

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This study's conclusions were drawn from the results of research conducted at SMP IT Al-Ulum Medan, which was divided into two parts.

1. To answer the first problem of the study, the researcher reveals that all English teachers at SMP IT Al-Ulum Medan have implemented instructional leadership in their classrooms, demonstrating a strong commitment to this approach. The data shows that each teacher has effectively implemented the three types of instructional leadership: monitoring, managing, and assessing. This is evident in their classroom practices, where they actively oversee student activities, maintain order, and assess student understanding through various exercises and assignments. Teachers' variations in instructional leadership approaches reflect their adaptability and responsiveness to diverse student needs. For instance, Mr. Muhammad Abdul Haris, S.Pd., uses a more structured approach, setting clear objectives and using exercises to assess student understanding. In contrast, Mrs. Sulastri, S.Pd., adapts her approach based on individual student needs, using exercises adjusted to their capacities. Mr. Afrizal, S.Pd., Gr., employs a more flexible approach, adapting his methods based on student interests and using questioning techniques to engage students.

2. To resolve the second problem of the study, the researcher highlights that the teachers have implemented various aspects of instructional leadership outlined by Hallinger (2005). Expressly, they have set directions by establishing clear goals and expectations, developed people through mentoring and professional development, redesigned the organization by creating structures that support effective teaching and learning, managed the instructional program by overseeing high-quality practices, promoted a positive learning climate by fostering respect and positive relationships, managed school resources by efficiently allocating resources, collaborated with families and the community by engaging parents and the community and monitored and evaluated teaching and learning by using data to assess and improve the quality of instruction and student learning outcomes.

The findings indicate that the teachers have implemented instructional leadership quite well, although they need to be more perfectly applying the eight steps outlined by Hallinger (2005). Despite some challenges the teachers face, such as setting learning objectives at the beginning of lessons and managing classroom behavior, the study concludes that instructional leadership is a crucial aspect of effective English teaching at SMP IT Al-Ulum Medan. The teachers' commitment to this approach has significantly improved student learning outcomes tailored to their abilities.

5.2. Suggestions

Enhancing teachers' teaching skills and leadership is crucial for promoting the steady development of education. To achieve this, measures such as deepening teaching training, establishing a teaching feedback system, optimizing the teaching environment, and recognizing and rewarding teachers' teaching leadership are essential. These actions benefit teachers by deepening their teaching philosophies and techniques, enabling them to continuously improve themselves, further igniting their passion for teaching, and enhancing teaching quality.

After processing the data from the research results, the researcher wrote down suggestions and input aimed at readers, teachers and students.

1. For teachers, these measures lead to a deeper understanding of effective pedagogy, continuous professional development, and a sense of fulfillment and accomplishment. Recognizing and rewarding their achievements in teaching leadership serves as a powerful motivator, encouraging them to strive for excellence and make a lasting impact on their students.
2. For students, this approach cultivates outstanding talents through better education. By providing teachers with the tools and support to excel, students benefit from a more comprehensive and effective educational experience, leading to improved academic performance, increased confidence, and a stronger foundation for future success.
3. For future researchers, it is essential to continuously explore and practice more effective methods to provide teachers with comprehensive support and assistance, enabling them to advance on the path of education and contribute

to cultivating more outstanding talents. This joint effort between schools, education departments, and society is crucial for the long-term and challenging task of enhancing teachers' teaching skills and leadership.

