



Principal Instructional Leadership In Sekolah Penggerak As A Catalyst In Realizing The Pancasila Student Profile

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ABSTRACT

Program Sekolah Penggerak (PSP) is one of the policies of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in the transformation of education. PSP places the principal's instructional leadership as a determinant of the success of the Sekolah Penggerak in transforming education and realizing the Pancasila Student Profile. The purpose of this study is to describe the strategy, implementation, and role of the principal's instructional leadership in the Sekolah Penggerak to realize the Pancasila Student Profile. This research uses a qualitative approach using a multicase study design. Data collection was done by in-depth interview, observation, and documentation study. The result of this study is the instructional leadership strategy carried out by the principal by adjusting the existing school vision with the Pancasila Student Profile then socializing it to all school members, promoting a child-friendly, harmonious, and family-like school climate, dividing tasks according to the competence of teachers and employees, and facilitating professional development for teachers and employees. The implementation of instructional leadership is carried out through child-centered learning in intracurricular, extracurricular learning, Pancasila Student Profile strengthening projects, as well as through fostering school culture with the stages of planning, implementation, monitoring, and evaluation. To realize the role of the Sekolah Penggerak as a catalyst in realizing the Pancasila Student Profile, the school principal.

Keywords: instructional leadership; Pancasila Student Profile; Strategy; Implementation

Introduction

Principals play an important role in the success of student learning, in addition to the quality of teaching by teachers (Burhanuddin, 1997; Hallinger & Heck, 2011; Leithwood, Sun, & Pollock, 2017; Pont, Nusche, & Moorman, 2010) and McKinsey in Riveras-León & Tomàs-Folch (2020). Schools led by principals with strong leadership produce many students with high learning achievement (Sashkin in Burhanuddin, Supriyanto, & Adi, 2018). There is a positive relationship between principal *instructional* leadership and student learning outcomes (Soehner & Ryan, 2011; Day, Gu, & Sammons, 2016); Pont et al., 2010). Their indirect relationship is mediated through people, events, and organizational factors such as teachers, classroom practices, and school climate (Hallinger & Heck, 1996; Blase & Blase, 2000).

Principals have many responsibilities (Shen, Cooley, Reeves, Burt, Ryan, & Lisa, 2010) to manage school administration such as related to budget, schedule, discipline, student attendance, shared curriculum activities, facilities, safety, teacher recruitment and monitoring, assessment, teaching materials and self-professional development (Pont et al., 2010; Day, et al., 2016), relationships with teachers and students (Quinn, 2002) and communication with parents and the surrounding community (Jong & Hartog, 2007; Sutapa, 2006; Horn, Klasik, & Loeb, 2010; Wahjosumidjo, 2011). The principal is a key player in efforts to

improve student achievement through his or her influence on the organization and climate of the school, and especially on teachers and teaching (Blase & Blase, 2000).

Principal instructional leadership is seen as the most potential model for improving student learning outcomes and the quality of teaching and learning (Day et al., 2016; Robinson, Llyod, & Rowe, 2008). Hallinger & Murphy (1987) defined instructional leadership as any activity implemented by school administration in the hope of improving the success of teaching and learning and school development. Learning leaders are individuals who are responsible for organizing; developing and ensuring a positive attitude towards change in schools (Kursunoglu & Tanriogen, 2009). The positive attitude will encourage principals to promote and support the change process. Principals as instructional leaders and learners are important resources for implementing change in teachers' classroom practices (Bredeson & Johansson, 2000).

Lezotte and Papperl (1999) state that in effective schools, principals act as instructional leaders, communicate the mission effectively and efficiently to staff, parents, and students, and understand and apply the characteristics of learning effectiveness in the management of learning programs. Learning-centered leadership is also seen as a requirement for schools to be effective (Schmelkes, 2018), in addition to other requirements such as staff must be motivated and highly committed, must have proactive people, clear goals, vision and mission that identify them, and develop people (Leithwood et al., 2008). Several studies have also found a relationship between principals' instructional leadership and students' academic achievement by (Wu & Shen, 2022; Bafadal et al., 2018; Hou et al., 2019). The results of a metaanalysis conducted by Robinson, Lloyd, and Rowe (2008) showed that the average impact of instructional leadership on student learning outcomes was 3 to 4 times that of transformational leadership. Drake and Roe (2002) define instructional leadership as all efforts to encourage and support those involved in the teaching and learning process to achieve school goals and develop a strong school social system. Arifin (2016) states that the great mission of character education will be achieved effectively through the principal's strong learning leadership key as inspiring leader, educational leader, and team leader.

Program Sekolah Penggerak (PSP) is one of the priority programs of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in transforming education. One of the objectives of the PSP is to improve the competence and character of students in accordance with the Pancasila Student Profile. The Pancasila Student Profile is defined as the realization of Indonesian students as lifelong learners who have global competencies and behave in accordance with the values of Pancasila (Kemendikbud Ristek, 2021). Under the leadership of principal learning, the Sekolah Penggerak will be a catalyst in educational transformation (GTK, 2021). The Sekolah Penggerak acts as a catalyst that will transfer the results of PSP activities to surrounding schools to accelerate educational transformation.

Several studies have shown that learning leadership acts as a catalyst for successful change (Amkrum, 2016; Manukonda & Ganta, 2017; Mutaqinah & Hidayatullah, 2020; Stagl, 2011). Leaders are change agents who take the initiative and bring about successful change in organizations Al-Ali, et al (2017). Afrina, Siska, Agusta, Sasongko, & Kristiawan (2022) found that the Program Sekolah Penggerak (PSP) acts as a catalyst for improving the quality of education in Indonesia. However, research on the principal's learning leadership in the Sekolah Penggerak as a catalyst in realizing the Pancasila Student Profile has never been conducted. This study aims to describe the strategy, implementation, and role of the principal's learning leadership in the Sekolah Penggerak to realize the Pancasila Student Profile.

Literature Review

Principals play an important role in the success of student learning, in addition to the quality of teaching by teachers (Burhanuddin, 1997; Hallinger & Heck, 2011; Leithwood, Sun, & Pollock, 2017; Pont, Nusche, & Moorman, 2010) and McKinsey in Riveras-León & Tomás-Folch (2020). Schools led by principals with strong leadership produce many students with high learning achievement (Sashkin in Burhanuddin, Supriyanto, & Adi, 2018). There is a positive relationship between principal learning leadership and student learning outcomes (Soehner & Ryan, 2011; Day, Gu, & Sammons, 2016; Pont et al., 2010). Their indirect relationship is mediated through people, events, and organizational factors such as teachers, classroom practices, and school climate (Hallinger & Heck, 1996; Blase & Blase, 2000).

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There are 4 principal leadership strategies that are considered effective, namely bartering, building, binding, and bonding (Sergiovanni & Green, 2014). Bartering strategy is a strategy applied by the principal by agreeing to fulfill the wishes of teachers and employees if they meet the principal's targets. The building strategy is carried out by the principal by creating a good interpersonal climate and support by providing opportunities for subordinates to achieve achievements, fulfill responsibilities, increase competence, and get awards. The building strategy is carried out by the principal by creating a good interpersonal climate and support by providing opportunities for subordinates to achieve achievements, fulfill responsibilities, increase competence, and get awards. The binding strategy is carried out by means of principals together with teachers and employees jointly developing shared values about relationships and bonds that they both want. In the bonding strategy, principals together with teachers and employees are united and committed to making school development institutionalized in daily life. Binding and bonding strategies are seen as most effective in schools that are transforming and developing self-management. This is because both strategies (a) correspond to a realistic view of how schools actually work so that their work becomes practical, (b) meet high-level psychological and spiritual needs that lead to exceptional commitment, performance and satisfaction, and (c) are based on the theory of human rationality that enhances individual and organizational intelligence and performance (Sergiovanni & Green, 2014).

Principals play a key role in curriculum development as they encourage teachers to reflect on key questions and select appropriate activities for students' individual needs (Beach & Reinhartz, 2000). Sowell (2018) found that as learning leaders principals (a) prioritize classroom visits, (b) help teachers use data, (c) appreciate teachers' work, (d) provide teacher professional development, (e) work collaboratively with teachers, and (e) distribute leadership to teachers.

Smith and Andrews (1989) identify four dimensions or roles of a learning leader, namely (a) resource provider, (b) learning resource, (c) communicator, and (d) visible presence. In implementing *Merdeka Belajar* policy, the principal plays a role in inspiring others, mentoring others, supervising others, ensuring follow-up, and facilitating group processes. (Maisyaroh, Juharyanto, Bafadal, Wiyono, Adha, Saputra, & Ariyanti., 2020).

Method

This research is qualitative research because it requires in-depth observations in natural situations through research referred to as qualitative research (Bogdan & Biklen, 2007). As a qualitative research, this research seeks to understand the meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, focused and multi-method, natural and holistic, prioritizing quality, using several ways, and presented narratively (Creswell, 2009). This research aims to answer the question 'how'. Therefore, the type of research used is case study research, which is research that answers research problems in an explanatory manner (Yin, 2009: 42).

This research uses a multi-case study in three Sekolah Penggerak located in Batu City, East Java, namely (1) SDN Pendem 01, (2) SMPN 03 Batu, and (3) SMAN 02 Batu. According to Baxter & Jack (2015) in multicase study research, researchers examine several cases to understand the similarities and differences between the cases studied. By using a multicase study research design, researchers may be able to find similarities and differences regarding research subjects in a multicase study that are assumed to have similar characteristics.

In this research, the researcher acts as a planner, data collector, analyzer, interpreter and reporter of research results in accordance with the opinion of Bogdan and Sari (1982). In the process of collecting data, researchers used tools such as interview guidelines, cameras, smartphones, and observation guidelines. As a key instrument, the researcher must be present directly at the research location.

The types of data in this study can be divided into two, namely primary data and secondary data. Primary data was obtained in the form of words or verbal utterances (verbal) and behavior of the subjects (informants) related to the activities of the Sekolah Penggerak at the research location. Secondary data is obtained from documents, photographs, and objects that can be used as a complement to primary data.

Determination of informants is carried out by purposive sampling to select and select informants who really master information and problems in depth and can be trusted to be a stable data source. With the purposive technique for informants, the data sources used in this study include (1) the principal of the Sekolah Penggerak; (2) teachers who are members of the Learning Committee; (3) teachers who implement Merdeka Curriculum, and (3) the P5 facilitator team. Based on the data obtained from the informants, the researcher can determine other informants using the snowball sampling technique. The research data collection techniques included in-depth interviews, participant observation, and documentation studies (Bogdan & Biklen, 2007). Data analysis was conducted in two stages: single case analysis and cross-case analysis. Single case data analysis was conducted with the stages of data presentation, data condensation, and conclusion drawing (Miles, Huberman, & Saldaña, 1994). The stages of cross-case analysis in this study were adapted from Arifin (1998: 84) namely (1) using an inductive-conceptualistic approach by comparing and combining the conceptual findings of each single case; (2) the results of comparing and combining conceptual findings from each single case are used as the basis for preparing cross-case concept statements or propositions; (3) evaluating the suitability of propositions with the facts referred to; (4) reconstructing propositions according to the facts of each individual case; and (5) repeating the process as needed until the limit of saturation. Data validity checks in this study include credibility, transferability, dependability and confirmability (Miles & Huberman, 1994).

Result

The strategies taken by the principal to realize the Pancasila student profile are (1) reviewing and adjusting the formulation of the school vision and objectives to be in accordance with the Pancasila student profile and then socializing it to the school community; (2) promoting a school climate characterized by harmonious relationships between school community members, namely politeness, friendliness, cooperation, and harmony; (3) dividing the roles and duties of teachers and employees according to their competence; and (4) implementing academic supervision with a coaching approach.

The findings on the learning leadership of the principals of SDN Pendem 01 Batu and SMAN 02 Batu showed that the principals formed a small team to review and refine the school vision to match the Pancasila Student Profile. The principal then socialized the refined vision. At SMPN 03 Batu, the principal did not formulate the school vision and goals because the old vision was already in line with the Pancasila Student Profile. The socialization of the school vision and goals was done by the three principals to all school members, namely teachers, employees, students and parents through official meetings, flag ceremonies, displaying the school vision and goals in places that are easily seen in the school environment.

The third principal promotes a friendly school climate. This is done by the principals by (a) making themselves as role models of good character, and (b) creating a family atmosphere and harmonious relationships among all school members. The three principals believe that making themselves as role models in behaving and acting with good character is the key to successful implementation of good character in schools. The harmonious and family atmosphere is shown by the implementation of clean, religious, anti-bullying, and five culture (greetings, greetings, smiles, politeness, and courtesy) starting from the gate to all rooms and corners of the school and the creation of a clean and beautiful school environment.

The head of SDN Pendem 01 Batu implements learning leadership to realize the Pancasila Student Profile through 4 learning activities, namely intracurricular, extracurricular, P5, and school culture. Intracurricular learning is implemented using Merdeka Curriculum for grades 2, 3, 4 and 5, while grade 1 and grade 6 still use the 2013 Curriculum. In the first year, the principal selected young teachers who mastered technology and information to become learning committees and facilitators of Strengthening the Pancasila Student Profile project (*Proyek Penguatan Profil Pelajar Pancasila/ P5*). Learning committees consisting of principals, teachers and supervisors are included in the Project Management Office (PMO) activities, which is a routine meeting once a month with the Facilitator of the Sekolah Penggerak to evaluate, reflect and discuss, and ensure the success of the Sekolah Penggerak activities, especially in project-based learning. The principal and teachers who are members of the learning committee then mentor other teachers in the school. The principal organizes in-house training (IHT) and workshops with resource persons from other institutions. There are 11 extracurricular activities provided for students, namely the Tentara Cilik Poltekad (TCP), drum band, batik, tilawah, banjari, dance, mime, and IPA-Mathematics, karate, and pencak silat. Students are given the freedom to choose a maximum of two types of extracurricular activities. The implementation of P5 is carried out by choosing one theme in each semester with reference to the Guidebook for the Development of the Pancasila Student Profile Strengthening Project published by the Ministry of Education and Culture Research and Technology of the Republic of Indonesia. The P5 implementation time is every Friday. The principal collaborates with parents to make the projects and works produced by students more creative. The school culture developed by the principal at SDN 01 Pendem to realize the Pancasila Student Profile is a culture of courtesy, cleanliness, religion, collaboration, love to learn new things, and open-mindedness. To implement the role of a Sekolah Penggerak as a catalyst in educational transformation, the principal makes himself a role model, namely a person who is ready and willing to accept change, encourages and plays an active role in the learning community in his school to transfer knowledge and skills related to the Merdeka Curriculum and the Pancasila Student Profile, becomes a resource person in workshops or training at other educational institutions in Batu City, facilitates and allows teachers who are invited to be resource persons at other institutions,

publicizes good practices in implementing the Merdeka Curriculum and P5 through the school's social media accounts, namely Facebook, Instagram, and TikTok, as well as to guests visiting the school to conduct a mock study. The principal balances knowledge and skills learning outcomes with good character learning outcomes in accordance with Pancasila values.

At SMP Negeri 2 Batu, the principal views the changes offered by the Program Sekolah Penggerak as a challenge that must be responded to positively and quickly. The principal maintains the existing school vision and mission because after reviewing it is in accordance with the Pancasila Student Profile. The socialization of the school's vision and mission as well as the school's participation in the PGP was conducted to all school personnel, namely teachers, employees, students, parents, and the school committee. The principal formed a learning committee and a P5 facilitation team. They are selected from young teachers who are progressive towards change, like to learn new things, and master ICT. The learning committee consisting of the principal, teachers and supervisors are included in the Project Management Office (PMO) activities, which is a regular monthly meeting with the Facilitator of the Sekolah Penggerak to evaluate, reflect and discuss, and ensure the success of the Sekolah Penggerak activities, especially in project-based learning. The principal, together with teachers who are members of the Learning Committee, then disseminates the results of the PMO to other teachers in the school through IHT. The implementation of the principal's learning leadership to realize the Pancasila Student Profile through 4 learning activities, namely intracurricular learning, extracurricular activities, the Pancasila Student Profile Strengthening project, and school culture. Intracurricular learning is implemented using the Merdeka Curriculum for grades 7 and 8, while grade 9 still uses the 2013 Curriculum. The principal provides ICT skills strengthening training to several teachers who have mastered ICT by bringing in ICT-based learning media practitioners. Teachers who have been trained then become mentors for other teachers who are grouped according to subjects or subject clumps. The implementation of P5 is carried out with a block system at the end of the semester, namely in the last three weeks of each semester. The school collaborates with other institutions and businesses and industries around the school so that the projects that students work on are more contextual and meaningful. There are 18 types of extracurricular activities that are opened based on student interest screening. In addition to extracurricular activities that are common in other schools, this school also organizes activities outside of learning according to students' interests and needs, such as training anti-bullying cadres and anti-drug cadres. School culture development emphasizes clean, religious, disciplined, open to change, collaboration and reflective culture. This school culture is applied to all school members.

To carry out the school's role as a catalyst for educational transformation, the principal makes himself a role model, namely a person who is always ready to change following developments, cultivates learning together through a learning community called *sinau bareng* to learn new things, shares knowledge, skills and good practices related to PSP, especially the implementation of the Merdeka Curriculum and P5, shares knowledge, skills, and good practices to guests who visit the school to conduct a mock study, become resource persons for various training activities and workshops on the implementation of the Merdeka Curriculum and P5, Principals emphasize the importance of character as a learning outcome that is no less important than academic learning outcomes.

At SMAN 02 Batu, the principal responded to the implementation of Merdeka Curriculum that emphasized assessment as part of the effort to improve the learning process and the abolition of the National Exam (UN) as the answer to his concerns. When the UN was still in place as a graduation requirement, many students at SMAN 02 Batu did not graduate. The principal formed a small team to review and adjust the school's vision and goals to match the Pancasila Student Profile. The results were socialized to the entire school community. The principal also socialized the school's participation in PGP, especially about its goals and benefits, so that all school members play an active role in its success.

The efforts to realize the Pancasila Student Profile are also implemented through 4 pathways, namely intracurricular learning, extracurricular activities, the Pancasila Student Profile Strengthening project, and school culture. The Merdeka Curriculum is applied in grades 10 and 11, while grade 12 still applies the 2013 Curriculum. Teachers who teach in grade 10 in the first year of PSP implementation, namely the 2020/2021 school year, are primarily teachers who master ICT. To improve teachers' mastery of ICT-based learning, the principal holds workshops with internal resource persons from teachers at the school. Improving teachers' competence in implementing Merdeka Curriculum and P5 is carried out by inviting the Facilitator of the Sekolah Penggerak as a resource person. Principals also facilitate teachers who are members of the learning committee to attend various trainings to improve their competence. After attending the training, the teacher is obliged to share the results with other teachers through IHT or internal workshops at school. There are 23 types of extracurricular activities provided by the school based on student suggestions. Extracurricular activities will be opened if there are at least 3 registrants. P5 implementation at school is implemented every day during the last hour. The theme is chosen based on the P5 Facilitator team meeting. Students are given the freedom to determine the type of project and their work according to the predetermined theme. The principal often conducts discussions and dialogues to convince teachers to participate in the PSP. The school culture developed by the principal is mainly religious culture, cooperation, achievement, and openness to change. The principal also cultivates learning together through learning communities to improve teacher competence and professionalism. The principal encourages and facilitates students to participate in various competitions, especially in the non-academic field, as a provision for future success. The principal collaborates with parents

to ensure that children continue to follow the intracurricular learning process, even though they are participating in sports or art tournaments.

At SDN Pendem 01 Batu, the principal requires each teacher to submit teaching modules (in the Merdeka Curriculum) or lesson plans (for the 2013 Curriculum) at the beginning of the semester. Furthermore, the principal invites each teacher to examine whether the lesson plans made have met the predetermined standards. At SMPN 03 Batu and SMAN 02 Batu, the principal also requires each teacher to submit teaching modules (in the Merdeka Curriculum) or lesson plans (for the 2013 Curriculum) at the beginning of the semester. Furthermore, in groups of similar or allied subjects, teachers check and give feedback to each other. Teachers then revise lesson plans based on the results of the discussion. The principal checks the revised results and approves the revised lesson plans. This activity by the principal is in line with one of the learning leadership functions stated by Larsen (1987).

Principals in the three Sekolah Penggerak emphasized the importance of implementing differentiated learning, which is learning that is developed according to children's needs. Learning should be able to meet students' diverse interests, learning styles and learning needs. At the beginning of the semester, the principal of SDN Pendem 01 held an official meeting to identify students' learning needs by listening to the results of observations and student learning results in the previous class and the results of a questionnaire distributed to parents. The principals of SMPN 03 Batu and SMAN 02 Batu conduct aptitude and interest tests involving a psychological testing institute for new students. The results of this test are then shared with grade 7 teachers at SMPN 03 Batu and grade 10 at SMAN 2 Batu to develop differentiated learning plans. For teachers of grades 8 and 9 at SMPN 03 Batu and grades 11 and 12 at SMAN 02 Batu, the mapping of learning needs is supplemented by the results of teacher observations and student learning outcomes in the previous grade. This activity is conducted by the principal through an internal workshop where teachers work in groups according to their subjects.

Principals in the three Sekolah Penggerak ensure that the planning of P5 projects and works is in favor of students. Therefore, principals in the three Sekolah Penggerak encouraged teachers to explore students' desires, listen to students' aspirations, and give students the opportunity to make choices. The principals assured the teachers that these two methods would ultimately make students feel ownership and fully committed to completing the projects and works they chose more earnestly. The principal did this by assisting teachers in developing teaching modules and P5 modules.

Principals at the three Sekolah Penggerak collaborate with various parties such as parents, other institutions or agencies, alumni. The cooperation carried out by the principal of SDN Pendem 01 Batu is (a) involving parents in monitoring the development of student projects or works and carrying out work exhibitions, (b) cooperating with the Arhanud Polytechnic, alumni, Pendem Village Government, and the Batu City Education Office in implementing P5, as well as several tourism object managers in Batu City for the implementation of outing classes. The heads of SMPN 03 Batu and SMAN 02 Batu involve parents, alumni, businesses and industries around the school, government agencies such as the Batu City Education Office, the Batu City National Narcotics Agency (BNN), the Batu City Public Health Center, the Batu City National Sports Committee (KONI) in the implementation of intracurricular and extracurricular learning.

The principals in the three Sekolah Penggerak conducted monitoring to ensure that intracurricular, extracurricular, and P5 learning went well. This monitoring action is carried out through classroom visits, academic supervision with a coaching approach, and monitoring the progress of student learning outcomes. Classroom visits are conducted by principals not only as a form of monitoring but also as an evaluation to determine whether the learning carried out by teachers is in accordance with the plans and standards that have been set. The principal also continuously monitors the progress of student learning outcomes by looking at student learning outcome documents, discussing with teachers and parents, and having casual dialogues with students.

The principals of SDN Pendem 01 Batu and SMAN 02 Batu implemented classroom visits and supervised the teachers themselves in carrying out their duties. At SMPN 03 Batu, the principal implemented academic supervision with a coaching approach by forming a supervision team. This supervision team consists of the principal and senior teachers who are considered capable of implementing learning according to the new learning paradigm in the Merdeka Curriculum. This step is taken to ensure that all teachers receive supervision.

The evaluation stage is carried out by the three principals to ensure that the learning carried out by teachers is in accordance with the plan and achieves good results. Evaluation is carried out during the learning process in the current semester, after one semester, and one year of learning is completed. Principals use the criteria for achieving learning objectives (KKTP) developed by teachers to determine student learning success and use teacher performance assessment instruments. Based on the assessment results, principals provide feedback to teachers as a consideration to improve learning in the future. Feedback was given by the three principals individually and in groups. Individual feedback is conducted by the principal alone with the teacher concerned by applying a coaching approach. Group feedback was conducted in a district meeting after joint reflection.

As a catalyst, the mobilizing school should scale up its good practices to neighboring schools. Before transferring to other schools, principals transfer good practices by (a) convincing teachers and staff that participation in PSP can help students achieve better learning outcomes and accelerate the school's success in realizing the Pancasila Student Profile; (b) making themselves a role model of personal character in accordance

with the Pancasila Student Profile, (c) facilitating the transfer of teachers' good practices to other teachers through training and discussions in the learning community, (c) organizing training to improve teachers' competence in learning.

The role as a catalyst for educational transformation to other schools is carried out by the school principal by (a) sharing good practices with teachers, principals, supervisors, and others who visit the school to conduct a mock study, (b) publicizing PSP good practices through online and social media, and becoming a resource person with teachers in training on the implementation of Merdeka Curriculum and P5. In the three schools, it was found that guests who conducted a mock study to the three Sekolah Penggerak did not only come from the Batu City area, but also from other districts/cities in the East Java region and other provinces.

The head of SDN Pendem 01 Batu also uploaded narratives, photos and videos of good practices on the teacher's Facebook account and the school's TikTok. The principals of SMPN 03 Batu and SMAN 02 Batu publicized PSP good practices through Facebook, Instagram and TikTok both with the principal's personal and school accounts. At SMPN 03 Batu, the principal also encouraged teachers to upload teaching modules and P5 modules on the school website so that visitors can read and even download them. The principal of SMAN 02 Batu assigned one of the teachers who is also a journalist to publicize PSP good practices through online media.

Discussion

a. The Principal's Instructional Leadership Strategy in Activist Schools as a Catalyst in Realizing the Pancasila Student Profile

The driving principal uses instructional leadership strategies to achieve the goal of focusing on the success of the learning program at school (Burhanuddin, Supriyanto, & Adi 2018). Strategies should be developed to set direction, focus efforts, define or clarify the organization, and provide consistency or guidance in responding to the environment (Chandler, 1962; Mintzberg, 1987).

The learning instructional strategies carried out by principals at SDN Pendem 01 Batu and SMAN 02 Batu are in line with the three dimensions of instructional leadership, namely (1) defining school goals consisting of two functions, namely building school goals and disseminating school goals (Lezotte & Papperl, 1999); (2) managing learning programs consisting of three functions, namely supervising and evaluating learning, coordinating the curriculum, and monitoring student development; and (3) promoting school climate (Hallinger, 2011; Hallinger & Murphy, 1987; Shen, Cooley, Reeves, Burt, Ryan, & Lisa, 2010).

The principal's strategy to review and refine the existing school vision and then socialize it to all school members can foster awareness of all school members to participate in the success of the goals that have been set (Larsen, 1987). Academic supervision activities carried out by school principals can be part of monitoring and evaluation activities. The aim is to monitor and assess the implementation of learning by teachers (Southworth, 2002). The selection of the right people in the learning committee, P5 facilitation team, and school digitalization are forms of human resource management applied by principals that affect the achievement of school goals (Burhanuddin, 1997). Organizing workshops, internal training at school or involving teachers is an effort to improve teacher competence in learning in accordance with established standards (Ariyanti, Supriyanto, & Timan, 2019).

Through learning communities, principals encourage teachers to reflect on their learning practices and improve them (Vescio, Ross & Adams, 2008). In learning communities there is professional dialog and discussion about the results of performance assessment and action plans to improve the quality of the process and student learning outcomes (Southworth, 2002). Learning community activities can improve learning outcomes (Borko, 2004; Darling-Hammond, 2015; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Vescio et al., 2008).

The school principal of Sekolah Penggerak promotes a collaborative and child-friendly climate characterized by harmonious relationships among all school members, cooperation of all parties to achieve school goals, and a clean and beautiful physical environment. This strategy is implemented to support the achievement of student learning outcomes (Blase & Blase, 2000; Burhanuddin, Supriyanto, & Adi, 2018; Hallinger & Heck, 1998; Quinn, 2002). The creation of a positive learning environment that encourages learning motivation can be a bridge to build student engagement in learning (Chen & Liu, 2022).

The strategies applied by the three principals can be categorized into binding and bonding leadership strategies. The binding strategy can be seen from the togetherness of principals with teachers and employees in developing values that are believed together. The bonding strategy is characterized by a joint commitment of all school members to develop institutionalized schools in daily life. Bonding and binding strategies are the most effective leadership strategies applied in schools that are undergoing transformation (Sergiovanni & Green, 2014).

b. Implementation of the Principal's Instructional Leadership in Activist Schools as a Catalyst in Realizing the Profile of Pancasila Students

Implementation of instructional leadership is the way the principal realizes the strategies that have been set. The main aspects are translating strategies into actions, building the framework, and ensuring that they become actions (Miller, 2020). The findings of this study show that the three principals implemented instructional leadership through intracurricular and extracurricular learning, P5, and school culture development in accordance with the P5 development guidelines (Kemendikbudristek, 2020) and the research

results of Yusuf, Faelasofi, & Rahayu (2022). The findings of this study are in line with the implementation of instructional leadership found by Marks & Printy (2003) that principals (a) work directly with teachers to improve the effectiveness of classroom learning, through evaluation, supervision, modeling, and support; (b) provide resources and professional development to improve learning; (c) coordinate and evaluate curriculum, learning, and assessment; and (d) regularly monitor teaching and student progress.

The implementation of instructional leadership found includes the stages of planning, implementation, monitoring, evaluation, and facilitation in accordance with the actions that should be taken in implementing leadership (Arifin, 2016; Hallinger & Heck, 1998; Hallinger, 2005; Hallinger, 2010; Munna, 2021). In the planning stage, the three principals socialized the school's participation in the PGP to teachers and employees and selected young teachers who mastered ICT, liked to learn new things, and mastered ICT as members of the learning committee and P5 facilitation team. These two ways are a form of leader responsibility to ensure the success of the school in achieving goals (Day, Sammons, & Gorgen, 2016).

The action of the driving principal to ensure that lesson plans developed by teachers are in accordance with the policies set by the Government and to encourage the realization of the Pancasila Student Profile is one form of fulfilling the learning leadership function as stated by Larsen (1987). The principal's actions ensure the implementation of quality learning and help students achieve maximum learning outcomes (Larsen, 1987).

Principals implement student-centered learning by (a) ensuring teachers have identified students' learning needs according to their talents, interests and other preferences, (b) developing learning according to the results of identification, (c) providing opportunities for students to determine their own learning methods, projects and works to be created. When students play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are better able to determine their own learning goals (Kemendikbudristek, 2020).

The cooperation built by the principal with other parties is the principal's effort in influencing, encouraging, guiding, directing, and mobilizing teachers, students, parents of students and other related parties to work / play a role in order to achieve the set goals (Arifin, 2017).

This monitoring action is carried out in three ways, namely class visits, academic supervision with a coaching approach, and monitoring the progress of student learning outcomes in accordance with the opinion of Smith and Andrews (1989: 8-9). Evaluation of teachers is characterized by frequent classroom visits with clear criteria and feedback. The coaching approach was chosen by the principal because it encouraged teachers to come up with new ideas and problem solving on their own. The partnership relationship between principals and teachers in supervision with coaching approach makes teachers avoid pressure so that they can develop their potential to improve the quality of learning (Lawrence & Whyte, 2014; Whitmore, 1996).

The three principals also include teachers and employees in both internal and external training. Both are ways to ensure the quality of learning is done by teachers (Lesmana & Mustiningsih, 2020).

The principal evaluates student learning outcomes and teacher performance. The assessment of student learning outcomes using the KKTP and the assessment of teacher performance based on the teacher performance assessment instrument are standardized forms of assessment. Evaluation of teacher performance is characterized by frequent classroom visits, using clear criteria, and followed by feedback (Smith & Andrews, 1989) and is in accordance with the second dimension of learning leadership, namely supervising and evaluating learning, coordinating the curriculum, and monitoring student progress (Hallinger, 2010).

c. The Role of Principal's Instructional Leadership in Sekolah Penggerak as a Catalyst in Realizing Pancasila Student Profile

The role of a Sekolah Penggerak as a catalyst is carried out by the principal by being an inspirer, motivator, manager, coach, mentor. The role of inspirer is carried out by the principal by being a role model who is ready to accept change. The role as a motivator is shown by (a) convincing teachers to be willing to make changes by following the PSP, (b) encouraging teachers to improve the learning that is carried out in order to realize the Pancasila Student Profile. The role of manager is carried out by the principal by (a) forming a P5 facilitation team and learning committee and (b) dividing the tasks of teachers and employees. The role of coach is carried out by the principal when applying the coaching approach in academic supervision. The coaching approach is generally done individually. This is in line with the finding that one form of teacher professional development is conducted collaboratively with individualized techniques (Imron et al., 2023).

Teacher professional development ideally in the AEC era can be done on (1) substantive aspects of teacher commitment and teaching ability, using: (2) directive (information and control), collaborative (direction and negotiation); and non-directive views; (3) conceptual, technical, and human skills, (4) individual and group techniques; (5) scientific, artistic, and clinical approaches. Based on the results of quantitative analysis, the real professional development of teachers, according to the principal respondents, is in the category of very good category; and according to the teacher respondents, it is also in the category of good desire. The role of mentor is carried out by the principal by sharing practices both with teachers within the school and teachers, principals, supervisors and others who visit to conduct a mock study to the school. The role of mentor is carried out by the principal when he is a resource person in training or technical guidance on the implementation of Merdeka Curriculum and P5. The role of facilitator is carried out by the principal by (a) facilitating the implementation of self-development activities, (b) allowing teachers or employees to become resource persons in training outside the school. The role played by the principal is in accordance with what was found by Maysaroh, dkk. (2020) and Drake & Roe (2002).

Conclusion

Based on the results of research and discussion, it can be concluded that instructional leadership is carried out by principals applying binding and bonding strategies by adjusting the existing school vision with the Pancasila Student Profile then socializing it to all school members, promoting a child-friendly, harmonious, and family-friendly school climate, dividing tasks according to the competence of teachers and employees, and facilitating professional development for teachers and employees. The implementation of instructional leadership of the Sekolah Penggerak principal is done through child-centered learning in intracurricular, extracurricular learning, the Pancasila Student Profile strengthening project, as well as through fostering school culture. Implementation is carried out in four stages, namely: planning, implementation, monitoring, and evaluation. To realize the role of the Sekolah Penggerak as a catalyst in realizing the Pancasila Student Profile, the principal carries out the role of being an inspirer, motivator, manager, coach, and mentor.

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