

The Role of Instructional Leadership in Improving the Performance of Primary School Teachers Without Relevant Educational Background in the Subjects They Teach

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Abstract

This research explores the role of instructional leadership in improving the performance of elementary school teachers who teach outside their educational background. A case study was conducted at SD ABC Bandar Lampung with subjects including the principal and three teachers who teach outside their field of expertise. The research used qualitative methods with an exploratory case study approach. Data was collected through in-depth interviews and classroom observations, then analyzed descriptively with source triangulation. The results showed that factors affecting teacher performance include intrinsic motivation, limited professional skills, administrative burden, and lack of curriculum flexibility. Effective instructional leadership strategies include providing scripted lesson plans, micro-teaching training, and clear vision-mission communication. However, the main challenges faced by principals are time constraints, lack of personal support, and poor communication with teachers. Although teachers demonstrate adequate performance, more proactive mentoring and continuous development programs are needed to improve teaching effectiveness.

Keywords: *instructional leadership; teacher performance; educational background; professional development; elementary school*



INTRODUCTION

Education is the main foundation in the formation of the character and competence of the next generation of the nation (World Bank, 2018; OECD, 2025). The success of the education system globally is influenced by various complex factors, but the quality of teachers remains the main determinant in achieving learning goals (World Bank, 2023). According to a UNESCO report (2023), around 69 million additional teachers are needed worldwide to achieve universal basic education by 2030 (UNESCO, 2023a; UNESCO & Teacher Task Force, 2023). This challenge is even more complex when faced with the reality that many teachers in various countries teach subjects that do not fit their educational backgrounds, especially in developing countries in Southeast Asia (UNESCO, 2023b; ASEAN, 2025).

Globally, the phenomenon of teachers teaching outside their field of expertise (out-of-field teaching) has become a serious concern in the world of education. Hobbs & Quinn (2021) reported that in Australia, around 25% of teachers teach subjects that do not match their qualifications. Meanwhile, Javines & Azarias (2024) found that in the Philippines, the percentage of teachers teaching outside their area of expertise reaches 40%, especially in remote schools and private schools. This phenomenon does not only occur in developing countries, but also in developed countries that face teacher shortages in certain fields such as mathematics, science, and technology (Fauziah & Trisnawati, 2025).

The impact of out-of-field teaching is very significant on the quality of education. Research conducted by Handayani et al. (2022) shows that the incompatibility of teachers' educational backgrounds with the subjects taught can reduce learning effectiveness by up to 30%. Guskey (2002) emphasizes that teachers who do not have in-depth knowledge of certain

subjects tend to have difficulty in delivering material effectively, designing appropriate learning strategies, and accurately assessing student learning outcomes. This condition ultimately has an impact on students' academic achievement and the overall quality of education.

In Indonesia, this problem has become more complex with the implementation of various international curricula in private schools. Based on data from the Ministry of Education, Culture, Research, and Technology (2023), there are more than 200 Cooperative Education Units (SPK) that implement international curricula, including the Singapore Curriculum, Cambridge Curriculum, and International Baccalaureate. The implementation of this international curriculum requires teachers to have special competencies, not only in mastering the material but also in mastering the language of instruction and learning methodologies in accordance with international standards.

The specific challenge faced in Indonesia is the limited number of qualified teachers in accordance with the international curriculum. Indriani & Kuswanto (2021) found that 65% of teachers in schools that implement the international curriculum do not have an educational background that is in accordance with the subjects taught. This is due to a variety of factors, including the limited availability of qualified teachers, the urgent need to fill teacher vacancies, and recruitment policies that do not always consider the suitability of educational background with the subjects to be taught.

Research conducted by Yusuf et al. (2024) in several international schools in Jakarta shows that teachers who teach outside their field of expertise experience various difficulties, including difficulties in understanding the curriculum, preparing learning materials, and managing classes effectively. Furthermore, this study revealed that without adequate support from the principal, the performance of the teacher can decrease by up to 40% compared to teachers who teach according to their educational background.

In this context, the role of instructional leadership becomes crucial. Instructional leadership, as defined by Leithwood et al. (2008), is a leadership style that focuses on improving the quality of teaching and student learning outcomes through planning, monitoring, and active support of teaching practices. Robinson et al. (2007) emphasized that instructional leadership has a greater impact on student learning outcomes compared to other leadership styles, with effects that can reach 0.84 standard deviations.

The urgency of this research is getting higher considering the increasing trend of schools implementing international curricula in Indonesia. Based on data from the Indonesian International School Association (ASII), the number of international schools in Indonesia has experienced an average growth of 15% per year in the last five years. This growth is not balanced by the availability of teachers who have the appropriate qualifications, so many schools are forced to hire teachers who do not have an educational background that is in accordance with the subjects taught.

Several previous studies have explored certain aspects of this problem. Aslam et al. (2022) conducted research on the instructional leadership of school principals in improving teacher performance, but did not specifically discuss teachers who teach outside their area of expertise. Meanwhile, Paulina & Patimah (2023) examined the leadership role of school principals in the development of quality management, but the focus was more on managerial aspects than instructional. The research conducted by Maula & Hidayatullah (2024) explores

instructional leadership in educational supervision, but does not specifically address the challenges faced by teachers who teach outside their area of expertise.

He et al. (2024) conducted research on principal instructional leadership as a predictor of teacher professional development. This research found that effective instructional leadership can increase teachers' motivation to develop their professional competencies. However, this study was conducted in the context of teachers who teach according to their areas of expertise, so the findings may not be fully applicable to teachers who teach outside their areas of expertise.

Abdullah et al. (2020) examined the relationship between instructional leadership and teacher development through instructional coaching in Malaysia. This research shows that effective instructional leadership can improve teacher performance through structured coaching programs. However, this study does not specifically address the challenges faced by teachers who teach outside their field of expertise, so there are research gaps that need to be filled.

The novelty of this research lies in several aspects. First, this study specifically explores the role of instructional leadership in the context of teachers teaching outside of their educational backgrounds, which has not been extensively researched in depth in Indonesia. Second, this research was conducted in schools that implement the Singapore Curriculum, which provides a unique context given the specific challenges faced in the implementation of the international curriculum. Third, this study uses a mixed-method approach with a combination of in-depth interviews and classroom observations to provide a comprehensive picture of the phenomenon being studied.

Furthermore, this study develops a specific framework to analyze instructional leadership in the context of teachers who teach outside their area of expertise. This framework includes dimensions such as professional development support, provision of learning resources, supervision and feedback, and the creation of a supportive learning culture. This framework can be a valuable theoretical contribution to the future development of instructional leadership theory.

The main objective of this study is to explore and analyze the role of instructional leadership in improving the performance of elementary school teachers who teach outside of their educational background. Specifically, this study aims to: (1) identify the factors that affect the performance of teachers who teach outside of their area of expertise, (2) analyze effective instructional leadership strategies to support those teachers, and (3) identify the challenges faced by principals in the implementation of instructional leadership.

The benefits of this research can be seen from various perspectives. Theoretically, this research contributes to the development of instructional leadership theory, especially in the context of teachers who teach outside their field of expertise. The findings of this study can enrich the existing literature and provide a foundation for future research. Practically, this research can provide guidance for principals and education policymakers in designing effective instructional leadership strategies to support teachers who teach outside of their areas of expertise.

The implications of this research are very broad and significant. For education practitioners, this research can provide insight into best practices in managing teachers who teach outside their field of expertise. For policymakers, this research can provide input for the development of teacher recruitment policies and more effective professional development

programs. For researchers, this research may open up new avenues for future research on instructional leadership in more specific and complex contexts.

This research also has important implications for the development of the education system in Indonesia, especially in the face of increasingly complex global challenges. With more and more schools implementing international curricula, effective leadership strategies are needed to ensure that the quality of education is maintained despite the limitations of appropriately qualified human resources. This research is expected to make a meaningful contribution to efforts to improve the quality of education in Indonesia.

RESEARCH METHODS

This research uses a qualitative approach with an exploratory case study strategy. This method was chosen because it is suitable for exploring complex social phenomena and understanding the meaning and perspectives of the individuals or groups being studied (Creswell, 2013). The exploratory case study allowed researchers to explore in depth the role of instructional leadership in improving the performance of teachers who teach outside of their educational backgrounds.

The research was carried out at SD ABC Bandar Lampung in the January-April 2025 period. The school was chosen because it has unique characteristics with more than 50% of teachers teaching outside of their educational background for the past three years and implementing the Singapore Curriculum.

The research subjects were selected using a *purposive sampling* technique which included the principal and three teachers who taught subjects not in accordance with their educational background. The criteria for teacher selection are: (1) have taught in school for more than one year, (2) teach subjects that follow the Singapore Curriculum (Mathematics, English, Science, and Chinese), and (3) have a disagreement in educational background either pedagogically, scientific content, or both.

The three teachers selected as the subjects of the study are:

1. Teacher A: Teaching Mathematics with an Economics education background (content disagreement)
2. Teacher B: Teaching Science with a background in Chemical Engineering (pedagogical incompatibility)
3. Teacher C: Teaching English with an English background but without teacher education (pedagogical and content incompatibility)

Data collection was carried out through in-depth interviews and classroom observations. Interviews were conducted with the principal and three teachers using a semi-structured interview guide developed based on indicators of instructional leadership and factors influencing teacher performance. Classroom observation is carried out twice for each teacher by two observers using an observation sheet that includes aspects of learning planning, learning implementation, classroom management, assessment of learning outcomes, and mastery of materials.

Data analysis was carried out descriptively using source triangulation techniques to ensure the validity of the data. Interview and observation data were thematically analyzed to identify emerging patterns and themes related to factors influencing teacher performance, instructional leadership strategies applied, and challenges faced in implementation.

RESULTS AND DISCUSSION

This study explores the role of instructional leadership in improving the performance of elementary school teachers who teach outside of their educational background. Based on the analysis of data obtained through in-depth interviews and classroom observations, the research findings were organized according to the research objectives that had been set.

Factors Affecting the Performance of Teachers Who Teach Outside of Their Field of Expertise

1. Motivation to Teach

The results of the study show that intrinsic motivation is the dominant factor that encourages teachers to teach outside their field of expertise. The principal stated that the main reason teachers wanted to teach was because they "had a heart for education" and a "great passion for advancing education". These findings are in line with the Self-Determination Theory put forward by Ryan & Deci (2020), which emphasizes the importance of intrinsic motivation in improving individual performance.

Based on an analysis of interviews with the three teachers, their motivations vary but have similarities in terms of commitment to education. Teacher A was motivated because she felt "more comfortable teaching in a small class" and felt "comfortable and effective" in that context. Teacher B revealed that although he initially taught because of "difficulty finding a job", over time he began to enjoy this profession because the material was still "within the range of ability". Teacher C shows motivation driven by "interest in science" and sees teaching opportunities as "opportunities to combine interests with educational backgrounds".

A significant motivating factor is the availability of *scripted lesson plans*. All teachers stated that this guide was very helpful in increasing confidence and motivation to teach. However, administrative workload and excessive school activities were factors that lowered motivation, with all teachers revealing that the "extra workload" reduced their enthusiasm for teaching.

2. Job Satisfaction

The analysis of job satisfaction reveals an interesting paradox. Despite teaching outside their area of expertise, teachers show a relatively high level of satisfaction. The principal assessed that "overall their job satisfaction was quite good" and the teachers "could follow along well" despite the demands for rapid change.

The results of the interviews showed that teachers' job satisfaction was influenced by their ability to manage the classroom and interact with students. Teacher A feels "quite competent" because the level of students' ability is "in accordance with their capacity". Teachers B and C admitted that although they were not "completely satisfied", they felt they had "given their best" and continued to strive to "improve their skills".

This finding is in accordance with Herzberg's Two-Factor Theory which shows that motivational factors (achievement in teaching) are more dominant than hygiene factors (workload) in influencing job satisfaction (Sari & Ningsih, 2025).

3. Professional Skills

Professional skills assessments show that teachers have developed adequate abilities through experience and training. The principal stated that "teachers are already skilled to teach" even if it does not match their educational background. The strategies implemented include the provision of *scripted lesson plans*, training at the beginning of the school year, and *micro teaching*.

However, skill development is still highly dependent on individual initiative. Teacher A stated that in order to improve her skills, she "took various trainings" and "deepened her literacy by reading books" independently. Teacher B conducts a "self-evaluation by looking at student learning outcomes" and "compares this year's results with the previous year". Teacher C also relies on "independent" efforts by "re-reading the material and looking for additional references".

4. Teaching Experience

Teaching experience has proven to be a key factor in improving performance. The principal observed that "the more the teachers get better" and that "experience over time is very helpful" in understanding how to manage the classroom. Teachers who have been teaching for 1-2 years show "good development" and can be an example for new teachers.

All teachers admit that the teaching experience boosts their confidence. Teacher A stated that "the day I am getting better" and "the experience that continues to increase makes my abilities also increase". Teacher B revealed that "the teaching experience greatly influenced the way I teach" and felt "more confident" after teaching for three years. Teacher C also felt that "my teaching quality has improved quite a bit over time" and "my confidence is increasing".

5. Singapore Curriculum Policy

The implementation of the Singapore Curriculum is both a challenge and an opportunity. The policy of providing *scripted lesson plans* is helpful, but it has limitations in flexibility. Teacher A revealed that while *scripted lesson plans* are "very helpful", they "sometimes limit the space for teachers to make modifications". Teacher B felt that the guidelines were "not suitable for different classroom situations" and "not appropriate for the needs or characteristics of the students".

Teacher C added that the main challenge was "how to ensure that all students really understand the material" given that the curriculum is "different from the typical school curriculum". This shows the need for adaptation and flexibility in curriculum implementation, as described in Curriculum Theory by Beauchamp (1975).

6. Facilities and Resources

Evaluation of the facility shows adequate conditions but still needs improvement. The principal stated that the current facilities are "quite supportive" of the learning process, including the provision of Wi-Fi, classroom TVs, and Mac Minis. However, *visualizers* are still needed to improve learning effectiveness.

Teachers said the facilities were "quite helpful" but there were still limitations. Teacher A wants a more effective "digital whiteboard." Teacher B highlighted that "the TV in the

classroom is not big enough" and "the borrowing system is not very flexible". C teachers need "props" and "visualization-aided models" for science learning.

7. Management Support

Management support through *the headquarters* is considered "quite helpful" but still needs improvement. The principal explained that support was provided through "grouping by cluster" and "visits once a semester". However, teachers feel that the support is still "general" and less "personal".

Teacher A wanted a more intense "personal approach". Teacher B felt that "constructive feedback" was still lacking and that management needed to be "more active in providing support". Teacher C revealed that the support was provided "through the intermediary of the principal" and was not optimal.

8. Results of Teacher Performance Observation

Class observations conducted on the three teachers showed varied performance but were generally in the good category. The results of the observations are presented in the following table:

Table 1. Results of Teacher Performance Observation Based on Learning Aspects

Performance Aspects	Indicator	Average Score	Category	
Planning Learning	Understanding of objectives and procedures	3,33	Good	
	Preparation of materials as planned	4,00	Excellent	
	Problem prediction and solution	2,67	Enough	
	Adjustment to the student level	3,00	Good	
Learning Implementation	Delivery of learning objectives	4,00	Excellent	
	Effective time management	3,67	Good	
	Active student engagement	3,17	Good	
	Student question opportunities	4,00	Excellent	
	Use of learning techniques	3,83	Good	
	Class management	3,50	Good	
	Learning Assessment	Constructive feedback	3,00	Good
		Diverse evaluation methods	4,00	Excellent
Formative assessment		3,33	Good	
Mastery of Material	In-depth understanding of the material	3,50	Good	
	Easy-to-understand explanations	3,50	Good	
	Accuracy of question answers	3,33	Good	
	Knowledge update	3,67	Good	
	Use of practical examples	4,00	Excellent	

Source: Class observation results, 2025

Observational analysis shows that teachers have shown good performance in most aspects of learning. The main strengths lie in the preparation of the material (4.00), the delivery of learning objectives (4.00), the provision of the opportunity to ask questions (4.00), the use of various evaluation methods (4.00), and the use of practical examples (4.00). However, there are areas for improvement, especially in terms of problem prediction and solutions (2.67) and providing constructive feedback (3.00).

Effective Instructional Leadership Strategies

1. Setting Clear Learning Goals

The principal implements the strategy of setting learning objectives through an emphasis on the importance of formal and non-formal assessments. This strategy includes "making sure teachers understand the importance of assessments" and "providing training or mentoring at the outset". However, the support provided is still limited to providing *scripted lesson plans* and is reactive.

Teachers revealed that the principal's support in achieving learning goals was "more reactive" and "has not proactively accompanied teachers". Teacher A stated that the support was only in the form of "providing *a scripted lesson plan*". Teacher B revealed that the principal "didn't proactively come" and the teacher "taught more independently". Teacher C felt that *the scripted lesson plan* was "quite helpful" but needed more comprehensive support.

2. The Principal as a Source of Information and Guidance

The role of the principal as a source of information is implemented through the provision of training, access to *lesson plans*, and the opportunity to ask questions. The principal provides "training to facilitate access to lesson plans" and "enters the classroom providing feedback". However, the implementation is still not optimal.

Teachers feel that the role of the principal as a supporter is still "general" and that "personal approach is still lacking". Teacher A stated that "the principal's personal support is not yet available" and "there are no regular one-on-one meetings". Teacher B revealed that at first the principal was "supportive" but "support was still lacking", especially in the face of sudden challenges.

3. Communication of School Vision and Mission

Communication of vision and mission is carried out through socialization and integration in *scripted lesson plans*. The principal ensures that "the school's visions and missions are clearly disseminated" and that "teachers carry out the scripted lessons" so as to "implement the school's visions and missions". Monitoring is carried out through classroom observation and *zoom recording*.

However, teachers' understanding of the vision and mission still varies. Teacher A revealed that "I already understand it" but "still rarely" relate it to learning. Teacher B "understands" the school's vision and tries to "relate the material" to the values it contains. Teacher C acknowledged "not remembering very specifically" and suggested the need to "remind more often" the vision and mission.

4. Continuous Professional Capability Development

Professional development strategies include *teacher's induction*, *micro teaching*, classroom observation, and *brainstorming*. The principal provides "teacher's induction training at the beginning of the school year" and "conducts direct observation in the classroom". If needed, "additional meetings" and "brainstorming sessions" are held to find solutions.

However, teachers feel that professional development support is still "very limited". Teacher A stated that the training "may be held once a year" and that "nothing has been done on a regular basis". Teacher B revealed that "support is still very limited" and "the need for ongoing training". Teacher C stated that professional development "has not been done to its fullest" and "not taken seriously".

Table 2. Evaluate the Effectiveness of Instructional Leadership Strategies

Strategy	Implementation	Effectiveness	Repair Areas
Goal Setting	Preparation of <i>scripted lesson plan</i>	Keep	Proactive support
Resources	Training and access guide	Keep	Personal approach
Vision Communication	Socialization and integration	Low	Repetition and amplification
Professional Development	Early year training	Low	Ongoing programs

Source: Interview analysis, 2025

Challenges in the Implementation of Instructional Leadership

Before examining specific challenges, it is important to contextualize these findings within the broader theoretical framework of organizational change and leadership constraints. Fullan's (2001) theory of educational change emphasizes that implementation challenges often stem from three interrelated factors: the complexity of the change itself, the capacity of implementers, and the characteristics of the implementation context. Leithwood et al. (2008) further identify that instructional leadership effectiveness is mediated by various organizational constraints including time availability, resource limitations, and the competing demands principals face. Understanding these theoretical perspectives helps explain why even well-intentioned instructional leadership initiatives encounter significant obstacles in practice.

1. Professional Development Program Planning

The main challenge in planning a professional development program is the limited time and workload of principals. The principal revealed that "time issues" are a major obstacle, especially when "training is done in the middle of the semester" which is "difficult to fit the entire teacher's schedule". Another challenge is "changing the view of teachers who may see the development program as an additional burden".

Teachers identified that the principal's challenges included "a considerable workload" and "a lack of understanding of the difficulties faced by teachers". Teacher A stated that the principal "still does a lot of administrative work" so that the training is "only at the start of the

new school year". Teacher B revealed that "observation to the classroom is very rare" and the principal is less "proactive in getting closer to the teacher".

2. *Creating a Supportive Learning Culture*

The challenge in creating a supportive learning culture is the lack of collaboration between teachers and limited communication. The principal identified that teachers were "only responsible for their own duties" and "did not care about the duties of others". This can cause "irregularities in the implementation of learning" and affect other teachers' schedules.

The teachers highlighted the lack of initiative from the principal in providing feedback. Teacher A revealed that "the results of the learning recordings have never been shared on an initiative". Teacher B stated that the "lack of communication and connection" between teachers and principals was a major challenge. Teacher C identified "a lack of time and activities that engage all teachers" as an obstacle in creating a collaborative culture.

3. *Guidance on Learning Outcome Evaluation*

The challenge in guiding teachers to evaluate learning outcomes is "a lack of awareness to give extra attention to students who need support". The principal revealed that teachers need to "be able to identify from the beginning" students who are struggling and "pay extra attention before the problem becomes bigger".

Teachers feel that the guidance provided is not personal and comprehensive. Teacher A stated that the challenge was the "lack of a more personalized approach" and the principal was less able to observe "proper guidance". Teacher B revealed that "there was a lack of a thorough understanding of the efforts that the teacher had made" and that "the guidance given tended to be one-sided". Teacher C felt a "clear lack of feedback after supervision" and the principal "did not get specific feedback".

4. *Support for Improving Professionalism*

The challenge in providing professionalism enhancement support is "difficulties in accepting and identifying areas for improvement". The principal revealed that some teachers "feel that everything is going well" and that "it is difficult to see the shortcomings". This is often due to "an attitude of refusal or denial of the feedback given".

Teachers identified that the principal "did not see that as a top priority" and that "there was a lack of close connections" so "the support provided was not on target". Teacher A stated that the principal "does not see it as a top priority that must be followed up immediately". Teacher B revealed that "the focus in meetings is always students" and "rarely to discuss the teacher's difficulties". Teacher C highlighted the need for school principals to "continue to actively remind and be fair".

5. *Provision of Resources*

Challenges in providing resources are the "limited allocation and priority given by the school" and the lengthy decision-making process. The principal revealed that "the demand for additional resources must be patient" as schools have other priorities.

The teachers identified that "decision-making is not done directly by the principal" and "has to go through various levels of approval". Teacher A stated that "the process takes a long

time" so that "the provision of resources is often late". Teacher B revealed that "limited authority in decision-making" and "lengthy procedures" made the "provision of resources delayed".

6. Handling Individual Student Differences

The challenge in providing direction in handling individual student differences is the "difference in understanding of discipline standards and professionalism". The principal revealed that some teachers "felt that certain behaviour of students did not need to be reprimanded" even though "professionally it should have been corrected". The challenge is to "equalize the standards of discipline and character building" among teachers.

Teachers identified "differences in perception between principals and teachers" and "not being able to provide concrete direction" as the main challenges. Teacher A stated that "differences in perception" made the "process of grading difficult". Teacher B revealed that "directions from the principal tend to be general" and "the burden of handling remains fully on the teacher". Teacher C highlighted the "considerable workload on teachers" and the need for "specialized counselling services".

Discussion and Implications of the Findings

The findings of this study reveal the complexity of the challenges faced in the implementation of instructional leadership for teachers who teach outside of their area of expertise. Although teachers show high intrinsic motivation and adequate performance, there is still a significant gap in terms of systematic and ongoing support from principals.

The results of the observations showed that the teachers had achieved good performance in most aspects of learning, with an average score of 3.25-3.69 on a scale of 4.00. However, areas that need improvement were identified in the aspects of problem prediction and solutions (2.67) and providing constructive feedback (3.00). This shows that even though teachers are able to carry out learning according to the guidelines, they still need more in-depth skill development.

The instructional leadership strategies implemented by principals have shown effectiveness in several aspects, especially in the provision of basic learning and training guidance. However, its implementation is still limited to a reactive and less personalized approach. This is in line with the findings of Manalu & Kristianingsih (2024) which emphasizes the need for more personalized and sustainable mentoring in instructional leadership.

The main challenges faced by principals include time constraints, high workloads, and a lack of a structured support system. These findings confirm previous research that showed that the effectiveness of instructional leadership is highly dependent on the availability of adequate time and resources (Simanjuntak et al., 2024).

The practical implication of these findings is the need to restructure the role of school principals in order to give a greater focus to the instructional aspect. In addition, a more systematic and ongoing support system is needed for teachers who teach outside their areas of expertise, including mentoring programs, ongoing training, and more personalized and constructive evaluations.

CONCLUSION

This research shows that teachers teaching outside their educational background face complex factors influencing their performance, such as intrinsic motivation, external support, teaching experience, and skill limitations, yet still achieve adequate teaching quality with scores between 3.25 and 3.69 out of 4.00. Effective instructional leadership strategies include scripted lesson plans, micro-teaching training, classroom supervision, and clear communication of the school's vision and mission. However, challenges remain in time management, personal communication, and resource availability. Future research should explore personalized and sustainable mentoring models and develop flexible, systematic professional development programs tailored to individual teacher needs to enhance instructional leadership effectiveness further.

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