

## QUALITY TRANSFORMATION STRATEGY THROUGH THE INTEGRATION OF LEARNER VISION AND INSTRUCTIONAL LEADERSHIP IN ELEMENTARY SCHOOLS

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### ABSTRACT

The shift in the global education paradigm demands holistic learning quality beyond quantitative achievement. Despite having ICT-literate educators, SD Negeri 1 Godong faces the challenge of numeracy stagnation (70.83%) and character fluctuations. This research is a qualitative case study conducted over a six-month period (July–December 2025) involving 12 key informants, including the school principal, 6 teachers, 3 school committee members, and 2 representatives of parents. The study aimed at analyzing the development of vision, culture, and learning leadership in improving educational quality. Data were collected through interviews, observations, and Education Report Card documents, then analyzed using the interactive model of Miles et al. The results show that the vision of the "Center for Literacy and Technology" has been institutionalized, but teachers' use of ICT is still predominantly passive-visual and therefore has not optimally boosted numeracy. The principal's leadership bolsters teacher self-efficacy but requires strengthening of cognitive activation-based clinical supervision. It is concluded that sustainable quality requires the synergy of digital innovation, character strengthening, and logical reasoning simultaneously by instructional leadership.

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### INTRODUCTION

The quality of education is currently experiencing a paradigm shift from merely quantitative achievements to the quality of outcomes and meaningful learning processes. Quality assurance in elementary schools relies heavily on the systemic integration of strategic management and policy implementation at the local level (Hidayat et al., 2022). The success of this quality assurance is inseparable from the leadership role of the principal in interpreting central policies into strategic programs (Sulisworo et al., 2020). In the Industry 4.0 era, schools are required to create a smart

learning ecosystem to simultaneously develop students' cognitive, affective, and psychomotor competencies (Puspitasari et al., 2022; Mulyasa, 2021).

Sutarto et al. (2021) and Prasetyo (2023) emphasize that students' affective aspects (character) are strongly influenced by the school ecosystem's consistency in implementing new values. Schools with a strong culture of innovation tend to have students with higher levels of independence and creativity (affective) because teachers consistently set examples through innovative problem-solving. High-quality graduates with comprehensive competencies require a principal capable of building an entrepreneurial ecosystem (Wardana, 2023). A principal who encourages teachers to experiment with new methods without fear of failure creates an atmosphere that supports students' natural psychomotor and cognitive growth.

SD Negeri 1 Godong, Grobogan Regency, has strong potential to achieve this standard. With A-grade accreditation since 2017 and a 100% ICT-competent teaching staff, the school has a foundation of digital literacy crucial for effective instructional management (Sudarsana et al., 2020). Support for digital leadership from the principal and teacher self-efficacy are key factors in transforming learning quality (Azzahra, 2022).

Despite having superior human resources and a well-established accreditation status, the 2025 Education Report data reveals significant anomalies. On the one hand, the instructional leadership indicator increased to 63.08; on the other hand, numeracy achievement stagnated at 70.83%, and character and learning quality indicators declined compared to the previous year. There is a discrepancy where teachers' technological mastery has not been translated into pedagogical innovations capable of enhancing students' cognitive activation. This phenomenon indicates that the school's vision has not been fully internalized at the grassroots level (Rohmat, 2021), and clinical supervision practices have not fully centered on the individual needs of diverse students (Suhardiman, 2022). This gap between teachers' digital potential and the decline in character and numeracy skills constitutes a research gap that must be addressed by synchronizing the vision and learning culture.

Principals, as instructional leaders, are obligated to facilitate teacher reflection to ensure that students' psychological well-being is converted into concrete cognitive abilities. Principals prioritize teacher retention as a cornerstone of excellent schools (Wahyuni, 2024; Santoso, 2023; Fauzi, 2022). A school's success in improving its Education Report Card score is greatly influenced by consistent data-based evaluation, exemplary leadership, and the ability to adapt to policy changes (Indrawan, 2021; Hadi, 2023; Lestari, 2022).

Based on these issues, this research is urgently needed to formulate a model for continuous quality improvement. This study aims to analyze quality transformation strategies through the integration of school vision development, the creation of an innovative learning culture, and the implementation of student-centered instructional leadership at SD Negeri 1 Godong.

## METHOD

This research employed a qualitative approach with a descriptive case study design. This design was chosen to explore in-depth the implementation of vision development, learning culture, and instructional leadership at SD Negeri 1 Godong. In accordance with Creswell & Poth (2023), case studies allow researchers to maintain the holistic and meaningful characteristics of real-life events within the context of school management. The research location was purposively selected at SD Negeri 1 Godong, Grobogan Regency, considering that this school is the only A-accredited elementary school in Godong Village with a 100% teacher ICT mastery rate. The research was conducted in the odd semester of the 2025/2026 academic year.

Research informants were determined using purposive sampling, where subjects were selected based on criteria of authority and direct involvement in school policies. The informants (N=12) in this study included 1 principal (as a key informant/policy maker), 6 teachers (consisting of class teachers and subject teachers to capture the learning culture), 3 school committee members (as external supervisors), and 2 parent representatives (to verify the impact of educational services).

Data were collected through three primary techniques to achieve in-depth information: in-depth interviews, passive participant observation, and documentation studies. To ensure the objectivity and credibility of the study, the researchers implemented technical triangulation procedures (comparing interview data with facts found during classroom observations and evidence in administrative documents) and member checking to complement the technical triangulation, thus enhancing academic credibility. Data were analyzed using the Miles, Huberman, & Saldaña Interactive Model, which encompasses four cyclical stages: data collection, data condensation, data display, and conclusion drawing.

## RESULT AND DISCUSSION

### Result

Interviews were conducted to explore the subjects' perspectives on developing a vision and instructional leadership. According to the principal, the school's vision is not just a slogan, but a commitment to becoming a Literacy and Technology Center in Godong. The principal emphasized empowering teachers through dialogic, rather than inspectional, academic supervision. The principal targeted 12 teachers to not only be proficient in laptops but also able to transform digital content into learning experiences for 209 students. This sentiment was supported by the teachers who participated in the interviews. Teachers felt they were given ample room for innovation. They confirmed that the principal's leadership encouraged the use of a Learning Management System (LMS) and synchronous media. Classroom teachers stated that psychological support from the principal made them more confident in reflecting on learning.

Additional support was provided through interviews with the head of the school committee. The committee highlighted the high level of community trust (as evidenced by the fact that 35% of students come from outside the area). The committee observed that the school was very responsive to parental input regarding discipline and character. Meanwhile, parents also noticed a change in the more interactive learning atmosphere. Students tended to prefer literacy and numeracy sessions when teachers used interactive, internet-based media provided by the school.

Observations were conducted to validate the informants' statements with the reality on the ground. Observation findings include a culture of learning, instructional leadership, and an inclusive environment. The school maintains a "Literacy Morning" routine and actively utilizes ICT devices in almost all classrooms. Interactions between teachers and students are democratic, with students confidently asking critical questions, an indication of student-centered learning. The principal regularly conducts class walkthroughs and provides direct feedback to teachers after class. This demonstrates the creation of an inclusive environment, despite the diverse economic backgrounds of parents (from laborers to civil servants), with no apparent social barriers in educational services. The school provides equal facilities for all students.

Document analysis provided empirical evidence that supports the qualitative findings. The analysis of the 2024-2025 Education Report Card showed an increase in Literacy scores (91.67%) and Numeracy (70.83%). However, internal evaluation documents indicated a decrease in Character scores, which was then addressed in the RKAS document through a program to strengthen the Pancasila Student Profile. The school's vision and mission have been broken down into measurable teacher performance indicators within the KOSP curriculum document. There is a regular schedule for weekly learning reflections signed by all teaching staff. This demonstrates the school's eligibility for an A-level accreditation certificate, which has been awarded since 2017, providing legal proof of its quality. The Internal Quality Assurance System (SPMI) document shows that the school is working to improve its infrastructure standards, which remain at 70%.

Based on data triangulation, it was found that quality improvement at SD Negeri 1 Godong was driven by three main pillars, as shown in Table 1.

Table 1. Data Triangulation Results

Quality Pillars	Key Findings	Impact on Students
Strategic Vision	Internalization of the vision through symbols and routines (Literacy Morning).	Improved literacy scores on the Education Report Card.
Digital Culture	Optimizing teachers' 100% mastery of ICT into creative content.	High learning motivation and early technology adoption.
Learning Leadership	Clinical supervision and affective support from the Principal.	Teachers are more innovative in implementing cognitive activation in the classroom.

Source: Primary data from interviews, observations and document reviews (2025)

Table 1 shows that the quality of education at SD Negeri 1 Godong is not solely the result of infrastructure, but rather the result of adaptive instructional leadership that transforms teachers' digital potential into a student-centered learning culture. SD Negeri 1 Godong has successfully built a mental infrastructure (through vision) and competency infrastructure (through digital literacy). However, there are gaps in character and numeracy, where scores are not as high as literacy. This proves that learning leadership at SDN 1 Godong still requires strengthening of more specific cognitive activation strategies for numeracy material.

## Discussion

Research at SD Negeri 1 Godong reveals the complex dynamics between instructional leadership, digital culture, and educational quality outcomes. The following analysis examines these findings through theoretical perspectives and empirical comparisons. The main findings demonstrate the school's success in achieving 100% ICT proficiency among teachers. Theoretically, this phenomenon demonstrates the principal's successful digital leadership in building competency infrastructure. Psychological managerial support has been shown to create a conducive work climate for teachers to experiment with new learning media. These results reinforce the findings of Azhari & Kurniady (2021) that the autonomy granted by the principal in using technology is positively correlated with increased teacher self-efficacy. Adaptive leadership not only provides tools but also builds pedagogical confidence for implementing instructional transformation. This digital literacy readiness is also a prerequisite for achieving a high literacy score (91.67%), which, according to Lailiyah et al. (2022), is highly dependent on sociocultural habituation, such as the "Pagi Literacy Morning" program that has been institutionalized at SD Negeri 1 Godong. Despite managerial excellence, there is a "quality gap" in the form of stagnation in numeracy (70.83%) and a downward trend in character scores. Critical analysis indicates an imbalance in focus between cognitive-digital and affective aspects. Theoretically, the stagnation in numeracy amidst teachers' ICT skills can be explained through the TPACK (Technological Pedagogical Content Knowledge) framework. Referring to Mumpuni & Nurbaeti (2022), "passive-visual" ICT mastery (simply watching videos) without Cognitive Activation strategies will not stimulate students' mathematical logic. Technology at SD Negeri 1 Godong tends to be used as a presentation tool, rather than a simulation tool that triggers cognitive conflict and problem-solving. This aligns with Handayani & Rahman's (2021) warning that digitalization without logical reasoning will only result in cognitive isolation.

On the other hand, the decline in character scores confirms Suharto's (2023) concerns about the side effects of digital advancement. Exposure to technology without explicit integration of moral values can degrade students' social interactions. This finding suggests that school innovation must balance digital hard skills with the internalization of soft skills and empathy (Pratama, 2021).

Education Report Card data shows an increase in the instructional leadership index, but this is not directly proportional to the quality of classroom learning. Based on Hallinger's Instructional Leadership Theory, the principal's primary role is to maintain the quality of classroom instruction, not simply to validate documents. The principal's

intervention at SD Negeri 1 Godong currently still predominantly focuses on managerial-psychological support. However, addressing numeracy and character issues requires intensive clinical supervision. Nurabadi et al. (2021) emphasize that effective supervision must transform into a coaching process that diagnoses students' specific difficulties in understanding concepts. This synergy must involve the School Committee within the framework of the Theory of School-Family Partnership. The committee must bridge the sociological gap between the school and students' parents (who are predominantly from laborer/farmer backgrounds) to support a culture of learning at home (Wahyuni, 2023).

The principal must develop a strategy for creating an action plan based on the key issues identified. Table 2 shows a matrix of action plan recommendations.

Table 2. Action Plan Recommendation Matrix

Key Problems	Intervention Strategy	Implementing Team	Measurable Output
Character Decline	Character Integration in Digital Content (P5 Digital).	Class Teachers and Religious Affairs Teachers	The Character Score on the Education Report Card increased.
Numeracy Stagnation	Cognitive Activation Workshop & Digital Manipulative Media.	Principals and Expert Resource Persons	The Numeracy Score reached >80%.
Administrative Supervision	Implementation of Clinical Supervision & Peer Feedback.	Principals	The quality of learning interactions improved.
Infrastructure Gaps	Strategic Fundraising & Committee-Based Asset Management.	School Committee	The Standard of Facilities and Infrastructure rose above 85%

Source: Primary data from interviews, observations and document reviews (2025)

Principals must shift from administrative supervision (document review) to clinical supervision focused on classroom observation and reflective dialogue. This is reminiscent of Hallinger's Instructional Leadership Theory, which emphasizes that the principal's primary role is to maintain the quality of classroom instruction. In this context, clinical supervision becomes an instrument for identifying why numeracy scores are stagnant despite teachers' technological literacy (Suhardiman, 2022). Effective clinical supervision is not simply administrative validation, but rather a process of assisting teachers in diagnosing specific student learning difficulties. Another foundation is strengthening student character through the theory of Digital Citizenship & Value Integration, which states that technological literacy must be accompanied by moral responsibility. Given the declining character scores at SDN 1 Godong, technology must be transformed from a mere cognitive tool to a medium for internalizing noble values, increasing students' empathy and social responsibility (Pratama, 2021).

Numeracy acceleration is examined through the Theory of Cognitive Activation & TPACK. This theory is a TPACK (Technological Pedagogical Content Knowledge) framework that explains that teachers must understand how technology can change the way material (such as numeracy) is understood. Innovation at SDN 1 Godong must move from visual (passive) technology to manipulative (active) technology to stimulate students' logic. Improving numeracy requires a transition in the use of ICT from mere presentations to simulation tools that trigger cognitive conflict and problem-solving (Mumpuni & Nurbaeti, 2022). Another supporting factor is through the synergy of the roles of schools and the community through the School-Family Partnership Theory. This theory emphasizes that student success is influenced by three environments: school, family, and community. The committee must bridge the sociological gap between parents (laborers, farmers, traders) to support literacy-numeracy at home. The participation

of the school committee in supporting non-physical (academic) programs is positively correlated with the stability of students' character and learning discipline (Wahyuni, 2023).

## CONCLUSION

Based on the analysis and discussion of quality transformation at SD Negeri 1 Godong, this study confirms that the institutionalization of the "Center for Literacy and Technology" vision has successfully established a strong digital learning culture, as reflected in the literacy achievement of 91.67%. However, an instructional anomaly was found, where teachers' ICT proficiency (100%) did not align with numeracy achievement (70.83%) and character quality. This occurs because technology use remains stuck in a passive-visual phase, not yet reaching a deep level of cognitive activation. The implemented instructional leadership has been able to build a digital ecosystem and teacher self-efficacy, but still requires strengthening in the dimension of clinical supervision that focuses on pedagogical substance.

Theoretically, this study strengthens the proposition that instructional leadership is a key determinant of the success of digital transformation in elementary schools. This research's original contribution is the introduction of the concept of Participatory-Strategic Synchronicity, a model in which the quality of basic education in suburban areas is determined not only by technological sophistication (technocracy), but also by the synchronization of Education Report Card data with the social capital possessed by school committees and parents. This research challenges traditional views by asserting that without cognitive activation and character building, school digitalization will be merely "administrative cosmetic" without a substantial impact on student competency.

To improve educational quality holistically, this research recommends a strategic shift from administrative supervision to rigorous Clinical Supervision. Supervision should focus on assisting teachers in designing numeracy materials that challenge critical thinking (HOTS) and reflective classroom observation. Teachers must be able to improve their TPACK (Technological Pedagogical Content Knowledge) competency, particularly in selecting manipulative software that can trigger students' cognitive conflict, rather than simply using ICT as a static presentation tool. Meanwhile, the revitalization of the role of school committees as non-physical quality assurance partners also monitors the development of students' character and learning discipline outside of school hours to suppress the downward trend in character scores.

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