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Principal Leadership In Encouraging Teacher Learning Innovation At Darussalam Integrated Islamic Elementary School, Palembang

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Abstract

The transformation of education in the digital era and post-pandemic period requires schools to provide learning that is innovative, flexible, and aligned with the needs of 21st-century learners. In this context, the school principal plays a crucial role as a leader who guides, motivates, and supports teachers in creating learning experiences that are creative and relevant. This study aims to explore the forms of school principal leadership in fostering learning innovation, identify supporting and inhibiting factors, and analyze its impact on improving teachers' instructional quality at SD Islam Terpadu Darussalam Palembang. This research employed a qualitative approach with a case study design. Data were collected through observations, in-depth interviews, and document analysis involving the principals, vice principals, and teachers. The findings indicate that the principal applies transformational and instructional leadership through academic supervision, enhancement of teacher competencies, continuous training, and the development of a collaborative and Islamic school culture. Supporting factors of innovation include foundation support, teacher commitment, and the use of digital technology; while the inhibiting factors consist of limited facilities, variations in teacher competence, and time constraints for professional development. The principal's leadership has been shown to improve teacher professionalism, teaching creativity, and the variety of learning methods used. These findings affirm that visionary, adaptive leadership grounded in Islamic values significantly contributes to strengthening learning innovation practices in integrated Islamic elementary schools.

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Keywords. school leadership, learning innovation, teacher professionalism, integrated Islamic education, 21st-century learning.

INTRODUCTION

Education holds a very important role in form source Power superior human beings , with character , and possessing Power competitiveness at the global level . At the level education elementary school become place the first to give foundation for growth intellectual , emotional , and spiritual development of children . Therefore that , every school sued For Keep going increase quality learning carried out by teachers, who play a role as the vanguard in the educational process . One of the efforts that can be made done For increase quality the is with apply innovation in activity learning . Innovation learning No only related with use technology or method new , but also includes teacher creativity in develop strategies, approaches and evaluations that are capable of adapt with need students . Teachers as agent change need Keep going growing , not only in mastery material , but also in ability create experience learning that is fun , meaningful , and contextual . However Thus , the teacher does not can Work Alone in create innovation learning . Required leadership head capable schools inspire , facilitate , and provide ongoing support (Restu Rahayu & Sofyan Iskandar, 2023).

current digital era this , innovation learning become increasingly vital things . The rapid development technology and information , as well as dynamics the needs of the world of work , demands system education For Keep going adapt and innovate so that students No only control knowledge basic , but also has relevant and applicable skills in life everyday . Innovation in learning can covering various fields , such as development curriculum , teaching strategies , utilization technology , up to management class . Head school as leader in institutions education must capable initiate and support transformation in order to ensure implementation optimal education for participant educate . For can produce innovation effective learning , teachers need realize that in Innovation There is necessary elements noticed like ability adapt , leadership, work collaborative , as well as skills social other .

As a leader , head school is a figure who has ability For influence and direct other people's behavior . Ability is very related with level knowledge as well as understanding head school about principle management , leadership , and the tasks that become not quite enough the answer is . No rare , failure in the education and learning process at school caused by lack of understanding head school related the role that should be executed . This is show that success A school in reach objective as well as school manage and empower all over components that exist in schools so that

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they can functioning optimally . Head capable schools operate roles and responsibilities the answer with Good will give contribution to improvement teacher competence (Muspawi et al., 2023).

In effort develop creativity as well as innovation in learning , teachers need support real from head school as leader . In the context education moment this , head school sued For strengthen ability managerial and leadership use create atmosphere conducive learning , effective learning process , and encourage teachers to become more creative . But in reality , it is not all head school succeed optimize role said , especially during learning distance Far implemented . This is cause various complaint from participant students and parents who feel that learning Not yet walk in a way maximum (Kurniawan & Hasanah , 2021).

In the middle current globalization and progress rapid technology , world of education sued For Keep going innovate to be able to presenting an appropriate learning process with needs of the times and interesting for participant educate . Teachers, as implementer main learning , required No only just convey material but also capable designing creative and innovative learning methods , media , and strategies . However , the reality on the ground show that Still many teachers are still depend on approach traditional , so that the learning process teach become not enough interesting and boring for students . One of them reason low level innovation learning is role leadership head school . Principal school own position key as leader in the world of education that can be give encouragement , guidance , and facility for teachers in develop innovation . Therefore that , is necessary capable leadership create climate schools that support teachers to be motivated For develop creativity and doing innovation in learning . Head school is position strategic in organization education , whether related with management and related with development school (Sibarani et al., 2024).

Innovation in learning is becoming increasingly important in this digital era. With the rapid development of technology and information, as well as changing job market needs, education systems must be able to adapt and innovate to ensure students acquire not only basic knowledge but also relevant skills that can be applied in everyday life. Learning innovation can encompass various aspects, such as curriculum development, teaching methods, technology use, and classroom management. Principals, as educational leaders, must be able to encourage and facilitate these changes to ensure the education provided to students is the best (Alamsyah, R., & Pramudita, L. 2023). Erlisa (2024) stated that principals with a transformational leadership style are able to inspire, motivate, and motivate teachers to implement creative learning innovations that are relevant to students' needs. However, this practice is not yet evenly distributed across all

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schools, especially at the integrated Islamic elementary school level, such as SDIT.

In the local context, Darussalam Integrated Islamic Elementary School in Palembang is a primary education institution based on Islamic values and with a mission to integrate general and religious education into a single learning system. Achieving this vision requires the leadership of a principal capable of balancing spiritual, academic, and innovative aspects of teacher learning. However, initial observations indicate that challenges remain, including limited technology utilization, suboptimal variety of learning methods, and differences in teacher abilities in developing innovative classroom learning.

This research is crucial because educational transformation depends not only on government policy but also on the quality of leadership at the school level. Principals are a key factor in the success of teacher innovation in facing the challenges of 21st-century learning. Amidst the dynamics of educational change and technological advancements, a leadership model that is visionary, collaborative, and adaptive to change is needed.

RESEARCH METHODS

This study employed a field research method, which involves collecting data directly at the research location by examining and presenting facts based on objective conditions in the field. A qualitative approach was employed to gain a deeper understanding of the phenomena being studied. Qualitative research generates data in the form of words, both spoken and written, from observable behaviors or actions. Qualitative research is naturalistic because the research subjects are left in their natural state without any manipulation by the researcher. The case study approach was chosen because it allows for an in-depth exploration of how principals direct and influence the improvement of teachers' professional competence (Yulia, 2015).

In this study, researchers require data related to the principal's leadership in encouraging teacher learning innovation at Darussalam Integrated Islamic Elementary School, Palembang . informant done with purposive sampling technique , namely technique determination sample based on consideration certain relevant with focus study . Purpose from technique This is For choose informants who have understanding deep about role leadership head school in push innovation learning . Selected informants covering head school , two deputy principals school , three class teachers , and two subject teachers lessons . All informant This chosen Because own involvement direct in the learning and implementation process innovation in schools .

Data collection techniques used in study This observation , interviews , documentation , and triangulation . Triangulation in study is something approach For increase validity as well as

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reliability results study with utilise various data sources , methods , and involvement researcher . Data analysis techniques in research qualitative is a systematic process in manage , understand , and interpret the data obtained researchers . According to Miles, Huberman, and Saldana (2014), the components data analysis consists of above : which includes data reduction , data presentation in form narrative descriptive and matrix , as well as withdrawal conclusion verification . In study this technique analysis used is qualitative , where data is processed For produce conclusion or valid meaning .

RESULTS AND DISCUSSION

The results of the research that have been obtained from interviews , observations , and documentation about leadership head school in push innovation Teacher learning at Darussalam Integrated Islamic Elementary School, Palembang. Discussion arranged with linking findings field to theories and results study previously so that produce understanding covers about form , strategy, factors supporters and inhibitors , as well as impact leadership head school to innovation teacher learning .

Table 1.
Data on Teaching and Educational Personnel

Number of Teachers / Staff	Public Elementary School	Number of Teachers / Staff Employees	Elementary School Private	Information
Permanent Teacher (PNS)		Permanent Foundation Teacher	13 People	
Contract Teacher		Teacher No Still	8 People	
School Honorary Teacher		Civil servant teachers are employed (DPK)	-	
Staff Employees		Business Administration Staff	3 People	
		Security guard	1 Person	
		Guard School	1 Person	

Forms of Principal Leadership in Encouraging Learning Innovation

Based on research findings, the principal of Darussalam Islamic Elementary School, Palembang, demonstrated a democratic and transformational leadership style. The principal

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prioritized the principles of collaboration, deliberation, and openness in decision-making processes related to learning development. Teachers were given space to express ideas, create media, and design creative learning models relevant to the students' character and the Islamic values espoused at the school.

Instructional leadership has a significant influence on the effectiveness of the teaching and learning process. In this role, the principal not only develops a vision and direction for learning but also provides motivation and creates an environment that supports positive changes in teaching practices. In the context of SDIT Darussalam Palembang, the principal's leadership is oriented towards strengthening spiritual and professional aspects. The principal instills the value that "learning is part of worship," so that learning innovation is not only interpreted as an academic activity but also as a means of developing students' moral and religious beliefs.

Principal's Strategy in Developing Teacher Learning Innovation

The principal of Darussalam Islamic Elementary School in Palembang implemented various strategies to foster a culture of innovation among teachers **.** Based on field findings, several key steps were taken, including:

1. Implementation of continuous supervision and coaching through class observation and learning reflection. The principal regularly carries out academic supervision to provide direction, input, and assistance to the learning process carried out by teachers.
2. Organizing training and workshops related to learning innovation. The principal initiated various professional development activities, such as training on creating digital learning media based on Islamic values and workshops on interactive teaching materials.
3. Giving appreciation and awards to teachers who excel and are innovative in the annual Teacher Innovation Award program, the principal gives awards to teachers who demonstrate creativity and success in developing learning.
4. Encourage collaboration through teacher learning communities (internal MGMP). The principal facilitates regular meeting forums between teachers across subject areas to share experiences and best learning practices . This effort supports the concept of *learning organization* proposed by Senge (2006) **,** where an innovative educational institution is one that is able to build a culture of continuous shared learning. Through the implementation of these strategies, the principal not only plays the role of administrative supervisor, but also functions as an instructional leader who actively directs and inspires teachers to continuously improve the quality of the student learning process.

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Factor Supporters and Inhibitors Leadership Innovative

Based on results research , there are a number of factors that become driver main success implementation leadership innovative at SDIT Darussalam Palembang. Factors the between other :

1. Support foundation and staff educators who have commitment and vision Similar in develop Integrated Islamic education . Synergy between school leaders and teachers is a crucial foundation for creating an innovative climate.
2. Availability adequate facilities and infrastructure , such as laboratory computer , device projector , as well as supported internet access implementation technology in the learning process .
3. Culture religious , open and collaborative work , which fosters a sense of togetherness and mutual respect support between educators . Culture This create environment positive that motivates teachers to innovate .
4. Leadership style head communicative and participatory schools , so that teachers feel appreciated , heard , and brave put forward idea new without fear .

Findings This strengthen Fullan's (2016) view that success innovation education relies heavily on collaborative leadership as well as support systemic from all over element school . Besides that , moral and spiritual support in the environment Islamic schools play a role as energy motivational that encourages teachers to Keep going innovate in develop a meaningful learning process . Although various support has available , research this also found a number of obstacles that hinder optimization leadership innovative in schools , including :

1. Difference digital skills among teachers, especially for senior teachers who are still face difficulty in utilise technology modern learning .
2. The height burden administration **,** which causes teacher's time for create and develop innovative ideas become limited .
3. Limitations budget schools **,** especially For procurement and maintenance means learning digital- based .
4. The existence of resistance to changes , where some of them small teacher still behave conservative and reluctant leave method learning conventional .

Obstacles the in line with results Tara's research (2024) which confirms that obstacle innovation in schools often appears consequence lack of training sustainable as well as lack of support technical and mentoring professional **.** Therefore that , head school need Keep going grow culture learning throughout life (lifelong learning) among teachers so that they always adaptive

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to development technology and demands education 21st century .

Impact Leadership Head School to Innovation Learning

Leadership head school at SDIT Darussalam Palembang is proven give influence positive to improvement quality teacher learning and professionalism **.** Based on research results, teachers showed real progress in several aspects, including:

1. Implementation method learning active and collaborative , such as *project-based learning* and *problem-based learning* , which encourage student For think critical and working The same in finish task .
2. Utilization digital technology based Islamic values , for example through use application *Quizizz* , *Canva for Education* , as well Google *Classroom* integrated with the values of the Qur'an in context learning .
3. Improvement motivation and responsibility answer professional teachers in designing interactive , relevant , and formation - oriented learning character participant educate .

Findings This in line with results study Sibarani et al (2024) who showed that leadership transformational head school play a role significant in increase innovation learning through a process of teacher empowerment and continuous collaboration . In matter this , head school functioning as facilitator change , which inspires teachers to brave experiment with approach new in activity Study teaching . More Far again , the impact positive leadership head schools also appear to be shifting culture organization school . Environment previous work more nature administrative changed become culture innovative , collaborative , and reflective **.** Head school implant principle that *" every teacher is learners throughout life "* , which is in line with policy Ministry of Education, Culture , Research and Technology (2023) that school driving force must led by the head a school that is oriented towards learning , innovation , and development teacher capacity in general sustainable .

In a way general , results study show that leadership head schools at SDIT Darussalam Palembang are characterized by transformational , participatory , and based on values Islam **.** Head school play a role No only as source inspiration and facilitator **,** but also as capable mentor create atmosphere positive , collaborative and encouraging work teacher creativity . Through combination between support strong institutions , training programs sustainable , and culture open and mutually beneficial work support **,** head school succeed build environment innovative , adaptive and appropriate learning with demands education 2nd century .

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CONCLUSION

Based on results research , data analysis , and discussion that has been done , can withdrawn a number of conclusion as following :

1. Leadership head schools at SDIT Darussalam Palembang are transformational , participatory , and based on Islamic values . Head school play a role as an inspirator, motivator, and mentor who fosters Spirit collaboration , creativity , and not quite enough answer professional teachers. Through supervision sustainable , innovative training and workshops , providing appreciation , as well as formation community learning teacher **,** head school show commitment real in push innovation learning that is not only achievement - oriented academic , but also in moral, ethical and spiritual development in education .
2. There is supporting factors and hinder implementation leadership innovative at SDIT Darussalam Palembang. Factors supporters covering support full from foundation **,** availability adequate facilities and infrastructure , **as** well as culture Work religious and collaborative in the environment school . As for the factors inhibitor covers difference digital skills among teachers **,** high burden administration **,** limited allocation of funds for innovation **,** as well as resistance some teachers towards change method learning .
3. Leadership head school impact real to improvement professionalism and creativity of teachers. Teachers experience progress in implementation method learning active and collaborative **,** utilization digital technology based Islamic values **,** as well as development of learning models characterful . Besides that happened shift culture organization school of a nature administrative become culture more work open , innovative , and collaborative **leadership** head school give contribution important in form environment relevant learning with challenge 21st century . Through vision clear leadership , coaching program sustainable , and integrated Islamic values in every aspect learning , head school capable build ecosystem innovative , reflective , and spiritually charactered education , so **that** school capable adapt with dynamics development of the times without leave identity his Islam .

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