

CHAPTER I INTRODUCTION

A. Research Background

An effective school is one in which students' progress further than would be expected from enrolment considerations, so that effective schools add value to the learning outcomes of their students when compared to other schools that enrol students of similar ability. In general, 'school effectiveness' refers to the level of achievement of school goals Scheerens, (2015). According to Mortimore, (1993), effective schools research focuses on effective learning as one of the key outcomes of schools. Based on the theoretical explanations above, effective schools can achieve this through the role played by leaders, their management style, their relationship with the school's vision, values and goals, and their approach to change.

According to Sammons et al., (1995) book entitled "*Key Characteristics of Effective Schools*" have eleven factors, that are 1) Professional leadership, 2) Share vision and goals, 3) A learning environment, 4) Concentration on teaching and learning, 5) Purposeful teaching, 6) High expectations, 7) Positive reinforcement, 8) Monitoring progress, 9) Pupil rights and responsibilities, 10) Home-school partnership, 11) A learning organization. Based on the 11 factors above, this research will focus on 2 effective school factors, namely professional leadership and shared vision and goals. The reason this research only focuses on these 2 variables is due to the difficulty of reaching data sources spread throughout the province of West Kalimantan, as well as time constraints during the data collection period.

Professional Leadership schools are an important part of education. It is the responsibility of school administrators and teachers to ensure that students attending their schools receive the highest quality education. Through careful and thoughtful planning, school professionals can create an environment that promotes student growth and success. In particular, the involvement of vice-principals in policy decision-making, the involvement of teachers in curriculum management and planning, and consultation with teachers on expenditure and other policy decisions are all correlated with school effectiveness.

Effective school leaders apply their educational expertise and management skills to focus their efforts, and those of the teaching staff, on improving student learning outcomes. This keeps them abreast of the latest technology and learning trends, and requires excellent interpersonal skills - as leaders work with students, staff, parents, and external groups to get consistent feedback and find opportunities to innovate. School leaders must have a strong understanding of operational best practices and the ability to drive continuous development.

Professional leadership in schools can promote a positive culture and motivate teachers and staff for a high-quality experience for students. Leaders at all levels in the school can contribute to this by developing the key skills needed by school leaders.

School principals are responsible for various aspects of sustaining the development of schools. Some of those responsibilities including championing mission and goals of schools generally, supporting healthy relationship with/among teachers and staff, overseeing teachers' performance, directing curriculum and instructions, and ensuring alignment of students' learning processes with the standards Onorato, (2013). Essentially, school-wide consistency is much easier to achieve in contexts supported by a unity of purpose, the need for curriculum and interrelated learning programming, especially in primary schools, which implies that in effective schools, prevailing norms that give considerable latitude to individual teachers are of less value than the shared goals of professional staff. The importance of teacher involvement in school decision-making and policy development to create a sense of belonging.

A second feature of effective headteachers is the sharing of leadership responsibilities with other members of the senior management team and the involvement more generally of teachers' indecision-making. According to Mortimore et al., (1998), in their study of primary schools mentioned, in particular, the involvement of the deputy head in policy decisions, the involvement of teachers in management and curriculum planning, and consultation with teachers about spending and other policy decisions, as all being correlates of school effectiveness. Schools are more effective when staff build consensus on the aims and values of

the school, and where they put this into practice through consistent and collaborative ways of working and of decision-making. From these aspects, professional leadership, shared vision and goals can be the foundation as one of the characteristics of effective schools.

Based on explanation above, realizing the importance of professional leadership and shared vision and goals in schools. So, the research will be conducted with the title "An Analysis on The Practice of Professional Leadership and Shared Vision and Goals in School. Many similar studies have been carried out by several previous researchers. Among of them are "The Effect of Principals' Leadership towards Effective Learning at an Indonesian Secondary School" Indra et al., (2020). The similarity of that research with this study, that carry out lies in focus of the research to evaluation model of professional leadership and the characteristics of successful principals, and the other research "Professionalism In Principal Leadership Development Of Work Culture In Schools" Tanjung, (2020) that carry out lies in focus of the role of the principal in the implementation of educational programs in schools.

The development of the quality of student learning in schools is strongly influenced by school effectiveness. An effective school has greater potential to improve students' abilities than a less effective school. Schools themselves have several factors that cause them to be considered effective or not , Irwan & Putra, (2021).

Research with this theme has never been conducted in the West Kalimantan region, therefore this theme was chosen to see and describe the Analysis of Professional Leadership Practices, Shared Vision and Goals in Schools in West Kalimantan. Thus, the results obtained from this study cannot be used as a benchmark to describe effective schools throughout West Kalimantan, but the results obtained only apply to describe effective schools in the area that is the scope of the research.

B. Research Question

Based on the background explanation above, the research problem could be formulated as follows:

1. How were School Professional Leadership and Shared Vision and Goals practiced in school?
2. What were the variations of School Professional Leadership and Shared Vision and Goals practices in school by schools' level and region of origin?

C. Research Purposes

The purposes of this study were followed:

1. To find out how School Professional Leadership and Shared Vision and Goals practices on 26 schools in the West Kalimantan.
2. To find out what are the variations of School Professional Leadership and Shared Vision and Goals on 26 school in the West Kalimantan by school levels and region of origin.

D. Benefits of the Research

The present research would benefit in the following aspects:

1. Theoretical Benefits

This research entitled "An Analysis on the Practice of School Professional Leadership, Shared Vision and Goals in School" is intended to be new result reference to help other researchers who will continue and conduct research on the same research topic in the future. Researchers also expect that this research can provide a good source of information regarding school professional leadership and shared vision and goals at school.

2. Practical Benefits

a. To Principal

This study can help principals to formulate a clear and measurable vision of their leadership, and can be understood by all academic and non-academic staff so that they understand what to do according to the principal's vision. Then create an atmosphere that can support the

implementation of the learning process, lead all staff, and manage all people and processes to accelerate school progress.

b. To Teachers

This research can help teachers to create a culture of learning and professional development is an important aspect of school leadership.

c. To Researchers

This research will be useful because this research can be a source of information for future researchers who need it, especially those who are in the field of education and running related research.

E. Scope of the Research

To clarify the term of this research, the researcher had described the scope of research. There were two main scopes of research, they were research variable and terminology.

1. Research Variable

In this research, there were 2 research variables, those were:

- a. Professional Leadership
- b. Shared Vision and Goals

2. Research Terminology

The researcher provided the following explanation which were used in this research. The terms were below:

a. Professional Leadership

Leadership was part of management planning and organizing, but the main role of leadership was to influence others to achieve the goals that had been set. The principal was the manager of education in the school, and the principal was the formal leader of education in his/her school. In an educational environment in a school, the principal was responsible for managing and empowering and supporting teachers to continuously improve their working abilities. Professional Leadership was leadership that had ethics in it. When a decision was made,

leadership judgment did not stop at decision-making competence, but also at the level of ethical correctness of the decision.

b. Shared Vision and Goals

A shared vision was intended to generate a clear organizational purpose and promote the necessary changes in the organization so that it could achieve its desired future outcomes. Schools would be more effective if staff build consensus on the school's purpose and values, and if they put them into practice through consistent and collaborative ways of working and decision-making. The importance of teacher involvement in decision-making and the development of school guidelines creating a sense of ownership.