

Digital Instructional Leadership and Distributed Leadership in Optimizing Teacher Performance through Project-Based Learning Indonesian Value Education

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Abstract: This study analyzes the contribution of Digital Instructional Leadership (DIL) and Distributed Leadership (DL) in improving teacher performance through the Project-Based Learning (PjBL) approach in the context of Indonesian value education. The research uses a qualitative method with data collection through observation, in-depth interviews, documentation, and focused group discussions. The study found that the implementation of DIL facilitates the integration of digital technology in the learning process, while DL encourages effective collaboration between teachers. Coaching Supervision based on the Ki Hadjar Dewantara Education Trilogy is a key element that mediates the effective implementation of PjBL. However, this study also identifies challenges such as resistance to change, limited technological facilities, and lack of technological competence of teachers. As a solution, it is recommended to strengthen technology training, collaboration between teachers, and intensive supervision support. This research emphasizes the importance of synergy between DIL, DL, and PjBL in creating meaningful learning that instills national values.

Keywords: Digital Instructional Leadership, Distributed Leadership, Optimizing Teacher Performance, Project-Based Learning

A. Introduction

The rapid development of digital technology has brought significant changes in various aspects of life, including education. In this context, the role of leadership in education is undergoing a transformation that requires the ability to adapt to technology and new, more collaborative approaches. Digital Instructional Leadership and Distributed Leadership are two relevant models to be applied in the era of globalization, especially in facing the challenges of Indonesian value education (Subroto et al., 2023; Swandewi et al., 2024).

Education on Indonesian values rooted in the values of Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Republic of Indonesia is one of the efforts

to shape the nation's character. However, its implementation still faces various challenges, especially in terms of optimizing teacher performance and developing relevant learning methods in the midst of globalization (Risdiyany & Dewi, 2021; Ikhsandi, & Ramadan, 2021). On the other hand, the Project-Based Learning (PjBL) method offers an innovative approach in instilling these values in students through contextual and collaborative activities (Primarni, 2024).

This study aims to explore how the combination of digital instructional leadership and distributed leadership, mediated by coaching supervision based on the Ki Hadjar Dewantara Education Trilogy, can improve teachers' performance in delivering Indonesian value education. Thus, this research is expected to contribute to the development of relevant educational theories and practices in the digital era.

B. Methods

This study uses a qualitative approach to explore the role of Digital Instructional Leadership and Distributed Leadership in improving teacher performance, especially in the context of Indonesian value education. The research was conducted at SMK Negeri 2 Banjit, Way Kanan Regency, Lampung Province. The subject of the study is teachers who are involved in the implementation of PjBL design. Data collection techniques include field observations, in-depth interviews, documentation, and focus group discussions (Safarudin et al., 2023).

The data were analyzed using the Miles and Huberman (1994) model which consisted of data reduction, data presentation, and conclusion drawing and verification. Observations focused on the use of digital technology by principals and teachers, interviews explored views on leadership and performance, documentation included curriculum as well as teacher performance reports, and FGDs identified collective perceptions. This research integrates the concept of the Ki Hadjar Dewantara Education Trilogy in teacher supervision to support Indonesian value-based education (Handoko et al., 2024).

C. Results and Discussion

Observations made in schools show that the implementation of Digital Instructional Leadership and Distributed Leadership has a positive impact on teacher performance. In terms of Digital Leadership, most teachers (55%) are already using technology effectively in learning, although 28% are still minimal, and another 17% have not used it at all. The principal's direction is one of the important factors in supporting the use of technology, but only 60% of teachers feel that the direction is concrete and helps their practice. In addition, the technology training provided, even though it already exists, is still considered inadequate because it is only carried out twice a year.

In the aspect of Distributed Leadership, as many as 67% of teachers feel involved in decision-making in schools, although this involvement is not evenly distributed in all areas. Collaboration between teachers is quite good, with 72% of teachers routinely working together in lesson planning, especially in certain subject groups. However, principal supervision is often administrative in nature and focuses less on teacher capacity building. A more strategic supervision pattern is needed to improve the quality of collaboration and innovation in teaching.

The application of PjBL in learning Indonesian values also shows mixed results. As many as 50% of teachers consistently integrate Pancasila values, such as mutual cooperation and tolerance, in project activities. However, only 33% of teachers creatively use technology to convey these values. Student participation rates also depend on teacher activity: classes that are active in using technology show higher student engagement than classes that are not innovative.

Digital Leadership plays an important role in integrating technology into learning (Mehmood, 2023; Anwar, & Saraih, 2024; Zhong, 2017). Principals who adopt Digital Instructional Leadership support teachers to take advantage of technology, although challenges such as limited infrastructure and teachers' resistance to technology remain major barriers. For this reason, technology training based on real practice is needed so that teachers are more confident and skilled in using technology for learning.

Distributed leadership has encouraged collaboration among teachers and strengthened their participation in decision-making (Park, & Datnow, 2009; Hulpia, H., & Devos, 2010; Amels et al., 2021). This principle reflects the value of Ing Madya Mangun Karsa, which is to build a collective spirit in the midst of the school community. However, the resistance of some teachers to cross-disciplinary collaboration indicates the need for a more inclusive and structured forum to share good practices in learning.

In PjBL, the implementation of Indonesian values through collaborative activities provides great potential to shape students' character (Sudjimat, et al., 2021; Prihatin, et al., 2024). Although values such as mutual cooperation and tolerance have been integrated, more innovative approaches are needed to increase teacher creativity and student participation. Barriers such as limited technological facilities, lack of teacher competence, and resistance to new methods are major concerns. Supervision based on the Ki Hadjar Dewantara Education Trilogy can provide a strategic framework to overcome this obstacle, by focusing on strengthening teachers' independence in learning.

Three main strategies can be implemented to address existing challenges. First, strengthening technology training is a priority so that teachers are more skilled in using technology for learning. Intensive practice-based training, especially in the

context of PjBL, can help teachers be more confident and comfortable using technology. Second, collaboration between teachers needs to be expanded through cross-disciplinary discussion forums, where teachers can share experiences and innovations in teaching. This can encourage the implementation of Distributed Leadership more evenly. Third, supervision based on the Ki Hadjar Dewantara Education Trilogy can strengthen the role of teachers as independent learning leaders. With the approach of *Ing Ngarsa Sung Tuladha* (being an example), *Ing Madya Mangun Karsa* (building enthusiasm in the middle), and *Tut Wuri Handayani* (giving encouragement from behind), supervision can be a strategic tool to support teacher innovation.

D. Conclusions

The implementation of Digital Instructional Leadership and Distributed Leadership has created a more collaborative work environment and encouraged the use of technology in learning. This contributes to strengthening Indonesian values such as mutual cooperation, tolerance, and love for the homeland in the learning process. However, challenges in the form of teacher resistance, limited infrastructure, and lack of training still require serious attention. With the support of continuous technology training, supervision based on the Ki Hadjar Dewantara Education Trilogy, and more inclusive collaboration, the effectiveness of project-based learning can be improved. This approach allows education in schools to be more relevant and meaningful, in line with the needs of the 21st century and national values.

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