school staff. This dimension concentrates on the principal's role working with the school staff to make sure that the school has *clear, measurable, time-based goals focused on the academic progress of students*. The principal is also responsible to declare and spread the goals through the whole school stakeholders so that they will support and integrate the goals into their daily practice.

In this dimension, there are several characteristics of the instructional leader's role in defining a clear mission. First, the mission needs to be stated

clearly and it needs to be widely known. For example, the principal can put the mission statement on the banner or on notice board at school. Second, the goal needs to be focused on the academic progress. Third, the mission has to prioritize teachers' works. Fourth, the goal needs to be known and acknowledged by teachers throughout the school. Fifth, the mission needs to be clearly declared, actively assisted, and modeled by the principal. (Hallinger, 2005, p. 225.)

Managing the Instructional Program

This dimension integrates three leadership functions; *supervising and evaluating instruction, coordinating the curriculum*, and *monitoring student progress*. Basically, the second dimension aims at the integration and control of instruction and curriculum. The principal is required to have proficiency in teaching and learning at school and also to have commitment in developing the school. The principal needs to be highly involved in encouraging, directing, and observing teaching and learning at school. (Hallinger, 2005, p. 226.)

Promoting a positive working climate

This dimension has wider range and goals than the other two dimensions. The third dimension consists of following functions; *protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high expectations and standards*, and *providing incentives for learning.* Ideally, effective schools establish an "academic press" by thriving the students' and teachers' high standards and expectations. Eventually, the principal should set and pose values that create a climate and supports the teaching and learning enhancement continuously. (Hallinger, 2005, p. 226.)

By viewing the abovementioned Hallinger's three dimensions, instructional leadership is likely to be more effective when the principals develop the abovementioned dimensions continuously with purposes and practices. The principals need to imply values and practices that create a positive atmosphere and support the continuous development of teaching and learning at school. (Hallinger, 2005, p. 227.)

2.2.2   Principal's collaborative cooperation with teachers

The term instructional leader is defined as actions leaders who improve teaching and learning (King, 2002, p. 61). Although principals have ideas about the way they lead their schools, their success as leaders also depends on teachers' support and how they perceive their principals. If teachers perceive principals in a negative way, then principals will have problems performing their duties, because such negative perceptions can be perceived as lack of confidence in the principals' leadership style. Positive perceptions on the part of teachers can provide principals with the mandate needed to lead in an efficient and effective manner (Pashiardis, 1998, p. 3). Therefore, it is essential for principals to reveal how teachers perceive them as instructional leaders.

Moreover, Hallinger and Heck (1997) proposed a theory that leaders obtain their goals mainly through teachers.

> Leadership practices contribute the outcomes desired by schools but the contribution is always mediated by other people, events and organizational factors such as teacher commitment, instructional practices or school culture. This conceptualization is consistent with the preposition that leaders achieve their results primarily through other people. (Hallinger & Heck, 1997, p. 167.)

In previous research, it has been found out that teachers' trust towards the principal has improved the school. The researchers authenticated strong evidence regarding the connection between the teachers' trust towards their principals, the leadership practices that develop the trust and their impact towards the teachers' attitudes, school organization and students' learning progress. (Helstad & Moller, 2013, p. 247.)

The way teachers perceive their principals' roles is important, because positive perceptions of the roles of principals among teachers can provide principals the confidence and the mandate needed to run their schools. Poor perceptions of the roles of principals may negatively impact the way principals perform their duties. Support from teachers is considered important, because principals and teachers are expected to work collaboratively as a team in order to foster intellectual growth and to provide teachers and students with guidance

and direction. Therefore, it is necessary to recognize and understand how teachers perceive their leaders (Lewis, 1986, p. 67; King, 2002, p. 61).

In addition, effective schools require teachers with culture of cooperation (Blasé & Blasé, 1999, p. 364: Southworth, 2002, p. 88). The culture of cooperation aims at teachers' development through some strategies included teacher mentoring, coaching and school-based professional development. School principals are expected to be the leaders who are capable in creating such culture in schools because it demands openness, trust and security where teachers feel confident to become learners. Thus, instructional leadership is about leading teachers' learning professionally. (Sothworth, 2002, p. 89.)

2.2.3   Principal's instructional leadership behavior involved with teachers

Blasé and Blasé (1999), in their research about principal instructional leadership and teacher development, reveal that principal's instructional leadership behavior has a strong impact on teachers. They suggest the principals to use instructional leadership strategies include (a) talking with teachers to promote reflection and (b) promoting professional development. Those strategies have powerful increasing impacts on teachers emotionally, cognitively and behaviorally. (Blasé & Blasé, 1999, p. 367.)

Talking with teachers to promote reflection includes principal strategies of making suggestions, creating feedback, modeling, using inquiry and asking advice and opinions from the teachers and praising them. Strategies linked with promoting professional growth included significance on the study of teaching and learning, support for cooperation, development of instructing relationships, support for program reorganizing, teacher development programs, and use of action research. (Blasé & Blasé, 1999, p. 367.)

In later research, Southworth (2002) propounds three interrelated aspects to effective instructional leadership behavior which involved teachers: talking with teachers, promoting teachers' professional progress and nurturing teacher reflection. Those three aspects are connected to three other principal's behaviors that can impact to either positive or negative effects; being visible –versus inter-

rupting and abandoning, complimenting results –versus criticizing and expand-
ing autonomy –versus keeping control. (Southworth, 2002, p. 80.)

Positive effects are related to the use of visibility, praise and autonomy,
while ineffective principals used abandoning, criticism and control. Such prin-
cipals believed that most teachers enhance their teaching progress only with
intentional support and cooperation. From previous researches, some principals
thought that when they had given minimal information and support, most
teachers would be able to analyze their own teaching and develop their peda-
gogic goals. However, this concept was overly optimistic and most teachers
could not develop such goals. (Southworth, 2002, p. 80.)

As a solution, Southworth (2002) suggests that teachers can develop their
goals by conferencing. Conferencing was described as involving knowledge
and skill in following areas; classroom observation, teaching methods, under-
standing the relationship between teaching and learning, knowing how to make
the conference reflective and non-threatening, developing communication skills
and building awareness of the development stage, career state and commit-
ment. (Southworth, 2002, p. 80.)

2.2.4   The barriers of principal's instructional leadership

The role of principal in providing good quality of education has been acknowl-
edged as an essential organizational characteristic of schools. However, the ap-
propriate methods how the principals should fulfill their roles have been a po-
lemic subject. (Smith & Andrews, 1989, p. 29.)

Fullan (2001) states that, "The role of the principal has become dramatical-
ly more complex, overloaded, and unclear over the past decade" (Fullan, 2001,
p. 138). Because the principal's role is changing from that of building manager
or administrator to instructional leader, the principal requires ongoing, substan-
tive staff development and support to refine, extend, and evaluate his supervi-
sory skills (Smith & Andrews, 1989, p. 40).

Because of the changing role, the principals often deal with some barriers
that prevent them to maximize their potential, such as, lack of time for monitor-

ing the instruction. This happens because they do not have any sufficient support by the staff or secretarial assistance to manage their daily tasks. Sometimes, the principal also has the feeling of instability in the distribution of authority and responsibility between the central office of the school district and the individual buildings. This inconsistency makes the principals not to be able to fulfil their authority. Principals might also be experiencing the difficulties when trying to bring changes to the school due to some collective bargaining agreements either with the school district or the school stakeholders. Besides that, principals might feel frustration because the school district rewards them for well-managed and efficiently operated school instead of seeing them as instructional leaders. (Smith & Andrews, 1989, p. 25.)

Furthermore, Hallinger and Murphy (1987, p. 55) state that there are four obstacles that restrict principals from practicing instructional leadership; lack of knowledge of curriculum and instruction, professional norms, expectations of school district and role of diversity. Moreover, they added the fifth obstacle that seems to make the role of the principal more difficult to assess; the lack of clear definition of the principal's instructional leadership role (Hallinger & Murphy, 1987, p. 57).

The other common problem an instructional leader often deals with is in managerial shortcomings. The main causes of managerial shortcomings are the lack of proficiency in management processes, experience in administering the authority and commitment. The managerial shortcomings can prevent schools to become effective ones. (Sofo et al., 2012, p. 514.) Also, a principal often fails in finding appropriate time to regularly observe all of the teachers. Likewise, it is hard for them to accommodate comprehensive hands on mentoring on instruction and curriculum (Horng & Loeb, 2010, p. 66.)

In addition, based on some studies on instructional leadership, Horng and Loeb (2010) conclude that the model of traditional instructional leadership does not seem to fit the reality of many of today's schools. Despite of the necessity of principals' instructional leadership who are characterized as "hands-on" leaders, involve with curriculum and instruction issues, feel confident to work with

teachers directly and present in the classroom often, in reality, it is difficult to be applied, especially in larger schools. It is not easy to find appropriate time to regularly observe all of the teachers or accommodate comprehensive hands on mentoring on instruction and curriculum. (Horng & Loeb, 2010, p. 66.)

2.2.5 Possible solutions for the barriers

Some of previous studies found out that teachers' capacities could be further advanced if principals were to foster more strategic methods to development. Based on their studies, they found out that by constructing the teachers' capabilities to learn to teach and lead well was an essential leadership strategy (Sofo et al., p. 514).

Moreover, similar studies by Sofo et al., (2012) support this theory by presenting evidences that leaders can influence teachers' motivation, including their levels of devotion, sense of efficiency, self-esteem, job achievement and levels of stress. (Sofo et al, 2012, p. 514). There are many applicable strategies in developing teachers' qualities such as sending them to various trainings provided by the government or private institutions, giving support and motivating them to be more creative in giving lessons and appreciating teachers for their good work. These strategies had following impacts on student learning and performances. Thus, school leaders need to build these capacities vigorously. (Sofo et al., p. 514.)

In addition, based on their work, Horng and Loeb (2010) suggest an innovative idea to overcome the managerial shortcomings: organizational management for instructional improvement. This leadership emphasizes organizational management for instructional progress rather than day-to-day teaching and learning. Organizational management for instructional improvement means fulfilling a school with high quality teachers and providing them the support and motivation and also resources to be successful in the classroom. (Horng & Loeb, 2011, p. 67.)

Moreover, Horng and Loeb (2011) also suggest that principals should be able to be organizational managers at school. Strong organizational managers

are effective in hiring and supporting staff, allocating budgets and resources and sustaining positive working climate and learning environments. Schools which are led by such principals are likely able to demonstrate students' academic improvement. However, in daily practice, in average, only one fifth of the principals' time is dedicated to organizational management activities. Most principals spent almost a third of their time doing administrative tasks such as disciplining students, fulfilling observance paperwork-that does not relate to the school's outcome development. (Horng & Loeb, 2011, p. 68.)

2.3   Instructional leadership: Indonesian context

Based on a study conducted by Sofo et al., (2012) about instructional leadership in Indonesian school reform, instructional leaders have a major contribution in student outcomes. Instructional leadership is an essential conceptual imperative that shows significant relations among school leaders. There is available evidence on the importance of instructional leadership in Indonesian education system. Therefore, Sofo et al., suggest that the principals in Indonesia should be encouraged to perform instructional leadership. This type of leadership is able to create new ideas to foster and to maintain improved academic progress of the school as a whole and of students in particular. (Sofo et al., 2012, p. 517-518.)

Instructional leadership conceptualizes as 'an organizational capital aimed at school establishment (Sofo, et al., 2012, p. 509). The theory has been broadly dispersed in effective schools; the principals practiced strong instructional leadership, therefore, the government tried to urge all principals to implement the instructional leadership in order to develop their schools more effectively (Hallinger, 2005, p. 223). In addition, in the training module for the principals based on Departement Pendidikan Nasional or Minister of National Education, 2007, it stated that the main characteristics of effective schools are when the principals are (a) exercising strong instructional leadership, (b) having high expectations for student achievement, (c) creating learning environment that are solicitous and comfortable, (d) emphasizing on basic skills, (e) monitoring continu-

ously the students' progress, and (f) clearly formulating the school's goals. (Departement Pendidikan Nasional, 2007, p. 6.)

Furthermore, in order to enhance the school's quality, MNOE administered principal's qualifications. Based on their regulation, the principal's qualifications consist of two categories; general and specific. In general qualification, a school principal is required to : (1) have graduated with a Bachelor's degree or Diploma IV majoring in education or non-education from accredited universities, (2) be maximum 56 years old, (3) experience in teaching minimum 5 years for becoming a principal in primary to high school, and 3 years in kindergarten (4) entitled to minimum category III/C for civil servants and non-servants who are ranked similar. In specific category, principal needs to have current status as teacher, have formal certification in teaching as well as becoming school principal. (Minister of National Education, 2007, p. 3.)

Moreover, the function of a school principal is during his/her principalship, he/she needs to be able to demonstrate 5 (five) dimensions of competency: personal, managerial, entrepreneurship, supervision and social. (Minister of National Education, 2007, p. 5.) Each dimension consists of specific competencies. For the first dimension, personal, a principal is expected to be an integrity leader who can be a good example for his/her teachers and students. He/She also needs to have a strong desire not only for self-development but also for the school's development.

The second dimension, managerial, a principal is required to be able to organize school planning optimally, to manage the school changing and development, to create a conducive and innovative school culture for all of the stakeholders, to manage not only teachers and staff but also facilities and infrastructures, to establish and maintain good relationship between school and social community in order to gain positive support, organize students and school capacity, to develop curriculum and school activities based on national education vision and mission, to manage school finance transparently and effectively, to organize the school administration, to manage special service unit at school in order to reach school goals, able to utilize and organize information system to

enhance the school's quality, able to monitor, evaluate and make action plans for the school program activities.

Entrepreneurship is the third dimension, in this case, a principal is required to create a useful innovative to develop the school, to work hard to achieve school goals, have a strong motivation to be successful in becoming the school leader, always trying to find good solutions for emerging problems at the school, having entrepreneurship intuition in managing the activities of school production/service as the main learning source for students.

The next dimension, Supervision, a school principal is demanded to be able to make a planning program academic supervision in order to develop teachers' professionalism, to perform academic supervision towards teachers using an appropriate approaches and supervision methods, able to follow up the supervision on teachers.

Social, is the last dimension, in this case, the school principal needs to be able to build good collaboration and cooperation with other parties to develop the school, to take parts in social activities, to have social sensitivity towards others. (Minister of National Education, 2007, p. 5.)

A principal is expected to be able to delegate some tasks to the right people, determine the correct time and place for school activities, able to support his/her teachers to do their tasks based on the applicable standards, therefore, a school principal needs to have a good interpersonal communication skill with their subordinates so that miscommunication will not happen. (Musfah, 2015, p. 2.)

2.3.1   The problem of principal's instructional leadership in Indonesia

In Indonesia, instructional leadership is often viewed as 'leadership that is mainly giving commands or giving instructions'. This happens when people translate 'instruction' literally to Indonesian as 'to command', 'to mandate' or 'to order'. This false perspective often caused resistance from principals and educators in using terms of instructional leadership as their major principles. (Suparman, 2012, p. 7.)

The major problems for school principals in Indonesia were classified by three areas; managerial shortcomings, change and irrelevancy and quality of teaching (Sofo, et al., 2012, p. 513-517). The first problem, area one, is the lack of managerial skill at both local government and local schools levels. Since education system in Indonesia applies decentralization and local autonomy, it requires more public participation and shared decision making. However, the local government has lacked of commitment to authorized local schools and is not able to accommodate them with adequate equipment and assistance. (Sofo, et al., 2012, p. 513.)

Moreover, Indonesia still applies hierarchical leadership in its education system. This is a difficult situation for the school principals as they still depend on instructions from their superiors in their school districts. Somehow hierarchical models in leadership are less effective in producing good quality school outcomes. (Harris, 2008, p. 179-180.) The principals still rely on the instructions and orders from their superiors in the school districts (Sofo et al., 2012, p. 513.) As a consequence the principals are not able to take initiatives to make necessary changes they need in order to develop their schools.

The second problem area is inconsistent changes of education policies especially in national curriculum due to poor instructional leadership. Until now, the government has been changing the curriculum frequently in order to improve the quality of education. However, the demanding curriculum has been criticized for not ideally illustrating students' qualities, opinions and interests. Only 30% of Indonesian students reach their education goals from the curriculum. The frequently changing curriculums have been seen as one of the major obstacles to enhance education quality in Indonesia. (Sofo et al., 2012, p. 514-515.)

The last problem area is the quality of teaching by Indonesia's teachers. Indonesian teachers seemed to be hesitant to accomplish tasks outside of their formal job descriptions. This condition is reflected in the salary and benefit systems in Indonesia where teachers are assessed based on their length of public service not based on their job performances. This has made the teachers to have

lack of ambition, less creativity and low innovation during teaching-learning activities. (Sofo et al., 2012, p. 515-516).

2.3.2   To overcome the problems in Indonesian schools

Furthermore, the problematic that emerges is the rapid changes in education policies especially those connected to national curriculum. Until now, Indonesian government has changed the national curriculum 9 times since independent era in 1945. (Rudianto, 2010, p. 5.) However, it has been stated that only 30% of Indonesian students reach their education goals from the curriculum. The demanding curriculum seemed ineffective, failed to meet students' needs and interests and also diminish the relevance of learning itself. This has been seen as one of the major obstacles to enhance education quality in Indonesia.

To encounter problem in this area, the school leaders need to be involved in consulting and supervising the educational policies especially in national curriculum. School leaders' roles are essential in adapting culture of change and managing the school to react positively yet critically to the rapid changes both in local and national education policies. This can create such atmosphere that inspires school members to be actively involved in change. (Sofo et al., 2012, p. 514-515.)

The quality of teaching is also a common problem appearing in the Indonesian education system. There are deficiency development, lack of goals and low ground-breaking and attention on job security. This situation has to be changed by setting up goals and expectations; by planning, organizing and assessing teaching and curriculum; by resourcing strategically in all fields; by providing and creating good and encouraging atmosphere. (Sofo et al., 2012, p. 516.). Based on their studies, Penlington, Kingston and Day (2008) suggest that teachers' capabilities can be enhanced through strategic approaches to professional development (Penlington et al., 2008, p. 77-78). By applying this strategy, the teachers will be more innovative, creative, and full of ambitions and ideas. The teachers in Indonesian schools can focus strategically on what is more targeted based on their unique and individual needs. Penlington et al. (2008, p. 79)

advise that principals play essential role in building and managing a clear strategic school's vision and create a culture that supports teachers to be innovative in improving students' outcomes.

2.4   The phenomenon of instructional leadership in various countries

Since 1980s, the instructional leadership has been a demand to be implemented in an effective school as the result of the external policies in some countries (Hallinger, 2005, p. 223). This concept has become increasingly popular in North America and has gained some interests in Britain and also some countries in Asia. However, writers and researchers usually opt for "educational leadership" or "pedagogic leadership". (Southworth, 2002, p. 73.)

Moreover, Hallinger (2005) states that "In the United States, instructional leadership became strongly identified as a normatively desirable role that principals who wished to be effective should fulfill" (Hallinger, 2005, p. 223). During the 1980s, the policymakers in education urged the schools' principals to implement instructional leadership in order to develop the schools. The policymakers believed that by doing so, it would enable the schools to enhance the students' learning outcome and make the school more effective. (Hallinger, 2005, p. 223.)

Furthermore, since the year2000 until now, the policymakers still urge the principal to exercise the instructional leadership as the US National Association of Elementary School Principals proposes that "high standards for student achievement call for high standards of performance from the adults involved in education process and suggests that principals must be leaders in improving instruction and student achievement "(Ezenne, A., 2010, p. 182).

Meanwhile, education system in South Africa has shown a greater need for accountability in school leadership. Based on The South African Schools Act, Act No. 84 of 1996, a school principal has a central position in the process of developing effective school leadership. The principal must undertake any applicable provincial law, professional leadership and public school. This means

that a principal can delegate some of management tasks to his subordinates. However, a principal cannot delegate his responsibilities of leadership in the organization of instructional and educational administration. (Zulu, 2004, p. 1.)

Since 1997, South Africa has been implementing the new curriculum, Outcomes Based Education (OBE), which has brought confusion among the principals as instructional leaders. The principals had to lead and manage the school, especially the teachers with only little or no training at all. (Zulu, 2004, p. 2.) As instructional leaders, principals seem to encounter some problems in guiding and monitoring the teachers. As a result, the need for accountability in school leadership has arisen. The school needs the adequate leadership of principals, otherwise performance of schools will decrease. Therefore the principal has to exercise strong instructional leadership for the success and effectiveness of the school. (Zulu, 2004, p. 1-2.)

Meanwhile, in Jamaica, based on Ezenne (2010), the schools fight with many obstacles in the education system, therefore, the roles of the principals become more crucial. The question that often appears is 'why some students progress in their studies while others do not?' The answer relates with the quality of the instructional leadership role of the principal. The principals were demanded to improve the students' achievement. (Ezenne, 2010, p. 181-182.)

However, in the daily practice, in Jamaican schools, many principals spend most of their time on routine activities and not enough time focusing on the instructional elements. There is a need for instructional leadership and management to equally function in order to improve the students' achievement. This can happen by creating a good collaboration and cooperation between principals and teachers so that the instructional program of the school can meet the students' expectancies. (Ezenne, 2010, p. 182-185.)

As one of the neighboring countries to Indonesia, the Philippines imply decentralization in their education system. There is a great need to improve education management at the school level. This need is widely recommended, although least assessed as education systems become decentralized. In previous research, done by Sindhvad (2009) who focused on education system in the

Philippines, the researcher reveals the factor which contributes to principals' sense of capacity for improving school quality. The most significant factor is when the instructional supports can make a difference in a classroom. It relates to principals' capacity for providing instructional supervision and professional development. This factor would provide important insights for strengthening education management at the school level. (Sindhvad, 2009, p. ii-iii.)

2.5   Critical views on instructional leadership

Nevertheless, sometimes the instruction can be polemic and very complex and the aspect of leadership can be misinterpreted and neglected. Macneill et al., (2005, p. 2) argue that the instructional leadership does not correlate with the students' learning output. Moreover, they assumed that instruction has a negative impact on students' understanding, decision making in the class. They connoted instructional with power; "The word instruction is contaminated with pejorative connotations of power. The command, *"I instruct you to do X,"* leaves the second party in no doubt about the power relationship between the speaker and the person being spoken to. As a result, instructional leadership, too, can be perceived as a power based transaction" (Macneill et al., 2005, p.2).

In addition, Hallinger (2003, p. 330) also criticized the instructional leadership which many believed to focus too much on the principal as the center of expertise, power and authority. As a consequence, in North America during the 1990s, scholars and practitioners began to introduce other terms such as shared leadership, teacher leadership, distributed leadership, and transformational leadership to be well known in the education context. (Hallinger, 2003, p. 330.)

Macneill et al., (2005) point out that, "The real focus of education is student learning, not instruction. Concentrating on instruction can lead to a de-professionalization of teaching accompanied by a push to employ untrained and partly trained teachers, in the context of a teacher proofed, mandated, text based curriculum" (Macneill et al., 2005, p. 3).

In Indonesia, the term of pedagogical leadership is not familiar in lectures and school leadership in practice. The teaching methodology being used in public schools is still 'traditional' where students are usually not very active in the classroom. The teaching-learning activities are more likely 'listening and doing exercises' rather than sharing the knowledge and interactive atmosphere. The relationship between teachers and students are quite formal and potentially can create a gap. In Indonesia, where the education system still clings on the hierarchical model, the teachers are placed higher than students. Therefore, teachers are considered right to the students. Teachers never make any mistakes.

Moreover, the bureaucracy or policy system of government sometimes is not giving enough space for schools to be more creative. This can be a challenge for enhancing the education qualities at schools. (Triatna, 2010.) As one of the solution, the teachers should know about the concept of pedagogical leadership (Macneill et al., 2005, p. 4).

As one of the solution, the teachers should know about the concept of pedagogical leadership; the pedagogic is not only about teaching (instruction) or didactic (how the material is taught) but also the process of acculturation of values and customs, through social interaction among learners, teachers and learning environment. With the abovementioned understanding, the researcher would determine the meaning of pedagogical leadership as an attempt to facilitate, support, and encourage teachers and school stakeholders to create a process of acculturation, especially the values of students in order to reach the goals set by school and stakeholders. In addition, pedagogy specifically recognizes the cultural, moral and societal aspects of what is learned and why it is learned. (Macneill et al, 2005, p. 4-6.)

3   RESEARCH METHODOLOGY

The purpose of this chapter is to discuss the methodology that is being used for this research. The chapter begins by presenting the aim of the study followed by the research questions. Moreover, it also describes the research paradigm and qualitative-inductive research design.

3.1   The aim of the study and research questions

This study is aiming at analyzing the implementation of instructional leadership phenomenon as the basic concept of effective leadership that potentially affects the school's quality. This study is essential to be carried out because it analyzes the implementation of instructional leadership phenomenon as the basic concept of effective leadership in Indonesian education context. The findings from this research will also provide information on how teachers perceive the role of principals as instructional leaders and how such perceptions reflect their teaching responsibilities.

As matter of fact, the studies on school leadership conducted in Asian schools in English are still scarce to find. This lack of information about Asian and other contexts of school leadership may restrict our understanding of a worldview on school leadership, particularly in Indonesia. (Raihani, 2008, p. 481.) Therefore, this study is aiming at analyzing in practice how principal's instructional leadership applies in schools in Indonesia.

The principal's instructional leadership is an important element to be applied in schools in Indonesia in order to develop the instructional systems that are effective and efficient. Additionally, this factor has been supported also with some former researchers that the improving schools cannot be separated from the role of principal's instructional leadership (Duke, 1986, p. 73; Hallinger, 2003, p. 329; Hariri, et al., 2012, p.453). In his book, "School

Leadership and Instructional Improvement", Duke (1986, p. 73) links the improving school with principals' instructional leadership.

The main focus of this study is on the school's principal as one of the most important individuals in school. Jackson and Davis (2000, p. 23) state that principals have the most potential to initiate and sustain improvement in academic and other areas of student performance and achievement. Principals are thought to have the most critical role in improving the quality of the school by reforming strategies toward improved students' results and a learning climate conducive for maximum achievement.

The term instructional leadership is defined as actions leaders take to improve teaching and learning (King, 2002, p. 61). Moreover, instructional leadership refers to the actions principals take to develop a productive and satisfying work environment for teachers and desirable learning conditions and outcomes for children (Greenfield, 1987, p. 24). It also refers to lists of characteristics usually associated with school principals whose work has been identified as effective (Purkey & Smith, 1982, p. 65).

In addition, the findings also provide data that can be used by principals to enhance their instructional leadership style through the use of feedback provided by teachers who participated in this study. The purpose of the study is to answer following three major research questions:

1. How is instructional leadership being implemented effectively in schools?
2. What are the complex problems and barriers of instructional leadership while it is being implemented in schools?
3. How do teachers get involved and collaborate with principal's instructional leadership at school?

The data was gathered by interviewing three principals and three teachers from three different schools in Indonesia. Some of the indicator tools for standard setting minimum passing grade also have been observed in the study.

3.2   Qualitative research

In conducting researches, there are two methods researchers can use to collect the data; quantitative and qualitative, depending on the character of the questions. Quantitative research is value-free and simply reports about reality objectively (Silverman, 2007, p. 35). It is essential that the researchers who conduct quantitative researches remain objective and stay clear from the subjects of the researches. Qualitative research, on the other hand, is non-mathematical research that avoids statistical techniques and produces findings not based on statistical data (Silverman, 2007, p. 33). Some examples of qualitative research include people's liefe histories, stories, attitudes, observed behavior, organizational functioning, social movements, relationship and interactions (Patton, 1983, p. 22; Silverman, 2007, p. 34).

Creswell (2007, p. 35) illustrated qualitative research metaphorically as "intricate fabric composed of minute threads, various colors, different textures and various blends of material". The whole concept may not be explained simply. Qualitative research is a research full of characteristics that are common to all forms of qualitative research. The distinction of characteristics then will get various significances depending on the qualitative project.

Moreover, qualitative research starts with presumption, a worldview, feasible use of theoretical lens. Based on his theory, Creswell defines qualitative research as a study of research problems in relation to social or human problem. To study the fundamental of research implies asking questions and seeking for answers by collecting and analyzing the data. (Creswell, 2007, p. 37.)

Furthermore, according to Silverman (2007, p. 44) qualitative research is a research work that understands and interprets how people view and create the world around them. One real strength of qualitative research is that it can use naturally occurring data to find the sequences ('how') in which participants' meanings ('what') are used and thereby build the character of some phenomenon.

FIGURE 2. Qualitative research. (Silverman, 2007, p. 44)

What→The phenomenon →How?

To conduct qualitative research, researcher should obtain access to people and settings and use a wide range of data gathering methods including long-term interaction, open ended questions, observations and in depth interviews (Patton, 1983, p. 22). Thus, it is important for the qualitative researchers to remain objective.

Based on Gay, Mills and Airasian (2006, p. 399), qualitative research is the compilation, investigation and explication of extensive visual and non-visual data in order to get knowledge of a distinct phenomenon of interest. The purpose of qualitative research is to develop an intense and holistic or intricate of understanding of a distinct phenomenon such as an environment, a process or even a belief. Thus, qualitative research offers flexibility and its ability to study phenomena which aren't available elsewhere. For that reason, the writer chose qualitative research to conduct this study and make it more interesting to follow.

3.2.1 Educational research

Morrison (2007) through her writing about educational research indicated that educational research considerably has a twin focus on a systematic inquiry; *attitude* and an *action* or *activity*. Both of them have a different way of thinking about educational phenomena. Research is indeed systematic, critical and self-critical inquiry which aims at providing the improvement of knowledge and wisdom. (Morrison, 2007, p. 13-14.) Systematic involves a sense of order and structure that needs planning and designing as well as process and outcomes. However, the terms critical and self-critical refer to research aspects that should be open to investigation and assessment by the researcher. Thus, educational research is the study of education that is both multi-disciplinary and inter-disciplinary. In fact, this makes educational studies exciting yet challenging.

Educational research aims at acknowledging the understandings of relevant phenomena to the discipline in educational setting. (Morrison, 2007, p. 15.)

Upon her studies, Morrison invited us, the readers, to consider and reconsider that educational research is not just 'rule-driven'. This means not only to find out what the educators did not know before, but also to make skillful and intelligent inquiries which are rooted in and formed by a number of research traditions and by various ways of perceiving the educational worlds we live in. (Morrison, 2007, p. 14.)

3.2.2   Descriptive qualitative research

Descriptive research can be qualitative and quantitative, as Knupfer and McLellan (2001, p. 2) explain. Descriptive research sometimes requires collections of quantitative information that can be tabulated along a continuum in numerical form, or categories of information. The descriptive method is being used to conduct this research. It involves the collecting of data descriptively based on the situation. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic.

Moreover, the qualitative paradigm is a multisided method of conducting a research. It recognizes the need to listen to the view of the participants; the need to ask general open questions and collect data in places where people live and work and portrays research as an instrument of advocating for change and bettering the lives of individuals The qualitative approach, in its broadest sense, helps the researcher to know more about something than he or she did before engaging in the process (Creswell, 2008, p. 27).

Patton (1983, p. 36) further explains that the purpose of using the descriptive data is to take the reader into the setting by describing what has occurred. The data does not consist of good or bad, appropriate or inappropriate judgments. The descriptive data helps the reader to make their own judgmental criteria.

Descriptive studies have an important role in educational research. The studies have developed our knowledge about what happens in schools. There-

fore, it is important to acknowledge the nature and function of this research. The researcher needs to maintain focus on the questions to be answered by the research. Those questions will, then, decide the suitable approach to the investigation and its resulting methodology. The research questions will place the analysis into one of two areas: that which will illustrate data according to a particular organization, and that which will draw the conclusion about cause and effect. (Knupfer & McLellan, 2001, p. 4.)

Furthermore, it is important for this research to cover three main purposes of research; to describe, explain and validate findings. For example, educational researchers describe activities within classrooms concerning the implementation of technology. Educational researchers might use observational, survey, and interview techniques to collect data. These data could then be used to recommend specific strategies for implementing or improving teaching strategies. (Knupfer & McLellan, 2001, p. 4.)

This study was designed to investigate both principals and teachers about the role of principals' instructional leadership. A qualitative method was used by the researcher to gather the data. The purpose why the researcher chose the qualitative study was to match the approach to the research problem. Qualitative research is a type of research in which the researcher relies on the views of participants, asks broad and general questions, collects data consisting largely of words from participants, describes and analyses these words for themes and conducts the inquiry in a subjective manner (Creswell, 2008, p. 27.)

This research is conducted by using a holistic view in order to understand the whole phenomena and situations. The holistic approach makes the researcher to understand the totality of the research. It opens to gathering data on many aspects of the research's setting in order to get a complete picture of the social dynamic of a particular situation. (Patton, 1983, p. 40.)

Moreover, the research is also considered as inductive since the researcher is aiming at making sense of the situation without enforcing preexisting expectations on the research setting. The research attempts to understand the numerous interrelationships among dimensions which occur from the data

without making prior assumptions about the correlative relationships of variables that are functionalized. (Patton, 1983, p. 41.)

In addition, this research is designed in a naturalistic way, by means that the researcher does not try to falsify the research setting. The research setting is an event, a program, a relationship or an interaction that occurs naturally, without any intervention by the researcher. Thus, the point of using the qualitative method is to perceive the occurring phenomena naturally in their natural circumstances. (Patton, 1983, p. 41.)

By conducting this research in a holistic view, inductively and in a naturalistic way, therefore this research is close to the phenomenon under study. By undertaking the holistic-inductive through naturalistic study, represents a complete strategy for describing and understanding human service and education programs which include the researcher's role in conducting the evaluation. Moreover, this research strategy requires the researcher to understand the people and situations that are being studied, in order to comprehend the program life's details. (Patton, 1983, p. 41.)

3.3   Data collection

Qualitative findings can be acquired by three kinds of data collection: in depth, open-ended interviews, direct observation and written documentations. The interviews generate direct quotations from people about their opinions, feelings, knowledge and experiences. The observations data consist of detailed descriptions about people's activities, actions, behaviors that are part of observation. Document analysis includes quotations, personal diaries and written-responses of questionnaires and surveys. (Patton, 2002, p. 4.)

In addition, according to Patton (1983), there are four elements in collecting qualitative data : (1) the qualitative methodologist should get close enough to the people and situation being studied, (2) the qualitative methodologist should be able to capture the perceived facts, means, what actually takes place and what people actually say, (3) qualitative data consists

of a great deal of pure description of people, activities and interactions, (4) qualitative data consists of direct quotations from people, both what they speak and what they write down. (Patton, 1983, p. 36.)

3.3.1   Interview as a research instrument

Interview is a conversation with a purpose. It is a process of exchanging information and gathering data and perhaps, the oldest and one of the most acknowledged research tools. (Ribbins, 2007, p. 207.) In this research, the researcher used interview as a research instrument in order to determine what is on people's mind. The purpose of interviewing is not to influence other people's minds but rather to open access to other people's perspectives that is meaningful, cognizable and explicit (Patton, 1983, p. 196; Ribbins, 2007, p. 208.) The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996, p. 15).

Patton (1983, p. 197) describes three basic approaches in using open-ended interviews to collect the qualitative data to be: (1) the informal conversational interview; (2) the general interview guide approach, and; (3) the standardized open-ended interview. The difference among those approaches is the level to which the interview questions are made and standardized before the interview occurs.

In further, Patton (1982, p. 197) explains that *the informal conversational interview* is using spontaneous questions in the natural flow without any specific guidelines. During this interview, the interviewees may not even realize they are being interviewed. On the other hand, t*he general interview guide* approach includes specific outlines that are to be analyzed before interviewing begins. This approach is also called *semi-structured interview*. The interviewer needs to prepare the interview guide, more like a basic checklist, to make sure that the research topic is covered in the questions, however, no set of standardized questions are made in advance.   The last approach*, the standardized open-ended interview*, the interviewer needs to prepare the list of the questions in advance based on the relevant context and conduct the interview

with the same questions to each respondent. In this approach, the flexibility or spontaneity may less occur than the other approaches, however, that depends on the skill of the interviewer and the nature of the interview itself. (Patton, 1983, p. 198.)

Moreover, in order to yield rich and reliable data from the interview, it requires conducting effectively that includes four main keys to manage; schedules and questions, interviewer and the interviewee, recording and transcribing (Ribbins, 2007, p. 215). The first key, managing schedules and questions, is about knowing what kind of questions fit into the research topic. The questions should also encourage the interviewees to tell the right information. Ribbins (2007) implied that "effective interviewers use questions that enable interviewees to tell them what is in (or on) their minds and avoids those that put things there" (Ribbins, 2007, p. 215). Second key, managing the interviewee and the interviewer are essential parts in order to get the interview process right. It is important for the interviewee to stay neutral and objective. In addition, Ribbins advised that it is strongly encouraged to offer support and acknowledgment during the interview. (Ribbins, 2007, p. 216.). The next key is recording. Recording is an essential part of the interview because in interview studies, recording generates data and without data, research is impossible to conduct. There are four types of recording interviews; memory, taking notes, tape-recording and videoing. In this case, tape-recording with a good quality recorder is the best recording tool in order to produce better recording. (Ribbins, 2007, p. 216-217.) The last key would be managing transcribing. Transcribing is the best method in producing data. It will make analyzing the data easier and beneficially. (Ribbins, 2007, p. 218-219.)

In this research, the researcher gathered the data by using Patton's interview guide with semi-structured or general interview guide approach. The researcher prepared an interview guide or list of questions in order to make sure that basically the same information is acquired from a number of people from different sources with the same topic. Also, the list of questions enabled the researcher to compare the answers of the respondents who are from

different sources and backgrounds. The interview questions have been made in advance in order to make the interview process more systematic, focused, time-saving and comprehensible. Most of the respondents have been informed about the interview questions before the interviews were conducted. However, during the interview process, the researcher remained free to build spontaneous conversation and questions which were not on the list of the questions but still in the same particular topic.

Most of the interview questions were taken from literature based on the previous researches. This has been done in order to make the interview questions equivalent with the context and the concept of instructional leadership itself. Yet, in practice, it might be applied quite differently because of the situation and conditions in Indonesia are quite distinctive.

Principals' interview questions

The principals were asked five main questions completed with sub questions:

The first question is, "*how do you define instructional leadership (your common understanding)?*"The question is being asked in order to get the basic perception and honest opinion about the concept of instructional leadership from the principals. The answer of this question would be the main idea how the principals view the instructional leadership and how they implement it in practice. It is also essential to acknowledge their purposes as instructional leaders, therefore, the sub question being asked was: *What is your aim/goal as an instructional leader?*

The second question derived from a theory proposed by Smith and Andrews (1989, p. 2) that the concept of principals' instructional leadership based on the researchers has been embedded to effective schools. The principal who implemented the instructional leadership to define mission, manage curriculum and instruction and create a good school culture, can establish the school effectively. Hence, it is very important to acknowledge "*what are the roles of the principals in defining their school missions and how do they manage their school missions*". The researcher has, then, asked the principals sub questions: *how do*

they plan, implement, evaluate and develop the school mission in order to achieve more comprehensive answers. Moreover, based on the literature, it is also important to know the principals' willingness in creating their schools' culture and what their strategies are to do so, therefore, the researcher threw the question, "*how do you create a school culture?*".

In the third questions, the researcher would like to explore more about what the principals want their schools to become. In this regard, they need to have a clear vision. The questions are based on Rutherford's theory that effective instructional leadership principals need to have clear and informed visions. Visions that focus on students and their needs. Also, principals need to set up expectations from their teachers, students and school stakeholders. (Rutherford, 1985, p.32.) Hence, the researcher was eager to ask the principals *about their own vision towards their schools through planning, implementing, evaluating and developing the school visions.* Furthermore, the way teachers perceive their principals' roles is significant. Positive perceptions of the roles of principals among the teachers could provide the principals the confidence. While poor perceptions may negatively impact the way principals perform their duties. Support from the teachers is considered important, because principals and teachers are expected to work in cooperation as a team in order to foster intellectual growth and to provide teachers and students with guidance and direction. Therefore, it is necessary to recognize and understand how teachers perceive their leaders (Lewis, 1986, p. 67; King, 2002, p. 61-63). Thus, based on the theory, the researcher asked further questions about the teachers as sub questions: What are your expectations towards teachers in students' academic achievement? How do you monitor the teachers' progress during teaching-learning activities? How do you improve the quality of teaching-learning activities? How does the principal see the teachers' role in getting the goal? How do you work cooperatively with the teachers in relations to teaching and learning?

Also, it is valuable for this research to find out the procedure and process of the instructions the principal give to their teachers. Therefore, in the fourth

question, the questions focus on *how do the principals usually give instructions to their teachers, how do the principals recognize that their teachers support their instructions.* The last question of the third question is about *the obstacles the principals have met while they are giving instructions to their teachers.* It is important to acknowledge the problems in this research in order to acquire solutions.

In the final question, the researcher focuses on how the principals overcome the problems with students during teaching-learning activities. It is very essential for the principals to be a problem solver as one of their roles. The principals must be good communicators and adept at interpersonal relations (Leithwood, 1994). Therefore, the researcher asked the principals "*How have you supported the teachers to overcome problems with students during teaching-learning activities?*"

Teachers' interview questions

Moreover, interviewing the teachers is a part of this research, therefore, the researcher had good chances to interview one teacher at each school. There were three teachers in total. Basically, there are five main questions based on similar concept and context with the questions that are proposed to the principals. The first question is, "*how do you define instructional leadership (based on your common understanding).* The purpose of the question is to get the main idea how the teachers view instructional leadership and how they administer it in practice. By answering this question, the researcher can relate and compare the definitions of instructional leadership based on both principals' and teachers' answers. It would be interesting to know teachers' own perception about instructional leadership.

Next question is about teachers' role in performing the school's vision and mission during teaching-learning activities. Support from teacher is considered important in order to develop the school. Positive perceptions of the roles of principals among teachers can provide principals the confidence to create better school culture.

The third question is about *how they work in collaboration with their principal*

in teaching-learning activities. The principals and teachers are expected to work in cooperation as a team in order to encourage intellectual growth and to provide teachers and students with guidance and direction. Therefore, the researcher wishes to find out how the teachers can work with their principals. Since the principal has higher position than the teacher at school, the principal has a right to monitor the teacher's work. Hence, the researcher wants to analyze *how the principals monitor their teachers' teaching-learning activities* based on teachers' point of view. It is important to know how the teachers perceive their principals' monitoring. Will it be positive or negative? And if it is negative, what the teachers do in order to improve the principals' instructional leadership. Therefore, the researcher prepared sub question, *"how do you give feedback to your principal's instructional leadership?"*

Furthermore, in the next question, the researcher tries to explore more about how the principals give the instructions to the teachers –based on teachers' perspective. What are their honest opinions on how systematic their principals are in giving orders or delivering information to them. Do the teachers view it negatively or positively? Also, the researcher wishes to know the problems the teachers have while the principal gives the instructions.

The teachers' support is very essential to their principals, especially when the principals are experiencing problems with students during teaching-learning activities. Hence, the researcher wants to explore more about how teachers support their principals in overcoming the problems.

3.3.2 Participants of the study

The respondents of the interviews were three principals and three teachers of three different schools in Indonesia, specifically in the area of Jakarta and Tangerang. Two schools are private junior high schools with different backgrounds. The differences are the funding sources, school systems and structures.

School Selections

Three schools were selected for this study: one senior high (state school) and two junior high (state and private school) on the basis of following criteria:

- Schools whose principals are active and communicative
- Schools where the principal had been in the principal position for at least two years.

The School A, The School B and The School C were chosen by the writer since the principals at the schools meet the criteria above.

School A

It is a private junior high school located in the outskirts of South Jakarta. The school is built in the year 2011. The ages of students range from 13 to 17 year old. The students mostly come from middle to upper socio-economic backgrounds. The numbers of students are less than 200.

School B

This school is located in East Jakarta. It is a private junior high school. The ages of students range from 13 to 17 year old. The students mostly come from lower socio-economic backgrounds, with more than 50 percent of students receiving scholarships from the school. The numbers of students are less than 200.

School C

Is a public Senior High School located in West Jakarta. It has been built in 1983. Most of the students come from middle to lower class families, in which most of the parents work in public services and private sectors. The number of students is more than 500.

The interviews were conducted voluntarily with good enthusiasm by all of the respondents. The languages being used were both Indonesian and English. The principal and teacher from School A communicated in English while others conducted partially in English and Bahasa during the interview. The interviews were conducted separately. All of the interviews were done at each school's location. The researcher had the possibility to not only interview the participants but also to visit and observe the classrooms in School A and B. The

time allocated per interview was around forty-five minutes.

Each interview was recorded with a recorder to be transcribed later. In addition, taking notes was done as well to make sure everything based on the interview guide and there would be no essential things to be missed. All of the participants were familiar with the research topic. The body language was also observed during the interview in order to know whether the participants were comfortable with the questions or not. However, since the interviews were conducted in informal settings, all of the questions were answered accordingly. Some spontaneous questions were asked and answered effectively. At the end, the researcher thanked all of the respondents for their valuable contributions and positive cooperation.

3.4   Data analysis

"Analysis is the researcher's equivalent of alchemy – the elusive process by which you hope you can turn your raw data into nuggets of pure gold. And, like alchemy, such magic calls for science and art in equal measure"

(Watling and James, 2007, p. 350)

Analysis of qualitative research means a process of making data that the researcher has gathered systematically to become valuable findings in the research. The analyzing of the data is conducted throughout the project. It is a repetitive and constant part of the research process. Watling and James (2007) stated that,

"in the analysis of qualitative research that means making a series of deliberate, critical choices about the meanings and values of the data you have gathered, and making sure that your decisions can be justified in terms of the research, the context in which it was carried out and the people who were involved in it" (Watling & James, 2007, p. 352).

Moreover, this research is conducted by using thematic analysis which demanded specificity yet flexibility. By doing this research, the researcher is aiming at revealing the definition of instructional leadership by each participant's

common understanding. During the interviews, there were long conversations, however, after doing the transcribing, the researcher paid little attention on how the story with the interviewees described, since in thematic analysis, the language is viewed as a source rather than a topic of the research (Riessman, 2007, p.58).

Other reason why this study was conducted by using the thematic analysis is because based on Braun and Clarke's suggestion that thematic analysis provides the fundamental skills that will be useful for carrying out various forms of qualitative research (Braun & Clark, 2006, p.4). Thematic analysis also provides a quite flexible and useful research tool. Because of flexibility, it can provide a fruitful and detailed, yet elaborate account of data. However, the flexibility also needs a clear demarcation in order to decide which particular form of analysis the researchers try to pursue. (Braun & Clark, 2006, p.5.)

Furthermore, Watling and James identified a series of different stages where analytic process can be found. Therefore, they proposed six elements of qualitative data analysis; defining and identifying data; collecting and storing data; data reduction and sampling; structuring and coding data; theory building and testing; and reporting and writing up research (Watling & James, 2007, p. 354).

FIGURE 3. Six elements of qualitative data analysis (Watling & James, 2007, p. 354)
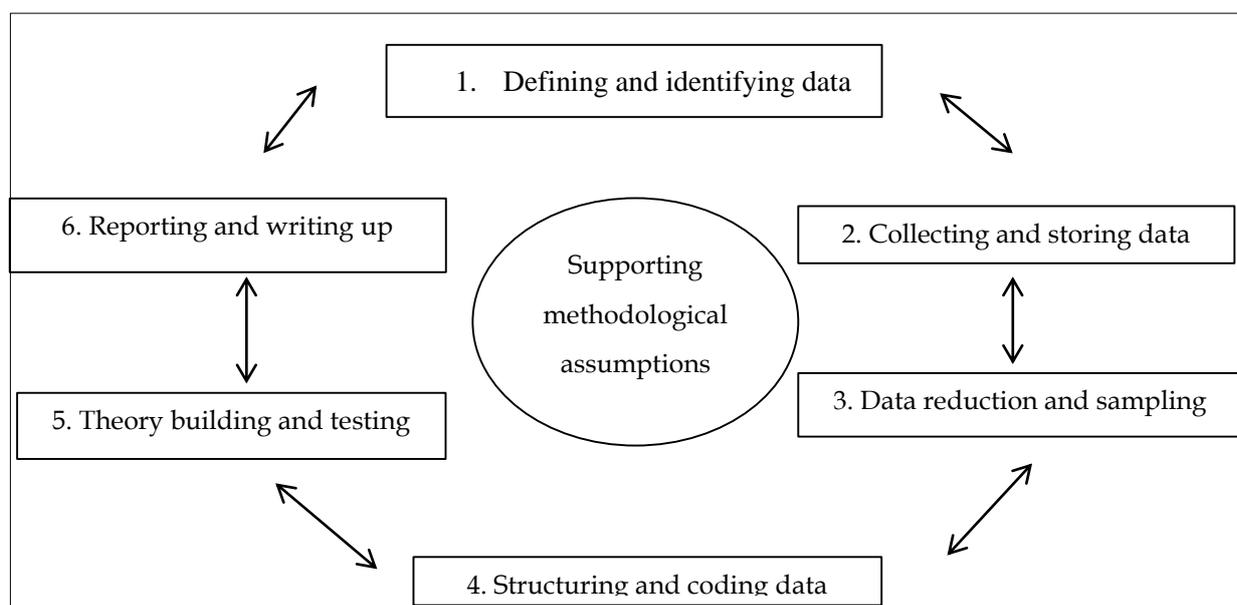
In the first stage, defining and identifying data, the analysis process requires researchers to focus on selecting the data as the valuable means for the research. Watling and James referred this stage as "weighing up the value and worth of specific things and deciding whether or not they are likely to count in the research" (Watling & James, 2007, p. 354-355.) Following this stage, the researcher had read the interview transcript as many times as possible. In this part, the researcher tried to make frequent notes in the margins to identify important statements which can become essential data.

In the second stage, collecting and storing data, researchers start to build opinions and judgments about the data. During interview, theories start to formulate in the researchers' mind. The theories may be indefinite, temporary or incomplete. (Watling & James, 2007, p. 357-358.) In this stage of the present study, the researcher started to store the data. The researcher tried to print the interview scripts with line numbers so that it would be easier to analyze the data.

In the next stage, data reduction and sampling, researchers should reduce the amounts of data that is ideal for the research. This process can be done before any of data is analyzed. It is possible, for example, to analyze only a third of a paragraph of the interview or use a random sampling technique. (Watling & James, 2007, p. 359.) Accordingly, in this part, the researcher started to sort out the amounts of data. The researcher eliminated some of the data which was not suitable to use for this study.

During the process of structuring and coding data, in the next stage, the researcher aims at providing perceptions and justifications and works actively on types of data collection that will be used. In this stage, researcher is allowed to analyze aspects of their subjects repetitively and reflexively. There are various ways on processing the data; indexing, coding, content analysis, discourse analysis and others. In fact, coding is the fundamental of qualitative data analysis. (Watling & James, 2007, p. 360.) During this part of the research, the researcher processed the data by coding. In coding, the researcher processed raw

data to meaningful concepts or themes. During this part, the researcher generated themes and organized them by putting the themes onto tables.

In the fifth stage, the researchers should be able to determine possibilities for theory building and testing at each and every stage of the research process. In this stage, researchers are strongly encouraged to show their critically analytical approach. Watling and James (2007) also suggested that qualitative researchers should apply creative writing practices that can support the analysis of research data, for example, 'narratives of the self', fiction, drama, poetry and others. (Watling & James, 2007, p. 362.) During this last stage the researcher, then, wrote the findings of her qualitative research which should be factual and objective. The researcher tried to relate the findings with the research questions. In this section, the researcher also put some citations in order to get clear information and to connect with the research context.

4   RESULTS

This chapter discusses the main findings of the study. The main findings are arranged based on the summary of the interview results. Moreover, the researcher also compared each participant's answer accordingly in order to get the similarities and the differences of the main findings. In this chapter, the researcher also quoted some of the participants' comments in order to get clear information. The participants are divided onto Principal A, Principal B, Principal C, Teacher 1, Teacher 2 and Teacher 3.

4.1   Defining instructional leadership

The interview began with the first question about principals' and teachers' own definition about instructional leadership. This question was asked to each participant in order to get their own understanding and personal view about instructional leadership. Two of the three principals showed their enthusiasm when the researcher was proposing the question, "How do you define instructional leadership based on your common understanding?" Principal A stated that instructional leadership deals with delegating and managing the school activities to school stakeholders. He simply answered that.

> "Instructional leadership is how you delegate and manage the school activities too all school members such as teachers, students and stake holders." (Principal A)

Principal C defined instructional leadership as a positive attitude a school principal should have. He also connected instructional leadership with effective schools.

> "Instructional leadership is a leader's positive attitude in implementing the vision and mission of the school which aims at building an effective school." (Principal C)

He also added that since Indonesia is a heterogeneous nation consisting of various ethnic diversities in all islands, it is important to apply a system that can solve most problems. In fact, Indonesia has the world's fourth-largest education system. It is not a simple task to manage the education system in the sprawling archipelago. Therefore, according to Principal C, the leaders, in this case, principals, need to be able to demonstrate instructional leadership in order to develop schools in Indonesia effectively.

> "…in order to solve all problems, it is important (for the principals) to apply instructional leadership system." (Principal C)

Furthermore, from the teachers' point of view, the definitions of instructional leadership were quite similar with the principals'. Teacher 1 explained that instructional leadership includes actions that involve principals and school stakeholders to develop the students' learning.

> "The instructional leadership is actions that principals or instruction leaders do or take to deliver the idea to the teachers and staff in order to promote the growth of students' learning." (Teacher 1)

Teacher 1 then added to her statement that a principal, who is applying good instructional leadership, needs to provide the teachers with knowledge and material not only in administrative/management but also the curriculum, master plan, action plan and others.

Moreover, Teacher 3 considered instructional leadership as essential to be implemented by the principal. Based on the regulations set by the Indonesian government, every principal needs to perform instructional leadership at school. The instruction has been clearly structured by the Ministry of National Education. She then illustrates the hierarchical system.

> "The MNE has clearly stated that based on their regulations, the Ministry gives instruction to each regional office and then the regional office will give the same instructions to each principal at school. Last but not least, the principal will give instruction to his/her teachers." (Teacher 3)

According to her, to be a school principal, he/she needs to be able to give instruction to the teachers effectively so that the teachers will be able to fulfill the

instruction efficiently. However, giving instruction here is not merely commanding or dictating, but also giving teachers great possibilities to be creative. Meanwhile, Principal B seemed to have the contradiction of instructional leadership. He linked the principal's instructional leadership with the traditional system that is hierarchical and rigid. Instructional leadership defines as giving mandates that need to be followed accordingly.

> "In my opinion, instructional leadership is a situation where the principal or leader is giving one way instruction to his subordinates such as teachers. One way instruction means that there is no further explanation or objection while giving the instruction. It has to be done by the subordinates." (Principal B)

He emphasized that although the instructional leadership system has been growing in Indonesia very well, the system has not been working nearly as well as it should. There has not been much progressing. In fact, based on international assessment, Programme for International Student Assessment (PISA), Indonesia ranked lags behind.

> "This system has been growing in Indonesia very well where the education system is traditional and anarchical. To me, by applying the instructional leadership means a failure system that is rigid, not flexible and not educative for the students." (Principal B)

Principal B added his argument that most principals and teachers work as Civil Servants or PNS *(Pegawai Negri Sipil)* who are classified based on their length of work or seniority, not based on their achievements or performances. There is a so called society norm which says 'the leader is always right' implies that the superior has the right to give instruction, without any objection. This situation commonly happens in state schools and universities where the principals and most educators are civil servants.

Teacher 2, who works as an English teacher in Principal B's school also, has a similar opinion about the definition of instructional leadership. He agreed that instructional leadership is a style of leadership used in Indonesian education system. It is a system where the principal gives instructions to the teachers in teaching-learning activities. Instructional leadership is the leadership that the

government emphasizes in Indonesian education, however, there is not yet much of progress.

4.2   The goals of principals as instructional leaders

All of the principals showed their optimism while answering this particular question. Principal A stated that he works in his school in order to develop the system better so that it will become a good school in Indonesia.

> "...to create a better system in my school and of course to become a good school in my country and to create a better understanding in education among students." (Principal A)

Principal B, in his goal, he focused on reforming the education leadership at his school. As he disagreed with the instructional leadership, he then proposed 'transformational leadership' to be applied at his school. His goal as a principal is to bring the 'transformational leadership' to the school in order to develop the education system. Indeed, he knew that the system is rather controversial because it contradicts government's system. However, he argued that transformational leadership will bring positive values to his school. For example, he, as the principal, would give an explanation why the school has basic rules such as uniforms and hair regulation for the students. Other schools might only enforce rules without giving any reasons why.

> "My goal as a principal is to apply transformational leadership system at my school. Although the system is different than the government has proclaimed, but I believe that it will bring good responses from teachers, students and school stakeholders. We have been involving them in creating school system." (Principal B)

Furthermore, Principal C specified his goal, to create the school's mission and vision which is based on the school's slogan, 'learn to (be) fun and to learn is fun'. In practice, he tried to develop school programs which are innovative and creative. This would require fresh and dynamic ideas. Also, he was aiming at being a good role model for his teachers. He emphasized that by being an instructional leader, he can reach his goal towards the school.

4.2.1 The role of principals in defining schools' vision and mission

Effective instructional leadership's principals are expected to have obvious, knowledgeable visions of what they want their schools to become. The school vision that focus on not only students' needs but also school's goals and teachers' expectations. Principal A, who is the first principal in the school, has an important role in creating vision and mission. He then proposed his own slogan for his school: 'think global act local'. His purpose is to create better human kind. He has been enforcing the school's vision and mission into daily practice.

> "My own vision towards my school is to create better human kind. Then, I will develop the school's mission in order to reach the vision." (Principal A)

Meanwhile, Principal B was not the first principal in his school. In fact, after 20 years the school was built, the principal has not yet changed. After he became the second school principal, he has been changing the school system rapidly. He explained that the school has been adapting moderate Islamic values, not orthodox like the previous system. He also changed the punishment system with self-reflection system where the students who cause problems are no longer to be punished but to self-reflect.

> "After I became the new principal, I have been changing the school system. This is an Islamic school but we don't merely focus on fanatic Islamic rules. We uphold Islamic values, but not orthodox. In every school activity, we usually apply 'affirmation' where students can focus on positive values of life." (Principal B)

Furthermore, Principal B described that he is a leader who applies hypnotherapy to his students in order to bring out their positive sides. Every morning before the class starts, the students exercise hypnotherapy where they reflect themselves, assisted by their teachers. This method could create positive attitudes and raise motivation among students.

Unlike Principal A and Principal B who are principals at private schools, Principal C is a civil servant who is in charge in a state school. The maximum tenure of a principalship is 2 periods or 8 years in each school. The government

selects which school the principals will go to to perform their duties. He has no specific role in defining the school's vision and mission. Then, he explained that the school's mission and vision existed before he became the principal. However, the challenge he had faced was to create better school programs in order to reach the school's mission.

> "School's vision and mission has been created before I became the principal in this school, however, in practice, it needs new and fresh ideas." (Principal C)

Yet, he tried to provide creative ideas for some school projects. He also opened broad chances for the teachers to develop their own ideas during teaching-learning activities.

4.2.2   The role of principal in managing school's vision and mission

To manage school's vision and mission is a tricky business. It involves not only leadership but also administrative and management skills. The researcher specified the process of how principals manage their schools in practice on to *planning, implementing* (the school's vision and mission), *evaluating and developing*.

Planning

Principal needs to be planning as it is one of the most important thing to prepare actions in order to reach goals. A plan is like a map. School principals need to have their own "maps" so they will reach their target effectively. Principal A stated that he usually conducted a major meeting with all of teachers, students and parents in the beginning of the academic year. The meeting is called a 'triangle conference'. Triangle means the collaboration of teachers, students and parents in order to prescribe our own MOU (Memorandum of Understanding). The MOU consists of their goals towards the school.

> "…during the conference, each of them (teachers, students and parents) write down their wishes and goals and then share it to all of us during the discussion. The goal of MOU will be evaluated every year." (Principal A)

After the conference, Principal A released the MOU as the school's future goal. The MOU has also been a key to concept some ideas in creating many school programs and activities.

At his school, Principal B arranges a meeting periodically with all of the teachers in order to discuss future planning. Mostly, they revise the existing school's goals.

> "…we usually conduct a meeting with our teachers in order to make school planning. One of our school plan is, for example, to prepare students to work after they graduate from school." (Principal B)

One distinctive goal is to provide the students the skills to work, such as computing skills, cooking, accounting and foreign languages. The students are free to choose which skills they want to focus on. The skill would eventually help them in getting a job so that they can finance themselves and or their parents.

Principal C, at his school, holds a particular meeting to design school planning together with his teachers. In this meeting session, principal and teachers share their ideas. Then the principal decides which ideas will be based on school's vision and mission.

Implementing

Principal A encouraged the students and teachers not only to acknowledge the school's missions but also implement it. As a "reminder" he wrote the school's vision and missions on the banners at school. He placed the banners in the school's halls so that the teachers, students, parents and school stakeholder's can see it easily.

> "Our school's mission is to be the best school in Jakarta. It's simple yet hard…..we put our vision and mission on the banner and placed them through strategic points in the school building so everyone can see it everyday." (Principal A)

He also added that he implemented the school vision by knowledge, skill and attitude.

> "I implement the school vision through the school programs. For the knowledge improvement, it should be implemented through the academic program. For the skill, it should be implemented through the projects, both individual and group." (Principal A)

He hoped that by implementing the school's vision in practice, he could develop his school successfully. Furthermore, Principal B, at his school, he tried to implement transformational leadership values in practice in some aspects. He stated that as a transformational leader, he has a target: to liberate students from "mass stupidity" and encourage them to be critical. He hoped that by becoming a principal and educator at his school, he could reach his target.

> "I hope that by becoming principal and educator at my school I would be able to educate my students and change their life to become better . We do live in reformist era, however, the education is still lacking behind." (Principal B)

Moreover, Principal C, with his school's slogan "learn to (be) fun and to learn is fun" encouraged his teachers to implement the slogan to their syllabus. This syllabus would be the teachers' main outline during teaching and supervising their students.

Evaluating

Schools need an evaluation process in order to analyze the completed school activities. The evaluation determines the activities' value and significance. It also helps the school to develop the existing or make new school programs. Each principal conducted regular evaluation through school meetings with teachers and school stakeholders. Principal A tried to make innovations by creating feedback forms for teachers as well as for students to fill out. The forms were distributed at the beginning and the end of a school semester. There are three kinds of feedback forms; (1) supervisor forms, filled by principal, (2) teachers' reflection forms, filled by the teachers, (2) students' reflection forms, filled by the students.

"… from the forms, we can see how far the progress is in the school. I also supervise the teachers during the evaluation program." (Principal A)

Principal A added that, besides the forms, he also organized evaluation meetings with his teachers to discuss the progress of the school's programs. The meetings took place regularly or spontaneously.

Principal B administered periodic meetings with his teachers in order to evaluate their work. During the evaluation, they discuss the result of some school activities based on standards set by the principal as well as the teachers. At the end, the school principal prepared reports for the school foundation.

Moreover, at his school, Principal C administered *"Supervisi"* or supervision. Every month, the principal evaluated teachers' performances by conducting class observation. He usually sat down with other students in the classroom during teaching-learning activities. By doing observation, he could give input for the teachers about their teaching methods and students.

Developing

After evaluation, the school principals then analyze possible ways of how to successfully enhance the schools. Principal A once stated that he always supports and encourages his teachers and students in order to create better school programs in the future.

"I develop the school by supporting the students and teachers to develop the school's programs. We also create a good and unique program which is perhaps only applied in our school." (Principal A)

Similar situation also occurred with Principal B and Principal C at their schools. They encouraged their teachers and students to make new school programs which are based on the schools' vision and mission.

For the teachers' development, Principal A specifically sent his teachers to various trainings, seminars and workshops. The school covered all the fees. There are various interesting trainings conducted by the government

and non-government. By sending his teachers to training, he hoped that they would apply the innovative and creative methods that they learnt from the trainings to their teaching capabilities. Also, to share their knowledge they got from the trainings, the teachers gave presentations to their peer teachers.

> "Sometimes the teachers selected the trainings they wish to participate in. There are also seminar invitations appearing on my desk and I'll select the teachers who will attend it." (Principal A)

Meanwhile, in the other two schools, Principal B and Principal C focus on sending their teachers to trainings that the government provides, which were usually financed by the government. Their school budgets for sending teachers to various trainings are not as equipped as at Principal A's school.

4.3   The contribution of principal in building school culture

A school principal has a great deal in building school culture. They create set of norms, regulations, habits and traditions according to the school's set of values and beliefs. In this part, the researcher seeks information about principals' roles in building their school culture. Principal A said that he tried to build the culture in his school by encouraging his students to respect the human being, animals and the environment.

In beginning of the academic year, at his school, Principal A created a seminar for his students about how to respect other people, animals and the environment. Based on his opinion, it is important for students to learn the value of other living things and the environment. Not only that, the principal also put a banner up in the school building area to remind the students to always be disciplined and build their respect toward themselves, the teachers, the parents and the environment.

> "…I also put a banner about respect in the school building so they can always remember the important message. I try to make sure that they implement respect in their daily lives." (Principal A)

Furthermore, since it is an Islamic junior high school, the principal also embeds the values of Islam into daily practice in his school. He added that it is also essential to develop not only the academic achievements but also the moral and character. Therefore, they conduct religious values throughout the lesson plans and character building.

> "Moreover, for the attitude, since we are an Islamic school, we conductworship and character building everyday through the school subjects." (Principal A)

In his school, Principal B attempted to do reformations to the system, from the old-fashioned which is rigid and hierarchical to modern that is flexible yet effective. He gave big opportunities to young educators who have good credibility, good will and who are global minded to be the teachers in order to develop and reach the goals of his school. He added that the school culture mapping was necessary to make. He involved all of the school's stakeholders, starting from the cleaning service to the principal himself to build the school culture.

Moreover, Principal C also included whole parts of school units, starting from teachers, students, parents and school staff to establish school culture. He gave his full support. He emphasized that it was also essential to create a good atmosphere in his school in order to create a good and conducive learning conditions.

4.4   The obstacles during giving instructions

Principal A explained that there are two ways in giving instruction to teachers in his school; individually or in group. To give instruction individually, he communicated directly to the teacher, face to face, to discuss about the teaching goals and needs. By performing this, the teacher would have the privilege of informing his/her ideas or critics directly to the principal. To give instruction in group, he usually conducted a group meeting. He then would be the leader of the group.

However, problems often occurred when he was giving instruction to part-time teachers. Part-time teachers do not spend their time in schoollike full-time teachers. Therefore, the communication was sometimes lacking. The part time teachers did not receive direct instruction, thus, miscommunication happened inevitably. Also, there was a gap between the full-time teachers and part-time teachers because they don't engage quite well.

Teacher 1, who works with Principal A full time, described that there was no major obstacles between them. When there was information that she felt lacking or missing, she would then ask the principal directly. As easy as it is, as long as the Principal's time fit with her schedule.

> "So far, I have never met any major obstacle. Usually I will directly give comments or ask if something is unclear from the principal. It's quite flexible to meet the principal." (Teacher 1)

Principal B in his leadership provided flexibility in giving orders or information. He demanded no traditional and hierarchical system at his school. The system he applies is the one without any bureaucracy. He usually gives direct instruction to his teachers. He believed that there might be points that the teachers disagree with. However, he expected the teachers to inform him directly.

> "There is no such system. I give instruction sympathetically to my teachers. It is open, flexible and no bureaucracy. Yet, there were teachers who disagreed with my instructions and insights. They tend to refuse to communicate it with me." (Principal B)

Teacher 2 has a similar answer than Principal B. There was no specific system for the principal in giving his instruction. It is free to discuss with him during a meeting about the teaching progress and other things.

However, Principal B realized that his school is still lacking of human resources (teachers) and school facilities. He hoped that in the future, there will be more active and dynamic teachers in his school. So they can work collaboratively under transformational leadership system. According to Teacher 2, the only problem that occurred was because sometimes the principal was too busy to

find donations for the school and the students, so that they were lacking time for discussing about teaching progress and students' outcomes.

> "Sometimes the principal is very busy due to his activities in supporting the school on a financial level, he is very active outside the school and lacks of time being at the school." (Teacher 2)

The procedure of giving instruction under his principalship according to Principal C, was flexible. He opened an easy way for his teachers to receive his instruction. All of the teachers are welcome to meet him anytime they wish and whenever the principal has time available for them. According to his teacher, Teacher 3, the Principal is quite accommodative and flexible in giving instruction. Principal C stated that, during his tenure as a principal at the school, he has not found any obstacles while giving instructions to his teachers. According to him, the system, based on the government, is already clear. Every teacher at his school has acknowledged it quite well. The instructions have been clearly set down in the teaching plan or syllabus.

However, he continued, there was a weakness in the instructional leadership system. It happens when the principals fail to demonstrate fair and wise character. In some situations, the principals tend to abuse their power as a leader. Indonesian system still clings on to hierarchical values, where leaders enjoy high respect and are considered right. In the system the subordinates follow the superior. It involves loyalty. Hence, in order to be a good principal, a strong character with solid ideas is not enough, it requires fairness and wisdom.

4.5   Ways to improve the teaching-learning activities

Improving the quality of teaching-learning activities is a must, in order to increase students' learning outcomes. Every principal is expected to develop his school effectively. To Principal C, the school where he works at is a private school whose students are from middle to low economic backgrounds. The government's funding only covers 40% of the costs. Therefore, he created a

scholarship program sponsored by an individual who is willing to finance some students' education.

At School B, there are some donation programs monthly that successfully help the students financially so they can finish their studies. Principal A demonstrated his methods on improving his school: by providing fast internet connection, encouraging his students to respect other people and the environment and conducting remedial exam to those students who failed on exams.

Meanwhile, Principal C believes that his teachers have their good potentials in improving the quality of teaching-learning. A teacher with good potential has a positive effect on student learning and development However, it is necessary to conduct an evaluation meeting every semester in order to develop the school's quality.

4.6 Teacher's involvement in principal's instructional leadership

According to all of the principals, teachers have important roles, especially in helping the principals to reach their goals, based on the school's vision and mission. Principal A emphasized that his teachers are like his feet and hands. He was faithful to his teachers.

> "…they (teachers) are like my feet and my hands, and I am the brain. Without them, I can't do anything but thinking. I give them trust and good faith." (Principal A)

Principal B and Principal C answered with similar ideas. To them, teachers have essential roles in reaching the schools' goals. Therefore, they respected and trusted teachers by giving them full support during teaching learning activities. By giving support, they hope that the teachers will be able to increase students' learning progress.

Moreover, all of the respondents gave their trust to their teachers that they can be not only good teachers for the students but also good colleagues. Principal A recognized their teachers' support by seeing their attitudes, reading the reflection forms and monitoring the students' learning progress.

At his school, Principal B conducted an amicable approach in giving orders or critics to his teachers so that they will accept the orders or critics in a good manner. Meanwhile, Principal C added trust while giving instructions to his teachers so that they will carry it out effectively.

4.6.1 The role of teacher in implementing school's vision and mission towards teaching-learning activities

Every school principal expects that teachers acknowledge the school's vision and mission. As a consequence, the teachers are required to implement the school's vision and mission during teaching-learning activities.

Teacher 1 stated that her school principal demanded his teachers to create school activities based on the school's vision and mission. Therefore, she focused on improving the students' learning outcomes. She tried to create activities in the classroom that can promote students' learning growth.

> "(I implement school's vision and mission) by improving the students' learning result through character building. To motivate them conducting daily conversations in a foreign language not only to teachers but also to their peer students." (Teacher 1)

She added that it is important also to build the students' character by boosting their confidence during learning. As she is a language subject teacher, she tried to encourage her students to perform daily conversations, not only to their teachers but to peer-students.

Moreover, according to Teacher 2, his way on implementing the school's vision and mission would be by creating various teaching methodologies. He motivated his students to be active in the classroom.

> "…by creating various good teaching methodologies in school in order to develop the school and support the students to become active in achieving education."(Teacher 2)

Teacher 3 described how her school principal required teachers not only knowing but also implementing the school's vision and mission to their pedagogy. It has been a part of her principal's instructions.

> "Since the beginning, our school principal has instructed us to apply school's vision and mission in our teaching methods. Thus, as a school teacher we are expected to create lesson plans that can make students enjoy learning." (Teacher 3)

She gave an example, she has made school assignments that were creative and fun for the students. Fun and intelligent activities will stimulate the students' intellect and motivate them to sharpen their skills.

4.6.2   Cooperation between principal and teacher

Good cooperation between a principal and a teacher will have a tremendous effect on the school's development. To do so, a principal and a teacher need to work together with the same goals, in this case, related to teaching and learning activities. Principal A stated that he opened for a fruitful discussion with his teachers in order to acknowledge the teachers' needs and hopes. He arranged a weekly meeting on Wednesdays after school. They usually discussed about the teaching progress, program's evaluation and students' behavior.

> "I discuss the progress only with the teachers. Through this, I am able to know what the teachers' needs and wishes are. And if we see that something is not working well, we'll change the strategy." (Principal A)

He maintained good cooperation with his teachers' by building good communication and trust among them. He opens an easy access for his teachers, students and parents to contact him.

> "…because we build good communication and trust. It is very easy to contact me. They can call me through my contact numbers anytime. In the communication book that we distribute to students, there are contact numbers of staff, teachers and principal." (Principal A)

When the same question was presented to his teacher, Teacher 1, she answered deliberately that she showed good attitude towards the principal while he was giving the instruction. This attitude reflected her good cooperation with her

principal. She also added that, ideally, she would perform the principal's instructions and apply it to her teaching methodologies.

> "…I would then perform the principal's instructions and apply it to my teaching method so that the principal's instruction can run well at school." (Teacher 1)

Principal B, however, described a good cooperation in his school when he and his teachers faced problems and together they would find the solutions. On other hand, he also stated that an objective principal is needed based on his principal's transformational leadership. In Indonesia, where the education system still clings on hierarchical model, the teachers are considered right to the students. Teachers never make any mistakes. Once, he continued, he experienced a situation where his teacher caused a problem to a student. Then, he demanded his teacher, although he is older and had worked longer in the school than the principal, to come to the student's house to apologize. As a matter of fact, a situation where a teacher apologized to his/her student for his/her mistakes is a rare phenomenon in Indonesia.

Good cooperation between a teacher and a principal, according to Teacher 2 is when his principal gives him a teaching target with an independency in preparing and running his own teaching plan. He stated that he would prefer the principal gave him a target with freedom to do create his own teaching methods. The similar situation also happened to Principal C. Good cooperation with his teachers could be created when he was giving flexibilities in teaching-learning activities, such as autonomy in making their own teaching method. However, the methods the teachers prepared need to be based on the government's curriculum.

4.6.3   Principal's monitoring on teachers' progress

Monitoring is essential during the evaluation process on teacher's progress. By monitoring, a principal can observe and analyze teacher's activities during teaching-learning. The principal needs to make sure the activities would meet both the school's and principal's objectives. At this point, the researcher asked a

similar question both to the principals and the teachers about the monitoring process in school. Principal A and Teacher 1 described the evaluation forms that the principal, the teachers and the students fill at the beginning and the end of a semester. From the forms, the principal can gather feedback, either positive or negative. With the feedback, then, he can take action related to the school's development.

> "…from the forms, we can see how far the progress is being made at school. I also supervise the teachers during the evaluation program." (Principal A)

Teacher 1 added more about the things she needed to fill during evaluation. She needed to submit an action plan and an annual planner and compile them in one file through the secretary of office. To help the principal monitor the current situation, there are CCTV cameras located in some areas of the school.

> "The school has CCTV cameras in the hall, cafeteria and other places. Not for spying the teachers and the students but more to monitor the situation and the conditions at the school." (Teacher 1)

At School B and C, are not equipped with CCTV cameras, however, they have teachers who will be assigned as duty officers in school in order to monitor the school's situation. Usually, the teachers will have specific shifts based on their schedules. In Schools B and C, the principals did not prepare any feedback forms, unlike in School C. However, they arranged some periodic meetings with their teachers.

Principal B described that he organizes regular meetings, once every two months in order to supervise the teachers' progress. The meeting participants consist of principal, vice principal and of course teachers.

> "We give the teachers supervision on their teaching progress and the relation with students' learning outcomes. Sure, we give high appreciation and support for those (teachers) who give their commitment in teaching at our school." (Principal B)

He also mentioned that he arranged informal meetings with his teachers once every month for their teaching progress. His teachers are free to give any com-

ments or ideas related to school's activities. He emphasized that the real indicator of the quality service at his school is when the students are satisfied with learning.

> "For the quality service indicator is when my students are satisfied to learn at my school." (Principal B)

At School C, the Principal monitored the teachers not only by meeting but also with school observation once every month. The class observation helps the principal to monitor the teacher's teaching methodologies for the students.

Teacher 2 mentioned that trusting is a part of the principal's monitoring in his school. He saw this as a positive gesture given by his principal in order to support his creativity during teaching.

> "Basically, our principal gives trust us to teach the students. It gives room for us to be creative, no certain rules as there is no problem arisen and the learning is progressing." (Teacher 2)

4.6.4   Principal's expectation towards teachers

In this section, the researcher questioned each principal about their expectations about their teachers. The expectations are based on standards of performance of teachers' individual teaching assignment developed by the school principal. Principal A expected that ideally there will be no problem towards students' academic results. However, in reality, he has to be ready with solutions when the problems emerge.

> "I expect that there will be no problem in students' academic. Also, I expect that they will graduate on time." (Principal A)

So far, he described, there has been no major problems during teaching-learning activities at his school. He appraised his teachers' good work.

To Principal B, his expectation would be when there is no gap between the leader and his followers, in this case, teachers, students and school stakeholders.

> "…no gap and no bureaucracy." (Principal B)

He proposed direct communication among his teachers. He mentioned that there were some cases that had happened to teachers before. When the teachers dealt with some problems, usually academic problems, they prefer to dwell on the problems without communicating it to the principal. This could lead to miscommunication and a gap. Therefore, he always tried to encourage his teachers to build good communication.

Moreover, Principal C expected that his teachers would have leadership skills so that they know how to develop their students' academic achievements. He had a deep believe towards his teachers. His teachers are his right hand.

5   DISCUSSION AND CONCLUSION

This chapter recaps the key findings of this study by either combining or contrasting some issues emerging from the data. Also, this chapter presents the limitations of the study as well as the suggestion for future researches. The main function of this chapter is to answer the research questions and how the answers fit with existing knowledge on the topic.

Principal's instructional leadership in Indonesian education system: To be or not to be?

Most of the respondents, both principals and teachers viewed instructional leadership as an essential value that a school principal should be implementing. One respondent perceived instructional leadership as a positive attitude a leader should have and relate it with effective schools. This factor is supported also with some former researchers' understatement that the improving schools cannot be separated from the role of principal's instructional leadership (Duke, 1986, p. 73; Hallinger, 2003, p. 329; Hariri, Monypenny & Prideaux, 2012, p.453). Specifically, Findley and Findley (1992, p. 102) stated that, "If a school is to be an effective one, it will be because of the instructional leadership of the principal".

Furthermore, one respondent stated that instructional leadership is about how to delegate and manage the school activities to all school members. A similar opinion is proposed by a researcher, Musfah (2015, p. 2), a principal is expected to be able to delegate some tasks to the right people, determine the correct time and place for school activities.

Other respondent believed in principal's instructional leadership because it has been clearly required by the Indonesian government. In fact, the Ministry of National Education of Indonesia has been strongly encouraging school principals to implement instructional leadership. According to them, instructional

leadership is a significant part of the effective school leaders' behaviors. Therefore, they prepared various principal trainings in order to provide the school principals with deep knowledge about instructional leadership. (Departemen Pendidikan Nasional, 2007, p. 10.)

There is a fact that connects instructional leadership with students' learning outcomes. A respondent believed that instructional leadership is actions an instructional leader does in order to promote the growth of students' learning. Similar perception has been proposed by Jackson and Davis (2000, p. 23), principals have the most potential to initiate and sustain improvement in academic and other areas of student performance and achievement. Furthermore, according to Blasé and Blasé (1999, p. 353-354), previous researches have linked principal's instructional leadership to impacts on school climates, which in turn have been indicated to influence student achievement indirectly. Hence, principals have the most critical role in improving students' outcomes.

However, there was a disagreement towards instructional leadership. The leadership links to traditional and hierarchical system. Two of the respondents reckoned that instructional leadership is a critical factor that makes the Indonesian education system still fails. They assumed that instructional leadership system has been growing in Indonesia very well, however, there has not been much progressing on students' outcomes. One respondent emphasized that in practice, instructional leadership is a situation where the principal is giving one way instruction to his subordinates, especially teachers. There might be no further explanation while the principal is giving instruction. The teachers tend to have no freedom to show their disagreement or objection towards the instruction.

This argumentation reminds us of some polemic in instructional leadership system based on argumentation of Macneill: "The word instruction is contaminated with pejorative connotations of power. The command, "I instruct you to do ….," leaves a second party in no doubt about the power relationship between the speaker and the person being spoken to. As a result, instructional

leadership, too, can be perceived as a power based transaction" (Macneill et al., 2005, p.2).

This situation may happen, since, in Indonesia, the instructional leadership often is viewed as 'leadership that is mainly giving commands or giving instructions'. This happens when people translate 'instruction' literally to Indonesian as 'to command', 'to mandate' or 'to order'. This false perspective often causes denial from principals and educators in using terms of instructional leadership as their major principles. (Suparman, 2010, p. 7.)

Other key factor of instructional leadership disagreement is because the leadership applies a failure system that is rigid, not flexible and not educative for students. In fact, Indonesia still applies hierarchical leadership in its education system. According to Harris (2008, p. 179-180), hierarchical models in leadership are somehow less effective in producing good quality school outcomes.

In practice, school principals still depend on instructions from their superiors in their school districts. This situation often causes problems for school principals. As a consequence the principals are not able to take the initiatives to make necessary changes they need in order to develop their schools. (Sofo et al., 2012, p. 513.)

Two respondents suggested transformational leadership as a radical change to replace instructional leadership in the Indonesian education system. One respondent proposed 'transformational leadership' to be applied at his school. His goal is to bring the transformational leadership to the school in order to develop the education system. He argued that transformational leadership will bring positive values to his school.

In addition, Hallinger (2003, p. 330) also criticizes about the instructional leadership which many believe to focus too much on the principal as the center of expertise, power and authority. As a consequence, in North America during the 1990s, scholars and practitioners began to introduce other terms such as shared leadership, teacher leadership, distributed leadership, and transformational leadership to be well known in the education context. (Hallinger, 2003, p. 330.)

Furthermore, In Indonesia, the term of pedagogical leadership is not familiar in lectures and school leadership in practice. The teaching methodology being used in public schools is still 'traditional' where students are usually not very active in the classroom. The teaching-learning activities are more likely to be 'listening and doing exercise' rather than sharing the knowledge and interactive atmosphere. The relationship between the teachers and the students is quite formal and potentially can create a gap. The bureaucracy or policy systems of government are sometimes not giving enough space to have more creativity in the schools. This can be a challenge for enhancing the education qualities in schools. (Triatna, 2010.)

In the classroom, the relationship between teachers and students are rather formal. Sometimes the strata position between teacher and student can lead to a gap. Students often assume that teachers never make any mistakes. Thus, they believe what teachers say or command without criticizing them. Teachers still apply traditional teaching methods where students are not usually interactive during teaching-learning activities. In fact, the activities during lessons are more likely "listening and taking notes" than sharing knowledge.

Most of the respondents assumed that instructional leadership is valuable and applicable on the Indonesian education system. Although in practice, there are some disadvantages and weaknesses while applying the fundamental of instructional leadership. The hierarchical value which still clings on Indonesian education system is often the stumbling block. In fact, school principals still depend on instructions from their superiors in their school districts. The teachers often rely on instructions from the school principals. While, in the classroom the students often hinge on their teachers. This whole interdependence system between superiors and subordinates can prevent them from creative and innovative ideas in developing the school in general and enhancing students' outcomes in specific. On the contrary, it would make the principal, the teachers as well as the students to become less initiative and dependent people.

However, the principal's instructional leadership is considered as suitable leadership in Indonesian education system which focuses more on students'

outcomes. In fact, empirical studies have shown that instructional leadership is able to establish ideas to promote improved academic progress, achieved by schools and students in particular (Jawas, 2014, p. 1). Such instructional leadership practices include promoting and participating in teacher learning and development; establishing goals and expectations; planning, coordinating, and evaluating teaching and curriculum; strategic resourcing and assuring a well-organized and encouraging environment (Jawas, 2014, p. 8).

The implementation of principal's instructional leadership: The expected or unexpected tales?

Furthermore, the first research question is about how school principal implements instructional leadership effectively. Based on Smith and Andrews (1989, p. 2), the principal who implied the instructional leadership to define mission, manage curriculum and instruction and create a good school culture, can establish the school effectively.

Instructional leaders are also perceived as culture builders who can nurture high expectation and standards for their teachers and students. As goal-oriented figures, instructional leaders were able to set goals for the schools and direct the teachers and stakeholders to reach the goals together. The goals were clearly stated in the school's mission and vision. (Hallinger, 2005, p. 223-224.) Hence, the researcher sought answers from principals about their roles and contributions in defining and managing (planning, implementing, evaluating and developing) the school's vision and mission and also building school culture.

Based on the study, all principals had significant roles in defining the school's mission and vision. They believed that they created schools' goals that could benefit the school in general and the students in specific. One participant stated that he encouraged his students as well as his teachers to be better to the human kind who can create better environment. Other respondent adapted modern Islamic values and hypnotherapy as an innovation at his school in order to develop the school effectively. While other respondent encouraged his teachers to create fresh ideas in order to reach the school's goals.

All principals put their efforts in school planning. School planning included regular meetings with the teachers as well as school stakeholders. During the meeting, the principal opened a discussion where teachers and school stakeholders can propose their ideas in establishing school programs. Teachers and school stakeholders are free to communicate their plans, innovations or hopes, but in the end, the principal will be the person to decide which ones will be suitable for the school.

It is essential to not only acknowledge the school's vision but also apply it in daily practice. All of the responding principals, in their own ways, supported their teachers as well as the students to conduct various creative ideas as part of learning. One respondent, as an example, encourages his teachers to apply the school's slogan, "learn to (be) fun and to learn is fun" to their teaching syllabus. The syllabus would be the teachers' main outline during teaching and supervising their students.

To all of the responding principals, evaluation is an important process to assess the school's programs. During evaluation, the principal analyzes the significance of the school's programs. Usually, the principal conducts regular meetings with the teachers and school stakeholders. The principal evaluates teachers by conducting discussions about their teaching performances. One respondent, for example, administers Supervisi or Supervision where he usually evaluates his teachers' performance in the classroom during teaching-learning activities. In fact, Indonesian government has regulated it on Minister of National Education, No. 13 (2007, p. 5) relates to principal's five dimensions of competency. In the competency of Supervision, a school principal is demanded to be able to plan academic supervision in order to develop teachers' professionalism, to perform academic supervision towards teachers using appropriate approaches and supervision methods, able to follow up the supervision of the teachers.

After the evaluation process, the principal is involved in developing the school by analyzing some aspects in order to promote students' outcomes. All principals stated that they had given full support to their teachers and students

to develop their school's programs. They encouraged their teachers and students to make new school programs which are based on the schools' vision and mission. One respondent described specifically that he stimulates his teachers to develop their teaching qualities by sending them to various teacher trainings conducted by the government and non-government.

Furthermore, in building school culture, all of the principals mentioned their great involvement. As an example, one respondent conducts a seminar for the students as well as teachers about the culture of respect. He, as a school principal, encourages the teachers, students and school stakeholders to respect other people, animals and the environment. Other respondent had significant role in reforming his school, from the old-fashioned to modern. All of the principals stated that it is important to include whole school stakeholders to establish school culture.

Thus, based on each of the principals' statements about their roles in defining and managing the school's vision and mission and building school culture, the principal plays an essential part in implementing the instructional leadership effectively at school. However, although some respondents clearly disagreed with instructional leadership values, in practice, they indeed adopted some of the instructional leadership values, unexpectedly. In fact, various instructional leadership practices are linked to positive effects on student outcomes compared to other leadership practices (Jawas, 2014, p. 8).

The complex problems and barriers while instructional leadership is being implemented at schools

"We cannot solve problems by using the same kind of thinking we used when we created them." (Albert Einstein)

During the leadership implementation process, most of the respondents contended that there are no major problems that emerge. Although in Indonesia, in general a hierarchical system still applies, most principals do not associate it with complex problems in the educational system. They believe that they con-

duct flexible and easy-access communication to all school stakeholders. From teachers to cleaners: they have the same rights and access to be in touch with the school principal. One respondent claimed, because the government has set the instructions, about curriculums, as clearly as possible from superintendent to principal and then principal to teacher, they just need to follow the instructions accordingly. However, teachers have opportunities to modify the teaching syllabus without changing the curriculum.

In one school, miscommunication happens between the principal and part-time teachers. The part-time teachers sometimes do not receive direct instruction, thus, miscommunication happens inevitably. Also, full-time teachers and part-time teachers do not engage well. Other respondent explains that the principal is lacking of managerial time at school so it makes it difficult for him to find appropriate time to discuss somethings with the principal.

Furthermore, one respondent described that there is a complex problem in the instructional leadership system. It happens when the principals fail to demonstrate fair and wise character. Ideally, instructional leaders are characterized as strong and directive leaders. They have been successfully transforming their schools effectively. (Hallinger, 2005, p. 223.) However, in daily practice, the principals tend to abuse their power as a leader. In this case, the principals take advantages of their subordinates: teachers, students and administration staff. The principals exercise power to fulfil his/her personal goals, instead of the school's goals. This made them lose their respect.

The other respondent clearly stated that his school is lacking of human resources (teachers) and school facilities. In fact, Indonesia is still lacking of good quality teachers. Specifically, Indonesian teachers seemed to be hesitant to accomplish tasks outside of their formal job descriptions. This condition is reflected in the salary and benefit systems in Indonesia where teachers are assessed based on their length of public service not based on their job performances. This has made the teachers to have a lack ambition, less creative and low innovation during teaching-learning activities. (Sofo et al., 2012, p. 515-516).

Principal's instructional leadership and teachers' collaborations
"Alone we can do so little, together we can do so much" (Helen Keller)

All of the interviewed principals expressed their positive feelings toward their teachers. According to them, teachers have essential roles in assisting them reaching the school's goals. Therefore, they conferred the teachers respect and trust. By trusting, principals hoped that the teachers will be able to improve their teaching performances and therefore they will improve the students' learning outcomes.

In fact, in previous research, it was found that teachers' trust towards principals has improved the school. The researchers authenticated strong evidence regarding the connection between the teachers' trust towards their principals, the leadership practices that develop the trust and their impact towards the teachers' attitudes, school organization and students' learning progress. (Helstad & Moller, 2013, p. 247.)

One teacher stated that she focuses on improving the students' learning outcomes. She performs creative and innovative learning activities in the classroom so that she can promote the students' learning growth. Her principal enables her to do so. In fact, her principal gives her good support and encouragement.

Another teacher said that she supports her principal's instructional leadership by showing good attitude and positive behavior while he is giving the instruction. This would reflect a good cooperation with her school principal. As a matter of fact, although principals have ideas about the way they lead their schools, their success as leaders also depends on teachers' support and how they perceive their principals. If teachers perceive principals in a negative way, then principals will have problems performing their duties. On the contrary, positive perceptions on the part of teachers can provide principals with an efficient and effective manner (Pashiardis, 1998, p. 3).

Moreover, one principal stated that he is open for a fruitful discussion with his teachers in order to discuss their teaching performances and needs. He

also sends his teachers to various trainings in order to develop their teaching performances. The culture of collaboration is aiming at teachers' development through strategies included in teacher mentoring, coaching and school-based professional development. School principals are expected to be the leaders who are capable in creating such culture at school because it demands openness, trust and security where teachers feel confident to become learners. Thus, instructional leadership is about leading teachers' learning professionally. (Sothworth, 2010, p. 89.)

A good cooperation between a teacher and a principal, according to a teacher, is when his principal gives him a teaching target with an independency in preparing and running his own teaching plan. He believes that when his principal gives him special autonomy, he would develop his teaching performance more effective. Based on Southworth (2002, p. 80), positive effects are related to the use of visibility, praise and autonomy, while ineffective principals used abandoning, criticism and control. Such principals believed that most teachers enhance their teaching progress only with intentional support and collaboration.

To sum up, most of the study respondents, both principals and teachers viewed instructional leadership as an essential value that a school principal should be implementing. Although in practice, there are some disadvantages and weaknesses while applying the fundamental of instructional leadership. There is a circumstance that connects instructional leadership with students' learning outcomes. Instructional leadership is actions an instructional leader does in order to promote the growth of students' learning. Eventually, the principal's instructional leadership is considered as suitable leadership in Indonesian education system which focuses more on students' outcomes. The principal's instructional leadership ran effectively, when, in practice, the leadership was followed and guided by a clear formulation instructional objective and good collaboration among principals, teachers, students and all stakeholders.

Limitations and recommendation

The findings of the study encourage the school principals in Indonesia to implement instructional leadership effectively with supports from teachers, students and school stakeholders. The good school culture is impossible to build without such supports from all school stakeholders. This study emphasizes the school principals to not only attend but also implement the various trainings and seminars to develop the school. Also, it is important to create trust and good collaboration with teachers. The principals are expected not to be a leader but also a motivator for their teachers.

Moreover, this study was conducted mostly in private schools. Most principals and teachers in private schools are not classified as civil servants. Therefore, the respondents apply less hierarchical system in their schools. The systems in private schools can be more flexible and direct than in public schools. Furthermore, this study only presents three schools in the area of Jakarta, the capital region of the country. The school leadership practice in other parts of Indonesia can be applied differently. The conditions of the schools in city can be really different than in rural areas. The infrastructures as well as government supports at schools in rural areas are much less than in urban areas.

Thus, the researcher recommends other researchers to conduct studies with more schools with a balanced ratio between public and private sectors. Also, advance research should be conducted on this topic to examine and compare pedagogical leadership in Indonesia and to determine the long-term effects of instructional leadership roles on student achievement. In the near future, the government should be also supported similar researches with combination of both quantitative and qualitative studies in order to support the development of school principals and teachers in Indonesia.

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Appendix 1

Interview Questions for School Principals:

1. How do you define instructional leadership (your common understanding)?
   a. What is your aim/goal as an instructional leader?

2. From the Literature Review:

   The concept of principals' instructional leadership based on the researchers has been embedded to effective schools. The principal who implied the instructional leadership to define mission, manage curriculum and instruction and create a good school culture, can establish the school effectively (Smith, & Andrews , 1989, p. 2).

   a) What is your role in defining the school mission?
   b) How do you manage the school mission;
      - planning
      - implementing
      - evaluating
      - developing
   c) How do you create a school culture?
      a.
3. From the Literature Review:

   b.
   c.   Particularly, Rutherford (1985) implies that effective instructional leadership's principals have clear, informed visions of what they want their schools to become – visions that focus on students and their needs; translate these visions into goals for their schools and expectations for their teachers, students and administrators; continuously monitor progress; and intervene in a supportive or corrective manner when this seems necessary (Rutherford, 1985, p.32).
   d.
   e.   What is your own vision of your school?
   a. How do you manage the school vision;
      - planning

      - implementing

      - evaluating

      - developing

   b. What are your expectations of the teachers in students' academic achievement?
   c. How do you monitor the teachers' progress during teaching-learning activities?
   d. How do you improve the quality of teaching-learning activities?

  e. How does the principal see the teachers' role in achieving the goal?

  f. How do you work in cooperation with the teachers in relation tof teaching and learning?

4. How do you usually give instructions to teachers?

  a. How do you recognize that your teachers support your instructions?

  b. How systematic are you in giving instructions (what is the procedure of giving instructions)?

  c. What are the obstacles you have met while you are giving instructions to teachers?

5. From the Literature Review:

Leithwood (1994) described the role of principal as chiefly being a problem-solver because building administrators are continually required to solve problems. Greenfield (1987) agrees that in the role of problem-solver, the principal must be a good communicator and adept at interpersonal relations.

How have you supported the teachers to overcome problems with students during teaching-learning activities?

Interview Questions for teachers:

1. How do you define instructional leadership (your common understanding)?

  f.

2. How do you implement school's vision and mission towards your teaching-learning activities?

3. How do you work in cooperation with your principal in teaching-learning activities?

  a. How does your principal monitor your teaching-learning activities?

  b. How do you give feedback to your principal's instructional leadership?

4. How does your principal usually give instruction?

  g. How systematic is your principal in giving instruction (what is the procedure of giving instruction)?

  h. What are the obstacles you have encountered while your principal is giving instructions?

5. How have you supported the principal to overcome problems with students during teaching-learning activities?