

Instructional Analysis to Explore Learning Outcomes in Leadership Learning

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Abstract. This paper is a continuance of research by Lubis et al., (2023) on pedagogical leadership for teacher students at the Department of Elementary School Teacher Education, Universitas Negeri Medan. The research found several clusters that had been traced through co-citation analysis, which resulted in five clusters, i.e. (1) distributive leadership in the practice of learning leadership; (2) implementation of pedagogical leadership in elementary education; (3) distributive leadership; (4) sustainable leadership; and (5) the impact of pedagogical leadership on improving learning. Furthermore, this paper offers improvements in learning outcomes related to pedagogical leadership in the instructional analysis of leadership courses in undergraduate teacher programs. Data analysis used focus group discussions involving three experts in educational management. Furthermore, the authors consulted the learning outcomes with experts on the existing curriculum and internalized pedagogical leadership competencies in the leadership curriculum structure. The results of the research found learning outcomes in the new leadership course, i.e. (1) Understanding the school's mission; (2) Communicating strategies for the school's mission to teachers; (3) Delivering delegation to teachers in achieving the school's mission from the learning aspect (distributive leadership); (4) Teachers as class/school managers are able to make data-based learning decisions; (5) Teachers as class/school managers are able to design and manage learning programs; (6) Teachers as class/school managers are able to evaluate learning programs; (7) Teachers as class/school managers are able to follow up on findings in the sustainability of learning programs (sustainability leadership); (8) Teachers as class/school managers are able to build a positive climate of cooperation between teachers in teacher work groups or teacher practitioner communities; and (9) Teachers as class/school managers are able to develop and promote their own and their colleagues' professionalism. The implications of the research contribute to updating instruction in leadership courses, which impacts improving the quality of leadership learning for teacher students.

Keywords: Pedagogical leadership, instructional analysis, learning outcomes.

1 Introduction

Instructional leadership is an approach that focuses on establishing an environment conducive to high-quality learning for students. It involves ensuring that all elements of an educational institution work together harmoniously to achieve learning goals (MacBeath, 2019). This type of leadership prioritizes a clear educational vision, the professional development of teachers, the monitoring and evaluation of the learning process, and the empowerment of the entire educational community to promote optimal learning outcomes. Key characteristics of instructional leadership include: (1) Focus on student learning. Leaders ensure that all strategies,

policies, and decisions are aimed at improving student learning outcomes. (2) Modeling exemplary practices. Leaders act as role models in professional development, curriculum oversight, and a commitment to shared learning. (3) Empowering teachers and staff. Leaders support educators in designing and implementing innovative learning processes through training, collaboration, and adequate resources. (4) Monitoring and evaluation. Leaders actively oversee learning, analyze outcomes, and provide constructive feedback to encourage continuous improvement. (5) Building a positive learning culture. Leaders foster an environment that encourages innovation, openness, and collaboration among all educational community members. (6) Data-driven decision-making. Leaders make decisions based on evidence and data related to learning, ensuring that interventions are appropriate and relevant (Heikka et al., 2021; Lubis et al., 2024; Robinson et al., 2008; Soomro & Khan, 2024). In education, principals, supervisors, or team leaders typically carry out instructional leadership. However, teachers who take the initiative to lead improvements in the quality of learning in their classrooms can also fulfill this role (Male & Palaiologou, 2012).

The development of leadership learning over several decades showcases the evolution of concepts, practices, and strategies aimed at cultivating influential leaders across various contexts, including education (Bruttel & Fischbacher, 2013). The progression of leadership learning can be divided into several distinct eras: (1) Traditional era (Charismatic Leadership). This era views charismatic leadership as a natural talent or innate quality possessed by only a few individuals. The focus is on individual attributes such as charisma, vision, and authority. Implications for learning during this period revolve around leadership training targeted at those deemed to have the "potential" to lead. (2) Skills era (Leadership as a Learned Skill). Leadership is perceived as a skill that can be acquired through training and experience. The emphasis is on developing technical and interpersonal skills, including communication, conflict management, and decision-making. During this time, training programs began to formalize with competency-based modules. (3) Transformational era (Leadership Based on Influence and Inspiration). Leadership in this era centers on empowerment, motivation, and transforming individuals and organizations. Leaders are seen as change agents who inspire others to achieve common goals. Leadership development during this period includes motivation, strategic vision, and emotional influence. (4) Context-Based era (Situational Leadership). This era views leadership as the ability to adapt to different situations (Bøe & Hognestad, 2017; Heikka et al., 2021; MacBeath, 2019; Sims et al., 2015; Spillane, 2005). The approach utilizes models such as situational leadership theory, which emphasizes flexibility in leadership styles (Hersey et al., 1977). Training programs during this time focus on situational analysis skills and adjusting leadership strategies. This structured overview highlights the fundamental changes in leadership learning over time, reflecting a shift from innate qualities to learned skills and situational adaptability.

Next, (5) Collaborative Era (Participatory Leadership). This leadership involves cooperation and participation of all team or community members. Leaders are like facilitators who encourage collaboration, open communication, and team empowerment. This leadership focuses on developing collaboration skills, empathy, and managing group dynamics. (6) Digital and technology-based era (digital leadership). Leadership involves mastering digital technology to face challenges in the era of globalization. The approach uses technology to lead, such as data management, virtual communication, and artificial intelligence. Training programs include digital literacy, remote management, and technology adaptation strategies. (7) Value-based leadership era (morals and ethics). This leadership focuses on integrity, fairness, sustainability, and social responsibility. Leaders are expected to balance achieving organizational goals with social and environmental impacts. Leadership programs include ethics, diversity, and sustainability. (8) Learning-based leadership era (learning leadership). This leadership is seen

as a continuous learning process to increase the capacity of oneself and others. It focuses on developing leaders who learn from experience, utilize data for improvement, and build a learning culture in the organization. This leadership encourages reflection, mentoring, and the development of an organizational culture that supports lifelong learning (Ashour et al., 2021; Fonsén & Ukkonen-Mikkola, 2019; Heikka et al., 2016; Masaong et al., 2023; Robinson et al., 2008; Sergiovanni, 1998). This development shows that leadership learning adapts to changing times, societal needs, and global challenges. In the modern era, leadership is no longer focused solely on individuals but on their influence in creating positive transformation at the team, organizational, and societal levels.

Currently, the government implements pedagogical leadership as learning-based leadership in national-level programs such as Program Sekolah Penggerak and Program Guru Penggerak (Masaong et al., 2023). Pedagogical leadership in learning is the ability of a teacher or educational leader to direct, guide, and influence the learning process to create meaningful learning experiences and optimal learning outcomes (Lubis et al., 2024). This concept refers to the role of the teacher as a leader in the classroom, who not only delivers material but also manages learning with a student-centered, collaborative, and innovative approach. Pedagogical leadership in learning aims to ensure that the learning process is not only a transfer of knowledge but also a journey to form critical, creative, and characterful individuals.

The role of teachers in mastering pedagogical leadership is significant in improving the quality of learning and creating meaningful learning experiences for students. Pedagogical leadership is a teacher's ability to lead, guide, and influence the learning process in the classroom so that students can achieve their maximum potential. The following is an explanation of these roles, including (1) Leader in Learning Planning, the roles carried out are: (a) being able to design relevant, innovative, and student-based learning; (b) formulating clear learning objectives and effective learning strategies; and (3) integrating modern pedagogical technology and approaches to support learning. (2) Role Model in Learning, the roles carried out are: (a) demonstrating a professional attitude, enthusiasm, and high commitment to learning; and (b) providing an excellent example to students in terms of discipline, responsibility, and curiosity. (3) Learning Process Manager, the roles carried out are (a) organizing the class into a conducive learning environment; (b) ensuring that each student gets enough attention and could participate actively; and (c) implementing effective classroom management to maintain student focus (Bo, 2013; Jeyaraj & Gandolfi, 2022; Lubis et al., 2024; Trieu et al., 2024).

Next, (4) the role of the student driver and motivator involves (a) encouraging students to maintain high motivation for learning by providing awards and recognition and (b) inspiring students to think critically, creatively, and confidently while exploring new ideas. (5) as a Supervisor and Facilitator, the responsibilities include (a) guiding students through the learning process to ensure they grasp the material effectively and (b) facilitating discussions, collaboration, and problem-solving to promote meaningful learning. (6) In the Evaluation and Reflection of Learning, the roles encompass (a) leading the evaluation of student learning outcomes through fair and transparent assessments and (b) reflecting on the teaching methods employed to enhance the quality of instruction in the future. (7) to Improve Professionalism, the roles consist of (a) participating in training, workshops, and other professional development opportunities to enhance pedagogical competence and (b) actively engaging in learning communities, such as sharing best practices with fellow educators (Ashour et al., 2021; Houghton & Neck, 2002; MacBeath, 2019; Robinson et al., 2008; Spillane, 2005).

By mastering pedagogical leadership, teachers act as teachers and leaders who can create learning that has a positive impact on students and the school community. This also strengthens

the role of teachers as agents of change in education. This study aims to explore learning outcomes in leadership courses for teaching students at Medan State University. These learning outcomes impact the quality of instructional analysis in leadership courses. This study's purpose aligns with the Universitas Negeri Medan motto, The Character-Building University.

2 Research Method

This study employs a qualitative approach utilizing a narrative method, drawing information from lecturers engaged in pedagogical leadership within their classroom learning (Creswell & Creswell, 2017; Miles et al., 2019). The research involved ten lecturers who teach Leadership courses at Universitas Negeri Medan. Data was collected using an interview guide developed by Lubis et al., (2023). The data analysis technique applied was Focus Group Discussion (FGD), which examined the relationship between pedagogical leadership and learning outcomes in Leadership lectures (Mertens, 2019). Several key topics related to pedagogical leadership emerged, along with their impact on learning outcomes, which aim to enhance the quality of instructional design in Leadership courses. These findings are elaborated upon in the results and discussion sections.

3 Results and Discussions

Nine topics, directed to become learning outcomes in leadership courses, were produced based on the findings of interviews conducted with participants who teach Leadership. These topics are explained in more detail below.

3.1 Understanding the School's Mission

Understanding the school mission in pedagogical leadership is essential in aligning learning objectives with the school's vision and values. The school mission guides teachers in designing learning, building classroom culture, and creating learning experiences that support holistic student development (Bruttel & Fischbacher, 2013). Teachers as pedagogical leaders have a role too: (1) Integrate educational objectives into learning plans and teaching strategies; (2) Align the values of the school's mission, such as integrity, cooperation, and diversity, in daily interactions; (3) Build a positive, inclusive and collaborative learning culture; (4) Achieve academic and non-academic excellence according to school mission standards; and (5) Connect the mission to student needs through technological innovation (Heikka et al., 2021; MacBeath, 2019; Sims et al., 2015; Spillane, 2005). Mission implementation can be done by preparing relevant learning plans, being a role model, involving students in realizing the mission, innovating, and collaborating with the school community. Examples of practices include integrating project-based learning, digital technology, or character values. By understanding and implementing the school's mission, teachers ensure that learning is aligned with the goals of the educational institution so that students can develop optimally according to the school's vision.

3.2 Communicating Strategies for the School's Mission to Teachers

Communicating the school's mission strategy to teachers in pedagogical leadership is essential for aligning the vision, values, and learning practices. This process consists of several key steps: (1) Delivering the school mission. The principal clearly articulates the school's mission, emphasizing developing high-achieving, creative, and character-driven students. (2) Strategy formulation. Concrete strategies are introduced, such as project-based learning, fostering creativity, integrating character values into lessons, and utilizing technology effectively. (3) Teacher involvement. Teachers are encouraged to engage in discussions to align the mission strategy with the needs of their classrooms. Their input is essential for creating strategies that are relevant and applicable. (4) Support and guidance. The school provides training, resources, and guidelines to assist teachers in implementing the strategies effectively. (5) Evaluation and improvement. Monitoring is conducted to assess the effectiveness of strategy implementation. Feedback is shared to ensure the process remains dynamic and focused on continuous improvement (Ashour et al., 2021; Heikka et al., 2016; Heikka, 2014). Additionally, the principal can organize workshops where teachers collaborate to develop learning plans that align with the school's mission. This communication process ensures that teachers understand the school's mission, feel engaged, and can effectively apply it to support students' development.

3.3 Delivering Delegation to Teachers in Achieving the School's Mission from the Learning Aspect

Strategic to empower teachers to support the school's vision and goals. This delegation ensures that teachers actively participate in the learning process that aligns with the school's mission. Several principles of delegation from various scholars (Fonsén, 2013; Fonsén & Ukkonen-Mikkola, 2019; Robinson, 2008) explain: (1) Clarity of tasks and responsibilities. Delegated tasks are explicitly explained, for example, leading curriculum development or managing technology-based learning projects; (2) According to teacher competence. Tasks are given based on the teacher's expertise, experience, and interests so that they can work more optimally; (3) Support and resources. Teachers are given the training, tools, and time needed to carry out their tasks effectively; (4) Trust and autonomy. Teachers are free to design learning strategies according to their duties but still in line with the school's mission; and (5) Monitoring and evaluation. The implementation of tasks is monitored periodically with constructive feedback to ensure that the results support school goals. Effective delegation strengthens collaboration, increases teachers' sense of responsibility for the school's mission, and creates a student-centered learning culture.

3.4 Teachers as Class/School Managers Can Make Data-Based Learning Decisions

A strategic approach that uses measurable information to manage and improve the quality of learning. This approach supports an objective, relevant, and student-oriented decision-making process. The role of teachers as managers in data-based learning decisions is based on several scholarly views, including (1) Collecting learning data. Teachers collect academic data

(test scores, assignment results) and non-academic data (attendance, participation, behavior). Data sources include student feedback, classroom observation, and initial diagnostic results; (2) Analyzing data. Teachers analyze patterns from data to identify student strengths and needs. If data shows that students have difficulty understanding certain concepts, teachers can redesign teaching methods; (3) Developing data-based strategies. Decisions are made based on the results of the analysis, such as adjusting learning strategies, choosing learning aids, or determining interventions for students in need; (4) evaluating learning effectiveness. Teachers use data to evaluate the strategies' effectiveness and adjust if necessary; and (5) Developing class/school development plans. Data can create long-term plans, such as developing skills enhancement programs or adding learning resources (Hargreaves, 2007; Hersey et al., 1977; Rhodes et al., 2014). By leveraging data, teachers can make more effective decisions, ensure that learning meets students' needs, and support the achievement of the school's overall mission.

3.5 Teachers as Class/School Managers Can Design and Manage Learning Programs

As school managers, teachers design and manage learning programs through pedagogical leadership. Their goal is to create practical and structured learning experiences that support the school's vision. They play a crucial role in ensuring that these learning programs align with student needs and the school's values (MacBeath, 2019). Teachers can follow several strategic stages: (1) Identification of learning objectives. Teachers establish objectives based on curriculum standards, student needs, and the school's mission, such as enhancing critical thinking skills. (2) Program planning. They prepare short-term and long-term learning plans that outline materials, methods, and evaluations. These plans also align character values, 21st-century skills, and technology with the school's vision. (3) Resource management. Teachers optimize time, instructional materials, teaching aids, and technology to support the learning process effectively. (4) Program implementation. They utilize various learning strategies, such as group discussions, simulations, and collaborative projects, to actively engage students in learning. (5) Monitoring and evaluation. Teachers monitor the implementation of the program, collect data, and assess its effectiveness. They also provide feedback to students to enhance learning outcomes. (6) Reflection and development. Finally, they refine the program based on evaluation results to ensure its relevance and effectiveness. Through these strategic roles, teachers can create meaningful learning experiences that are closely aligned with the principles of pedagogical leadership (Bøe & Hognestad, 2017; Houghton & Neck, 2002; Robinson et al., 2008; Spillane, 2005).

3.6 Teachers as Class/School Managers Can Evaluate Learning Programs

As class/school managers, teachers can evaluate learning programs in pedagogical leadership to ensure their effectiveness, assess the achievement of goals, and provide continuous improvement. This evaluation helps teachers understand whether the learning program successfully develops student competencies and supports the school's mission. The steps for evaluating learning programs teachers can take include: (1) Data collection. Teachers collect data from various sources, such as exam results, assignments, class observations, student feedback, and self-reflection. This data includes students' cognitive, affective, and psychomotor

aspects. (2) Analyze student performance. Teachers analyze learning outcomes to find out whether learning objectives have been achieved. Teachers can re-evaluate the methods or materials used if students struggle with specific topics. (3) Evaluate the learning process. The learning process, including interactions between teachers and students, techniques used, and student involvement, is evaluated to assess whether learning occurs effectively and inclusively; (4) Evaluate learning resources and methods. Teachers assess the resources, aids, and methods to support learning well. For example, whether the technology or media used is effective in helping students' understanding; (5) Feedback and reflection. Teachers provide constructive feedback to students and themselves to improve the learning process. This includes reinforcing successful aspects, improving fewer effective parts, and (6) Planning for improvement. Based on the evaluation results, teachers plan changes or improvements in the learning approach to improve future outcomes. Evaluations conducted by teachers help improve the quality of learning, ensure students reach their full potential, and support the school's mission of sustainable educational development (Fonsén, 2013; Fonsén & Ukkonen-Mikkola, 2019; Heikka et al., 2016; Robinson, 2008; Ryan & Goldingay, 2022).

3.7 Teachers as Class/School Managers Can Follow Up on Findings in the Sustainability of Learning Programs

This issue is related to the learning process that continues to develop, is effective, and responsive to student needs. This follow-up is integral to continuous improvement that supports achieving long-term educational goals. Steps that teachers can take to follow up on findings in the sustainability of learning programs include: (1) Analyzing evaluation findings. After an evaluation, teachers must analyze the findings from test results, student feedback, or classroom observations. These findings can reveal areas that need improvement, such as learning materials that are poorly understood or less effective methods; (2) Designing improvements based on findings. Based on evaluation findings, teachers design changes or improvements in the learning program. For example, if students have difficulty understanding certain concepts, teachers can redesign the material or use a different approach, such as project-based learning or technology; (3) Adjusting learning methods. Teachers adjust learning methods and strategies to ensure all students are involved and gain maximum understanding. If the previously used approach is ineffective, teachers can try new techniques more appropriate to student needs; (4) Adapting resources and tools. Teachers can replace or add more relevant resources, such as using digital media or more interesting teaching aids, to support the achievement of learning objectives; (5) Collaboration with fellow teachers. Teachers can discuss with fellow teachers to share experiences, findings, and new ideas for improving learning. This collaboration also helps create consistency in the pedagogical approach across classes, and (6) Monitoring developments regularly. After making improvements, teachers continue to monitor student development and the effectiveness of the changes that have been implemented. Follow-up evaluations help ensure that the improvements are successful and provide better results (Bøe & Hognestad, 2017; Bruttel & Fischbacher, 2013; Lahtero & Kuusilehto-Awale, 2015; MacBeath, 2019; Male & Palaologou, 2012; Spillane, 2005). Through structured follow-up, teachers can maintain the sustainability of quality learning programs, improve student learning outcomes, and support the school's mission of developing effective and sustainable education.

3.8 Teachers as Class/School Managers Can Build a Positive Climate of Cooperation Between Teachers in Teacher Work Groups or Teacher Practitioner Communities

Creating a collaborative climate fosters a work environment that promotes collaboration, knowledge sharing, and continuous improvement. A strong community of teacher practitioners can enhance the quality of learning and foster teaching innovation. Here are some strategies that teachers can employ to build a collaborative climate: (1) Foster an open and inclusive environment. Teachers should create an atmosphere where everyone feels comfortable sharing ideas, challenges, and solutions. This includes facilitating in-depth discussions about effective learning practices and addressing obstacles. (2) Collaborative learning planning. Invite teachers to collaborate on designing learning programs and sharing effective materials and methods. Working together allows teachers to learn from one another and incorporate innovative ideas into their teaching. (3) Enhance joint professionalism. Organize joint training sessions, seminars, or workshops where teachers can collectively improve their skills. These opportunities enable teachers to benefit from each other's experiences and expertise, broadening their perspectives and developing new teaching methods. (4) Mentoring and coaching. More experienced teachers should take on mentoring roles for new teachers, providing guidance on classroom management, lesson planning, and technology use. This system strengthens relationships among teachers and supports professional growth. (5) Conduct joint reflection sessions. Regular reflection meetings should be held for teachers to discuss their challenges and achievements. These sessions help identify areas for improvement and allow for sharing solutions to common problems. (6) Empower teachers in decision-making. Teachers should have an active role in shaping school policies and instructional practices. This involvement fosters a sense of responsibility and commitment to achieving the school's goals. (Fonsén, 2013; Lubis et al., 2024; Trieu et al., 2024; Walumbwa & Hartnell, 2011). By cultivating a positive collaborative climate, teachers can support each other in their professional development and improve teaching effectiveness, ultimately leading to better quality education in schools.

3.9 Teachers as Class/School Managers Can Develop and Promote their Own and their Colleagues' Professionalism

Developing and promoting professionalism by creating a culture of continuous learning, improving skills, and supporting fellow teachers to develop professionally. These steps are essential to create a quality educational environment responsive to change. Teachers can use strategies to develop and promote professionalism, including (1) Following training and continuing education. Teachers are committed to continuing to update their knowledge and skills through training, seminars, or courses relevant to the field of education. This can include mastering new teaching methods, educational technology, or the latest pedagogical approaches; (2) Self-reflection and continuous learning. Teachers routinely conduct self-reflection to evaluate strengths and areas that need improvement in their teaching. Continuous learning can be done by reading the latest educational literature, following developments in educational research, or participating in communities of practice; (3) Sharing knowledge and experiences with fellow teachers. Experienced teachers share knowledge and best practices with colleagues through discussions, presentations, or mentoring. This helps create a climate that supports joint professional development and improves the overall quality of teaching; (4) Promoting

collaboration and support between teachers. Teachers actively build collaborative relationships with colleagues through study groups, curriculum development teams, or joint workshops. This collaboration enriches the teaching experience and provides an opportunity to exchange ideas and strategies; (5) Being a role model in professional ethics. Teachers practice professional values such as integrity, honesty, discipline, and a sense of responsibility for their work. As role models, teachers can influence their colleagues to follow high professional standards in teaching practice; (6) Initiative in school development. Proactive teachers propose and participate in curriculum development, learning innovations, or educational policies that support the achievement of the school's vision. They can also play a role in professional organizations or teacher groups to improve the quality of education and (7) Provide constructive feedback. They provide and receive constructive feedback to help fellow teachers improve their teaching practices. This feedback is done positively and focuses on solutions to improve teaching performance (Jeyaraj & Gandolfi, 2022; Lubis et al., 2024; Rhodes et al., 2014; Robinson, 2008; Trieu et al., 2024). Developing and promoting teacher professionalism improves personal abilities and contributes to collective progress in teaching and learning in schools. This creates a dynamic and quality educational environment and supports achieving school goals.

4 Conclusions

The findings of this study offer nine topics that update the learning outcomes in leadership courses. These learning outcomes improve the quality of learning and strengthen the profile of graduates as teachers who master pedagogical leadership in learning. This research has implications for strengthening the competence of teaching students to deal with global issues related to leadership. Scholars can explore the nine learning outcomes in Leadership courses that impact student achievement with various rigorous and accurate scientific approaches.

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