

The Influence of Principal Instructional Leadership on Teacher Performance: A Literature Review

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Abstract: This article aims to examine the role of instructional leadership of school principals on teacher performance. The method used in this study is a literature review, with data collection using articles collected in the last 5 years, namely from 2020 to 2024. The reference articles consisted of 20 national and international articles obtained through Google Scholar and Harzing's Publish or Perish (PoP) with the keywords "instructional leadership" and "teacher performance". The theoretical benefit of this article is to increase knowledge about instructional leadership and teacher performance, while the practical benefit of this article can be used as a reference for further research. The results of this study show that the role of the principal is very important in instructional leadership because the principal, as the school leader, holds an important position with great responsibility in maintaining and improving the quality of learning in schools. Instructional leadership is a leadership style in which leaders are able to determine a clear school mission, monitor learning plans, and manage learning resources well. Therefore, teacher teaching performance can be improved by improving the instructional leadership performance of the principal. It can be concluded that the instructional leadership of the principal plays a major role in teacher teaching performance.

Keywords: Principal Instructional Leadership, Teacher Performance, Literature Review

A. Introduction

Education is an important aspect in the progress of a nation. Education is also important because it plays a role in developing superior and high-quality human resources. Indonesia, as the fourth most populous country in the world, needs a large number of competent human resources to support domestic development. One way to develop competent and qualified human resources is by improving the quality of education. An important requirement for improving the quality of education is to enhance the capabilities and quality of teachers and other educational personnel (Nurhayati & Rosadi, 2022).

The quality of an educator can be seen from their performance. Teacher performance greatly affects the quality of educational outcomes because in the educational process at school, teachers are the ones who are directly involved with students (Sodikin et al., 2022). Teachers play an important role in the success of education in schools. Teacher

performance in educational institutions has a significant impact on the success of learning that takes place in schools. Teacher performance must be improved to create quality educators. Through excellent teacher performance, teachers can create quality human resources (Bumay et al., 2023).

Low teacher performance is one of the problem in education. Optimal performance is desired by all stakeholders, but the reality in the field shows the opposite. There are several factors that cause this situation, namely the use of learning models that lack variety, suboptimal lesson plans, lack of discipline in fulfilling administrative requirements, and lack of punctuality. These factors hinder the improvement of teacher performance (Taufik, 2019). Teacher performance is a critical issue for teachers and principals in educational institutions. Improving the quality of education depends on teacher performance (M et al., 2022).

Teacher performance plays a very important role in improving the quality of education. Teachers are obliged to develop their abilities and skills on a regular basis, which is manifested in learning activities within the institution as a form of teacher professionalism (Tantawy, 2020). The key of successful learning is the ability of teachers as professional educators. If teachers perform well, learning activities will also run smoothly.

There are several factors that can affect teacher performance, both internal and external factors. These factors can collectively influence the improvement or decline in teacher performance. An example of an internal factor is teaching experience, while external factors include the managerial skills of the principal and learning facilities (Bandi & Supriyoko, 2019). Internal factors include job satisfaction, motivation, organizational commitment, work discipline, and others, while external factors include the work environment, organizational culture, leadership style, compensation, communication, and so on (Kamijan, 2021). This article will focus on principal leadership.

Principal leadership is an important component of education that will have an impact on the sustainability of improving the quality of education in schools and the performance of teachers. According to Northouse (2021), leadership is the process of influencing a group to achieve common goals that play an important role in achieving organizational goals. Leadership is manifested in various leadership style such as transformational, instructional, situational, transactional, and others. In this research, the writer only focuses on instructional leadership.

Instructional leadership is the ability of a leader in education to encourage, pay attention to leadership aspects, and support teachers and students in solving problems at school (Bhaskaran & Hamid, 2020). Empirical research also shows that the way principals lead instructionally affects teachers' cooperation, motivation, and professional commitment (Cansoy et al., 2022). The instructional leadership behavior of the principal can strengthen cooperation among teachers and make teachers more willing to participate in school initiatives (Cansoy et al., 2022).

Based on the writer's review of national and international articles, it was found that there is still limited research discussing the influence of principals' instructional leadership on teacher performance using the literature review method. This research was conducted due to the need for a deeper understanding of principals' instructional leadership on teacher performance. Therefore, this study aims to fill the existing knowledge gap and contribute to expanding knowledge on this subject.

B. Methods

The method used in this study is a literature review. The purpose of this method is to search for identify, assess, and describe all existing studies. The writer collected national and international journal articles through Google Scholar and Harzing's Publish or Perish (PoP). Articles were taken from various scientific journals, research reports, and conference proceedings published in the last 5 years, namely from 2020 to 2024. From these articles, the writer selected 20 articles relevant to the topic using keywords such as "instructional leadership" and "teacher performance". These articles were the analyzed and comprehensively compiled into a discussion presented in this article.

C. Results and Discussion

This study discusses the principals' instructional leadership and its influence on teacher performance. Some of the articles found examine the extent to which the principals' instructional leadership influences teacher performance, while others explain how the principals' instructional leadership affects teacher performance. Based on the articles that have been identified and reviewed, there are several ways to collect data related to the research results, such as questionnaires, interviews, observations, and documentation.

Research related to the instructional leadership of school principals on teacher performance at all levels of education, which is the subject of this study, is presented in the table down below.

Table 1. Literature Review Result Data

Author	Title	Result of The Research
Aslam et al. (2022)	Kepemimpinan Instruksional Kepala Sekolah dalam Meningkatkan Kinerja Guru	Principals can manage schools to improve teacher teaching performance.
Putri and Sucitra (2024)	Kepemimpinan Instruksional Kepala Sekolah Literature Review	Principals' instructional leadership is an effective leadership. If teachers' teaching performance is to improve then the principal's performance must be improved.
Maksud et al. (2024)	Pengaruh Kepemimpinan Instruksional Kepala Sekolah terhadap Kinerja Guru pada SMK Negeri di Kota Mataram	The study's findings show that teacher effectiveness is positively impacted by principals' instructional leadership.

Author	Title	Result of The Research
Tshering (2022)	Influence of Principal's Instructional Leadership on Teacher Performance in Secondary Schools of Thimphu district, Bhutan	The findings revealed a statistically significant positive correlation between the principals' instructional leadership and teacher performance.
Wahab et al. (2020)	Headmasters' Instructional Leadership and Its Relationship with Teachers Performance	The findings demonstrated a strong correlation between the headmasters' instructional leadership practices and the teacher performance, as well as high level of instructional leadership on the part of the headmasters.
Hanipah et al. (2020)	Correlation Between Instructional Leadership of The Headmaster with Teacher Performance of Vocational High School	The headmaster instructional leadership and the Vocational High School teachers' performance are significantly positively correlated.
SA and Aslamiah (2024)	Instructional Leadership: The Role of School Principals in Elevating Teacher Performance in SMAN 13 Banjarmasin	The principal has put new tactics into place that enable the school to comply with the demands of educational reforms, like using technology in the classroom and fostering an accountability culture.
Rahman and Hamzah (2023)	Principals' Instructional Leadership Practices and Its Relationship with Teacher Work Performance	The result of this study showed that teachers' work performance and principals' level of instructional leadership are both high.
Rahmawati et al. (2022)	Transformational and Instructional Leadership Styles to Improve Teacher Performance: Literature Review	The review article's findings demonstrate a strong correlation between instructional and transformational leadership approaches in raising teacher effectiveness in classroom.
Syarifudin et al. (2022)	The Influence of Principal Instructional Leadership, Work Environment and Job Satisfaction on Teacher Performance in State Elementary Schools in Cempaka District, Banjarbaru City	The findings demonstrated that teacher performance was directly impacted by instructional abilities, work environment, and job satisfaction.
Elfira et al. (2024)	How Does Principal's Instructional Leadership Shape Teacher Performance	Demonstrating that teachers' performance and self-efficacy are positively impacted by effective

Author	Title	Result of The Research
	Mediated by Teacher Self-Efficacy in Indonesian Education Context?	instructional leadership.
Wardani et al. (2022)	The Effect of Principal Instructional Leadership, Work Discipline and Work Motivation on Teacher Performance at Private Vocational Schools in Banjarbaru	The study's findings showed that teacher performance is directly and indirectly impacted by the principals' instructional leadership, work discipline and motivation.
Yolanda et al. (2023)	Effect of Principal Instructional Leadership and School Climate on ES Teacher Performance	The performance of ES teachers is significantly impacted by both the school climate and the principal's instructional leadership.
Amri et al. (2024)	The Impact of Instructional Leadership Organizational Culture and Organizational Commitment to Teacher Performance at Junior High School	Every factor that affects teacher performance is covered in this study.
Irnawati et al. (2021)	The Relationship of Principal Instructional Leadership, Organizational Climate, and Interpersonal Communication of Teacher Performance at Elementary School South Banjarmasin District	The study's findings indicate that the performance of SDN instructors in the South Banjarmasin District is positively and significantly impacted by the principals' instructional leadership, organizational climate and interpersonal communication.
Nellitawati et al. (2024)	The influence of instructional leadership and work commitment on teacher performance	This study emphasizes how crucial strong work commitment and competent instructional leadership are to raising teacher performance.
Widiasmara and Andriani (2020)	The Effects of Instructional Leadership and Organizational Culture on Teacher Performance at Public Senior High Schools in Sleman Regency, Indonesia	The findings demonstrate that organizational culture and administrators' instructional leadership have a major impact on teacher performance both independently and together.
Pana (2024)	School Heads' Instructional Leadership and Performance: Basis for Strategic Leadership Program	Although their overall performance was usually adequate, they were found to have strength in developing relationship and chances for personal and leadership development.

Author	Title	Result of The Research
Nizam et al. (2023)	The Influence of Instructional Leadership and Organizational Commitment to Elementary Schools Teacher Performance in Central Lombok	The study's conclusions indicate that organizational commitment and teacher performance are directly impacted by instructional leadership.
Saleem et al. (2020)	Role of Instructional Leadership on Teachers' Performance at College Level	the study's important conclusions guaranteed that excellent instruction and learning are taking place in every classroom and that leaders are giving their concerned teachers constructive criticism at the appropriate moment.

Tabel 1 shows that most leaders with an instructional leadership style have been proven to have a positive and significant relationship and influence on teacher performance.

Based on the analysis of the articles collected, it can be seen that the role and impact of school principal leadership can influence teacher performance. Low teacher performance can be overcome by implementing the appropriate type of leadership. Teacher performance is behavior related to teaching activities carried out by an educator in the classroom.

The results of the study show that the instructional leadership of school principals is effective. If teacher's teaching performance is to improve, then the performance of school principals must also be improved (Putri & Sucitra, 2024). The principal plays a role in managing the school to improve teacher performance using models and strategies developed to achieve organizational goals (Aslam et al., 2022). Based on empirical research results from the above articles, it shows that the instructional leadership behavior of school principals has a positive and significant influence and relationship with teacher performance (Maksud et al., 2024); (Tshering, 2022); (Wahab et al., 2020); (Hanipah et al., 2020).

The principals' instructional leadership style has put new tactics into practice, like using technology in the classroom and fostering an accountability culture that enables the school to meet the demands of contemporary educational reform (SA & Aslamiah, 2024). Others research demonstrates that school administrators instructional leadership conduct employs tactics including adaptive curriculum development, teacher competency programs through workshops and training, and regular assessments of the learning process (Helmawati et al., 2025).

The principals' job is very significant in instructional leadership because it ensures that high-quality teaching and learning is happening in all classes and that the leaders provide constructive feedback to their concerned teachers at the appropriate time (Saleem et al., 2020). Although their overall performance was largely adequate, they were found to have

strengths in fostering relationships and possibilities for personal and leadership development (Pana, 2024).

Instructional leadership is defined as any action taken by the principal to influence and guide teachers to improve the quality of their teaching and motivate students to achieve learning outcomes (Hui & Singh, 2020). Instructional leadership specifically involves determining a clear mission, establishing a learning curriculum, monitoring lesson plans, and managing learning resources (Bush et al., 2022). The instructional leadership of the principal places teachers as the main component that needs to be developed, meaning that the instructional leadership of the principal builds and encourages activities and provides appropriate support for improving the quality of teachers' teaching performance and the success of learning in the classroom (Hariri et al., 2024).

The collection of key activities that directly assist classroom instruction and student learning, such as curriculum development, coaching and evaluation, is known as instructional leadership (Nader et al., 2019). One important aspect of instructional leadership is how a principal is able to create a conducive learning and teaching climate. The dimensions of a principal's instructional leadership include: 1) developing a mission and goals, 2) managing educational production functions, 3) promoting an academic learning climate, and 4) developing a supportive work environment (P.S & Muthaiah, 2017).

School principals must be able to carry out their duties as key players in planning. Therefore, school principals must fully exercise their obligations as leaders with instructional leadership. This type of leadership has a major impact on the teaching performance of teachers and other school staff. If school principals are able to determine a clear school mission, monitor learning plans, and manage learning resources well, this will also have a positive impact on teachers' teaching performance. In supporting teachers' teaching performance, principals need to nurture and guide teachers. Principals are the key to good or bad teacher performance. Optimal teacher performance has an influence on the success of education (Siregar et al., 2021).

Improving teacher effectiveness is acknowledged to be mostly dependent on instructional leadership. Principals who successfully use the theory three dimensions will foster an atmosphere that raises learning standards. They serve as important facilitators and motivators in addition to being administrative managers. Nonetheless, school culture and the proficiency of school principals present the biggest obstacle. The concepts of instructional leadership are either poorly understood or difficult for many school principals to implement. Positive affect on teacher performance may be hampered by this lack of preparation. A school atmosphere that discourages teamwork and creativity may be a barrier.

Instructional leadership won't work if the setting doesn't promote teamwork and teacher empowerment. The degree to which teachers participate and react to the principals' leadership also has a significant impact on their performance. Teacher motivation and creativity may be diminished by authoritarian instructional leadership or leadership that does not actively include instructors.

D. Conclusions

Based on the results of the study, it shows that the role of the principal is very important in instructional leadership because the principal, as the school leader, holds an important position with great responsibility in maintaining and improving the quality of learning in schools. Instructional leadership is a leadership style in which leaders are able to determine a clear school mission, monitor learning plans, and manage learning resources well. Therefore, teacher performance can be improved by improving the instructional leadership performance of the principal.

These findings imply that principals need to clearly define the school's mission, monitor learning plans, manage learning resources effectively, and create a supportive learning environment. In addition, stakeholders need to provide regular training and guidance to principals to strengthen their ability to perform their instructional roles effectively, as this has a direct impact on improving the quality of learning and student achievement in schools.

A suggestion for future researchers interested in studying the instructional leadership of school principals on teacher performance is to review more sources and references in terms of the substance of educational administration material/ science. Future researchers should be more comprehensive in the methods used so that the data needed in the research is more accurate.

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