CHAPTER II
LITERATURE REVIEW

A. Theory Description

a) Definition of Professional Leadership

Profesional leadership is the important thing to include on making an effective school, thats why this variable are included in this research Gary arguing in Sammons et al (1995) "the importance of the headteacher's leadership is one of the clearest of the messages from school effectiveness research". He argued that if Principle Leadership is the key to achieve a effective school, however principals However, the principal plays an essential role in the school. in this case, the principal holds a high responsibility. in the sense of how to lead the school, whether, in his leadership, the principal is firm and directed in performing his duties and participative and has a great leadership spirit.

The professional leadership referred to in this study is the principal as the leader in the school environment, where the principal's leadership model can influence the effectiveness of the school, and an extensive range of aspects of the leader's role in schools has been highlighted. "Principals are seen as a key factor to improve school effectiveness and performance" Day et al., 2016 in Warmana, Poernomo, Januar, & Lorensius Amon (2021) it means how the culture of the principal can influence the effectiveness of the school that he leads so that it becomes a unity that wants to achieve a common goal Bush (2021) stated "Culture emerges from the values, beliefs and norms of individuals within organisations, and these individual perceptions coalesce into shared organisational meanings" and Bossert et al, 1982 in Sammon (1995:13) stated "no simple style of management seems appropriate for all schools principals must find the style and structures most suited to their own local situation"

b) Indicators of Profesional Leadership

Therefore Sammons et al in "Key Characteristics of Effective Schools: A Review of School Effectiveness Research." reveal a literature of characteristic indicator about Succesfull Professional Leadership; strength of purpose, involving other staff in decision-making, and professional authority in the processes of teaching and learning. Therefore are 3 factors that reveal how to be a proffesional leadership in Sammons et al (1995:12).

1. Firm and Purposeful

The principal should be firm and purposeful, because this is one of the characteristics of an effective school. Other than that, the principal should be proactive in which the principal should be able to emphasize the staff and coworkers. When they have begun to form a sense of comfort at work, at that time they also work effectively, Staff stability usually tends to be continued in effective secondary schools. continued in effective secondary schools. Sammon et al (1994) in Sammon et al (1995:13) reported an Interim result suggest that in effective schools, heads place a great emphasis on recruitment and also point to the importance of consensus and unity of purpose in the school's senior management team.

The other aspect of firm leadership is brokerage, its the ability to mediate or 'buffer' the school from not helping change agents, to challenge and even violate the externally set guidelines (Levine & Lezotte, 1990; Hopkins, Ainscow & West, 1994) in Sammons et al (1995:13). But in this research, researcher are using the first argumentation, therefore there another the key role of leadership and maintaning the school improvement process, which improving many school factors on making fundamental changes it may require support from outside agents, and a succesfull leaerders would ensure to establish and sustain a regular contact with outside networks. Its that effective change cames from within a school itself.

2. A participative approach

The second characteristic of a practical principal is the sharing of leadership responsibilities with other members of the senior management team and the involvement of teachers in decision-making. Mortimore et al (1988a) in Sammons et al (1995:14), Studies in primary schools cite, in particular, the involvement of the vice-principal in policy decision-making, the engagement of teachers in curriculum management and planning, and consultation with teachers on expenditure and other policy decisions as being correlated with school effectiveness.

It show principals must being a partcipative leaders for his posisition himself, with various elements in organization within synergistic peformance in realizing the commitment between teacher and staff. With being more Participative leaders principals would be more respected, within principal would encourage the innovative, creativity, and management that would lifts the organization peformance at school.

3. The Leading Professional

An effective teacher in the cases just not some administration or manager, it's some sense on a leading professional. Thefore this implies an involvement and knowlegde about what's going on in the classroom situatuaion, including the curicculum, teaching strategies,and monitoring of pupil progress (Ruuter ea al, 1979); Mortimore et al, 1988a) in Sammons et al (1995:14). Within this type of approach can affect the school effectivenes and bearing into it. Principal when conjuction with other factors had mentioned before such as emphasis on teaching learning and regular monitoring thruogth the school,it can have such a powerfull impact, indeed every one of the key factors that we have identified have implications for effective leaders.

c) Definition of Shared Vision, and Goals

Schools are more effective when staff build a consensus on the aims and values of the school, therefore principal must put where they got into practiced through consistent and collaborative ways of working and on decision making, it shows how principal must know where they put when got practice first. Within Lee, Bryk & Smith's in Sammon et al (1995:15) giving out a review of literature concerning the organization of effective secondary schools points to the importance of a sense of community "Such elements of community as cooperative work, effective communication, and shared goals have been identified as crucial for all types of successful organizations, not only schools."

It can be argued that professional leadership and shared vision and purpose are interrelated, as Leithwood, Harris, and Hopkins (2019; 6) state that "Building a shared vision is a leadership practice that is generally useful and effective in most contexts." Shared vision and goals must be achived by principals and other staff, Buell (2005) stated "The principal must not only hold or state values in idealistic terms, but must also move on a daily basis to communicate these values to every staff member, and must demonstrate by his or her behavior a deep commitment to these values." Therefore princpal are the author of and choreographer of the shared vision itself, it claims principals are the roles of the empowering teacher and with this empowerement stuff, would make an efficacy that comes with the succes in accomplishing school goals.

Therefore shared vision and goals can be challenging for educational leader or principal, because a principal must be able to build a vision, mission, and dedication for the school he leads. and it can be known that this is not easy to do, this is reinforced by Coleman (2007) in Qadach, et al (2019) "The challenge for educational leaders is to generate a vision for improvement and create a common commitment and dedication.

Leaders are to generate a vision for improvement and create a common commitment and dedication among the group for the pursuit and achievement of that vision" As well as in effective schools the school principal must be consistent and act as an instructional leader, where the principal must often communicate the vision, mission, and goals to be achieved, this is reinforced by Hensley and Burmeister (2009) in Qadach et al (2019) who state that "In the effective school, the principal acts as an instructional leader, where the principal must often communicate the vision, mission, and goals to be achieved", also this being reinforced by Hensley and Burmeister (2009) "In the effective school, the principal acts as an instructional leader, thus consistently communicating the school's vision and goals to staff, students, parents, and the community"

d) Indicator of Shared Vision, and Goals

In Sammon et al (1995) indicated the indicator of shared vision, and goals, in this book he defined three indicator of it, the indicator as follows:

1. Unity of purpose

This indicator are the meassure of the effective organisations emphasise, the importance of shared vision it can be said that this indicator is a difficult challenge in realizing the goals that have been created, this thing can be challenging because most of them are in immense external pressure. According to Purkey & Smith (1983); Levine & Lezotte (1990) in Sammon et al (1995) stated "particularly important in schools which are challenged to work towards a number of difficult and often conflicting goals, often under enormous external pressure"

This unity of purpose is done by combining positive energy towards the learning system in the hope that it can provide good feedback on pupils and their learning, which can make learning at school effective, this is stated by California (1980) in Sammon et al (1995) "Unity of purpose, particularly when it is in combination with a

positive attitude towards learning and towards the pupils, is a powerful mechanism for effective schooling"

It can be concluded that unifying the vision, mission, and goals can make the school more effective because it provides opportunities for school members to know where the school is headed and prioritize the organization within it.

2. Consistency of practice

Notion are related into consensus among staff is the extent teacher which follow a consistent approach to their work and adhere a common and agreed to approach matters such as assessment, and the enforcement of rules and policy regarding reward and santctions.

Schools that consistent following adoptive approach to the school curiculum can give a such big impact on the proggress of pupils Mortimore et al (1988a) in Sammon et al (1995) it means if school are consistent using an adoptive approach in school curiculum it can give a enormous impact to their pupils. Therefore teacher are importants to being a role model that gave a positive example to their pupils, also in their relationship with other staff and their attitude to the school, Rutter (1979) in Sammon et al (1995) stated "focused in particular on consistent approaches to discipline, and demonstrated that pupils arc more likely to maintain principles and guidelines of behaviour when they understand the standards of discipline to be based on "general expectations set by the school" rather than the whim of the individual teacher."

3. Collegiality and collaboration

Collegiality and collaboration arc important conditions for unity of purpose (Rutter et al, 1979; in Sammon 1995), seeing from this, this indicator is an important thing in the leadership indicator which leads to how the principal brings the school he leads. It can be implied if a

leader is able to work with a sense of unity, consistent practice, and can collaborate well. not only with staff, but also with their pupils.

Teachers' involvement in the development of school rules and by allowing teachers to provide decision-making in the development of school rules to foster a sense of '"ownership" (Rutter et al, 1979; Wynn, 1980; Lightfoot, 1983; Finn, 1984; Lipsitz, 1984; Wilson & Corcoran, 1988) in Sammon (1995). Such involvement is only one aspect of collegiality. To some extent, a major contribution can be seen in the relationship between teachers and pupils where mutual respect and support can be established. therefore this can also be built by staff observing each other, giving feedback, learning, and working together in developing model teaching programs.

B. Previous Study

The previous study is research that has been done before, researchers choose the following previous studies that are considered relevant and related to the title and variables used and become the theoretical basis in writing this research design.

The following is the previous study:

First: Research entitled "*The Effect of Principals' Leadership towards Effective Learning at an Indonesian Secondary School*" by ((Indra, Kustati, Saregar, Warnis, Nelmawarni, Yusuf, 2020)), this research aims to investigate the evaluation model of professional leadership and the characheristic of principals at an Indonesian secondary school. Within result showed the indicators of behaviour and action of school principals who manage the teacher to conduct a learning activity seriously in the classroom became a determining factor in shapping the effective learning paradigm in secondary school.

Second: Research entilted "*Seven strong claims about successful school leadership revisited*" by ((Leithwood, Harris, Hopkins, 2019)) this article shows about seven claim about succesful school leadership which taking on United Kingdom, the first claim is; school leadership is second only to classroom teaching as influence on pupil learning, second; almost all succesful

leaders draw on the same repertoire of basic leadershi practice, third; The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work, fourth; School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, ability and working condition, fifth; School leadership has a greater influence on schools and students when it is widely distributed, sixth; Some patterns of distribution are more effective than others, seventh; A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.

Third: Research entilted "*Instructional leadership and teacher's intent to leave: The mediating role of collective teacher efficacy and shared vision*" by ((Qadach, Schechter, Da'as, 2019)) this study aims how to keeping experienced and compentent teachers in schools is becoming an important leadership. Which this reasearch is tested using innovative model which explored the direct and indirect relationship between principals' instructional leadership, collective teacher efficacy, a shared vision, and a teacher's intent to leave their school. There data were collected from a survey from 1700 teachers from 130 jewish and arab elementary schools randomly selected from database of israeli education system. This research found that collective teacher efficacy and shared vision serve as important mediators between principals' instructional leadership and teachers' intention to leave. In Jewish elementary schools, collective teacher efficacy and shared vision played a mediating role, while in Arab elementary schools, only collective teacher efficacy played a mediating role. This study highlights the importance of administrative support and work-related factors in decreasing teachers' intention to leave and emphasizes the importance of leadership interventions.

Forth: Paper entilted "*Building a Shared Vision—The Principal's Leadership Challenge*" by ((Buell, 2005)) this paper aims to how building a shared vision to become a challenge by principals, and it shown principals must known how to value himself before making a values on staff. After

making value of them next step is principal must altering the values, reworking it, achieving, and also choreographing the values. If principals can make this through it can empower other to leadership in school, and accomplish goal that haved been set.

Fifth: Article entilted "School leadership and culture: Societal and organisational perspectives" by ((Bush, 2021)) this article explains how leadership and culture are recognized and influenced is recognized, because culture greatly influences leadership. Where effective instructional leadership and good administrative support can help reduce teachers' intention to leave the profession and improve the quality of education. In addition, a school culture that is inclusive and responsive to the needs of students and staff can promote better learning and improve student performance.

Sixth: The research entitled "Mission, vision, values, and goals: An exploration of key organizational statements and daily practice in schools" ((Gurley et al., 2015)). This study analyzes the findings of postgraduate students' understanding of educational leadership on the school's mission, vision, values and goals statements and their impact on the school's daily practice. The principal's core values and beliefs, along with the values and capacities of other members of the school community, directly contribute to the development of a shared school vision, which shapes student teaching outcomes and the school's social capital. The power of the shared mission, vision, values and goals among school personnel in shaping teaching and learning, namely the school's core technology, is difficult to describe and certainly deserves continued focus and reflection. Careful consideration of these findings could benefit school leadership professionals, and professionals working to prepare school leaders, seeking a strong and effective impact for effective school.

Seventh: The research Entitlted "The Role of Shared Values and Vision in Creating Professional Learning Communities." (Huffman, Jane B, 2001) in this research, Researcher are try to examine mature and less mature communitites of learner to uncover the role shared values and vision has played

in profesional learning development. With result incorporating shared leadership, shared vision, collecetive learning, suportive conditions, and shared personal practice within the professional learning comminity its important to student, because it had an effect within school improvement. Therefore it was important to provide a values of shared vision and visionary leadership in case to provide a support for faculty to invest time and effort needed to create the school vision.