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The Influence of Principal and Learning Community Learning Leadership on The Quality of Teacher Learning

Kundiastuti[1*], Nurkolis[2], Lilik Ariyanto[3]
Education Management Department, Universitas Persatuan Guru Republik Indonesia Semarang, Central Java, Indonesia
Email: kundiastuti72@gmail.com[1], nurkolis@upgris.ac.id[2], lilikariyanto@upgris.ac.id[3]

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Abstract:

This study aims to examine how the principal's instructional leadership, the learning community, and their interaction affect learning quality. This study uses a quantitative approach with a correlational research design, data collection using psychological scales, and analyses using descriptive statistics, simple linear regression, and multiple regression. The study's findings show that the principal's instructional leadership significantly influences the quality of teacher learning, that the learning community has a significant impact on the quality of teacher learning, and that the quality of teacher learning is significantly influenced by both the learning community and the principal's instructional leadership combined. This study provides implications: increasing quality learning requires synergy between school leadership and community learning; quality learning influences leadership and collaboration that form a culture of productive schools; and the Department of Education and Culture STEM should develop schools' capacity and strengthen community studies.

Keywords: *Instructional Leadership, Learning Community, Teaching Quality*

Abstrak:

Penelitian ini bertujuan untuk mengkaji bagaimana kepemimpinan instruksional kepala sekolah, komunitas belajar, dan interaksi mereka memengaruhi kualitas pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional, pengumpulan data menggunakan skala psikologis, dan analisis menggunakan statistik deskriptif, regresi linier sederhana, dan regresi berganda. Temuan penelitian menunjukkan bahwa kepemimpinan instruksional kepala sekolah secara signifikan memengaruhi kualitas pembelajaran guru, bahwa komunitas belajar memiliki dampak yang signifikan terhadap kualitas pembelajaran guru, dan bahwa kualitas pembelajaran guru secara signifikan dipengaruhi oleh komunitas belajar dan kepemimpinan instruksional kepala sekolah secara gabungan. Penelitian ini memberikan implikasi: peningkatan pembelajaran berkualitas membutuhkan sinergi antara kepemimpinan sekolah dan pembelajaran komunitas; pembelajaran berkualitas memengaruhi kepemimpinan dan kolaborasi yang membentuk budaya sekolah yang produktif; dan Departemen Pendidikan dan Kebudayaan STEM harus mengembangkan kapasitas sekolah dan memperkuat studi komunitas.

Kata Kunci: *Kepemimpinan Pembelajaran, Komunitas Belajar, Kualitas Pembelajaran*

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INTRODUCTION

Education in Indonesia currently faces various quality issues, as evidenced by low literacy and numeracy scores among students. The learning carried out by teachers at the national level has not been fully effective in developing high-level thinking skills, logical reasoning, and problem-solving skills (Shanta & Wells, 2022; Weng, 2022). This condition is in accordance with the results of the 2025 Batang district education report, which show that literacy achievement decreased by 0.25% to 87.9%, while numeracy achievement increased by 1.28% to 84.82%. One of the root causes of fluctuations in numeracy literacy achievement is the quality of learning factors. This is also shown by the decrease in learning quality achievement from 65.45% to 61.81%, a 3.64% decline from the previous year.

Low-quality learning can produce knowledge that is narrow in scope (limited), fragmented (unconnected), and does not encourage further learning (Ismail et al., 2022; Qodiriyah, 2023). This is caused by ineffective implementation of learning and a learning approach still centered on the teacher (Huong, 2020; Kosasih et al., 2022; Mydin et al., 2024). The quality of education is certainly greatly influenced by such a learning environment (Cayubit, 2022), so it is not an exaggeration to say that education in Indonesia is experiencing a learning crisis meaning going to school but not learning and improving Reading and numeracy skills while simultaneously improving the quality of learning to be more conceptual, contextual, and collaborative (Brink et al., 2021; Rastegarimehr et al., 2024). Maheshwari (2021) stated that quality learning can be achieved when several influencing factors are present, namely teacher quality, including teaching methods, and continuous professional development.

One strategy is to improve learning conditions by enhancing professional competence. The principal's professional competence consists of developing the vision and learning culture of the educational unit, implementing student-centered learning leadership, and managing resources effectively, transparently, and accountably (Qureshi et al., 2023). Leadership is the process of influencing and directing individuals or groups in carrying out work that has been assigned and mutually agreed upon (Closs et al., 2022; Epifanić et al., 2021). Thus, leadership is the process of directing teachers carried out by the principal to implement student-centered learning. Teachers implementing learning need to use a differentiated approach because students' characteristics are diverse, and all must be served with their unique needs in mind. Yu (2024) states that this differentiated approach is important for creating inclusive learning that accommodates the diversity of students in the classroom.

To realize student-centered learning, the principal's instructional leadership needs improvement. The principal, in his capacity as an instructional leader, has a significant influence on the quality of teaching and learning, primarily through curriculum coordination and adequate supervision (Timotheou et al., 2023). Dutta and Sahney (2022) stated that most principals view instructional leadership as an effective strategy because it focuses on improving student achievement. Goddard et al. (2021) communicated that instructional leadership is a leadership paradigm that emphasizes the process of learning

activities created by teacher empowerment in order to maximize learning objectives for students. The role of the principal in Indonesia has not been entirely focused on managing the teaching and learning process to improve school rankings (Effendi & Sahertian, 2023; Suriagiri et al., 2022). Thus, the principal's contribution to raising the standard of student-centered learning must be maximized. As a result, educators need to become more professional, both on their own and with the principal's help.

The concept of instructional leadership has evolved to encompass various forms, such as visionary leadership, teaching-learning leadership, school leadership, educational leadership, and supervisory leadership (Rodrigues & Lima, 2024). While instructional leadership emphasizes the principal's role in guiding, managing, and improving the learning process, this leadership is often conflated with broader forms of leadership, including those of teachers and other educational stakeholders. This blurring of boundaries is supported by Munna (2023), who argue that instructional leadership should not be the sole responsibility of a hierarchical leader. This shift toward a more inclusive and collaborative approach reinforces the notion that improving learning quality is a shared responsibility, not one solely managed by school leaders.

The principal's role in promoting quality learning is also influenced by their ability to create a collaborative learning environment in the school. Four key factors contribute to a principal's effectiveness in instructional leadership: a shared mission and clear goals, continuous monitoring of teacher progress, and promotion of ongoing professional development (Lee & Ip, 2023; Ma & Marion, 2021; Shaked et al., 2021). However, teacher communities are considered crucial for improving educational standards (Ridlo & Yanti, 2024), yet research on their direct impact on classroom learning remains limited. Although professional learning communities aim to improve educational quality, empirical data linking them directly to improved classroom learning outcomes is limited (Guan & Asavisanu, 2023; Wawak et al., 2024). This underscores the need for further research to understand how teacher communities influence learning outcomes, particularly in diverse educational contexts.

Professional learning communities aim to improve teaching quality and educational efficacy. Abiddin et al. (2024) emphasized the crucial role of teacher communities in improving teaching standards. Communities are a systematic approach to collective learning that aims to improve educator efficiency and student learning outcomes (Alfathy et al., 2024; Ni et al., 2023). Learning communities foster collaboration, critical reflection, and continuous professional growth, helping teachers share strategies and resources to improve teaching quality and student learning (Utami et al., 2021). However, research on the impact of learning communities on teacher learning quality, particularly in rural junior high schools, is limited. This study introduces a novel approach by examining the specific impact of professional learning communities on the quality of teacher learning. It explores the dynamics of collaboration and shared goals among educators in this environment, an area that has not been widely explored in the existing literature.

Based on the education report card data, the learning quality achievement score for teachers at SMP Negeri 1 Wonotunggal was 69.96%, SMP Negeri 2 Wonotunggal was 65.66%, and SMP Negeri 3 Wonotunggal was 67.96%. Suppose the average learning quality achievement score for SMP Negeri in Wonotunggal sub-district is 67.86% in the 'enough' category. The achievement of the learning quality score is greatly influenced by class management (66.70%), psychological support (70.89%), and learning methods (66.55%). On the other hand, the results of interviews with the principal indicated that the school's learning community activities were carried out effectively, and the principal also facilitated teachers' transformation in learning, even though the learning quality score was not optimal. The less-than-optimal learning quality achievement, as stated in the school education report card platform, is greatly influenced by several factors: a) class management; b) psychological support; c) learning methods; d) reflection and improvement of learning; and e) instructional leadership. One factor that strongly influences the quality of learning is the principal's instructional leadership.

Schools must research to ensure that learning communities and learning leadership have an impact on the quality of learning. Furthermore, how much of an impact does the learning community have on helping teachers evaluate and share best practices in order to improve the quality of learning? Therefore, the problem statement for this study is 1) whether the principal's learning leadership has a significant impact on the quality of teacher learning, 2) whether the learning community has a significant impact on the quality of teacher learning, and 3) whether the principal's learning leadership and learning community have a significant combined impact on the quality of teacher learning. This study aims to ascertain 1) how the principal's learning leadership affects the quality of teacher learning, 2) how the learning community affects the quality of teacher learning, and 3) how the principal's learning leadership and learning community affect the quality of teacher learning.

The combined roles of the principal's instructional leadership and the learning community in improving the quality of learning constitute an original research contribution highly relevant to addressing the challenges of educational quality in Batang. There is some justification for the problem formulation and the goal of this study; however, given that the variables under investigation are relatively new in Batang Regency as a result of the adoption of the independent curriculum, some evidence supporting a theory from the many viewpoints above is, in fact, required. Furthermore, there has been little research on the influence of learning communities on learning quality, particularly in Batang Regency.

RESEARCH METHOD

This research used a quantitative approach. Quantitative research emphasizes the analysis of numerical data processed through statistical procedures (Mulisa, 2022). The research design used was a causal-comparison design, which aims to examine the relationship and influence between independent variables and the dependent variable. The research was conducted at a public junior high school in Wonotunggal District, Batang Regency, given

that schools in the area have implemented instructional leadership and effective learning communities, which served as a basis for examining the relationships among the research variables.

The research population consisted of all 56 public junior high school teachers in Wonotunggal District. The sampling technique used was total sampling, so that all members of the population were included in the research sample (Taherdoost, 2022). Total sampling is used when the population is relatively small and allows for comprehensive research, resulting in more accurate and representative data.

The data collection instrument in this study used a closed-ended questionnaire with a four-choice Likert scale: very appropriate (4), appropriate (3), less appropriate (2), and inappropriate (1). The questionnaire was designed to measure three research variables: learning quality, instructional leadership, and learning community. The instrument was developed based on the breakdown of variables into dimensions and measurable indicators. Therefore, the instrument must be systematically structured based on the indicators to ensure valid and reliable data.

Data analysis was conducted in several stages. First, a descriptive analysis was conducted to describe the trend of each variable based on the questionnaire results. Next, a simple correlation test was conducted to assess the relationship between the independent and dependent variables, and simple linear and multiple linear regression analyses were conducted to determine the extent of each independent variable's influence on the dependent variable (Duckett, 2021). Hypothesis testing was performed using the t-test to determine partial effects and the F-test to determine simultaneous effects. All data processing was performed using SPSS Statistics version 22 for Windows.

RESULT AND DISCUSSION

Result

Statistical Analysis

Descriptive Analysis

Data description is a detailed, clear account of each research variable, based on the analysis of the research variables and respondents' answers collected through the research instrument (see Table 1).

Table 1. Distribution of Research Data

	N	Range	Minimum	Maximum	Mean		Standard Deviation
					Statistics	Std. Error	
Learning Leadership	56	34.00	110.00	144.00	128,3214	1.14078	8,53678
Learning Community	56	21.00	177.00	198.00	188,7500	,80269	6,00681
Quality of Learning	56	20.00	201.00	221.00	211,4286	,69453	5,19740

Table 1, the learning community scores 188.75 in the effective category, the learning leadership scores 128.32 in the pretty effective category, and the learning quality scores 211.43 in the relatively good category. Furthermore, the standard

deviations for each variable were relatively small. The standard deviation for instructional leadership (8.54) indicates substantial variation in responses among teachers, resulting in significant differences in perceptions. Meanwhile, the standard deviation for learning communities, at 6.01, indicates a minor variation in respondents' responses, or a more uniform perception of the learning community. The standard deviation for learning quality, at 5.20, is the smallest, indicating that teachers' assessments of learning quality are similar or consistent. The frequency analysis also shows a distribution of scores from the minimum to the maximum, reflecting variations in assessments, although these are generally concentrated around the average value in Table 2.

Table 2. Frequency Distribution of Learning Leadership Scores Headmaster

Interval Class	Frequency	Percentage (%)	Category
110 - 116	9	16.07%	Very Ineffective
117 - 123	8	14.29%	Ineffective
124 – 130	9	16.07%	Quite Effective
131 – 137	25	44.64%	Effective
138 – 144	5	8.93%	Very effective
Amount	56	100,00 %	

Table 2 shows that the majority of respondents gave an upbeat assessment of the instructional leadership of the principals of State Junior High Schools in Wonotunggal District. The data indicate this: 8.93% of respondents gave an efficient assessment, 44.64% gave a practical assessment, and 16.07% gave a reasonably practical assessment. However, 14.29% of respondents gave an ineffective assessment, and 16.07% gave a very ineffective assessment. These results indicate that there are still principals whose competencies in leading learning need improvement. This is done to prevent gaps in instructional leadership carried out by the principals of State Junior High Schools in Wonotunggal District. Frequency analysis was also carried out on the learning community variable, with the results presented in Table 3 below.

Table 3. Frequency Distribution of Learning Community Scores

Interval Class	Frequency	Percentage (%)	Category
177 - 180	8	14.29%	Very ineffective
181 - 184	6	10.71%	Ineffective
185 – 188	10	17.86%	Quite effective
189 – 192	14	25.00%	Effective
193 – 198	18	32.14%	Very effective
Amount	56	100,00 %	

Table 3 shows that the majority of respondents provided an upbeat assessment of the learning community implemented in public junior high schools in Wonotunggal district. The data indicate this: 32.14% of respondents gave an efficient assessment, 25.00% gave an effective assessment, and 17.86% gave a reasonably practical assessment. However, 10.71% of respondents gave an ineffective assessment, and 14.29% gave a very ineffective assessment. These results indicate that although the majority of teachers gave an upbeat assessment, a group of teachers still feels that the learning community in their schools is not

running optimally. This may be due to the lack of equal or in-depth involvement of all teachers in the learning community activities. This also indicates that there are still inequalities or variations in the implementation of learning communities across schools and within individual schools. Frequency analysis was also conducted on the learning community variable, with the results presented in Table 4.

Table 4. Frequency Distribution of Learning Quality Scores

Interval Class	Frequency	Percentage (%)	Category
201 - 204	2	3.57%	Very bad
205 - 208	20	35.72%	Not good
209 – 212	11	19.64%	Pretty good
213 – 216	10	17.86%	Good
217 – 221	13	23.21%	Very good
Amount	56	100.00%	

Most respondents had a favorable opinion of the quality of instruction provided by the public junior high school teachers in Wonotunggal district. According to the data, 23.21% of respondents rated it as very good, 17.86% as good, and 19.64% as reasonably good. However, 35.72% of respondents gave a poor rating, and 3.57% gave an abysmal rating. This data indicates that more than half of the teachers who assess their learning quality are in the 'pretty good' category. This indicates that a group of teachers demonstrates higher-quality learning practices, but this is not evenly distributed across the entire teacher population in the area. Likewise, other teachers received below-average scores, indicating problems that need to be addressed immediately. These differences can be caused by factors such as differences in motivation, pedagogical competence, principal support, or the availability of learning resources in each school. Therefore, these results can serve as a basis for school principals to make policy decisions that improve educational quality more effectively.

Regression Analysis

The results of hypothesis test 1, which states that the principal's instructional leadership (X1) influences the quality of learning (Y) of State Junior High School teachers in Wonotunggal District, Batang Regency, are shown in Table 5.

Table 5. The Correlation Test

Correlations

		Learning Leadership	Quality of Learning
Learning Leadership	Pearson Correlation	1	,441 **
	Sig. (2-tailed)		,001
	N	56	56
Quality of Learning	Pearson Correlation	,441 **	1
	Sig. (2-tailed)	,001	
	N	56	56

**.*Correlation is significant at the 0.01 level (2-tailed).*

The correlation value of 0.441 falls within the range of 0.26 to 0.50, indicating a moderate degree of link, according to Table 6 data on the relationship area between the two variables mentioned above. To determine whether variable X influences variable Y, a t-test is performed. The explanation of the t-test results is shown in Table 6.

Table 6. T-test Analysis

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	177,004	9,564		18,506	,000
	Learning Leadership	,268	,074	,441	3,607	,001

a. Dependent Variable: Learning Quality

The t-test is used to test the hypothesis about the influence of the principal's instructional leadership on learning quality. With the provision that if the calculated t> t table, then the hypothesis is accepted, and vice versa if the calculated t < t table, then the results of the t-test indicate that the calculated t> t table. = 3.607 > 1.670, or calculated p < 0.05 (0.01 < 0.05), indicates acceptance of the hypothesis that the principal's instructional leadership has a significant influence on the quality of learning of junior high school teachers in Wonotunggal District, Batang Regency. The coefficient of determination (R Square) value, as shown in Table 7 below, indicates the extent to which the principal's instructional leadership influences the quality of learning.

Table 7. Contribution of the Principal's Instructional Leadership (X1) to the Quality of Learning (Y)

Model Summary [b]

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,441 [a]	,194	,179	4,70863

a. Predictors: (Constant), Learning Leadership

b. Dependent Variable: Learning Quality

The R-squared value is 0.194, indicating that the leader's learning contributes only around 19.4% to the quality of learning. Meanwhile, the remaining approximately 80.6% is influenced by other factors not examined in this study, such as infrastructure, teacher motivation, teaching methods, or learning environment. Table 8 below presents the findings of the second hypothesis test, indicating that the learning community (X2) affects the learning quality (Y) of state junior high school teachers in Wonotunggal sub-district, Batang Regency.

Table 8. Results of the Correlation Test of Learning Community (X2) on Learning Quality (Y)

Correlations

		Quality of Learning	Learning Community
Quality of Learning	Pearson Correlation	1	,614 **
	Sig. (2-tailed)		,000
	N	56	56
Learning Community	Pearson Correlation	,614 **	1
	Sig. (2-tailed)	,000	
	N	56	56

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation value of 0.614 falls within the range of 0.51 to 0.75, indicating a strong correlation, as shown in Table 8, which presents the correlation area between the two variables mentioned above. To determine whether variable X influences variable Y, a t-test is then performed. Table 9 explains the t-test results.

Table 9. Results of the t-test of the Learning Community (X2) on the Quality of Learning (Y)

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	123,830	18,766		6,599	,000
	Learning Community	,464	,099	,536	4,670	,000

a. Dependent Variable: Learning Quality

The second hypothesis, which examines whether the learning community affects learning quality, is likewise tested using the t-test results. The hypothesis is accepted if t count > t table and rejected if t count < t table. Since the t-test results indicate that t count > t table (4,670 > 1.670) or p count < 0.05 (0.01 < 0.05), the hypothesis that the learning community significantly affects the caliber of instruction provided by State Junior High School teachers in Wonotunggal District, Batang Regency, is accepted. The coefficient of determination (R Square) value obtained, as shown in Table 10, indicates the extent to which the learning community influences learning quality.

Table 10. Contribution of Learning Community (X2) to Learning Quality (Y)

Model Summary [b]

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,536 [a]	,288	,275	4.42694

a. Predictors: (Constant), Learning Community

b. Dependent Variable: Learning Quality

The learning community contributes or influences only about 28.80% of the factors that determine the quality of learning, indicating that the R-squared value achieved is 0.288. At the same time, other factors influence the remaining 71.20%.

The third hypothesis was tested using the F-test. The researcher sought to determine whether the principal, the learning community, and instructional leadership significantly influenced the quality of instruction in public junior high schools in the Wonotunggal District. The F-test results are shown in Table 11.

Table 11. Results of the ANOVA Test of the Principal's Learning Leadership (X1) and Learning Community (X2) on Learning Quality (Y)

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	577,071	2	288,535	16,830	,000 [b]
	Residual	908,644	53	17,144		
	Total	1485,714	55			

a. Dependent Variable: Learning Quality
b. Predictors: (Constant), Learning Community, Learning Leadership

Table 11, the F table value for df (1.54) at a 0.05 confidence level is 4.03; however, the computed F value is 16.830. Consequently, the F > F table, or 16.830 > 4.03, was computed. These findings support the third hypothesis, which holds that learning communities and instructional leadership have a substantial combined impact on the caliber of teaching received by State Junior High School teachers in Wonotunggal District, Batang Regency. The coefficient of determination (R Square) value, as displayed in Table 12, indicates the extent of the combined influence of the principal's instructional leadership and learning communities on the quality of learning.

Table 12. Contribution of the Principal's Learning Leadership (X1) and Learning Community (X2) to the Quality of Learning (Y)

Model Summary [b]

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,623 [a]	,388	,365	4,14056

a. Predictors: (Constant), Learning Community, Learning Leadership
b. Dependent Variable: Learning Quality

The degree to which the independent variables, learning community and instructional leadership, and the dependent variable, learning quality, are related is seen in Table 12. The multiple correlation coefficient (R), which measures the strength of the combined association, is 0.623. The independent and dependent variables in this model have a strong linear relationship, as indicated by this value.

Furthermore, the coefficient of determination (R Square) was 0.388. This figure indicates that learning communities and learning leadership combined can account for 38.80% of the difference in learning quality. Therefore, it can be said that these two independent variables have a reasonably significant impact on learning quality, even though other factors not accounted for in the regression model's computation account for the majority of the variation in learning quality (61.20%).

Discussion

The study's findings show that the principal's instructional leadership has a favorable and noteworthy impact on the quality of education received by junior high school teachers in Wonotunggal district. As demonstrated by the R-squared value of 0.194, enhancing instructional leadership will undoubtedly improve the quality of learning for junior high school teachers in the Wonotunggal district. This figure shows that variations in learning quality improvement are driven by 19.4% of the principal's instructional leadership. Meanwhile, additional factors outside the study's purview, such as organizational culture, school amenities, and teacher motivation, account for 80.6% of the quality of learning. However, the principal's instructional leadership remains the cornerstone of raising the standard of instruction. The regression Equation Y = 177.004 + 0.268X shows that these variables are linearly related.

The principal's instructional leadership has a positive and significant impact on the quality of learning for junior high school teachers in Wonotunggal District. With an R-square coefficient of determination of 0.194, improved instructional leadership has been shown to contribute 19.4% to improved learning quality. Instructional leadership plays a strategic role in directing teacher practice toward more effective learning (Siahaan et al., 2023). Leadership focused on learning has a three-fold greater impact than administrative leadership (Ataman & Safitri, 2024; Bellibaş et al., 2021). The intensity of the principal's involvement in academic supervision directly improves the quality of teacher instruction.

These conditions further strengthen the principal's position as a learning leader, who not only plays an administrative role but also actively guides teachers in planning, implementing, and evaluating learning. To achieve this, the principal must possess competencies encompassing not only knowledge but also skills and attitudes in leading the school. These competencies will enable effective learning leadership to foster an environment conducive to teacher collaboration, learning innovation, and the enhancement of pedagogical competency (Mahsusi et al., 2024). This will ultimately improve the quality of teacher learning. Therefore, with good learning leadership, the quality of teacher learning will undoubtedly improve. However, despite this significant impact, many teachers still do not demonstrate high-quality learning. This could be due to limited resources, lack of training, or a weak culture of reflection in schools. Therefore, the principal's role must be to empower teachers through coaching, data-based development, and continuous professional development.

The quality of learning for public junior high school teachers in Wonotunggal District is significantly influenced by learning communities, according to other research. The R-square value of 0.288 indicates that learning communities contribute 28.80% to the variance in learning quality, indicating the size of the influence. The form of a linear regression line with the Equation Y = 123.830 + 0.464X2 gives us a general idea of the nature of the relationship between

these variables, allowing us to interpret the learning community's impact on learning quality. Optimally functioning learning communities require four fundamental elements: a shared mission encompassing agreed-upon primary objectives, a shared vision as a long-term direction, a collective commitment to contribute and collaborate, and specific shared goals. The intensity of activities, regular scheduling, and a learning community's focus on improving learning positively correlate with the likelihood of improving the quality of teacher learning (Bendtsen et al., 2022; Bock et al., 2024). On the other hand, teaching practices will not be much impacted by learning communities that are only administrative or symbolic in nature.

Thus, learning communities are a crucial instrument in teacher professional development, facilitating the exchange of good practices, shared reflection, collaborative learning design, and participatory evaluation of outcomes. This function supports the concept of transformative learning, which encourages teachers to become lifelong learners. However, learning communities often face challenges, namely weak structural support from school management and inadequate time allocation for consistent implementation (Thoyib et al., 2024). Therefore, the principal, as the learning leader, must take a central role in designing and overseeing learning communities. The goal is to ensure that these communities function as dynamic, collaborative platforms focused on quality improvement, rather than merely as administrative routines.

The learning community and the principal's instructional leadership have a significant impact on learning quality, as evidenced by robust research. Thus, the researcher used multiple regression analysis to perform an F test to determine whether the principal's instructional leadership and learning community variables concurrently have a significant impact on the learning quality of junior high school teachers. Although not completely dominant, the 38.80% contribution is considered substantial in educational studies. This suggests that the combination of effective leadership practices and the empowerment of the learning community can be a key driver of improved learning quality (Amalia & Wilis, 2021; Singh, 2021). Research underscores the importance of synergy between school management and collaborative professional development.

The regression coefficients for instructional leadership and learning community are 0.199 and 0.394, respectively, both with $p < 0.005$. This also means that every one-unit increase in instructional leadership will improve learning quality by 0.199 points. In comparison, every one-unit increase in the learning community will improve learning quality by 0.394 points. This indicates that instructional leadership has a lesser impact on learning quality than the learning community. However, this does not mean the role of leadership is unimportant. On the contrary, instructional leadership is the foundation for an effective learning community. The principal, as a learning leader, plays a role in building a shared vision (Ibad & Fatkuroji, 2024), creating a collaborative climate, and providing support so that the learning community can run routinely and meaningfully.

The aforementioned explanation leads to the conclusion that the effectiveness of instructional leadership and learning communities in schools significantly impacts the quality of teacher learning. Both must be managed simultaneously because they complement each other. If either is weak, the impact will be felt in the decline of classroom learning quality. In practice, many schools still have not maximized these two aspects. Some principals focus too much on administration and routine supervision, while learning communities are merely run as a formality without a reflective agenda. On the other hand, some teachers are not accustomed to sharing practices or systematically reflecting together, so learning communities have not yet impacted their teaching practice.

CONCLUSION

The quality of learning for junior high school teachers in Wonotunggal District is positively and significantly influenced by the principal's instructional leadership and the learning community, according to the previously mentioned research findings. The principal's instructional leadership accounted for 19.4% of the variation in learning quality, while the learning community accounted for 28.8%. Simultaneously, both accounted for 38.8% of the variation in teacher learning quality. These findings suggest that, despite their subpar contributions, an active learning community and good instructional leadership together can significantly raise the standard of teacher learning. The school's vision, mission, and goals are guided by instructional leadership, which also fosters a collaborative environment that enables the learning community to function regularly and effectively.

Furthermore, the research shows that learning communities have a greater influence than partial instructional leadership, but their success remains highly dependent on the principal's role as a learning leader. Through coaching, collaborative reflection, and resource assistance, a capable administrator can empower teachers and transform learning communities into cooperative platforms focused on enhancing learning. Therefore, developing instructional leadership and learning communities in a synergistic, consistent, and purposeful manner, not just as an administrative formality, but as a sustainable strategy in enhancing teacher professionalism and student learning outcomes, will maximize the quality of teacher learning.

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