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Instructional Leadership and Role in Enhancing Teaching Quality in Islamic Schools

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INFORMASI ARTIKEL

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Abstract: *This study investigates the role of instructional leadership in enhancing teaching quality at MAN 2 Tulungagung within an Islamic educational context. The study addresses how leadership shapes instructional practices, influences teaching quality, and connects leadership actions with learning outcomes. A qualitative case study design was employed to explore in-depth perspectives from the principal, teachers, and academic staff. Data were collected through semi-structured interviews, classroom observations, and document analysis, followed by thematic analysis. The findings indicate that instructional leadership strengthens teaching practices through structured supervision, constructive feedback, and sustained professional development. Teachers demonstrate improved instructional performance through organized lesson planning, interactive teaching strategies, and alignment with curriculum standards. Teaching quality is reflected in increased student engagement, effective classroom interaction, and consistent instructional delivery. The study also reveals an interconnected process in which leadership practices influence teacher performance, instructional practices shape learning experiences, and feedback informs leadership refinement. These results show that instructional leadership contributes significantly to sustaining teaching quality and supporting continuous improvement in Islamic school settings.*

Keywords: *Instructional Leadership, Teaching Quality, Islamic Education, Teacher Performance.*

INTRODUCTION

Educational institutions are required to maintain high standards of teaching quality in response to increasing expectations related to student outcomes, curriculum implementation, and institutional accountability. Systems of evaluation, performance indicators, and public scrutiny encourage schools to demonstrate measurable improvements in instructional effectiveness and learning achievement. Teaching quality is closely associated with how instructional processes are designed, implemented, and evaluated within the classroom. Effective teaching involves

clarity of explanation, appropriate use of learning strategies, responsiveness to student needs, and continuous assessment of learning progress. Within this context, leadership becomes a determining factor in shaping instructional conditions that support quality teaching. Instructional leadership emphasizes the core function of teaching and learning by focusing on supervision, feedback, and professional support for teachers. Leadership actions that prioritize instruction contribute to the development of structured classroom practices and coherent curriculum implementation. Empirical studies indicate that instructional leadership significantly



influences teaching quality by guiding teacher practices and fostering instructional improvement (Hallinger & Murphy, 1985; Robinson et al., 2008).

Islamic schools operate within a distinctive framework that integrates academic instruction with moral and spiritual values derived from Islamic teachings. Teaching quality in such institutions extends beyond cognitive achievement and includes the cultivation of character, ethics, and religious understanding. This dual orientation creates a complex instructional environment where teachers are expected to deliver subject content while embedding value-based learning experiences. Leadership in Islamic schools is required to guide teachers in maintaining balance between academic rigor and moral development. Instructional leadership plays a crucial role in ensuring that teaching practices reflect both curriculum standards and institutional values. At MAN 2 Tulungagung, leadership practices shape how teachers interpret curriculum goals and translate them into classroom activities. The principal engages in supervision, mentoring, and collaborative planning to support teachers in developing instructional strategies that align with both academic and religious objectives. Research suggests that leadership in faith-based educational contexts contributes to teaching quality by integrating values into instructional practices and fostering a sense of purpose among educators (Bush & Glover, 2014).

Teacher performance represents a central component of teaching quality and is directly influenced by instructional leadership. Teachers are responsible for designing lesson plans, facilitating learning activities, managing classroom interactions,

and assessing student outcomes. Their ability to perform these tasks effectively depends on the extent to which leadership provides guidance, feedback, and opportunities for professional growth. Instructional leadership supports teacher development through classroom observation, constructive feedback, and structured professional learning activities. Teachers who receive consistent support are more likely to engage in reflective practice and improve their instructional approaches. Professional development initiatives guided by leadership enable teachers to enhance their pedagogical skills and adapt to changing educational demands. Evidence shows that leadership focused on instruction contributes to improved teacher performance and instructional quality by promoting continuous learning and professional engagement (Kraft et al., 2018).

Teaching quality is also reflected in student engagement and learning experiences within the classroom. Instructional practices that encourage active participation, collaboration, and critical thinking contribute to meaningful learning outcomes. Leadership influences these practices by setting expectations for interactive teaching and providing support for innovative instructional strategies. Teachers at MAN 2 Tulungagung are encouraged to design learning activities that involve students actively in the learning process. This includes the use of discussion-based methods, contextual learning, and formative assessment techniques. Student engagement becomes an indicator of teaching quality, as it reflects the effectiveness of instructional strategies in capturing students' interest and promoting understanding. Studies indicate that leadership that



emphasizes instructional improvement enhances student engagement by shaping teaching practices and learning environments (Louis et al., 2010).

The role of instructional leadership extends to creating a professional culture that supports collaboration and continuous improvement. Teachers benefit from opportunities to engage in professional dialogue, share experiences, and reflect on their practices. Leadership facilitates this culture by organizing meetings, mentoring sessions, and collaborative planning activities. Such interactions contribute to the development of collective responsibility for teaching quality. A collaborative environment strengthens consistency in instructional practices and supports the implementation of shared goals. Organizational culture influenced by instructional leadership encourages openness, trust, and commitment among teachers, which enhances their willingness to improve their performance. Research highlights that professional collaboration supported by leadership contributes to sustained instructional improvement and organizational effectiveness (Hargreaves & O'Connor, 2018).

The relationship between instructional leadership and teaching quality reflects a dynamic interaction within the institution. Leadership practices influence teacher behavior and instructional decisions, while classroom practices shape student learning experiences. Student responses and learning outcomes provide feedback that informs leadership strategies and supports further development. This interaction forms a continuous cycle of improvement in which leadership, teaching, and learning are

interconnected. Alignment between leadership vision, instructional practices, and learning outcomes becomes essential for maintaining teaching quality. Schools that achieve such alignment are better able to sustain improvement and respond to changing educational demands. Research indicates that the impact of leadership on learning outcomes is mediated by teacher practices and school conditions, emphasizing the importance of understanding leadership as part of a broader instructional system (Hallinger, 2011).

The context of MAN 2 Tulungagung provides an opportunity to examine how instructional leadership operates within an Islamic educational setting and how it contributes to teaching quality. Leadership practices within the school reflect efforts to integrate supervision, professional development, and collaborative culture in supporting instructional improvement. Understanding this relationship offers insights into how leadership can enhance teaching quality in contexts that combine academic and value-based education. Based on this background, this study addresses the following research questions: how does instructional leadership shape teaching practices at MAN 2 Tulungagung; how does instructional leadership influence teaching quality; and how are instructional leadership and teaching quality interconnected within the institutional context?

METHOD

This study adopts a qualitative case study design conducted at MAN 2 Tulungagung to examine how instructional leadership influences teaching quality within a specific institutional context. A qualitative



approach enables a deep exploration of social interactions, meanings, and practices that cannot be captured through numerical measurement. The case study design focuses on a bounded system, allowing a detailed investigation of leadership actions, teacher responses, and instructional processes as they occur in real settings. This design is suitable for understanding complex relationships within educational environments, particularly when examining leadership practices embedded in daily school activities. Qualitative case study research supports the development of rich descriptions that reflect contextual realities and provide insights into how leadership contributes to instructional improvement (Yin, 2018).

Participants in this study include the principal, several teachers, and academic staff selected through purposive sampling. The selection emphasizes individuals who are directly involved in instructional processes and leadership interactions, ensuring that the data reflect relevant and experience-based perspectives. The principal provides information related to leadership vision, supervision practices, and decision-making processes. Teachers contribute insights into classroom practices, instructional challenges, and responses to leadership support. Academic staff offer additional perspectives on curriculum coordination, administrative support, and institutional structures that influence teaching quality. This combination of participants enables the study to capture multiple viewpoints and supports a comprehensive understanding of how instructional leadership is enacted across different roles within the school. Purposeful sampling is appropriate in qualitative research because it

allows the selection of information-rich cases that contribute to in-depth analysis (Creswell & Poth, 2018).

Data collection was conducted through semi-structured interviews, classroom observations, and document analysis. Semi-structured interviews allow flexibility for participants to express their experiences while maintaining alignment with the research focus. These interviews explore perceptions of leadership practices, instructional supervision, and teaching quality. Classroom observations provide direct evidence of how teaching practices are implemented, including teacher-student interaction, instructional strategies, and classroom management. Observational data enable the researcher to connect reported experiences with actual practices in the classroom. Document analysis includes lesson plans, curriculum guidelines, supervision records, and evaluation reports, which provide formal evidence of instructional structures and leadership practices. The use of multiple data sources enhances the depth of understanding and supports the credibility of findings through triangulation (Patton, 2015).

Data analysis followed a thematic analysis approach involving several systematic stages. The process began with data familiarization and reduction, where relevant information from interviews, observations, and documents was organized. Coding was conducted to identify meaningful units related to instructional leadership and teaching quality. Codes were grouped into categories and developed into themes that represent recurring patterns across the dataset. Interpretation focused on explaining relationships among themes and linking them



to the research questions. This analytical process allows the researcher to maintain sensitivity to context while ensuring systematic examination of the data. Thematic analysis provides a flexible yet rigorous framework for interpreting qualitative data in educational research (Nowell et al., 2017).

Trustworthiness of the study was ensured through triangulation and member checking. Triangulation was achieved by comparing data from interviews, observations, and documents to identify consistent patterns. Member checking was conducted by sharing interpretations with participants to confirm accuracy and ensure that findings reflect their experiences. These strategies strengthen the credibility, dependability, and confirmability of the research, providing a solid foundation for understanding how instructional leadership influences teaching quality within the institutional context.

RESULTS AND DISCUSSION

1. Instructional Leadership and Teaching Practices

Instructional leadership at MAN 2 Tulungagung is reflected in the principal's capacity to guide teachers in developing structured and effective teaching practices that align with institutional goals and curriculum standards. The principal establishes clear expectations regarding lesson planning, classroom management, and instructional delivery, ensuring that teachers understand the importance of coherence between planning and implementation. Teachers describe that leadership direction contributes to clarity in organizing learning objectives, selecting appropriate instructional strategies, and designing assessment

activities. This structured guidance supports consistency across classrooms and reduces variation in teaching quality. Leadership practices that focus on instructional clarity strengthen teachers' ability to design lessons that are aligned with curriculum requirements and responsive to student needs. Empirical evidence indicates that instructional leadership contributes to improved teaching practices by emphasizing goal clarity, supervision, and alignment between curriculum and instruction (Hallinger & Wang, 2015).

Classroom supervision represents a central component of instructional leadership that directly influences teaching practices. The principal conducts regular classroom observations to monitor instructional processes and provide feedback to teachers. Teachers report that feedback from these observations helps them identify strengths and areas that require improvement. Feedback is delivered in a constructive manner that encourages reflection rather than evaluation alone. Teachers use this input to adjust their instructional strategies, improve classroom interaction, and enhance student engagement. The presence of continuous supervision creates a cycle of observation, feedback, and improvement that supports professional growth. This process strengthens teachers' awareness of their instructional practices and promotes deliberate efforts to enhance teaching quality. Research highlights that effective supervision practices contribute to instructional improvement by fostering reflective teaching and supporting professional learning (Glickman et al., 2018).

Leadership at MAN 2 Tulungagung also promotes collaboration among teachers



as a means of improving instructional practices. Regular meetings, subject-based discussions, and informal exchanges provide opportunities for teachers to share experiences and discuss challenges related to teaching. These collaborative activities create a professional learning environment where teachers engage in collective problem-solving and exchange instructional strategies. Teachers describe how collaboration helps them gain new perspectives on teaching methods and adapt their approaches to meet diverse student needs. Leadership facilitates these interactions by providing time, structure, and encouragement for professional dialogue. This collaborative culture supports the development of shared understanding regarding effective teaching practices and strengthens consistency in instructional delivery. Studies indicate that collaborative professional environments enhance teaching quality by promoting knowledge sharing and collective responsibility among educators (Vescio et al., 2008).

Reflective practice emerges as an important outcome of instructional leadership within the school. Teachers become more aware of their instructional decisions and engage in self-evaluation based on feedback and peer discussion. Reflection allows teachers to identify areas for improvement and consider alternative strategies for enhancing student learning. Leadership encourages this process by creating a supportive environment where reflection is viewed as part of professional development rather than a form of criticism. Teachers describe how reflective discussions enable them to refine their teaching approaches and respond more effectively to classroom

challenges. This reflective orientation contributes to continuous improvement in instructional practices and supports the development of adaptive teaching strategies. Evidence suggests that reflective teaching supported by leadership enhances instructional effectiveness and promotes ongoing professional growth (Schön, 1983).

The presence of a supportive leadership environment also encourages teachers to explore innovative instructional methods. Teachers at MAN 2 Tulungagung are given the opportunity to experiment with different teaching approaches, including interactive learning, contextual strategies, and student-centered activities. Leadership support reduces the risk associated with trying new methods and creates a sense of trust that encourages innovation. Teachers describe how this environment enables them to adapt their teaching to student needs and incorporate varied instructional techniques that enhance engagement. Innovation becomes part of routine practice rather than an occasional activity, contributing to the development of dynamic classroom environments. Research indicates that leadership that supports innovation fosters creativity in teaching and enhances the quality of instructional practices (Thoonen et al., 2011).

Instructional practices within the school become increasingly organized and responsive as a result of leadership influence. Teachers demonstrate the ability to design structured lessons, manage classroom interactions effectively, and adjust their strategies based on student feedback. The alignment between planning, implementation, and evaluation reflects the impact of leadership in guiding instructional



processes. Leadership ensures that instructional practices remain focused on student learning outcomes while maintaining flexibility to address diverse learning needs. This balance between structure and adaptability contributes to the development of effective teaching practices that support both consistency and responsiveness.

The findings indicate that instructional leadership at MAN 2 Tulungagung plays a central role in shaping teaching practices through supervision, collaboration, reflection, and innovation. Leadership practices create conditions that enable teachers to improve their instructional approaches while maintaining alignment with institutional goals. The interaction between leadership guidance and teacher practices forms a system that supports continuous improvement in teaching quality. Instructional leadership does not operate as a separate function but becomes embedded in daily teaching activities, influencing how teachers plan, implement, and evaluate their work. This relationship highlights the importance of leadership in ensuring that teaching practices are both structured and adaptable, supporting effective learning experiences within the classroom.

2. Instructional Leadership and Teaching Quality

Teaching quality at MAN 2 Tulungagung is closely influenced by instructional leadership practices that emphasize supervision, feedback, and sustained professional development. The principal positions teaching and learning as the core priority of school improvement, ensuring that instructional processes are continuously monitored and supported. Teachers describe that regular supervision

activities provide clear direction regarding expected teaching standards and instructional goals. Classroom observations are followed by feedback sessions that focus on improving lesson clarity, classroom interaction, and assessment practices. This structured approach enables teachers to refine their instructional strategies and align their practices with institutional expectations. Leadership that prioritizes supervision contributes to the development of consistent teaching quality across classrooms, as teachers operate within a shared framework of instructional standards. Empirical studies show that instructional leadership significantly improves teaching quality by maintaining focus on teaching practices and providing targeted support to teachers (Robinson et al., 2008).

Teaching quality is reflected in the clarity and organization of instructional delivery within the classroom. Teachers at MAN 2 Tulungagung demonstrate the ability to structure lessons with clear objectives, logical sequencing, and appropriate pacing. Leadership guidance encourages teachers to prepare lesson plans that align with curriculum standards and student learning needs. This alignment ensures that instructional content is delivered in a coherent manner, supporting student understanding and retention. Teachers also incorporate varied instructional strategies, including discussion-based learning, problem-solving activities, and contextual approaches that relate content to students' experiences. These strategies enhance the effectiveness of instruction by engaging students actively in the learning process. Research indicates that teaching quality improves when instructional leadership



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supports the use of diverse pedagogical approaches and promotes clarity in lesson delivery (Coe et al., 2014).

Classroom interaction represents another dimension of teaching quality that is shaped by instructional leadership. Teachers create learning environments where students are encouraged to participate, ask questions, and engage in collaborative activities. Leadership support fosters the development of interactive teaching practices by encouraging teachers to move beyond teacher-centered instruction. Students respond positively to these approaches, demonstrating increased engagement, participation, and motivation in classroom activities. Teachers report that leadership feedback helps them improve their communication with students and manage classroom dynamics more effectively. The quality of interaction between teachers and students contributes to deeper understanding and supports the development of critical thinking skills. Studies highlight that instructional leadership enhances classroom interaction by guiding teachers toward student-centered practices that promote active learning (Muijs & Reynolds, 2017).

Alignment between instructional practices and curriculum standards is maintained through leadership coordination and oversight. The principal ensures that teaching activities reflect curriculum objectives and assessment requirements, creating coherence between planning and implementation. Teachers are guided to design instructional activities that support learning outcomes and meet academic standards. This alignment strengthens the consistency of teaching quality across different subjects and classrooms. Leadership

also ensures that assessment practices are integrated into instruction, allowing teachers to monitor student progress and adjust their strategies accordingly. The presence of structured evaluation processes supports accountability and encourages teachers to maintain high standards in their instructional practices. Research suggests that alignment between curriculum, instruction, and assessment is a key factor in achieving high-quality teaching and improved student outcomes (Fullan, 2014).

Professional development activities facilitated by leadership play a significant role in enhancing teaching quality. Teachers participate in training programs, workshops, and collaborative learning sessions that focus on improving pedagogical skills and instructional strategies. These activities provide opportunities for teachers to learn new approaches, reflect on their practices, and adapt to changing educational demands. Leadership ensures that professional development is relevant to teachers' needs and aligned with institutional goals. Teachers describe how participation in these activities increases their confidence and competence in implementing effective teaching strategies. Continuous professional learning supports the development of adaptive teaching practices that respond to diverse student needs and evolving curriculum requirements. Evidence shows that sustained professional development guided by leadership contributes to long-term improvement in teaching quality and instructional effectiveness (Desimone & Garet, 2015).

The influence of instructional leadership is also evident in the creation of a learning environment that supports student engagement and participation. Teachers



design activities that encourage collaboration, inquiry, and active involvement in learning. Students demonstrate increased motivation when they are engaged in meaningful tasks that connect with their experiences and interests. Leadership support enables teachers to create such environments by providing guidance, resources, and encouragement for innovative teaching practices. This environment enhances the overall quality of learning experiences and contributes to positive student outcomes. Research indicates that leadership plays a significant role in shaping learning environments that promote engagement and improve academic achievement (Leithwood et al., 2017).

The findings demonstrate that instructional leadership at MAN 2 Tulungagung contributes significantly to teaching quality through its focus on supervision, instructional alignment, professional development, and classroom interaction. Leadership practices create conditions that enable teachers to deliver clear, engaging, and effective instruction. Teaching quality is not limited to individual teacher performance but reflects a coordinated system where leadership, instructional practices, and student engagement are interconnected. This relationship highlights the importance of leadership in sustaining high standards of teaching and ensuring that instructional practices remain responsive to educational demands. Teaching quality emerges as a result of continuous support, reflection, and adaptation guided by instructional leadership within the school context.

3. Interconnection Between Instructional Leadership and Teaching Quality

The relationship between instructional leadership and teaching quality at MAN 2 Tulungagung reflects a continuous and interconnected process in which leadership actions, teacher practices, and student learning experiences influence one another in a dynamic system. Instructional leadership provides direction through the articulation of clear goals, expectations, and standards that guide teaching practices. Teachers interpret this direction through the design and implementation of instructional activities in the classroom. Student engagement and learning outcomes emerge as responses to these practices, generating feedback that informs leadership decisions and supports ongoing refinement. This interaction illustrates that teaching quality is not produced by isolated efforts but develops through sustained alignment among leadership, instruction, and learning processes. Research indicates that leadership effects on learning are largely indirect and operate through teachers and classroom conditions, highlighting the importance of understanding leadership as part of a broader instructional system (Hallinger & Heck, 1998).

Leadership vision becomes meaningful when it is translated into concrete instructional practices that shape classroom experiences. At MAN 2 Tulungagung, the principal communicates expectations related to effective teaching, student engagement, and curriculum alignment. Teachers respond by designing lesson plans and learning activities that reflect these expectations, ensuring that classroom practices are consistent with institutional goals. This translation process creates coherence between policy and practice, allowing



leadership vision to be realized in daily instructional activities. Teachers align their strategies with leadership direction by incorporating structured lesson design, interactive learning methods, and continuous assessment. Students respond through increased participation and improved learning engagement, indicating that leadership vision has a tangible impact on classroom dynamics. Studies suggest that coherence between leadership goals and instructional practices strengthens school effectiveness and supports improved teaching quality (Supovitz et al., 2010).

Feedback plays a crucial role in sustaining the interconnected relationship between instructional leadership and teaching quality. Student responses, classroom observations, and assessment results provide valuable information that reflects the effectiveness of instructional practices. Leadership uses this information to evaluate teaching processes and adjust strategies to support improvement. Teachers also engage with feedback by reflecting on their instructional approaches and making necessary adjustments. This feedback loop creates a cycle of continuous improvement in which teaching practices evolve in response to evidence from classroom experiences. The presence of structured feedback mechanisms strengthens accountability and supports professional growth among teachers. Evidence shows that feedback-informed leadership contributes to instructional improvement by promoting reflection and data-driven decision-making in educational settings (Timperley, 2008).

Teacher practices function as a central link in connecting leadership and teaching quality. Leadership influences teacher

behavior by providing guidance, supervision, and opportunities for professional development. Teachers translate this influence into instructional strategies that shape student learning experiences. At MAN 2 Tulungagung, teachers engage in collaborative planning, reflective discussions, and continuous refinement of their teaching practices. These activities demonstrate how leadership support contributes to the development of teacher capacity and instructional effectiveness. Teacher practices determine how learning objectives are delivered, how students are engaged, and how learning outcomes are assessed. The quality of these practices directly influences student achievement and classroom experiences. Research highlights that teacher capacity mediates the relationship between leadership and student outcomes, emphasizing the importance of focusing on instructional practices as a pathway to improvement (Hattie, 2009).

Organizational processes within the school also contribute to the interconnected nature of leadership and teaching quality. Planning, supervision, and evaluation activities provide a structure that supports the implementation of instructional leadership. Leadership ensures that these processes are aligned with institutional goals and that teachers are supported in carrying out their roles. At MAN 2 Tulungagung, organizational processes are designed to facilitate collaboration, communication, and continuous improvement. Teachers participate in meetings, professional learning activities, and evaluation sessions that strengthen their instructional practices. This structured environment enhances coordination and ensures that teaching



quality is maintained across classrooms. Studies indicate that leadership that establishes supportive organizational processes enhances instructional coherence and contributes to improved educational outcomes (Spillane, 2006).

The development of a responsive and adaptive learning environment is closely linked to the interaction between instructional leadership and teaching quality. Leadership encourages flexibility and innovation, allowing teachers to adapt their instructional approaches based on student needs and contextual conditions. Teachers respond by experimenting with different strategies and adjusting their practices to improve learning experiences. This adaptability supports the sustainability of teaching quality by ensuring that instructional practices remain relevant and effective. The ability to respond to feedback and changing conditions reflects the dynamic nature of the relationship between leadership and teaching. Research suggests that adaptive leadership practices enhance school capacity to respond to challenges and support continuous improvement in teaching and learning (Heifetz et al., 2009).

Alignment among leadership, instructional practices, and learning outcomes represents a central element in this interconnected process. Leadership establishes direction and provides support, teachers implement instructional strategies that reflect this direction, and students respond through engagement and achievement. When alignment is achieved, the school operates as a coherent system in which all components contribute to shared goals. At MAN 2 Tulungagung, this alignment is evident in the consistency

between leadership expectations, teaching practices, and student learning experiences. Teachers demonstrate a shared understanding of instructional goals, which strengthens collaboration and enhances teaching quality. Evidence indicates that alignment among organizational elements is a key factor in achieving effective and sustainable improvement in educational institutions (Datnow & Park, 2018).

The findings demonstrate that the interconnection between instructional leadership and teaching quality forms a foundation for continuous improvement within the school. Leadership practices influence teaching, teaching practices shape learning experiences, and learning outcomes provide feedback that informs leadership. This cycle creates a system that supports reflection, adaptation, and sustained development. Instructional leadership functions as a driving force that connects vision, practice, and outcomes, ensuring that teaching quality remains consistent and responsive to educational demands. This relationship highlights the importance of leadership in developing an integrated system that supports effective teaching and meaningful learning experiences within Islamic educational settings.

CONCLUSION

Instructional leadership at MAN 2 Tulungagung demonstrates a central role in enhancing teaching quality through structured, consistent, and context-responsive practices. Leadership places teaching and learning as the core focus of institutional development, ensuring that instructional processes receive continuous attention and support. Supervision activities,



followed by constructive feedback, enable teachers to refine their instructional strategies and strengthen classroom management. Professional development initiatives facilitated by leadership contribute to the improvement of pedagogical competence and encourage teachers to adopt varied and interactive teaching approaches. Collaboration among teachers further strengthens instructional practices, as shared experiences and reflective discussions support continuous improvement. Teaching quality becomes visible through clear lesson organization, active student engagement, and alignment between instructional delivery and curriculum standards. These conditions indicate that leadership not only influences individual teacher performance but also shapes a structured and supportive instructional environment that sustains quality across classrooms.

The relationship between instructional leadership and teaching quality reflects an integrated and ongoing process that depends on alignment between leadership direction, instructional practices, and learning outcomes. Leadership establishes vision and expectations, teachers translate these into classroom practices, and student responses provide feedback that informs further refinement. This cycle supports continuous improvement and enables the institution to respond to evolving educational demands. The presence of a collaborative culture, supported by leadership, strengthens consistency and shared responsibility among teachers. A responsive environment allows instructional practices to adapt to student needs while maintaining coherence with institutional goals. Sustained leadership commitment ensures that teaching quality

remains stable and develops over time. These findings highlight that instructional leadership functions as a connecting force that integrates vision, practice, and outcomes into a coherent system. Such integration is essential for strengthening institutional effectiveness and maintaining high standards of teaching quality within Islamic educational settings.

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