



Strengthening the instructional leadership capacity of school principals to improve the quality of learning

Nurkolis, Harjito, Soedjono, Kusdiyanto Eko Prabowo, Afina Sulistyahati, Hana Tristiandari

Department of Educational Management, Postgraduate, University of PGRI Semarang
Jl. Lingga Raya No. 6 Semarang, Central Java, 50232, Indonesia

ARTICLE INFO:

Received: 2025-12-14
Revised: 2026-01-02
Accepted: 2026-02-04
Published: 2026-02-27

Keywords:

Educational Management, Instructional Leadership, Leadership Development, School Principal Capacity, Teacher Professional Development

ABSTRACT

This community service program aims to strengthen the instructional leadership capacity of school principals in Semarang Tengah District, Semarang City. Recognizing the crucial role of principals in improving the quality of education, the program focused on identifying specific challenges principals face in implementing effective instructional leadership and evaluating the impact of intervention strategies. The methodology used included a series of workshops and mentoring sessions designed to equip principals with practical skills. Pre- and post-test results showed a significant increase in understanding, from 32 to 75 percent. Participants widely stated that the material was very useful (79 percent) and expressed a high interest in implementing it in their respective schools (59 percent very interested, 34 percent interested). Eighty-five percent of participants indicated a need for ongoing support and mentoring to implement effectively. The output that has been produced from this service is a self-evaluation instrument for school principals in implementing instructional leadership. These findings emphasize the importance of instructional leadership for student achievement and school improvement. The program contributed to increased understanding and readiness for practice, with a clear demand for ongoing support. Recommendations include comprehensive training by the Education Office and continued collaborative learning through the Principal Working Group.

©2026 Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang
This is an open access article distributed under the CC BY-SA 4.0 license
(<https://creativecommons.org/licenses/by-sa/4.0/>)

How to cite: Nurkolis., Harjito., Soedjono., Prabowo, K. E., Sulistyahati, A., & Tristiandari, H. (2026). Strengthening the instructional leadership capacity of school principals to improve the quality of learning. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, 11(1), 187-197. <https://doi.org/10.26905/abdimas.v11i1.16664>

1. INTRODUCTION

The quality of primary education in the Central Semarang District, Semarang City, has not yet reached its full potential. A primary contributing factor is the lack of instructional leadership implementation, largely due to school principals' insufficient understanding of its conceptual framework and practical application. This gap is evidenced by an analysis of the 2024 educational reports across 24 schools. Data reveals that 75 percent (18 from 24) of these schools possess a moderate score in instructional leadership, while 25 percent (6 from 24) achieve a high score. These figures suggest that while instructional leadership is not yet problematic, there remains significant room for improvement toward excellence. The most prevalent weaknesses identified include school curriculum management, the establishment of positive environments, such as fostering teacher reflection, and the formulation and communication of the school's vision and mission. To date, no prior research has specifically examined the instructional leadership capabilities of school principals within the working groups of this region.

The advancement of educational quality, a cornerstone of national development, is heavily contingent upon the effectiveness of leadership at the institutional level. School leadership plays a critical role in enhancing teacher performance, which serves as a pivotal factor in educational quality (Sugandi & Sauri, 2026). Specifically, instructional leadership is a strategic driver in elevating educational standards, particularly in shaping the performance and professionalism of educators (Fauzi et al., 2025). Instructional leaders facilitate collaborative teamwork to foster positive relationships between staff and parents while systematically reforming the school climate (Naz & Rashid, 2021).

Since 2021, the integration of instructional leadership indicators into the National Education Report Card (*Rapor Pendidikan*) has functioned as a fundamental evaluative instrument for institutional performance in Indonesia. However, national data reveal a concerning phenomenon: numerous schools continue to receive 'poor' or 'sufficient' ratings in this specific category. This condition stems from a deficit in conceptual understanding among school principals regarding the essence of instructional leadership, which impairs their ability to formulate strategic interventions when school performance evaluations are low. Given that principals occupy a central position as primary catalysts within the educational ecosystem, enhancing their competence in instructional leadership is projected to provide a significant systemic contribution to holistic school improvement.

From a theoretical perspective, the role of the school principal has undergone a complex paradigmatic transformation, shifting from purely administrative managerial functions toward a visionary instructional leadership role. Instructional leadership is defined as a strategic effort to intervene in student achievement by fostering a participatory learning organization and building a positive school climate and culture (Kelkay, 2020).

However, a significant gap persists between theoretical idealism and practical reality. A majority of principals remain entangled in administrative routines and management rather than focusing on the core of the learning process. Many perceive instructional intervention as outside their domain, even expressing skepticism regarding the impact of instructional leadership on student outcomes (Rodrigues & Ávila de Lima, 2021). Addressing the lack of conceptual understanding and capability, this Community Service initiative was established. The program aims to enhance the capacity of elementary school principals in the Central Semarang District through intensive training and mentoring within the School Principals' Working Group (*Kelompok Kerja Kepala Sekolah/K3S*) in Semarang City, Central Java Province. Through this intervention, it is anticipated that an increase in the principals' knowledge and skills will occur, simultaneously resulting in improved instructional leadership scores within their National Education Report Cards.

2. METHODS

Central Semarang District holds a strategic position, overseeing 129 out of the 2,221 educational units in Semarang City, 33 of which are elementary schools. The significance of this region is further underscored by the presence of 33 school principals across both public and private sectors. In this community service initiative, 24 principals volunteered to participate. The demographic profile of these participants (Figure 1) indicates tangible competency challenges, as the majority are female principals from private institutions with a tenure of less than four years. Furthermore, it was revealed that most of these principals had never received formal training in instructional leadership. This is the condition that reinforces the urgency of leadership capacity-building interventions in this region.

The instructional leadership concept conveyed to the partners encompasses three core dimensions: (a) defining the school mission, (b) managing the instructional program, and (c) promoting a positive school learning climate. The reinforcement of these concepts was delivered through a series of workshops.

Strengthening the instructional leadership capacity of school principals to improve the quality of learning

Nurkolis, Harjito, Soedjono, Kusdiyanto Eko Prabowo, Afina Sulistyahati, Hana Trislandari

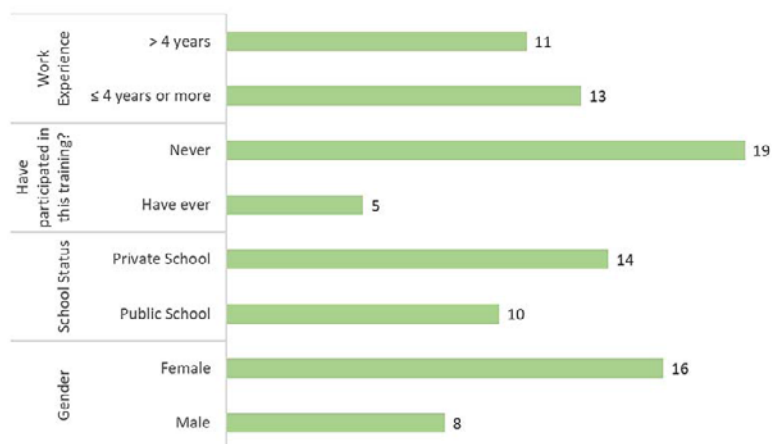


Figure 1. Characteristics of community service participants

The technology implemented and transferred to the participants consists of three self-evaluation instruments designed for principals to assess their implementation of instructional leadership across each dimension. Consequently, the primary output of this community service initiative is the principal's self-evaluation instrument for instructional leadership implementation.

The success of this program is determined by four key indicators: an increase in instructional leadership competence, the implementation of academic supervision by school principals, the application of instructional leadership self-evaluation instruments, and the improvement of school governance aimed at enhancing overall educational quality. The stages of this community service activity are detailed in Table 1.

Table 1. Stages of community service activities

Activity Stages	Description	Time
Survey to the Principal Working Group		
Activity	Coordinate with the School Working Group coordinator	1 st week of March 2025 and May 2025
Goals	- Obtaining approval as a service partner regarding strengthening instructional leadership - Obtaining initial data on the condition of the principal's instructional leadership	
Socialization and Training in the Principal Working Group		
Activity	Implementation of instructional leadership strengthening training for school principals	4 th week of May 2025
Goals	- The principal's instructional leadership competency has increased - The principal has an interest and commitment to implementing it - Socialization of the principal's academic supervision instrument in implementing instructional leadership	
Assistance in the Use of Instructional Leadership Self-Evaluation Instruments		
Activity	Assisting principals in using instructional leadership self-evaluation instruments	2 nd week of August 2025
Goals	The principal's instructional leadership self-evaluation instrument can be applied in each school	

3. RESULTS AND DISCUSSION

Results

Survey to the School Principals' Working Group (*Kelompok Kerja Kepala Sekolah/K3S*)

In early March 2025, an initial site survey was conducted at the School Principals' Working Group (*Kelompok Kerja Kepala Sekolah/K3S*) in the Central Semarang District. The primary objective was to determine the willingness of potential partners to participate in this community service initiative. Following coordination with the board members, it was officially decided that the working group agreed to accept the partnership.

The survey continued in early May 2025 to assess the baseline condition of instructional leadership among the participating principals. In collaboration with the K3S administration, authentic instructional leadership data were retrieved from indicator D3 of the National Education Report Cards (*Rapor Pendidikan*), issued by the Ministry of Primary and Secondary Education. Data reflecting the instructional leadership conditions were processed from 24 educational units, the results of which are presented in Table 2.

Tabel 2. Instructional leadership based on educational report cards

Score Range	Category	Number of Schools	Percentage (%)
71-100	High	6	25
41-70	Medium	18	75
1-40	Low	0	0
Total		24	100

Based on the aforementioned data, it can be concluded that instructional leadership among school principals at the partner schools has not yet reached its full potential. Only 25 percent of the participants are classified in the high category, while the remaining 75 percent fall within the moderate category. Consequently, strengthening the capacity and providing instructional leadership mentoring at this community service site is of paramount importance.

Instructional leadership socialization and training

The initiative was conducted through a series of sessions detailing the importance, dimensions, and indicators of instructional leadership, alongside the introduction of supervisory instruments for its implementation. The activities incorporated pre-tests and post-tests, with extensive discussions and Q&A sessions focusing on instructional leadership concepts and their practical application in schools. To evaluate the competency improvement among participants, pre- and post-intervention assessments were administered, the results of which are illustrated in Figure 2.

Enhancing understanding: From conceptual knowledge to critical awareness

A comprehensive evaluation of the instructional leadership capacity-building program's effectiveness was executed through pre-test and post-test mechanisms. These instruments were specifically designed to measure the cognitive transformation of school principals, particularly in dichotomizing their administrative managerial roles from their strategic roles as instructional leaders.

Quantitative data analysis visualizes a significant escalation in understanding among participants. During the initial measurement, the baseline understanding was low, reaching only 32 percent.

Strengthening the instructional leadership capacity of school principals to improve the quality of learning

Nurkolis, Harjito, Soedjono, Kusdiyanto Eko Prabowo, Afina Sulistyahati, Hana Trisriandari

However, following the implementation of intensive material presentation and interactive discourse, a substantial surge in comprehension occurred, reaching 75 percent in the final measurement. This 43 percent increase provides empirical evidence that the training program successfully achieved its primary objective of reconstructing the principals' insights. The visualization of this improvement, as seen in Figure 2, confirms the successful transition of participants' understanding from basic concepts to critical instructional awareness. The bar chart displays an average pre-test score of 32 percent and a post-test score of 75 percent, representing a significant gain of 43 percent.

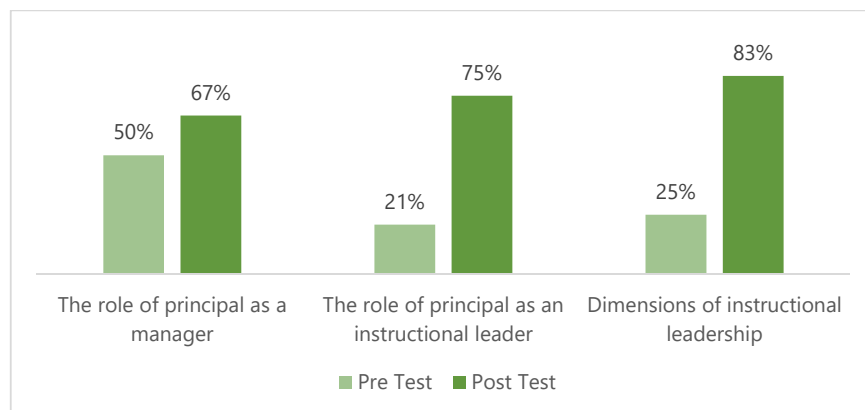


Figure 2. Comparison of community service participants' understanding based on pre-test and post-test results

Instructional leadership training materials and dimensions

The substance of the training material disseminated in this initiative was strictly formulated based on an empirically validated theoretical framework of instructional leadership. The primary model adopted refers to the widely used measurement construction of the Principal Instructional Management Rating Scales (PIMRS) (Nurviani & Abdullah, 2022). Structurally, this model elaborates on ten specific leadership functions integrated into three fundamental dimensions (Rodrigues & Ávila de Lima, 2021).

The first dimension, defining the school mission, focuses on the functions of formulating and communicating a strategic vision. Within this domain, the school principal holds the authority to establish the institutional direction while prioritizing collaboration with staff to ensure that the formulated goals are clear, measurable, and oriented toward academic excellence. Effective articulation of these goals to the entire school ecosystem is an absolute prerequisite for the vision to be internalized and implemented within daily operational praxis.

The second dimension, managing the instructional program, emphasizes technical coordination and curriculum quality control. Crucial functions within this dimension include instructional supervision and evaluation, curriculum alignment, and the periodic monitoring of students' academic progress (Rodrigues & Ávila de Lima, 2021). The implementation of this dimension demands intensive, 'hands-on' involvement from the school principal, supported by proficient pedagogical competence and a steadfast commitment to advancing school quality.

The third dimension, promoting a positive school learning climate, encompasses efforts to protect instructional time, facilitate teachers' professional development, maintain leadership visibility, and provide performance-based incentives (Rodrigues & Ávila de Lima, 2021). The ultimate goal of this dimension is to construct a school cultural ecosystem that stimulates teacher and student productivity,

encourages continuous improvement, and positions the principal as an exemplary figure of values who fosters a positive climate.

The Usefulness of Instructional Leadership Materials

The post-training evaluation reveals a significantly positive response, with 79 percent of participants rating the disseminated materials as 'highly beneficial' for enhancing instructional leadership capacity. This high percentage indicates that the content possesses strong relevance and crucial novelty for the competency development of school principals, as visualized in Figure 3.

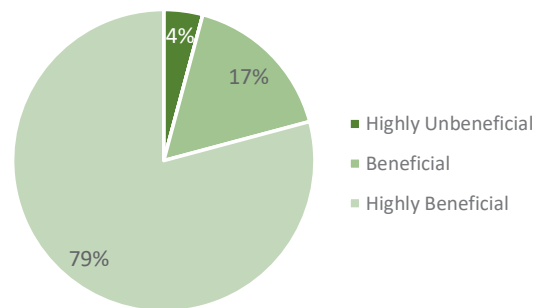


Figure 3. Level of usefulness of community service materials

Empirical validity confirms that instructional leadership competence is a crucial variable with a strong determination over student learning outcomes. Principals who proactively execute their instructional roles are proven to deliver a constructive impact on classroom teaching processes (Hastuti et al., 2024).

Interest in implementing instructional leadership

In the context of practical adoption, the evaluation of implementation interest demonstrates dominant enthusiasm among participants. A significant accumulation of positive responses was recorded, with 58 percent of participants stating they were 'highly interested' and 34 percent 'interested' in adopting this approach. Such high interest reflects a collective awareness regarding the urgency of instructional leadership as a fundamental knowledge source for school program development (Derasit & Hamzah, 2023). Furthermore, this paradigm is positioned as the spearhead of instructional technology innovation and a determinant key factor in educational quality and school success, as illustrated in Figure 4.

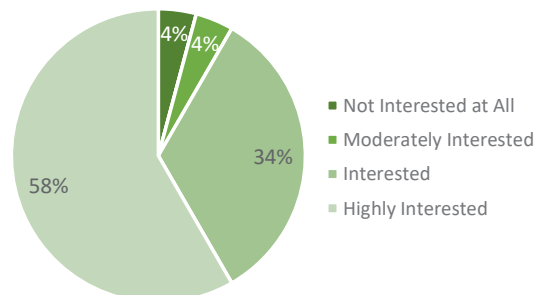


Figure 4. Participants' interest in implementing instructional leadership

Strengthening the instructional leadership capacity of school principals to improve the quality of learning

Nurkolis, Harjito, Soedjono, Kusdiyanto Eko Prabowo, Afina Sulistyahati, Hana Trislandari

The implementation of the program is presented in Figure 5. The school principals participating in the community service initiative at the Working Group of School Principals (MKKS) in the Central Semarang District, Semarang City, received socialization sessions aimed at strengthening their instructional leadership competence. The participants enthusiastically engaged in the activities, acknowledging the substantial benefits of the program in equipping them with essential leadership skills. In the concluding phase of the program, the principals' self-evaluation instrument for implementing instructional leadership was socialized and disseminated.



Figure 5. Implementation of training and instrument socialization at Pekunden State Elementary School, Central Semarang City District

Assistance in the use of instructional leadership self-evaluation instruments

At the end of the community service initiative, participants were surveyed regarding their need for mentoring and program sustainability. Linearly correlated with the high intention of implementation, the assessment of mentoring needs indicates a substantial urgency. An accumulated 80 percent of participants expressed a requirement for intensive support, falling within the 'highly needed' and 'needed' categories. These data confirm that school principals absolutely require sustained assistance to ensure the successful internalization and effective application of instructional leadership constructs in their daily professional praxis (Figure 6).

These empirical findings underscore the imperative of implementing follow-up programs in the form of intensive mentoring, operationalized through collective mechanisms within the K3S forum, as well as individual supervision for educational units requiring specific intervention. This comprehensive approach is considered strategic to ensure that the acquired theoretical knowledge is optimally transformed into effective, functional, and sustainable instructional leadership praxis within the school ecosystem.

Mentoring is provided to ensure that school principals can effectively apply and utilize the self-evaluation instruments for instructional leadership implementation. There are three types of self-evaluation instruments transferred to the participants. First, an instrument designed to measure the dimension of defining and communicating the school's vision, mission, and goals; this dimension comprises two indicators elaborated into 15 items. Second, an instrument to measure the dimension of managing the instructional program, which consists of three indicators further detailed into 20 items. Third, an instrument to measure the dimension of developing a positive learning environment, consisting of six indicators encompassing 33 items.

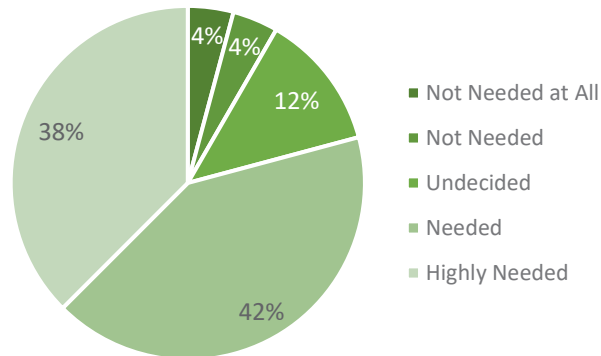


Figure 6. The need for mentoring in the implementation of instructional leadership

Based on the results of the mentoring and monitoring phases, 22 schools successfully utilized the self-evaluation instruments for implementing instructional leadership without encountering any difficulties, while the remaining two have yet to adopt them. These two schools are being encouraged to utilize the instruments to facilitate the identification of their strengths and weaknesses in implementing instructional leadership.

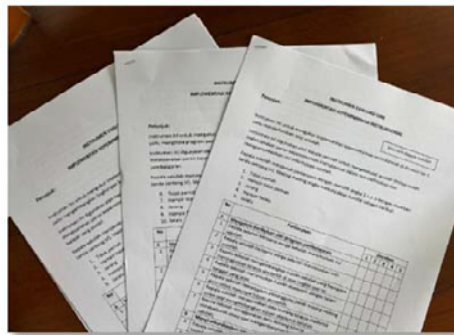


Figure 7. Three self-evaluation instruments for instructional leadership implementation

Discussion

The results of this community service initiative demonstrate that the training program successfully enhanced the school principals' understanding of instructional leadership. Participants perceived the disseminated materials as both beneficial and relevant to their needs in managing school instruction. Furthermore, the participants exhibited high enthusiasm for integrating the newly acquired concepts into their leadership practices at their respective schools. This initiative also revealed that principals still require follow-up mentoring to ensure the optimal implementation of instructional leadership. Consequently, strengthening instructional leadership must be continuously developed as a vital component in the effort to enhance school management quality.

A primary indicator of the program's success is evidenced by the significant improvement in participant comprehension. Prior to the initiative, the average understanding among participants was only 32 percent. Following the training and mentoring sessions, this figure escalated to 75 percent. This substantial increase indicates that the activities effectively assisted principals in gaining a deeper grasp of instructional leadership. Previously, many principals remained predominantly focused on

administrative tasks in school management. This condition also previously highlighted by [Rahayuningsih \(2022\)](#), [Widiyan \(2025\)](#), and [Kusuma \(2026\)](#).

Through the delivery of structured material on instructional leadership emphasizing curriculum development, instructional quality enhancement, and student learning outcome improvement, school principals began to comprehend their roles within a broader scope. While they previously functioned primarily as administrative managers, this initiative prompted a realization of the critical importance of becoming instructional leaders within their schools. These findings align with [Rahman et al. \(2025\)](#), who state that well-designed training can effectively enhance principals' competencies. Understanding the distinction between managerial roles and instructional leadership roles serves as a vital foundation for efforts to improve educational quality in schools.

The training materials developed based on the [Hallinger et al. \(2020\)](#) instructional leadership model was perceived as highly relevant by the participants ([Sari, 2022](#)). A total of 79 percent of participants rated the material as 'highly beneficial,' indicating a prior gap in understanding. The training provided a clear framework for principals to execute their roles as instructional leaders. Furthermore, 92 percent of participants expressed an interest in implementing these concepts in their schools, consisting of 58 percent who were 'highly interested' and 34 percent who were 'interested.' This reflects a significant readiness among school principals to strengthen instructional management within their institutions.

The instructional leadership model by [Hallinger et al. \(2020\)](#) delineates three primary responsibilities for school principals. First, defining the school mission requires principals to formulate and clearly communicate a vision so that all school members understand the objectives to be achieved in alignment with national education policies. Second, managing the instructional program necessitates principal involvement in curriculum management and instructional supervision to ensure that the learning process adheres to curricular goals and quality standards. Third, creating a positive learning climate involves building a school environment that supports the learning process by maintaining effective instructional time, encouraging professional development for teachers, and providing recognition for high performance.

Although participant comprehension and interest have increased, the results indicate that 80 percent of participants still require follow-up mentoring. This finding suggests that the implementation of instructional leadership concepts in schools continues to necessitate support and guidance. Consequently, post-training mentoring becomes essential. Such assistance can be facilitated through School Principals' Working Group (*Kelompok Kerja Kepala Sekolah/K3S*) activities, advanced workshops, or direct on-site mentoring to ensure that instructional leadership concepts are successfully translated into professional practice.

The mentoring provided in this initiative comprehensively encompasses all three dimensions of instructional leadership. This approach distinguishes itself from the study by [Salehudin \(2024\)](#), which focused solely on creating a safe and comfortable school environment, and the work of [Widiyan \(2025\)](#), which placed greater emphasis on instructional supervision. Meanwhile, [Bafadal \(2023\)](#) discussed various school leadership models in a more general context.

This community service program specifically focuses on instructional leadership and is further equipped with self-evaluation instruments for principals, thereby facilitating easier implementation within schools. In other community service initiatives, such as those by [Rahayuningsih \(2022\)](#), [Widiyan \(2025\)](#), and [Kusuma \(2026\)](#), activities remained focused on strengthening comprehension or training without yet reaching the stage of practical implementation mentoring in schools.

4. CONCLUSION AND RECOMMENDATIONS

Overall, this Community Service initiative successfully enhanced the instructional leadership capacity of school principals in the Central Semarang District. This success is evidenced by the increase in the participants' average comprehension score, which rose from 32 percent prior to the training to 75 percent post-intervention. Furthermore, 79 percent of participants rated the materials as beneficial for their professional development, and 58 percent expressed a high interest in implementing these concepts in their respective schools. The program results also indicate that 80 percent of participants still require follow-up mentoring to ensure the optimal application of instructional leadership. Following the training, principals have begun to more actively design academic supervisions aimed at improving instructional quality and providing more targeted feedback to teachers. Generally, the implementation of instructional leadership post-training facilitates a stronger school management focus on enhancing student learning outcomes.

Based on this community service initiative, several recommendations are proposed. First, it is necessary to develop more practical and implementable mentoring modules to provide school principals with clear guidance in applying instructional leadership. Second, sustained monitoring should be conducted to evaluate the impact of instructional leadership implementation on instructional quality and school performance. Third, this program should be integrated into teacher professional development activities to ensure sustainability and support the career progression of school principals. Furthermore, several recommendations are directed toward relevant stakeholders. The Semarang City Education Office is expected to develop structured instructional leadership strengthening programs for elementary and middle school principals through advanced training and workshops. The Working Group of School Principals (K3S) is also encouraged to take an active role as a forum for discussion and experience sharing among peers. Finally, participating principals are expected to apply the acquired knowledge within their respective schools and maintain collaboration with fellow principals to address various challenges in the field.

ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude and appreciation to the Working Group of School Principals (MKKS) of the Central Semarang District, Semarang City, for their collaboration as a community service partner. Gratitude is also extended to the Institute for Research and Community Service (LPPM) of Universitas PGRI Semarang for funding this initiative through Contract No. 068/SKK/LPPM-UPGRIS/PKM/REG-IV/2025.

REFERENCES

- Bafadal, I., Nurabadi, A., Juharyanto, J., & Gunawan, I. (2023). Penguatan kepemimpinan kepala sekolah menuju sekolah unggul. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 6(2), 115-121.
- Derasit, R., & Hamzah, M. I. H. M. (2022, November). The role of instructional leadership by heads of subjects in relationship to effective teaching practices. In *2nd Padang International Conference on Educational Management and Administration 2021 (PICEMA 2021)*, 103-118. Atlantis Press. https://doi.org/10.2991/978-2-494069-11-4_12

Strengthening the instructional leadership capacity of school principals to improve the quality of learning

Nurkolis, Harjito, Soedjono, Kusdiyanto Eko Prabowo, Afina Sulistyahati, Hana Trisriandari

- Fauzi, I., Mu'alimin, M. A., & Mulyono, M. (2025). Strategi kepemimpinan instruksional dalam meningkatkan profesionalisme guru: Tinjauan sistematis. *Reflection: Islamic Education Journal*, 2(3), 01-09. <https://doi.org/10.61132/reflection.v2i3.1102>
- Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). 'Are principals instructional leaders yet?' A science map of the knowledge base on instructional leadership, 1940–2018. *Scientometrics*, 122(3), 1629-1650. <https://doi.org/10.1007/s11192-020-03360-5>
- Hastuti, H. N., Nurkolis, N., & Ginting, R. B. (2024). Pengaruh kompetensi pedagogik guru dan kepemimpinan instruksional kepala sekolah terhadap kualitas pembelajaran sekolah dasar negeri di Kecamatan Kranggan Kabupaten Temanggung. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(12), 13371-13381. <https://doi.org/10.54371/jiip.v7i12.6346>
- Kelkay, A. D. (2020). School principals' and supervisors' leadership practices in teachers' continuous professional development program: in secondary school of Bahir Dar city, Ethiopia. *International Journal of Leadership in Education*, 23(4), 415-427. <https://doi.org/10.1080/13603124.2018.1524933>
- Kusuma, Y. Y., Aprinawati, I., Jelita, L., & Ananda, R. (2026). Analisis kepemimpinan kepala sekolah dalam pengelolaan pendidikan di sekolah dasar: Pengabdian. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 4(3), 16292-16294. <https://doi.org/10.31004/jerkin.v4i3.4785>
- Naz, F., & Rashid, S. (2021). Effective instructional leadership can enhance teachers' motivation and improve students' learning outcomes. *SJESR: Sie Syed Journal of Education & Social Research*, 4(1), 477-485. [https://doi.org/10.36902/sjesr-vol4-iss1-2021\(477-485\)](https://doi.org/10.36902/sjesr-vol4-iss1-2021(477-485))
- Nurviani, R., & Abdullah, M. R. (2022). Revisiting PIMRS and curriculum instruction management: evaluation of principalship in Banda Aceh. *Indonesian Journal of Curriculum and Educational Technology Studies*, 10(1), 9-24. <https://doi.org/10.15294/ijcets.v10i1.51149>
- Rahayuningsih, S., & Rijanto, A. (2022). Upaya peningkatan kompetensi kepala sekolah sebagai pemimpin pembelajaran pada program sekolah penggerak di Nganjuk. *JAMU: Jurnal Abdi Masyarakat UMUS*, 2(02), 120-126. <https://doi.org/10.46772/jamu.v2i02.625>
- Rahman, H., Syamsuddin, A. F., & Irfan, M. (2025). Pelatihan pengembangan kompetensi manajerial kepala sekolah Sekolah Dasar Kabupaten Mimika. *Jurnal Panrita: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 1-10. <https://doi.org/10.47435/jcs.v3i1.3868>
- Rodrigues, H. P. C., & Ávila de Lima, J. (2024). Instructional leadership and student achievement: School leaders' perspectives. *International Journal of Leadership in Education*, 27(2), 360-384. <https://doi.org/10.1080/13603124.2020.1869312>
- Salehudin, M., Suparmi, S., Nurdaniati, N., Panggih, P., & Subakti, H. (2024). Pendampingan kepemimpinan kepala sekolah sebagai pemimpin pembelajaran pada program sekolah penggerak Kota Bontang. *As-Sidanah: Jurnal Pengabdian Masyarakat*, 6(1), 17-33. <https://doi.org/10.35316/assidanah.v6i1.17-33>
- Sari, M. I. (2022). *Pengaruh Kepemimpinan Instruksional Kepala Sekolah, Pelatihan dan Budaya Organisasi Terhadap Kinerja Mengajar Guru PAI pada Sekolah Lanjutan Tingkat Atas di Kota Batam* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Sugandi, D., & Sauri, R. S. (2026). A managerial leadership model for teacher performance improvement: insights from Madrasah Aliyah in Garut Regency. *Journal of General Education and Humanities*, 5(1), 829-840. <https://doi.org/10.58421/gehu.v5i1.1019>
- Widiyan, A. P., Andriani, D. E., Supriyana, H., Isbianti, P., & Suyud, S. (2025). Pengembangan kepemimpinan instruksional kepala sekolah melalui penguatan keterampilan coaching di Sekolah Dasar Kota Yogyakarta. *E-Dimas: Jurnal Pengabdian kepada Masyarakat*, 16(2), 342-351. <https://doi.org/10.26877/e-dimas.v16i2.20612>