

THE PATTERNS OF PRINCIPAL INSTRUCTIONAL LEADERSHIP AT PRIMARY SCHOOLS IN DIY PROVINCE

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ABSTRACT

Instructional leadership has been believed to be one of the ideal school leadership models for more than 30 years, not only in Western but also in Asian countries. Correspondingly, the Indonesian government also believes that a successful school principal should be an instructional leader. Therefore, this leadership model has become one of the compulsory subjects in the national training for prospective and current school principals since 2013. However, research on instructional leadership is still limited in Indonesia. This study aims to examine the instructional leadership patterns performed by the primary school principals in the Special Region of Yogyakarta. The research problems are: 1) What is the instructional leadership pattern of primary school principals in DIY Province? ; 2). What are the individual and organizational conditions that support the instructional leadership of primary school principals in DIY Province? ; 3) What are the individual and organizational conditions that hinder the instructional leadership of the primary school principals in DIY ?; and 4) How do primary school principals perform instructional leadership roles when they face obstacles? This research approach uses a quantitative, descriptive approach. Data collection will use closed and open questionnaires. A closed questionnaire will be used to answer the first question about the instructional leadership pattern of primary school principals assessed from three dimensions. This closed questionnaire adopted the PIMRS (the Principal Instructional Management Rating Scale) questionnaire developed by Hallinger & Murphy (1985). This PIMRS has been re-tested for validity and reliability recently in 2015. This questionnaire will be adopted for the Indonesian context and tested for validity and reliability before being used. Open questionnaires will be used to answer the second, third, and fourth questions. This open questionnaire was developed based on the results of a related theoretical study. The data collected will be analyzed using descriptive data analysis techniques with percentages. The results showed: 1) three dimensions of the principal's instructional leadership behavior as suggested by Hallinger & Murphy (1985). 2) Young teachers who have the motivation to develop their potential and an open attitude when discussing learning problems is a condition that is felt to support the instructional leadership of the principals; 3) Time constraints caused by high administrative workloads are perceived as an obstacle of instructional leadership practices, 4) Taking flexible actions is a leadership strategy employed when dealing with obstacles.

Kata Kunci: *Instructional leadership, principalship, principal leadership*