Investigating School Principals' Learning Leadership Practices in Three Indonesian Excellent Schools

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A R T I C L E I N F O	**A B S T R A C T**
	Purpose: The present study sought to investigate school principals' practices in enhancing learning leadership quality in three Indonesian excellent schools. **Method**: The study employed a case study design. A research sample of 15 participants was taken from three excellent schools, consisting of principals, vice-principals, teachers, education staff, and students' parents. A purposive sampling method was used to recruit the participants, which was further developed by the snowball sampling technique. Data collection was carried out through in-depth interviews using open-ended questions based on instruments or questions that were examined and validated by experts in qualitative research.

Findings: The findings of this study suggest that systemic learning leadership improvement involves (a) formulating the learning conception; (b) stimulating teachers to receive and perceive the learning conception; (c) developing an efficient learning culture, and (d) developing a conducive learning environment. Through input-process-output/outcome system, along with the stages of designing, organizing, mentoring, determining, implementing, monitoring, evaluating, and continuous-sustainable feedback provision, a learning leadership process that develops schools' capacity in enhancing their teachers' competency has been identified. **Implications to Research and Practice**: These results can be adopted as a new model for learning leadership enhancement that will establish school capacity in improving teachers' quality, constituting effective learning, and improving the students' learning process.

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Introduction

The recent era of disruption requires excellent human resources with great competitive skills in every life aspect. As the human resources development instrument, education institution is the proper agent that should construct those human resources. Therefore, the educational institution should ensure their quality since accomplished education generates great and qualified outcomes and facilities. Meanwhile, proficient education provides comprehensive illustration and characterization of internal educational services, as well as the expected external exemplification. Excellent educational institutions or schools provide a comprehensive description and characteristics of educational services internally and externally, demonstrating their ability to satisfy the expectations of customers. In Indonesia, education quality is always related to customers, as the users of products or services produced by schools (Stronge, Richard, & Catano, 2013).

Conceptually, education quality is composed of the connection between various components, such as the educational input, process, and output from every level in the education system(Garira, Howie, & Plomp, 2019). The efforts to enhance the schools' quality improvements have been initiated by various studies that investigate the characteristics of the education system, aiming to formulate the means for improvements (Garira et al., 2019; Murphy, Elliott, Goldring, & Porter, 2007; Murphy, Neumerski, Goldring, Grissom, & Porter, 2016) Qualified education is indicated by effective schools that accentuate the importance of the school environment (Burušić, 2019) that accelerates school efficiency. Excellent schools focus on their clients, make efforts to solve the existing issues, focus on investment in their resources and on strategies, plan good management practices and policies, and how to enhance their quality. Additionally, these schools also carry out massive refinement processes following their primary responsibility, function, and duty that stimulate creativity, improve their quality, and prompt other aspects improving their capacity through the continuous enhancement of their services, as the schools perceive their quality as an integral part of the working culture should be upgraded, regularly (Stronge et al., 2013).

The government has realized several resolutions for state and private schools, as the attempts to increase the national education capacity, by providing numerous educational components, such as the curriculum, infrastructures, funding, teachers, students, school culture, and so forth. However, those actions have not brought any breakthrough in national education development. Substantially, those provided components will not result in compelling functions without the presence of the school principal. As the highest leaders in schools, the principal should place their focus on the attainment of students' achievements and an efficient school system (Minckler, 2014). Great school principals implement learning leadership in comprehending the curriculum, supervising the teachers and the learning process, carrying out the clinical management, along with development and assessment processes (Geerlings, Thijs, & Verkuyten, 2018). The principals should instruct the teachers to practice creative and innovative learning, lead the effective learning processes, and ensure the learning quality (Stronge et al., 2013). The principals hold essential roles, as they are the backbone of the organization(Yukl, 2012). Besides, the quality of the school principals is also observed to have a tight connection with students' achievements

(Geerlings et al., 2018; Gillet, 2010) along with the quality of the teacher's teaching processes (Murphy et al., 2007; Murphy et al., 2016). In addition, the capacity of an educational institution is also affected by the leadership of the school principal. As the learning agents, the principals must provide creative and constructive educational services. Similarly, learning leadership also holds a substantial role in educational quality enhancement.

However, our recent education system shows low quality due to the less effective learning leadership practiced by the school principals, resulting in their minimum capability to build their schools' capacity, primarily the teachers' competencies. A previous study reports learning leadership to be an effective instrument to create effective teaching and learning environment(Hallinger, 2003, 2011; Hallinger & Heck, 1996, 2010; Pustejovsky, Spillane, Heaton, & Lewis, 2009). Learning leadership is carried out by the principals to accelerate the learning process, primarily in managing the schools' instructional programs. With no efficient instructional program management completed by the principals, the schools will encounter failure (Manaseh, 2016). Meanwhile, the un-strategic allocation of time, effort, and resources can establish a successful and sustainable learning organization(Lim, 2017).

The issues of learning leadership quality remain unresolved even after a great number of studies on the relationship between these issues and its contribution toward the establishment of effective schools have been carried out (Lim, 2017). Further, a study has reported that learning leadership is rarely implemented (Robinson, Lloyd, & Rowe, 2008). The main hindrance comes from the minimum comprehension and implementation of learning leadership by the school principals (MacBeath, 2006). In relation to the extensive number of issues and deficiencies related to the learning leadership in the acceleration of school capacity, an identification and in-depth review on the formulation of strategies to improve the learning process in excellent schools. According to previous research results, some primary aspects of the leadership learning process from excellent schools have been identified. However, a study that comprehensively investigates the learning leadership process in a specific context of excellent schools in Indonesia has not been carried out.

Previous studies have confirmed that learning leadership construct schools' capacity to develop and create more effective learning processes (Hallinger, 2011; Hallinger & Heck, 1996; Robinson et al., 2008), aiming to increase the schools' academic capacity as the infrastructure to enhance the students' learning outcomes(Hallinger, 2003) But previous studies have not identified the solution to improve the learning leadership quality in increasing school capacity; hence, this study seeks to uncover and examine in-depth the practice of principals' learning leadership in excellent schools in Indonesia. This study describes the learning leadership process completed by the principals in excellent schools and strategies to enhance the learning leadership in improving schools' and teachers' capacities in the process of accelerating learning efficiency and students' learning outcomes.

To achieve this objective, this study described the practice of the learning leadership process carried out by school principals and at the same time presented new findings in improving learning leadership in superior schools that enhanced school capacity in

increasing teacher ability. In the end, the schools were expected to accelerate learning effectiveness and student learning outcomes.

Literature Review

Learning Leadership

The concept of learning leadership is composed of three primary objectives, namely the definition of school vision and mission, management of learning programs, and the invention of a conducive learning environment (Hallinger, 2003) In defining schools' vision and mission, the learning leadership ensures the clear and measurable schools' purposes that can be communicated and comprehended by all teachers and school members, especially the ones that affect students learning outcomes. Meanwhile, in the learning program management, learning leadership is directly involved in the process of curriculum administration, classroom learning supervision, and students' learning progress evaluation. Lastly, the learning leadership role in the establishment of a conducive learning environment is ensuring a high excellence standard and great wishes from teachers and schools' members. Similarly, Tausif (2017)emphasize greater responsibility for the school principals to develop students' learning, schools' vision, and mission, along with a learning environment that stimulates students and teachers. (Hui & Singh, 2020) also accentuates schools' main obligation, which includes the learning process, definition of schools' vision, mission, and purposes, along with the management of learning programs and provision of a great school environment.

Learning leadership has three primary targets, namely (1) the formulation, establishment, and creation of school vision, as well as the decisions that facilitate the enhancement of students' learning; (2) management that empowers and develop staff participation; and (3) resources allocation that support the effective learning process. The learning leadership always concentrates on the attainment of schools' vision, mission, and purposes through efficient learning process (Cameron & Green, 2008; Dempster, 2016; Garira, 2020) Effective learning leadership prioritize the realization of specific learning culture that support the accomplishment of educational goals. Therefore, learning leadership affects, guides, leads, encourages, motivates, inspires, and supports creativity and innovation in the learning process through excellent and robust teamwork with similar vision, mission, and purposes as the schools. It also represents every activity, aiming to construct productive and satisfying working environment for the teachers, so that they can provide the learning process that facilitates the attainment of expected students' learning outcomes (Geerlings et al., 2018; Hallinger) Besides, learning leadership also include the principal's actions to build conducive and productive environment for the students and teachers, along with dynamic learning situation(Tausif, 2017; Tulowitzki & Pietsch, 2020)

Previous research emphasizes that learning leadership is owned by educational leaders in realizing the achievement of learning quality in their schools (Jita, 2010; Ko, Hallinger, & Walker, 2015; Verbiest, 2011) Every education leader must have learning leadership to realize excellent education quality. The components of learning leadership include curriculum, learning process, learning evaluation, teachers' competencies acceleration, and favorable learning environment. One of the learning leadership's primary purposes is

focusing on the results and positioning the students' final competence as the center of the struggles (Tulowitzki & Pietsch, 2020) Additionally, learning leadership enhancement is not only addressed to the classroom learning, but also to the improvement of teachers' capacity. Therefore, learning leadership mostly focuses on the development and application of curriculum, learning, and evaluation (Jita, 2010)

The adoption of learning leadership by the school principal becomes essential, as it grows and realizes the accelerated students' learning outcomes, school members' performance, schools' vision and mission attainment, and great communication among school members. Consequently, the excellent schools always practice great learning leadership. Poor schools' quality can be successfully improved with the presence of great principals (Avolio & Gardner, 2005)

Based on the literature review and previous research mentioned above, the learning leadership process consists of four stages, namely (1) formulating and establishing a learning vision and mission that ensures schools' clear and measurable goals, especially in achieving student learning outcomes, (2) learning leaders inspire teachers to accept and feel they have a learning vision so that they are highly committed to realizing the learning vision and mission, (3) learning leadership pays attention to the creation of a learning culture that leads to the achievement of educational goals, and (4) learning leadership can build a conducive climate and productive learning environment for teachers and students. These four aspects of learning leadership process will be used as a reference in this study to review the practice of learning leadership and identify solutions to improve the quality of school principals' learning leadership in building school capacity, especially in developing teacher capacity to improve learning performance.

Excellent Schools

(Murphy et al., 2016; Pustejovsky et al., 2009; Stronge et al., 2013) has placed education quality as essential issue in the post-2015 education agenda in all countries. The prominent aspects of education quality include the educational input, output, and process, along with the acknowledgement that all students should access proficient education. Several studies have examined the provision of qualified education for students in various education levels(Garira et al., 2019; MacBeath, 2006; Mele, Pels, & Polese, 2010; Minckler, 2014). In the global context, the education condition can be measured through the school efficiency. A study on efficient schools in the United States of America mentions the characteristics of schools that have accomplished academic system include strong learning leadership practiced by the school principals (Murphy et al., 2016) Meanwhile, a study in Australian (Gillet, 2010) and Canadian(Hallinger & Heck, 2010) schools indicate that principals who only focus on financial administration, ignore the learning leadership, and make no direct involvement in the classroom learning, which tends to establish ineffective schools.

Effective or excellent schools provide qualified educational services. It is true that qualified education generates great graduates and educational services, following the aspiration and expectation of their clients. In Indonesian education context, the quality of the education system is closely connected to their clients, as well as the school products

and services' consumers. It signifies that the education quality relies not only on schools, but it is also affected by the growing society's perspective and expectation (Yukl, 2012). Also, the educational quality illustrates the comprehensive characteristic of internal and external educational services providers' condition, representing their capacity to manage the educational input, process, and output. Further, distinguishes excellent schools as the schools that focus on their internal and external clients. Therefore, the enhancement of education quality relies on the way the principals practice their role as the learning leader in constructing the schools' capacity, primarily in accelerating the teachers' capability to improve students' achievements.

Method

Research Design

A qualitative approach with a case study was adopted in this study. It seeks to identify the principal's learning leadership practices in excellent schools in Indonesia. For this purpose, a case study approach was selected to investigate the verbal actions of the participants descriptively to capture phenomena that occur naturally, producing descriptive data in the form of speech or writing and behavior that can be observed from the people (subjects) themselves (Berkowitz, Moore, Astor, & Benbenishty, 2017; Burušić, 2019)

Research Sample

The study was carried out on three excellent schools with different characteristics. They were public school (State Junior High School), Islamic public school (State Islamic Junior High School), and Islamic private school (Sabilillah Junior High School) located in Malang, East Java, Indonesia. The participants in this study were 15 participants consisting of principals, vice-principals, teachers, education staff, and students' parents. The key participants were selected using a purposive sampling method. Interviews were conducted with the participants from each of these excellent schools, which were further developed to find other participants using the snowball sampling technique. This technique was used to search from one participant to another, continuously, to attain more complete, abundant, and in-depth data.

Research Instruments and Procedures

To attain comprehensive data, the researchers' frequency of attendance and involvement in the learning leadership was essential. The researchers attempted to engage in every learning leadership processes. The involvement was combined with different data collection technique, namely in-depth interview on specifics aspects related to the research questions, documentation, and the interactions of the three schools selected for this study. The intensive involvement continued for two years, in 2020 and 2021, as it was required to identify the occurrence related to the learning leadership on those three schools. An in-depth interview was carried out using open-ended questions assisted by interview guidelines that were reviewed and validated by qualitative research experts. The data was

collected following the outline of learning leadership process, with general interviews items discussing the formulation of learning vision, the encouragement for teachers to internalize the learning vision, development of effective learning culture, and development of conducive learning environment (Hallinger, 2011; Hallinger & Heck, 1996; Mele et al., 2010; Minckler, 2014) Additionally, a treatment was given to the school principals to systemically and systematically improve their comprehensive learning leadership (Mele et al., 2010)

Data Analysis

Data analysis was carried out simultaneously with data collection, following the steps developed by Miles,(Hui & Singh, 2020) which consisted of insights about data collection, data presentation, data condensation, and concluding. Data analysis can be carried out in each case and an explanatory inter-case analysis with explanations when the between these cases aimed to explain the phenomenon which establishes a series of causal relationships regarding the phenomenon of the learning leadership process in superior schools (Yukl, 2012). The explanation was made in the form of a narrative. This narrative is an explanation that is reflected in the form of a relevant proposition. The NVivo program was used to facilitate and maintain accuracy in data analysis in this qualitative study. The validity of the obtained data was tested. The test involved the data credibility in assessing each item, to improve perseverance and reference sufficiency. The obtained field data from the three research settings was analyzed to generate the temporary finding, which was compared and summarized later.

Results

The results of in-depth interviews and direct interaction with informants suggest that the learning leadership role of school principals comprise several functions: formulating and setting a learning vision; inspiring teachers to accept and feel that they have a learning vision; developing an effective learning culture for the realization of the learning vision and developing a conducive learning environment in superior schools. The following are the findings in the learning leadership process in superior schools.

1. *Learning Leadership in the Formulation and Establishment of Learning Vision*

The learning leadership practiced in the process of schools' vision formulation and establishment has been observed through the principals' behavior in the comprehensive evaluation on learning results; analysis of the learning aspects that have not been obtained; critical learning review and anticipation of future learning development; accommodating the suggestion; reformulating and reestablishing the learning vision; and describing the detailed and measurable learning vision, mission, purpose, targeting the teachers and school members.

The obtained data show that the principals had adopted the learning leadership in formulating and determining the learning vision, which was used as the guidelines for all learning process within the schools. However, the process has not been carried out

systemically, through systematic stages. Therefore, the principals were asked to (1) compose a precise planning of the learning vision and mission formulation that includes the creation of learning purpose and target; (2) organizing the process of learning vision and mission formulation, by involving all teachers and schools' members; (3) properly coordinating the process of learning vision and mission creation; (4) supervise and accompany the process of learning vision and mission formulation; (5) determine and ratify the formulated learning vision and mission; (6) implement the learning vision and mission; (7) evaluate the implementation; and (8) provide feedbacks for the evaluation process. These eight stages are continuously implemented annually, to create dynamic learning that follows the advancement of technology and global needs.

Interestingly, the treatment carried out in the principal learning leadership process in formulating and setting the vision, mission, goals, and learning targets positively transforms teachers' and school residents' mindset and becomes a guide with clear directions in learning achievement in schools. Thus, it increases learning effectiveness and produce school achievement.

2. *Learning Leadership in Inspiring the Teacher to Internalize the Learning Vision*

In the next stage, the learning leadership is used by the schools' principal to ensure that the teachers have accepted and internalized the formulated learning vision and mission. The acceptance can be examined from the teachers' behavior in completing their responsibilities without waiting for the direct command from the principals, the results of evaluation, great commitment, and their growing cooperation and togetherness. In motivating the teachers and school members, the school principals (1) directly involve all teachers and schools' members in the evaluation process; (2) provide the opportunity to innovate; (3) develop stable collaboration; (4) construct strong commitment and comprehension; and (5) socialize with the school members.

From the process, the school principals had completed their role in inspiring and motivating the teachers to embrace their learning vision and mission. However, like the previous section, this process lacks systemic process with systematic phases. Therefore, the principals were asked to (1) develop concrete plan to motivate the teachers to embrace the learning vision and mission; (2) properly organize the stages to inspire the teachers; (3) properly coordinate the process to motivate the teachers; (4) provide the mentoring for the teachers; (5) evaluate the teachers; and (6) follow up the evaluation results to revise the strategy to motivate the teachers. These six phases are continuously and annually carried out to lead the teachers and school members to comprehend and embrace the learning vision.

With this treatment, the principal's learning leadership in inspiring teachers is a process component (one of the system components) that successfully synergizes work relationships and the spirit of togetherness. This component encourages all school components for effectiveness in achieving learning outcomes and motivates all teachers and students in achieving learning achievement. Inspiration from the principal's learning leadership realizes a climate that encourages an optimal learning process and increases student

achievement. Learning leadership builds a conducive and productive climate for teachers and students, as well as creates dynamic learning conditions.

3. Learning Leadership in Developing Learning Culture

The improvement of learning culture that follows the standard operational learning procedure and character education can be a measure of the principals' role, as the learning leader. Most of the research subjects' learning cultures are thorough learning, discipline learning, well-planned learning, learning with great learning media, culture of great academic achievements, quality standard, evaluation and reflection, appreciation, role model, and being patient. In developing the learning culture, the school principals (1) build the culture of closeness, (2) implement the developed culture with great commitment, and (3) do regular and continuous evaluation.

These findings suggest the involvement of the school principals to establish the learning cultures that facilitate the realization of excellent schools. However, this process also has no systemic and systematic stages. Therefore, in this stage, the school principals were asked to (1) establish the design for learning culture development, involving the teachers and school members; (2) establish groups of teachers to develop the learning culture; (3) regulate all teachers and school members to implement the formulated culture; (4) provide mentoring and guidance for the application of the learning culture; (5) provide evaluation process; and (6) give a follow up based on the evaluation results. These six phases are conducted annually and regularly to increase the learning quality with systemic and systematic process.

Using these stages, the school principals perform effective learning leadership in the process of learning culture establishment. They supervise the teachers to follow high standard applied to achieve the learning vision, mission, and purposes. The formulated learning culture facilitate the exceptional learning process, innovative and creative teachers, and grow student learning motivation. Besides, this effective learning culture development promotes great learning process and measurable evaluation and mentoring. It also facilitates speedy and extended strategy formation with intensive mentoring and guidance from the school principals, as the strategic learning leader. The development of an effective learning culture is a process (one of the system components) that must be managed in a planned and well-directed manner to direct learning by achieving high targets, measurable evaluation, and monitoring, setting strategies and steps that are fast and appropriate.

4. Learning Leadership in Constructing Conducive Learning Environment

In establishing conducive learning environment, the learning leadership role is observed in the preparation process completed in the beginning of every semester. The process involves organizing the lesson plan development, review, and suggestion for the lesson plan revision, supervising the use of lesson plan, observing the learning process, discussing the follow up for the results of observation, and conducting a meeting to discuss the improvement for the lesson plan, along with the reflection on learning efficiency. In the

establishment of proper learning environment, the learning leadership process can be identified in the involvement of competent teachers in developing students' talents, intensive mentoring for the potential students to obtain more academic achievements, guidance for the teachers to guide the students to get academic achievements, formulation of competitive environment, provision of funding by collaborating with the parents, and provision of appreciation for students with great achievements.

To establish conducive learning environment, the school principal (1) provides maximum support for the teachers to plan, carry out, and evaluate the learning process; (2) provides intensive coaching for the teacher; (3) provides proper learning media and facilities; (4) provides sufficient funding to facilitate the efficient learning process; (5) creates competitive environment that appreciates the students and teachers with excellent achievements; and (6) develops comfortable and conducive learning environment. In this stage, the learning leadership facilitates the creation of learning environment that affects the students to transform their behavior, and simultaneously also enhance their skills and knowledge. The adoption of learning leadership in productive working environments generates conducive learning environment and facilitates the attainment of maximum students' learning outcomes.

Therefore, the school principals have been actively involved in the construction of conducive learning environment, but the process misses the systemic and systematic stages. Consequently, the school principals were asked to (1) develop the plan for the conducive learning environment creation, by involving the teachers and school members; (2) organizing the implementation of the plan; (3) evaluating the plan implementation; and (4) giving follow ups in the form of improvement for the realization of effective and conducive learning environment. Additionally, the developed learning environment should involve the provision of proficient human resources, sufficient facilities and infrastructure, sufficient funding, and conducive situation. The development of this environment ensures the improvement of learning efficiency and learning outcomes. The environment development is an instrumental input component (one component of the system) that must be managed properly and professionally by the principal as a learning leader who can ensure the creation of a conducive learning environment to increase the effectiveness of learning and student learning outcomes.

Discussion

The findings suggest that principals of the public schoolings have applied the learning leadership in formulating and determining the learning vision, inspiring the teacher to embrace the vision, and constructing conducive learning environment. Learning leadership has been observed to carry substantial role in improving the schools' capacity, especially the teachers' ability to enhance students' achievements. It is perceived to concentrate on improving students' academic achievements (Tulowitzki & Pietsch, 2020) It should be implemented not only on the classroom learning, but also on the effort to increase schools' capacity. Linear to this finding, previous study also report the effects carried out by learning leadership on the schools' academic capacity, primarily on the students' learning results (Hallinger, 2011)

The learning leadership practiced by the school principals carries positive effects on school academic capacity. However, it reveals to be less effective, so that a more systemic and systematic treatment should be enforced in the implementation of learning leadership in schools. (Mele et al., 2010) that without a systemic and comprehensive approach, the effort of improvement is only carried out as trial and error. According to the theory of system, the leadership conceptual framework should present connection between its stages, as it affects the whole process.

By considering the input–process–output or outcome system theory approach, there are four steps of the conceptual framework for improving the quality of learning leadership which affects each other. The strategic role of principals' learning leadership in developing superior school capacity is illustrated from the process of each in four steps, consisting of formulating and establishing a learning vision, inspiring teachers to accept and feel they have a learning vision, developing an effective learning culture for the realization of the learning vision, and developing a conducive learning environment in the classroom.

The first step is learning leadership in the process of formulating and establishing a learning vision, shown from the role of the principal in the overall evaluation of learning achievement, analysis of deficiencies in learning, critical study of learning challenges, anticipating future developments, accommodating inputs for improving learning, formulating and redefining the learning vision, elaborating the learning vision into detailed and measurable missions, goals, and learning targets agreed with teachers and school members. In this step, the principal's learning leadership is in the process of formulating and setting the vision, mission, goals, and learning targets which are the components of the output/outcome (as one component of the system) that determines the output/outcome of education in schools. The findings show that the role of the principal's learning leadership can change the positive mindset of teachers and school members and become guidelines that provide clear directions to direct and guide teachers and school residents in achieving learning in schools effectively.

During that process, the learning leadership applied by the school's principal is identified to transform the teachers' and school members' perspective to be more positive. Besides, it also provides more definite instruction to improve the schools' learning and capacity to generate greater academic achievements. Another study identified the significant effects of learning leadership practiced in learning vision formulation toward the learning process completed in the schools (Hallinger & Heck, 1996).The school vision and purposes have become the most substantial means for the school principal to enhance the classroom learning. Another study report that improving the leadership values contribute to the schools' success. Therefore, the principal's learning leadership, practiced in learning vision and mission formulation, affects, directs, guides, motivates, encourages, and supports the creativity and initiation in the learning process through the established robust teamwork(Hallinger & Heck, 2010).

The second step in learning leadership is the process of inspiring teachers to accept and feel that they have a vision of learning, seen in the role of the principal by directly involving all teachers and school members to evaluate, provide opportunities for innovation, build

solid togetherness, and collaboration, build commitment and provide strong understanding, and disseminate the school community. The principal's learning leadership in the process of inspiring teachers is a process component (one of the system components) that determines the level of commitment in realizing the learning vision. The learning leadership role of the school principal synergizes work relationships and the spirit of togetherness moves all school components for effectiveness in achieving learning outcomes and encourages all teachers and students to attain learning achievement. The findings signify that the inspiration of the principal's learning leadership creates a climate that encourages an optimal learning process and increases student achievement. Using this stage, the school principal can build substantial collaboration that uses all school's components to achieve maximum students' learning outcomes. Besides, it also bolsters better learning environment that enhances students' academic achievements. It generates conducive learning environment and dynamic learning culture. The development of conducive learning environment highly relies on the application of learning leadership in encouraging the teachers to incorporate the learning vision(Garira, 2020).

The third step in learning leadership is the process of developing a learning culture, which is indicated by the role of the principal in developing a culture of togetherness, implementing a learning culture with a high commitment, and conducting regular and continuous evaluations. The learning culture development results in a culture of complete learning, a learning culture with discipline, a well-designed learning culture, a learning culture with learning media, a culture of achievement, a culture of quality standards, a culture of evaluation and reflection, a culture of appreciation, a culture of role models, and a culture of patience. The principal's learning leadership in the process of developing an effective learning culture is a component of the process (one of the system components) that must be managed in a planned and well-directed manner to direct learning that achieves high targets, measurable evaluation and monitoring, fast and precise strategies and intense mentoring or mentoring from the principal as an effective learning leader.

The findings of this study indicate that the principal's learning leadership role can synergize work relationships and the spirit of togetherness in implementing a learning culture that is built together. It can also mobilize all school components to commit to maintaining a learning culture and ensure the achievement of high-quality standards according to the goals and objectives of the school learning targets. The improvement of learning culture signifies the effective learning leader role in the attainment of learning purposes (Cameron & Green, 2008; Dempster, 2016; Lim, 2017). The success of education process is indicated by the accomplishment of learning goals, through the effective learning culture. Meanwhile, the efficient learning leader directly handle the curricular and learning issues that affects students' academic process. Consequently, the curriculum content and leadership process are two inseparable aspects in the learning process that improve students' achievement(Burušić, 2019; Dempster, 2016).

The primary components in the learning culture development are curriculum, learning process, learning evaluation, and the enhancement of teachers' competencies. One of the learning leadership's main objectives is to improve the students' potential development to face future challenges. As described by (Berkowitz et al., 2017) the substantial components

for productive schools include learning vision, instructional program, curricular program, learning community, resources allocation, and organizational culture. Therefore, learning leadership is one of the education leader's characteristic that improve the learning quality in their schools (Verbiest, 2011)

The fourth step in learning leadership is the process of developing a conducive learning environment as indicated by the role of school principals by empowering teachers in developing learning environments, involving and fostering teachers to improve their competencies, providing supporting learning facilities and media, providing sufficient funds in collaboration with parents, creating a competitive climate, providing an appreciation for students who achieve achievements, and create a comfortable, safe, conducive learning climate. The findings show that the leadership role of the principal's learning ensures the creation of a conducive learning environment to support the creation of an effective learning culture. The development of the learning environment includes the provision of competent human resources, adequate school infrastructure, the provision of sufficient school finances, and a conducive learning climate. The development of the environment is an instrumental input component (one component of the system) that must be managed properly and professionally by the principal as a learning leader who can ensure the creation of a conducive learning environment to increase the effectiveness of learning and student learning outcomes. The development of this environment ensures the improvement on learning efficiency and learning outcomes.(Dempster, 2016) states that the principals' learning leadership practiced in the creation of conducive learning environment is affected by the available community resources, institution, and personal background.

The process and treatment of learning leadership implementation by the school principals consolidate the external factors with the leadership action in improving the learning process and students' achievement. The indicators of effective learning leader can maintain the schools' condition, build great teamwork, staying focus and committed to achieve the schools' vision and mission, acknowledge the teachers' and school members' performance and dedication, solving the issues collectively, distributing the responsibilities to the suitable people, focus on the learning process enhancement, and cultivate the culture that support changes. Therefore, the school principals should apply the learning leadership to increase students' learning outcomes, school members' performance, attainment of school vision and mission, along with the realization of great communication among all the school members.

In addition, the aforementioned four goals of learning leadership are linear with the five learning leadership principles from (MacBeath, 2006) The first principle is the presence of effective emotion, social, and cognitive process that are susceptible to the individuals' context and learning approach. Second, the presence of a condition that facilitates the learning process for all school members, creates physical and social space, motivates the learning process, and gives opportunities for people to take risks, overcome failures, and positively response challenges. Third, accentuating the explicit roles of leadership in the learning process that can be discussed and diverted, contextually and practically. Fourth, involving a learning process that includes various leadership by creating structures that cultivates participation from all school members to lead and complete their primary tasks.
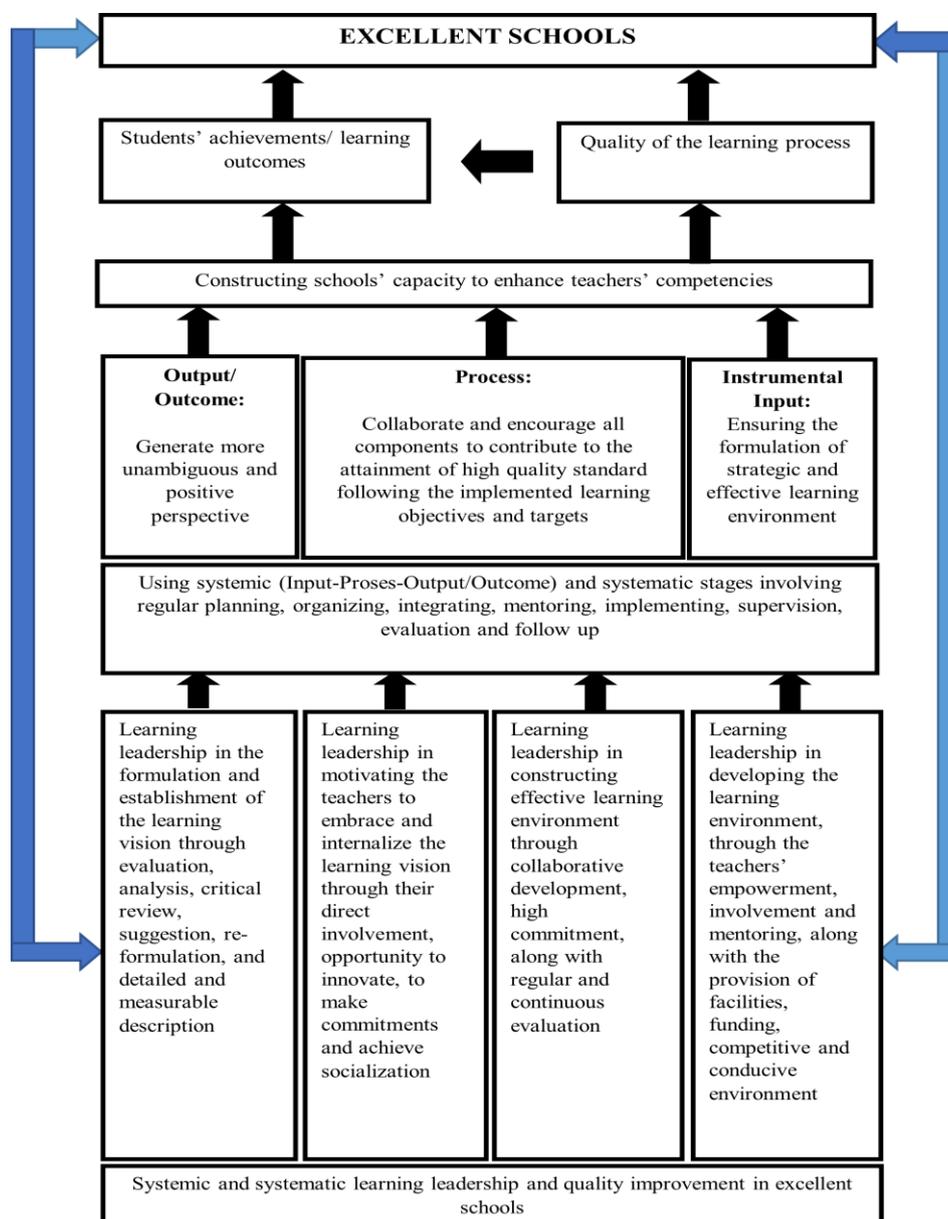
Figure 1. *The Enhancement of Learning Leadership in Excellent Schools*

Besides, it also exploits the skills and experiences of the staff, teachers, students', and parents as the resources to realize the collaboration across status and roles. It signifies

accountability by considering the political reality and formulates decision according to the circulating stories about them. Similarly, the same results may be obtained using the five items that measures school leadership, developed by(Robinson et al., 2008).Those survey items review the formulation of objective and expectation; strategic resources allocation; lesson plan, regulation, and evaluation; teachers' participation in the learning and development; and ensuring the schools members' involvement and supportive environment.

The results of this study signify the enhanced learning leadership in the excellent schools, as illustrated in Figure 1.

Conclusion

Learning leadership plays a substantial role in the enhancement of school capacity. In excellent schools, the principals' learning leadership indicators consist of the ability to formulate and determine the learning vision, motivate the teachers to embrace and internalize the learning vision, develop the learning culture and conducive learning environment. Through a systemic and systematic stage, the schools' learning leadership has been found improving. The systemic phases involve input-process-output/outcome approach in all the learning leadership indicators. Meanwhile, the systematic stages of the learning leadership are completed through continuous and sustainable planning, organizing, regulating, monitoring, determining, implementing, supervising, quality assurance, evaluation, and follow-up.

The research results suggest that the adoption of learning leadership in schools' for capacity enhancement results in a more positive teachers' perspective transformation, paving a way to achieve maximum learning results, motivating students and teachers to get the maximum academic achievements; supervising the teachers in following the high learning standard, developing conducive learning environment with sufficient infrastructures and facilities, making transparent funding, and building an enjoyable learning environment. The increase in schools' capacity also enhances teachers' competencies as well as students' learning outcomes, evident in their high academic and non-academic achievements.

However, this study only explored the learning leadership process in building school capacity of superior junior secondary schools, which limited the generalizability of the findings. Therefore, it is recommended that school principals should adopt and implement these systemic and systematic learning leadership process to enhance their capacity to accelerate teachers' competencies, learning efficiencies, and students' learning outcomes. Policymakers can consider the recommendations of this study in coaching principals or preparing prospective principals as effective learning leaders. Future researchers may undertake studies with better specifications and in the context of excellent schools at other or all levels of education.

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