

ABSTRAK

MODEL EFEK RESIPROKAL KEPEMIMPINAN INSTRUKSIONAL KEPALA SEKOLAH TERHADAP HASIL BELAJAR PESERTA DIDIK MELALUI EFIKASI DIRI GURU DAN BUDAYA SEKOLAH

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Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan instruksional kepala sekolah berbasis manajerial dan reflektif–kolaboratif serta iklim sekolah terhadap efikasi diri guru, budaya sekolah, dan hasil belajar peserta didik, baik secara langsung maupun tidak langsung, serta mengkaji dinamika efek resiprokal antara kepemimpinan instruksional dan hasil belajar peserta didik. Penelitian menggunakan desain *explanatory sequential mixed methods*, dengan tahap kuantitatif melalui *Structural Equation Modeling (SEM) non-recursive* dan tahap kualitatif untuk menjelaskan mekanisme yang mendasari hubungan antarvariabel.

Hasil penelitian menunjukkan bahwa kepemimpinan instruksional berbasis manajerial dan reflektif–kolaboratif serta iklim sekolah berpengaruh signifikan terhadap efikasi diri guru, budaya sekolah, dan hasil belajar peserta didik. Pengaruh tidak langsung melalui efikasi diri guru dan budaya sekolah memperkuat hubungan tersebut, menunjukkan bahwa peningkatan hasil belajar terjadi melalui transformasi kapasitas individu dan kolektif di sekolah. Temuan utama penelitian ini adalah adanya efek resiprokal antara kepemimpinan instruksional dan hasil belajar peserta didik, di mana capaian belajar berfungsi sebagai umpan balik yang memengaruhi penyesuaian praktik kepemimpinan.

Berdasarkan sintesis temuan, penelitian ini mengembangkan Model SERASI (Siklus Efek Resiprokal Kepemimpinan Instruksional), yang menempatkan hasil belajar sebagai pemicu siklus perbaikan berkelanjutan melalui refleksi berbasis data, penyesuaian kepemimpinan, penguatan efikasi guru, dan pengembangan budaya sekolah dalam konteks iklim sekolah yang kondusif.

Penelitian ini memberikan kontribusi teoretis dalam pengembangan model kepemimpinan instruksional yang dinamis, kontribusi metodologis melalui penggunaan SEM non-recursive dan instrumen SKI-MARK, serta kontribusi praktis dalam bentuk model implementatif berbasis data untuk peningkatan kualitas pembelajaran di sekolah dasar.

Kata Kunci: kepemimpinan instruksional, efek resiprokal, efikasi diri guru, budaya sekolah, hasil belajar peserta didik

ABSTRACT

A RECIPROCAL EFFECTS MODEL OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP ON STUDENTS' LEARNING OUTCOMES THROUGH TEACHER SELF-EFFICACY AND SCHOOL CULTURE

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This study aims to analyze the direct and indirect effects of managerial- and reflective–collaborative-based instructional leadership, as well as school climate, on teacher self-efficacy, school culture, and student learning outcomes. In addition, the study examines the reciprocal dynamics between instructional leadership and student learning outcomes. The research employs an explanatory sequential mixed methods design, with the quantitative phase conducted using non-recursive Structural Equation Modeling (SEM), followed by a qualitative phase to explain the underlying mechanisms of the relationships among variables.

The findings indicate that both managerial and reflective–collaborative instructional leadership, along with school climate, have significant effects on teacher self-efficacy, school culture, and student learning outcomes. Indirect effects mediated by teacher self-efficacy and school culture further strengthen these relationships, suggesting that improvements in learning outcomes occur through the transformation of both individual and collective capacities within schools. A key finding of this study is the presence of a reciprocal relationship between instructional leadership and student learning outcomes, where learning achievement functions as feedback that shapes and adjusts leadership practices.

Based on the synthesis of findings, this study develops the SERASI Model (Reciprocal Effects Cycle of Instructional Leadership), which positions learning outcomes as a trigger for a continuous improvement cycle through data-based reflection, leadership adjustment, strengthening of teacher self-efficacy, and the development of school culture within a supportive school climate.

This study contributes theoretically to the development of a dynamic instructional leadership model, methodologically through the use of non-recursive SEM and the SKI-MARK instrument, and practically by offering a data-driven implementation model to enhance the quality of learning in primary schools.

Keywords: instructional leadership, reciprocal effects, teacher self-efficacy, school culture, students' learning outcomes