

INSTRUCTIONAL LEADERSHIP OF THE PRINCIPAL IN THE TRANSFORMATION OF VISION AND MANAGEMENT OF ACHIEVEMENT-BASED LEARNING: A CASE STUDY OF SDN 1 BUGEL

Retno Susilowati^{1a}, Ngurah Ayu Nyoman Murniati^{2b*}, Supandi^{3c}

^{1,2,3}Manajemen Pendidikan, Pascasarjana, Universitas Persatuan Guru Republik Indonesia, Semarang, Indonesia, 50246

¹E-mail: retnosusilowati075@gmail.com

²E-mail: ngurahayunyoman@upgris.ac.id

³E-mail: supandi@upgris.ac.id

(*) Corresponding Author

ngurahayunyoman@upgris.ac.id

ARTICLE HISTORY

Received : 20-01-2026

Revised : 07-02-2026

Accepted : 15-04-2026

KEYWORDS

Instructional Leadership; Vision Transformation; Learning Management; Achievement-Based Schools.

ABSTRACT

This study examines the empirical gap between the school vision as an administrative document and its internalization in the real-life work culture at SDN 1 Bugel. Using a qualitative case study method, the research analyzes the interaction between instructional leadership, vision transformation, and achievement-based learning management. The findings indicate that the principal successfully transformed into an instructional leader through dialogic clinical supervision and ongoing mentoring. Internalization of the vision was achieved systematically through assertive communication and strategic budget allocation. Furthermore, learning management shifted to an outcomes-based pedagogical model driven by the utilization of Education Report Card data, despite still facing bureaucratic obstacles. This study concludes that a high-performance education ecosystem rests on the concept of lived leadership and the synergy of adaptive governance. Scientifically, this study contributes a practical model for transforming administrative slogans into functional institutional values that can be replicated in the suburban education context.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Elementary education is a crucial foundation for human resource development. Amidst the dynamics of curriculum change and the demands of digitalization, the role of the principal has shifted from merely an administrative manager to an instructional leader. The principal is the primary agent of change directly responsible for student academic success. A study by Nguyen, Hallinger, and Showanasai (2024) showed that schools led by strong, instruction-oriented principals tend to have better student learning outcomes. In the context of a modern education system, the principal serves not only as an administrator but also as a learning leader responsible for creating an academic environment that supports student success (Rahayu & Iskandar, 2022; Swandewi, Ariawan, & Sulindawati, 2024).

Instructional leadership emphasizes the principal's efforts to influence teacher behavior in managing learning to sustainably improve student achievement. According to Lian et al. (2022), school success depends heavily on how

the principal prioritizes academic standards. Effective instructional leadership can create a conducive learning ecosystem by focusing all school resources on student competency achievement.

Furthermore, transforming a school's vision requires assertive and transformational communication skills so that all stakeholders have a sense of belonging. Priyanto (2023) emphasized that a static vision hinders school innovation; principals must transform abstract visions into measurable performance indicators. In the Indonesian context, this management can no longer be based solely on intuition but must be data-driven. The use of instruments such as the Education Report Card (Rapor Pendidikan) serves as a primary reference in designing targeted programs, particularly in strengthening literacy and numeracy (Susanto & Rahayu, 2024).

SDN 1 Bugel received an A accreditation status with a score of 91 in 2021 from BAN-S/M, indicating compliance with national standards. In 2024, the school successfully won several non-academic championships at the sub-district level, which internal data suggests resulted from integrated extracurricular programs aligned with the school's vision. The significant progress of SDN 1 Bugel is reflected in the 2023-2024 Education Report Card:

Table 1. Education report card achievements for 2023-2024

No	Indicator	Achievement Value 2023	Achievement Value 2024
A.1	Literacy skills	46,67%	86,67%
A.2	Numeracy skills	36,67%	70%
A.3	Character	51,92	62,68
D.1	Learning quality	60	69,52
D.3	Instructional leadership	50,59	79,3
D.3.1	Educational unit vision and mission	44,85	82,4

Source: 2024 Education Report

Table 1 shows a significant increase in literacy, numeracy, and instructional leadership (>20%). Wahyuni (2025) noted that such success is highly dependent on the principal's communication style, where dialogic communication increases teacher self-efficacy.

Despite these achievements, challenges arise in ensuring equitable learning quality. Table 1 reveals that character and learning quality indicators improved by less than 10%. There remains a gap between the often-trumpeted vision of a "superior school" and the actual instructional practices of some senior teachers. Although SDN 1 Bugel has established a vision, it tends to be trapped as an administrative slogan that is not fully internalized in the teachers' work culture. This is exacerbated by a dominant managerial role, resulting in suboptimal instructional leadership in managing an achievement-based ecosystem.

Much previous research has focused on managerial leadership in general or solely on academic achievement. This study fills this gap by deeply analyzing how the process of defining a specific vision directly correlates with the operational management at the grassroots level. As stated by Hidayat (2023), research focusing on integrating vision into the operational curriculum structure is rarely discussed comprehensively in elementary school case studies.

Based on this urgency, this study aims to analyze the role of instructional leadership, describe the vision transformation process, and evaluate learning management in realizing an achievement-based school at SDN 1 Bugel. This research serves as the entry point to redefine the vision so that it moves beyond a slogan to become a technical guide for teachers in managing classroom learning.

METHOD

Research Design and Approach

This study employed a qualitative approach with a descriptive case study design. The qualitative approach was selected to facilitate a "thick description" and an in-depth understanding of the instructional leadership phenomenon within the naturalistic setting of SDN 1 Bugel. By utilizing a case study design, the researcher could intensively explore the systemic integration of how the principal defines the school vision and manages learning programs. In this qualitative framework, the researcher served as the key instrument, directly engaging in the field to ensure authentic data collection.

Research Setting and Participant Selection

The study was conducted at SD Negeri 1 Bugel. The location was determined through purposive sampling, based on the consideration that the school has demonstrated significant achievement acceleration over the past three years a transformation strongly hypothesized to be driven by shifts in instructional leadership practices.

Data Sources and Informants

The research utilized both primary and secondary data sources. Primary Data: Obtained through direct interaction with informants and field observations. The Primary Informant was the Principal of SDN 1 Bugel, supported by Secondary Informants including classroom teachers (3), subject teachers (2), and members of the school committee (2). Secondary Data: Derived from institutional artifacts, including the Education Unit Operational Curriculum (KOSP), the 2024-2025 Education Report Card, academic supervision logs, and official school achievement records.

Data Collection Techniques

To ensure data depth and empirical richness, three synchronized techniques were implemented: In-depth Interviews (Conducted with key stakeholders to capture nuanced perspectives on leadership and vision), Participant Observation (To document the actual implementation of instructional leadership in daily school activities), and Documentation Studies (To validate administrative evidence and historical achievement data)

Data Analysis and Trustworthiness

Data were analyzed interactively following the Miles, Huberman, and Saldana model, comprising four iterative stages: Data Collection, Data Condensation, Data Display, and Conclusion Drawing/Verification. To maintain the objectivity, credibility, and rigor of the findings, the researcher employed triangulation specifically cross-verifying interview testimonies against documentary evidence and the physical realities observed on the ground.

RESULTS AND DISCUSSION

The principal shifted his role from being merely an administrative manager to an active learning leader who conducted dialogic clinical supervision. Findings indicate ongoing mentoring through physical presence in the teachers' lounge to directly address pedagogical barriers. Strategies implemented included role modeling, facilitating internal learning communities (KKG), and providing professional resource support through the Merdeka Mengajar (PMM) Platform. Documentary evidence such as supervision schedules and teacher development records reinforce the validity of this role shift.

The process of shifting the vision from a mere slogan to a functional value was carried out through stages of socialization, internalization, and execution. The principal reconstructed the meaning of "High-Achieving School" into small, realistic targets for each educator. This value is visually embodied through "Achievement Trees" in each classroom and symbols of success in strategic areas. The change in work culture is evident in the shift in teachers' focus, who now prioritize developing students' potential talents over simply completing curriculum material. Budgetary support in the RKAS (Work Plan and Budget) provides concrete evidence of the transformation of the vision into operational policies.

Learning management has adopted the principles of Data-Driven Leadership by optimizing the Education Report Card as a benchmark for improving literacy and numeracy. Differentiated learning has begun to be implemented to accommodate diverse student interests, supported by the provision of intensive competency facilities. However, the burden of curriculum administration remains a major obstacle to teacher innovation. Overall, the school ecosystem shows a positive trend toward high-performance schools through the alignment of work plans (input) with achievement reports (output).

To provide a comprehensive overview of the synchronization between field practice and administrative support, Table 2 summarizes the main research findings based on the three data collection instruments used (in-depth interviews, participant observation, and document review) at SDN 1 Bugel.

Table 2 Summary of Research Findings

Focus of Analysis	Interview Results	Observation Results	Document Review Results
-------------------	-------------------	---------------------	-------------------------

Leadership Role	Teacher mentoring strategies (clinical supervision) and motivation for learning innovation.	The principal conducted classroom visits and discussed teaching challenges.	Supervision schedules, teacher development notebooks, and skill-based task allocation decrees are available.
Vision Transformation Process	The "Achievement" vision is frequently discussed in meetings, initially perceived as a burden, then internalized through role models.	Visual symbols (banners/posters) were displayed in strategic areas; achievement values were highlighted in cheers and morning assembly.	The RKAS document shows specific funding allocations for student achievement development.
Management Evaluation	Teachers explain the shift from lectures to project-based learning (PjBL) methods to achieve achievement targets.	The classroom atmosphere was dynamic; students were active in groups, and a literacy/creative corner was available.	The Teaching Module includes high-achievement indicators and student progress reports.

Source: Researcher Processed Data (2026)

Research findings indicate that the leadership transformation at SDN 1 Bugel is centered on the principal's shift from administrative supervisor to pedagogical partner. Field observations confirm that the principal consistently conducts clinical supervision that is no longer one-way. As noted by Rahayu & Iskandar (2022) and Swandewi et al. (2024), the principal's role as an instructional leader is crucial in creating an academic environment that supports student success.

Analytically, the effectiveness of this leadership is catalyzed by longitudinal mentoring, which allows teachers to reflect on their teaching practices without feeling intimidated. This aligns with the findings of Nguyen, Hallinger, and Showanasai (2024) that schools with instructionally oriented leaders tend to have better learning outcomes. At SDN 1 Bugel, this dialogic clinical supervision serves as a primary tool for identifying pedagogical obstacles in real time, which are then followed up with professional discussions with teachers.

One key finding is the school's success in breaking down abstract visions into measurable performance indicators. This vision transformation is not merely a wall display, but is internalized through assertive communication strategies. Priyanto (2023) emphasized that a static vision hinders innovation; at SDN 1 Bugel, this obstacle was overcome by operationally defining the vision into daily programs.

Data analysis shows that this internalization is supported by adaptive governance synergy, where strategic budget allocations are directed directly to support the vision's achievement targets. Instructional leadership here acts as a bridge between the conceptual mandate of the curriculum and field practice. The dialogic communication strategy implemented by the principal has been shown to increase teacher self-efficacy (Wahyuni, 2025), which in turn transforms "administrative slogans" into technical guidelines for classroom management.

Learning management at SDN 1 Bugel has transformed from an intuitive approach to data-driven decision-making. The use of the Education Report instrument serves as a primary reference in designing targeted literacy and numeracy strengthening programs. This confirms the argument of Susanto & Rahayu (2024) regarding the importance of synchronizing program planning with actual student needs in the field.

Despite persistent administrative bureaucratic obstacles, the school demonstrated a significant shift toward an outcomes-based pedagogical model. In line with instructional leadership theory, which emphasizes prioritizing academic standards (Lian et al., 2022), the principal at SDN 1 Bugel used national assessment data to mitigate achievement disparities between classes. This use of data ensured that each learning intervention had a strong empirical basis, thereby systematically accelerating academic and non-academic achievement.

A synthesis of the research findings confirmed that the success of the achievement ecosystem at SDN 1 Bugel was determined by the concept of lived leadership. This leadership transcended formal managerial duties by being

directly involved in the process of improving teaching quality. This analysis filled a gap in previous research that often separated strategic vision from grassroots operational management (Hidayat, 2023).

The combination of restructuring vision communication and strengthening clinical supervision created a synergistic, adaptive governance framework. As a result, the school's vision was no longer a mere slogan but became the "breath" of teachers' work culture. The scientific contribution of this finding is a functional institutional value transformation model, where instructional leadership acts as the main driving force in bridging national policies with instructional realities in elementary schools.

CONCLUSION

The implementation of achievement-based learning at SDN 1 Bugel is the result of synergy between the principal's strategic policies, the internalization of values by educators, and outcomes-oriented resource management. Instructional leadership has transformed from a purely managerial function to active pedagogical mentoring. In this ecosystem, clinical supervision is no longer viewed as an administrative burden but rather as a dialogical tool for resolving learning barriers, enabling teachers to feel supported in exploring dynamic teaching methods. The transformation of the "Achievement-Based Learning" vision has successfully transcended the formality of slogans through a persuasive approach and exemplary leadership. This process involved aligning work programs, consistent communication, and concrete budget support within the School Work Plan (RKAS). From a management perspective, the school has balanced academic and non-academic aspects by utilizing Education Report data as a basis for decision-making. Strengthening literacy, numeracy, and project-based learning models has created a competitive and collaborative learning environment. Despite continuing challenges in the form of administrative burdens and limited technological resources, SDN 1 Bugel has been able to optimize existing resources to boost student achievement. To maintain the sustainability of this culture of achievement, schools are advised to begin distributing leadership skills to young teachers as a cadre development initiative. Furthermore, improving digital literacy for all educators and streamlining internal bureaucracy are crucial to allow teachers' time to be fully focused on instructional innovation in the classroom.

REFERENCES

- Anwar, C. (2024). Resiliensi Sekolah terhadap Perubahan Kurikulum. *Jurnal Ilmiah Pendidikan*, 19(1), 77–92. <https://doi.org/10.23917/jip.v19i1.23456>.
- Arar, K., et al. (2022). Sustainability of Leadership in Crisis. *Journal of School Leadership*, 32(4), 412-435. <https://doi.org/10.1177/10526846211025567>
- Aswat, H., et al. (2023). Efektivitas Supervisi Akademik di Sekolah Dasar. *Jurnal Basicedu*, 7(1), 112-124. <https://doi.org/10.31004/basicedu.v7i1.4532>.
- Balyer, A., & Ozcan, K. (2024). Professional Inertia in Schools. *Journal of Educational Administration*, 62(3), 201-218. <https://doi.org/10.1108/JEA-05-2023-0102>.
- Fadhli, M. (2022). Strategi Transformasi Visi dan Misi Sekolah. *Jurnal Manajemen Pendidikan*, 17(2), 110-125. <https://doi.org/10.23917/jmp.v17i2.18654>.
- Fitriani, N. (2022). Supervisi Akademik sebagai Instrumen Penjaminan Mutu Internal. *Jurnal Pedagogy*. <https://doi.org/10.33394/jp.v9i4.5678>.
- Gumus, S., et al. (2022). Instructional leadership in the 21st century. *Educational Management*, 50(2), 345-360. <https://doi.org/10.1177/17411432211022774>.
- Halisbay, A. (2024). Data-informed leadership for school improvement. *EMAL*, 52(1), 88-105. <https://doi.org/10.1177/17411432231155667>.
- Hallinger, P., & Kose, S. (2022). A Review of Instructional Leadership. *Educational Management Administration & Leadership*. <https://doi.org/10.1177/17411432221100000>
- Hariri, H., et al. (2023). Leadership Communication and Teacher Wellbeing. *Jurnal Pendidikan Progresif*, 13(2), 450-465. <https://doi.org/10.23960/jpp.v13.i2.202330>
- Hidayat, M. (2023). Evaluasi Kepemimpinan Kepala Sekolah dalam Implementasi Kurikulum Merdeka. *Edukasia: Jurnal Penelitian Pendidikan*, 18(2), 289–306. <https://doi.org/10.21043/edukasia.v18i2.15678>.



- Hidayat, R., et al. (2024). Internalisasi Budaya Organisasi Berbasis Prestasi. *Jurnal Kepemimpinan Pendidikan*, 5(1), 33–47. <https://doi.org/10.22236/jkp.v5i1.12345>
- Lian, B., dkk. (2022). The Influence of Instructional Leadership and Work Discipline on Teacher Performance. *International Journal of Educational Review*, 4 (1), 45–54. <https://doi.org/10.33369/ijer.v4i1.21345>.
- Mulyadi, S. (2022). *Instructional Leadership and Teacher Professionalism in Digital Era*. Educational Management Administration & Leadership. <https://doi.org/10.1177/17411432211022776>.
- Nguyen, V. T., Hallinger, P., & Showanasai, P. (2024). Evaluating the Effectiveness of the Leading Change for Sustainability in Schools Simulation: A Research and Development Project. *Simulation & Gaming*, 55(1), 31–58. <https://doi.org/10.1177/10468781231215480>.
- Priyanto, A. (2023). Transformasi Visi Sekolah dalam Meningkatkan Mutu Lulusan di Sekolah Dasar. *Jurnal Pendidikan Indonesia*, 12(1), 146–155. <https://doi.org/10.23887/jpi-undiksha.v12i1.55432>.
- Pramono, B. (2024). Sustainability kepemimpinan di sekolah dasar berprestasi. *Jurnal Administrasi Pendidikan*, 21(1), 55–70. <https://doi.org/10.17509/jap.v21i1.65432>
- Rahayu, R. & Iskandar, S. (2022). Kepemimpinan instruksional kepala sekolah pada masa pandemi covid-19. *Jurnal Basicedu*, 6(3), 4436-4441. <https://doi.org/10.31004/basicedu.v6i3.2735>.
- Rahmat, A. (2023). Manajemen Pembelajaran Berbasis Data Rapor Pendidikan. *Jurnal Kebijakan Pendidikan*, 12(2), 88–102. <https://doi.org/10.21831/jkp.v12i2.67890>.
- Rohman, A. (2024). Sinergi Stakeholder dalam Mewujudkan Visi Sekolah Unggul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 12(1), 45-58. <https://doi.org/10.21831/jamp.v12i1.62345>
- Saputra, B. (2023). Leadership Styles and Student Achievement: A Meta-Analysis. *International Journal of Instruction*, 16(1), 215-234. <https://doi.org/10.29333/iji.2023.16112a>
- Sari, D. P. (2022). Sinergi Sekolah dan Orang Tua dalam Melejitkan Prestasi Siswa. *Jurnal Pendidikan Dasar*, 10(2), 142–155. <https://doi.org/10.21009/jpd.v10i2.25678>
- Setiawan, B., & Mutohari, S. (2023). Professional Frustration in Innovative Schools. *Jurnal Pendidikan Indonesia*, 12(2), 300-312. <https://doi.org/10.23887/jpi-undiksha.v12i2.58000>.
- Sholeh, M. (2023). Peran Kepala Sekolah dalam Meningkatkan Mutu Pembelajaran. *Jurnal Pendidikan Islam*, 12(1), 44–59. <https://doi.org/10.15575/jpi.v12i1.23456>.
- Supriadi, A., et al. (2022). Manajemen Berbasis Sekolah dan Mutu Pendidikan. *Jurnal Akuntabilitas Manajemen Pendidikan*, 10(2), 150-162. <https://doi.org/10.21831/jamp.v10i2.48912>.
- Susanto, R., & Rahayu, C. (2024). Data-Driven Leadership: Optimizing School Report Cards for Instructional Improvement. *Journal of Education and Learning*. 18(2), 452–460. <https://doi.org/10.11591/edulearn.v18i2.20981>
- Swandewi, N. N. A., Ariawan, I. P. W., & Sulindawati, N. L. G. E. (2024). Pengaruh Kepemimpinan Instruksional, Literasi Digital, Kecerdasan Emosional, dan Kecerdasan Intelektual Terhadap Kinerja Guru. *Jurnal Sosial Teknologi*, 4(1), 1–16. <https://doi.org/10.59188/journalsostech.v4i1.1090>.
- Wahyuni, S. (2025). Strategi Komunikasi Kepemimpinan dalam Peningkatan Prestasi Akademik. *Jurnal Manajemen Pendidikan*. 10 (1), 88–97. <https://doi.org/10.24246/j.jmp.v10i1.2025.102>.
- Wardana, L. (2025). Tantangan Pembiayaan Pendidikan Berbasis Prestasi. *Jurnal Manajemen dan Supervisi Pendidikan*, 9(1), 45-58. <https://doi.org/10.17977/um025v9i12025p045>.
- Yuliawan, D., et al. (2024). Budaya Organisasi dan Prestasi Non-Akademik. *Jurnal Ilmu Pendidikan*, 30(1), 77-89. <https://doi.org/10.17977/um027v30i1p77-89>.
- Zulkifli, M. (2023). Media Pembelajaran Inovatif dalam Ekosistem Prestasi. *Jurnal Elementaria*, 6(2), 200–215. <https://doi.org/10.31949/jee.v6i2.4890>