

Strategic Leadership in Education: Leveraging Instructional Guidance and Data-Based Management for Enhanced Educational Quality"

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Abstract:

This article aims to explore the important role played by three elements; 1. Principal as Instructional Leader 2. Data-driven planning and 3. Instructional leadership strategy in improving educational quality standards. A learner-focused learning culture is strengthened and efforts are directed toward high academic goals with effective instructional leadership. On the other hand, through proper analysis of education report card data, data-driven planning (PBD) allows schools to make informed decisions, modify instructional practices, and improve student learning outcomes. The research uses a qualitative method by collecting information from educators, and school principals using observation, documentation and interview techniques are carried out in ten (10) elementary schools (SD) implementing the Driving School Program (PSP) in Mataram City which are the object of research because the central and regional governments have intervened in the implementation of the program. With the hope that these schools will become quality schools. The quality indicators are seen from the achievement indicators of Literacy, Numeracy, Learning Environment and Instructional Leadership. The key to the success of the education quality improvement program is to integrate these three elements. With an emphasis on collaborative learning, leadership position development, and the use of education report card data to inform policies in the School Revenue and Expenditure Budget Activity Plan (RKAS), appropriate decisions can be made based on recommendations with a priority scale.

Keywords: Instructional leadership, data-driven planning, leadership strategy, quality of education, learning environment