

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Classroom management is a multifaceted concept encompassing various strategies and techniques to create a conducive learning environment. Effective classroom management involves establishing clear expectations, maintaining a positive and respectful atmosphere, and addressing behavioral issues promptly and constructively. Teachers play a critical role in setting the tone for the classroom, fostering student engagement, and promoting a culture of mutual respect and collaboration.

A vital aspect of classroom management is the establishment of routines and procedures that facilitate the streamlining of daily activities and minimize disruptions. Teachers can create a structured environment that supports student learning by clearly outlining expectations for behavior, academic tasks, and transitions. Consistency in enforcing rules and positive reinforcement for desired behaviors can foster a sense of responsibility and accountability among students.

Classroom management is critical in shaping the quality of education and student outcomes in Indonesian schools. Effective classroom management in Indonesia involves not only maintaining discipline and order but also fostering a positive and inclusive learning environment that caters to students' diverse needs. Teachers in Indonesia face the challenge

of balancing traditional teaching methods with innovative approaches to meet the demands of a rapidly changing educational landscape.

Leadership is an individual or group of people's capacity to gain their followers' trust. It can assemble and organize them to accomplish predetermined goals effectively, efficiently, and economically. The organization must possess high-quality resources. The school organization comprises several resource components, such as principals, teachers, students, and other stakeholders with direct or indirect interests and stakeholders with explicit or implicit interests.

Leadership in Indonesian schools is evolving to encompass a more collaborative and distributed model that empowers teachers as instructional leaders. This shift acknowledges the expertise and potential of teachers to drive educational innovation, improve teaching practices, and enhance student learning outcomes. Schools in Indonesia can cultivate a culture of continuous improvement, professional growth, and shared responsibility for student success by promoting instructional leadership among teachers.

Instructional leadership is a type of school leadership that strongly emphasizes teaching and learning. This process involves setting explicit objectives, collaborating with educators, offering meaningful professional growth, and developing innovative learning opportunities for staff members. The instructional leader is viewed as the individual who oversees changes in teaching and learning, establishes goals, collaborates with teachers, provides genuine professional development, and develops fresh learning opportunities for staff members in the classroom (Brolund, 2016).

In contemporary times, the education process in schools necessitates that students possess exceptional cognitive abilities and proficiency in psychomotor and affective domains. Teachers encounter the challenge of understanding society's theoretical and practical requirements while also requiring interpersonal skills to collaborate with stakeholders in the business/industry sector. As a result, the instructional leadership of teachers will ultimately impact the productivity of the school. Teachers assume the roles of leaders and managers in delivering educational and instructional services.

Teachers' responsibilities in the classroom have undergone substantial transformations over time, transitioning from being simple educators to assuming the position of instructional leaders. Educators are responsible for creating an environment promoting language acquisition and growth, which critically impacts English language instruction. Akins et al. (2019) revealed that "instructional leadership practices of school leaders predict their leadership self-efficacy." This highlights the significance of instructional leadership in enhancing the overall efficacy of educational institutions. These findings can improve the necessity of using efficient instructional leadership strategies to improve student learning outcomes, particularly in the context of English language education in Indonesia.

Instructional leadership, especially in English language teaching in Indonesia, is crucial in improving the quality of language instruction and promoting English proficiency among students. Teachers with strong instructional leadership practices are better positioned to engage students,

design practical learning experiences, and support language development. Educators can address the unique challenges and opportunities associated with language learning in Indonesia by focusing on instructional leadership strategies specifically designed for English classrooms.

As Indonesia continues to emphasize English language education as a critical component of national development, the role of instructional leadership becomes increasingly significant. Teachers who embrace instructional leadership practices not only contribute to improving English language teaching but also play a pivotal role in shaping the overall educational landscape in Indonesia. By investing in professional development opportunities that promote instructional leadership skills, schools can empower teachers to drive positive change, foster innovation, and enhance student outcomes in English language education.

The current educational program at SMP IT Al-Ulum Medan is the 2013 curriculum, which the school developed according to the standards of competencies for graduates. This curriculum is based on character and competency and aims to change the focus of education from an emphasis on results and materials to a process-oriented approach. A thematic integrated approach with contextual teaching and learning (CTL) is used to achieve this. As a result, students should be involved in the learning process as much as possible, allowing them to explore and develop their competencies by tapping into various potentials and scientific truths. Consequently, teachers must be creative as facilitators and learning partners for students, going

beyond simply conveying information to them. They must also be creative in providing services and learning facilities to all students.

Teachers are essential in implementing the curriculum, and the success of the curriculum relies on their activities and creativity in developing and realizing it. They must also be capable of conducting the learning process under the regulations set forth by the Minister of Education and Culture (Permendikbud) in Number 65 of the year 2013, which pertains to the standards for processes.

Additionally, teachers play several roles to enhance the teaching and learning process and create interactive classrooms, as suggested by Brown and Harmer (2007:108). These roles are detailed in their theories, which can be helpful for this research as they provide a clear understanding of teachers' roles, making it easier for the researcher to conduct their studies. Combining these theories, the following roles can be summarized:

1. Teacher as Controller: Teachers are responsible for managing the entire class and its activities. They typically take a leading role by giving instructions, organizing drills, and reading aloud.
2. Teacher as Prompter: The teacher motivates students to participate and guides how to proceed in an activity. The teacher must offer assistance only when necessary.
3. Teacher as Participant: In some instances, teachers may participate in the classroom activities during the teaching and learning process. At this stage, they are expected to engage actively in the activities.

4. Teacher as Resource: At this stage, the teacher can become a vital source of information in the teaching and learning process. They can provide all the necessary information to students and act as reliable resources for them when they face challenges.

5. Teacher as Tutor: The teacher can assume both the prompter and resource roles during the teaching and learning process. In this case, the tutor works with students individually or in small groups if they are undertaking challenging learning programs.

6. Teacher as Assessor: Teachers as assessors provide feedback on students' performance and grade them in various ways. This involves evaluating how well students are performing or how well they have performed. Additionally, teachers are responsible for assessing their students, providing corrections, extending success or failure, solving content-related problems, focusing on linguistic performance, and recording errors.

7. Teacher as organizer: The most challenging and crucial role for teachers is organizing activities effectively in the classroom. This involves leading with instructions, initiating activities, and ensuring that students understand what they are expected to do. Giving clear instructions and setting up activities are essential in this role.

8. Teacher as Corrector: The teacher corrects students' linguistic errors while assessing their language learning competence.

9. Teacher as Observer: The teacher observes students' performance to provide them with individual or group feedback.

10. Teacher as director: Teachers act like conductors in a drama, ensuring the teaching and learning process runs smoothly and efficiently.

Based on the theories mentioned, it can be summarized that teachers, as an essential component of the quality of teaching and learning, should consider various aspects to become ideal teachers for their learners.

Although not all government standards are owned by each educational unit, it is crucial to have supporting facilities to facilitate learning. During the observation conducted simultaneously during the internship at SMP IT Al-Ulum Medan, it was found that the 2013 curriculum is being implemented. However, it still needs to be optimal. In the classroom, the learning activities only partially adhere to the regulations set forth by the Minister of Education and Culture (Permendikbud) in Number 65 of 2013 about the process standards. Several issues arise during the implementation of learning in the classroom.

The explanation above leads the author to believe that it is essential to understand the aspects that influence a teacher's ability to perform their role in the classroom, including instructional leadership.

The preliminary data from the SMP IT Al-Ulum Medan observation suggests that only a few teachers employ instructional leadership practices in English classrooms. This study aims to delve deeper into the significance of instructional leadership and identify the specific elements that influence its implementation in this context. Furthermore, the research explores how

SMP IT Al-Ulum Medan teachers implement instructional leadership strategies in their English classrooms.

The study will offer a detailed analysis of the current landscape of instructional leadership practices among teachers in English language classes at SMP IT Al-Ulum Medan. It will provide valuable insights into the factors influencing teacher engagement in instructional leadership and offer helpful suggestions on enhancing these practices to improve student learning outcomes.

The study aims to bridge the gap between current instructional practices and effective instructional leadership strategies, ultimately empowering teachers to create a more engaging and impactful learning environment for students in English classrooms at SMP IT Al-Ulum Medan.

### **1.2. The Problems of the Study**

Despite the importance of instructional leadership in English classrooms, there needs to be more emphasis on how teachers practice instructional leadership in Indonesian schools. The writers set the problem as follows:

1. What are the types of instructional leadership in English classrooms at SMP IT Al-Ulum Medan?
2. How do the teachers apply the process of instructional leadership in their English classrooms at SMP IT Al-Ulum Medan?



### **1.3. The objectives of the Study**

The objectives of this study are:

1. To find out the types of instructional leadership used in the English classrooms at SMP IT Al-Ulum Medan.
2. To analyze how the teachers apply instructional leadership in their English classrooms at SMP IT Al-Ulum Medan.

### **1.4. The Scope of the Study**

This study focuses on the instructional leadership strategies used in the English language classes at SMP IT Al-Ulum Medan. The study will involve English teachers and students in grades 7<sup>th</sup> to 9<sup>th</sup>.

### **1.5. The Significances of the Study**

1. Theoretically

The study supports previous research that highlights the impact of instructional leadership on learning organizations, underscoring the significance of instructional leadership in the process of turning schools into thriving learning organizations. The theoretical importance is further reinforced by literature that underscores the significance of teacher leadership in teaching English classrooms, emphasizing the role of teachers as leaders in promoting successful teaching and learning methodologies. This study enhances the theoretical comprehension of instructional leadership as a means for teacher collaboration and student accomplishment, highlighting the essential role of instructional leadership in positively impacting teacher cooperation.

## 2. Practically

This study is critical because it helps improve student achievement by enhancing instructional leadership practices. Research has shown that when leaders and teachers in schools improve their instructional leadership practices, it leads to better teaching and learning, increasing student achievement. The research findings underscore the practical importance of instructional leadership in fostering a positive and cooperative school environment, emphasizing the role of teachers in promoting collective leadership and effectively communicating a shared vision to cultivate a positive and collaborative school culture. This study suggests instructional leadership influences teachers' work engagement, reinforcing the study's pragmatic importance.

