

Exploring the Influence of Instructional Leadership on Service Quality of Vocational Public School Teachers

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Abstract

This study aims to analyze and explore the extent of the influence of instructional leadership on improving the quality of service of Vocational School teachers. In achieving the expected quality of service, the principal's leadership plays an important role as the driver and determinant of school policy direction. This research uses a quantitative approach with a survey method, product-moment correlation, and simple linear regression analysis techniques. The data in the study were obtained through a questionnaire with a research sample of 112 teachers selected randomly through a simple random sampling technique. The results showed that instructional leadership has a positive and significant effect on the quality of teacher services, with a percentage of the influence being 42.9%. This provides information that if instructional leadership by school principals increases, the quality of teacher services in schools will also increase. This study implies that principals need to allocate particular time to motivate and facilitate teachers to improve the quality of their services, dialogue with teachers, build effective communication, conduct adequate supervision, and monitor the progress of student learning outcomes optimally through teachers.

Keywords: *Instructional Leadership, Teacher Service Quality, Vocational Public School*

Introduction

Education is the process of preparing learners to live properly and excel in society. Quality education has the right to be obtained by all people for the development of advanced and quality human resources. Each level and type of education has different goals. Vocational High School (SMK) is a type of education at the secondary education level that prepares students primarily to work in specific fields. Vocational education has become the main focus of efforts to improve the skills and expertise of the workforce in Indonesia. However, there are still many challenges to realizing it. His research (Fajar & Hartanto, 2019) mentioned that several things are still the weak points of vocational education in Indonesia, namely the need for quality educators, the completeness of infrastructure that resembles or is even the same as that used by industry, a curriculum that must be continuously adjusted to changing times, and character building for graduates to have soft skills expected by industry.

One of the Indonesian government's efforts to improve the quality of SMK education is through the SMK Centres of Excellence (PK) programme, which was launched based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 464/M/2021 on the Vocational High School Centres of Excellence Programme which generally aims to improve the quality and performance of SMKs by implementing an independent curriculum, while specifically to strengthen the quality of SMK human resources, strengthen students' soft skills and hard skills, increase the use of digital platforms, improve learning practice infrastructure, and strengthen partnerships and alignment with the business/industry world (Kemendikbudristek, 2021).

However, in fact, despite the programme, in 2023, the national statistics agency stated that the percentage of the open unemployment rate (TPT) from vocational high schools (SMK) was still the highest at 9.31%. This is undoubtedly a challenge, especially for SMK teachers and principals, to produce quality and competent graduates. Therefore, the presence of professional teachers with the four basic competencies (professional, pedagogic, personality, and social competencies) required in Permendiknas No. 16/2007 is needed. However, based on the Teacher Competency Test (UKG) conducted on Indonesian teachers, the results are less than optimal, especially for SMK teachers in Tangerang Regency, who generally only achieved a score of 54.6 out of a minimum passing score of 70 (Kemendikbudristek, 2023). This condition is also compounded by the low average percentage of certified teachers at the Centres of Excellence Vocational Public School, reaching only 46.39%. Certification is very important for teachers to determine their eligibility, professionalism and the quality of services they provide to students as their primary customers (Musthan & Zur, 2022).

Research by Fatah et al., (2022) shows that the Centre of Excellence Vocational Public School still needs help establishing relationships with the industry, which impacts curriculum development, learning implementation, the presence of industry instructors, and work internships. Teachers' problem is understanding the operational curriculum. Based on this, it can be said that there is still a need for improvement regarding the quality of teacher services at the Centre of Excellence Vocational Public School in Tangerang Regency.

Teachers, as the main actors in the educational process in schools, need to pay attention to the quality of services they provide to students as their primary customers. The existence and readiness of teachers to carry out their duties as educators are very decisive for the smooth running of the education process (Mailani, Ikrima, M. Nazir, 2023). Therefore, it is essential to pay attention to and improve the quality of teacher services so that the education process can run well, (Susilawati & Komariah, 2015) research revealed that the quality of services provided by teachers will show the quality of the teacher's performance.

Service is considered quality if the perceived service matches or exceeds what is expected. This is reflected in the service quality dimensions, which can be seen based on five dimensions: reliability, tangibility, responsiveness, assurance, and empathy (Philip & Keller, 2016). In achieving the expected quality of service, the principal's leadership plays an essential role as the driver and determinant of school policy direction (Ikhwan & Rabbani, 2024).

The principal is the highest leader in the school; if the principal's role is carried out properly, it will impact the quality of teacher services at school. Through the role of a leader, practices in instructional leadership are a strategic approach that can be used. According to (Mala et al., 2021), instructional leadership empowers all quality stakeholders and will indirectly help improve student learning processes and outcomes. However, the instructional leadership approach at the Centre of Excellence Vocational Public School still needs to improve because its implementation has several obstacles. These constraints are related to the principal's time and administrative work, which tends to be high. Principals tend to be more orientated as administrative managers, while instructional leadership or learning leadership is often delegated to vice principals. The principal's lack of involvement in instructional leadership practices will have implications for the instability of learning quality. In their research, Dewi (2021; and Walean et al., (2023) found that principals' instructional leadership can quickly motivate teachers to improve classroom learning, positively impacting teachers' performance, knowledge and experience, competence, and self-efficacy individually and collectively.

The issue of the quality of teacher services in Tangerang Regency's Centres of Excellence Vocational Public School is exciting and relevant to be researched because the problems above are contradictory to the programme being run by the school, namely the SMK Centres of

Excellence Programme. Research on the quality of teacher services that considers instructional leadership variables with the object of research on teachers of SMK Centres of Excellence is relatively limited and has yet to be widely reported. This is also a differentiator from previous studies. Developing and providing solutions to improve the quality of teacher services in these vocational schools is very important. Research on teachers in Centres of Excellence Vocational Public Schools can serve as a reference and guideline in developing effective strategies to improve the quality of teacher services in these areas through practices in instructional leadership. Therefore, this study aims to analyze and explore the extent of the influence of instructional leadership on improving the quality of teacher services, especially for teachers of Centres of Excellence Vocational Public Schools in Tangerang Regency.

Method

This research was conducted at the Centre of Excellence Vocational Public School in Tangerang Regency, Banten Province. The unit of analysis is the Center of Excellence Vocational Public School in Tangerang Regency teachers, with a total research sample of 112 people selected using a simple random sampling technique. A quantitative approach using survey methods was used in this research, referring to the opinion of Sugiyono (2018), who explained that the quantitative approach applies data in the form of survey figures collected from research samples and then analyzed using statistical analysis techniques.

The data collection technique uses a closed questionnaire instrument containing a list of statements with 5 alternative answers (*Likert scale*) provided by the researcher. The instrument has been tested for validity and reliability before being distributed directly to respondents. The validity test is carried out to determine whether the data to be measured on each instrument is valid or accurate. In contrast, the reliability test determines whether the instrument is reliable enough to be used as a data collection tool. Data analysis techniques for hypothesis testing use product moment and simple linear regression analysis. However, before testing the hypothesis, the normality and linearity tests were first carried out.

Results

Normality Testing

The normality test aims to determine whether the data obtained comes from a normally distributed or abnormally distributed population. This normality test uses galat taksiran (*Lilifors*). This test uses a significance level of $\alpha = 0.05$ with $n = 112$, then the calculation of $L_{table} 0.886/\sqrt{n}$ is 0.084. The test criteria are H_0 rejected if $L_{count} > L_{table}$, then the data is not normally distributed, and H_0 accepted if $L_{count} < L_{table}$, then the data is normally distributed. The normality test of galat taksiran is presented in the following table.

Table 1. Data Normality Testing Results

Galat Taksiran Data	Statistical Value		Test Result
	L_{count}	L_{table}	
Y over X	0.0792	0.084	Normally Distributed

Based on the calculation results in the table, we obtained $L_{count} 0.0792 < L_{table} 0.084$ so that the data from the normality test results of the teacher service quality variable on instructional leadership are declared normally distributed.

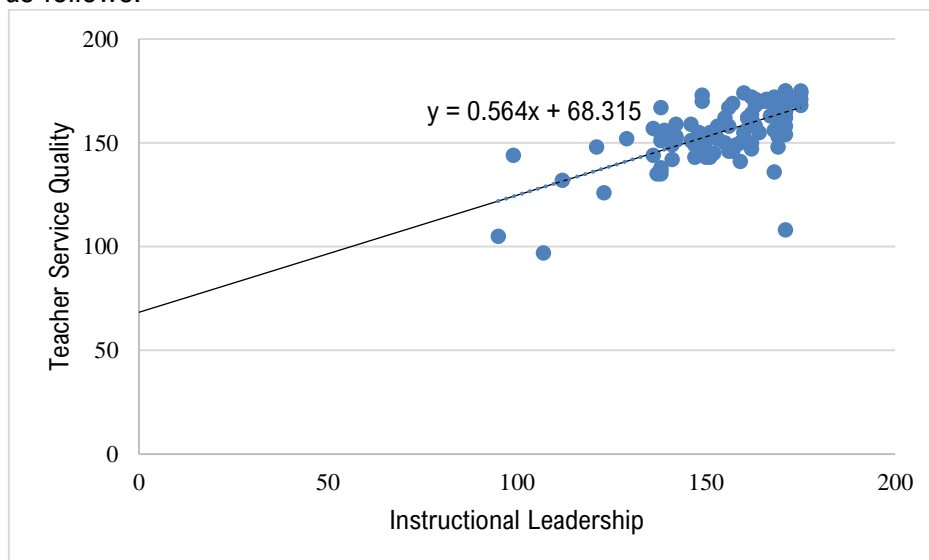
Significance and Linearity Testing

Based on the calculation results, a regression equation explains the mathematical relationship between instructional leadership (X) and teacher service quality (Y): $\hat{Y} = 68.315 + 0.564x$. The calculation results regarding the significance and linearity tests are presented in the following ANOVA table.

Table 2. ANOVA for Significance and Linearity Tests

Source of Variation	dk	JK	RJK	F _{count}	F _{table} $\alpha = 0.05$
Total	112	21890.429			
Coefisien (a)	1				
Regression (b/a)	1	9391.078	9391.078	82.646	3.93
Residual (S)	110	12499.350	113.630		
Tuna Cocok	39	4536.777	116.328	1.037	1.568
Galat (G)	71	7962.573	112.149		

Referring to the table above, the significance test results in the regression line obtained the value of $F_{count} = 82.646 > F_{table} 3.93$ ($\alpha = 0.05$; df 1/110); this indicates that the regression equation is declared significant. The linearity test results obtained $F_{count} = 1.037 < F_{table} = 1.568$ ($\alpha = 0.05$; df 39/71) show that linear regression is acceptable. Then, there is a line from the two variables described as follows:



Picture 1. Graph of the Regression Equation Y on X

Hypothesis Testing

Hypothesis testing serves to explain the direct influence of instructional leadership (X) on teacher service quality (Y). Hypothesis testing is done through *product-moment* correlation analysis and simple linear regression (t-test) with the following test results:

Table 3. Correlation and Regression Analysis Results

Data Analysis	Correlation Coefficient Test	Regression Test		R Square Value	Test Result
		t _{count}	t _{table}		

X to Y	0.655	9.091	1.859	0.429	Positive and significant correlation
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Based on the table above, regarding the effect of instructional leadership (X) on the quality of teacher services (Y), the correlation coefficient value is 0.655, and the t_{count} value is 9.091, while the t_{table} value at the 0.05 significance level is 1.859. Thus, it is concluded that $t_{count} 9.091 > t_{table} 1.859$, then H_0 is rejected, so it can be stated that there is a positive and significant influence of instructional leadership (X) on the quality of teacher services (Y). The percentage of the influence of instructional leadership variables (X) on the quality of teacher services (Y) is seen based on the R square value, which is 42.9% (moderate correlation).

Discussion

The Influence of Instructional Leadership on Teacher Service Quality

Referring to the results of hypothesis testing above, it can be synthesized that instructional leadership (X) has a positive and significant effect on teacher service quality (Y). This statement can be seen based on the acquisition of the t-test value in hypothesis testing (Table 3) with a significance level of 5%; the result shows that H_0 is rejected and H_1 is accepted. The regression coefficient value is 0.655, and the correlation coefficient is 0.655. The percentage of the influence of the instructional leadership variable (X) on the quality of teacher services (Y) is 42.9%, which means a moderate correlation. This indicates that if instructional leadership by school principals increases, the quality of teacher services at school will also increase.

This follows the results of research (Septa et al., 2022; Setyowati & Miyono, 2024; Suryana, 2018), which states that instructional leadership has a positive and significant effect on the quality of learning and the quality of teaching performance of teachers in schools. Furthermore, according to the results of the Campbell et al., study (2019), it was found that practices in instructional leadership are effective in improving the quality of teacher teaching. These practices include developing professional learning and trust-based relationships between teachers and principals and analyzing teachers' teaching practices.

The practice of instructional leadership will improve teacher teaching quality and improve student learning outcomes. In addition, Bada et al., (2020: 4466) found that instructional leadership is related to improving teaching and providing more detailed supervision to help teachers develop and improve their professional knowledge, skills and abilities. Principals' instructional leadership will quickly motivate teachers to improve classroom learning, positively impacting teachers' performance, knowledge and experience, teaching quality, competence, and self-efficacy individually and collectively (Dewi, 2021; Walean et al., 2023).

Through the empirical and theoretical explanations stated above, school principals' instructional leadership has a positive and significant effect on the quality of teacher services at the Centre of Excellence Vocational Public School in Tangerang Regency. The implications of the results of this study are directed towards efforts to realize a more optimal quality of teacher services to students through the principal's instructional leadership variable. Therefore, principals must allocate time to motivate and facilitate teachers in improving the quality of their learning services, dialogue with teachers, build effective communication, conduct adequate supervision, and optimally monitor students' learning progress through teachers.

Conclusion

Based on the results of the analysis of the instructional leadership variable (X) and the quality of teacher services (Y), it can be concluded that instructional leadership has a positive and

significant effect on the quality of teacher services by obtaining a regression coefficient value of 0.655 and a correlation coefficient of 0.655. The percentage of the influence of instructional leadership variables on the quality of teacher services is 42.9%, which means a moderate correlation. This provides information that if instructional leadership by school principals increases, the quality of teacher services in schools will also increase.

This research has limitations in the stages before, during, and after its implementation. The limitation of this study lies in the research object, which is only on teachers of Centre of Excellence Vocational Public School in Tangerang Regency. Future research is expected to have the potential to expand the scope of the research object and include other independent variables such as compensation, work culture, educational qualifications, and others that can theoretically affect the quality of teacher services to students.

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