

Chapter Two

Literature Review

This chapter explains about theories of definitions, types, positives results and the affecting factors in teacher leadership and students' learning achievement. After that there are previous study findings that explain about the previous study which related to this study. Then, this chapter also provides the conceptual framework that explains about the concept of this study and provides the hypothesis of the study.

Teacher Leadership

In education, especially in the school, teacher is one of the most important people who take a big role. Every teacher should have good characteristic. The most important skill that an expert teacher should have is leadership skill. Similarly, the leadership considerations of teacher are grounded in their desire to improve the quality of teaching and learning for all students. When we talk about teacher, their leadership skills are important to serve the needs of every part in education such as the needs of students, school and their environment. Study from Silns and Mulford (2002) said that students' outcomes are more likely to improve where leadership sources are distributed throughout the school community and where teachers are empowered to lead. It shows that teacher leadership is really important part in school because teacher leadership requires teachers to be teachers who can teach and also have leadership skill.

Definitions of teacher leadership. In my opinion, teacher leadership is a process when teachers have an academic competences and also leadership skill to influence and collaborate with the other teacher to improve students learning achievement. Then, based on the theory from the expert, York-barr and Dark (2004) defined teacher leadership as a process about how teachers influence their colleagues, principals, and other member of the community in the school to improve teaching and learning practices with the purpose to increase students learning achievement.

Goodwins as cited in Criswell (2015) said that teacher leadership is if a community of teachers are be able to see differently with a vision for leadership which is leading, leading from the classroom, leading through modeling and coaching and leading groups and teams. After that in teacher leadership, teachers believe that all teachers need collaborative support to help their students realize that goal of success (Robbin& Ramos-Pell, 2010). Those statements mean that in teacher leadership, when teachers want to influence the others they should have leadership skill and need a collaborative effort from the other teachers to increase students' learning achievement. Those statement also suitable with the theory from Timperley(2005) who said that teacher leadership is an essential part and one person cannot work alone to make changes needed to meet ever-changing campus and district needs.

From that definition, the researcher concludes that teacher leadership is the process when teachers use their academic competencies and their leadership skill to collaborate with the other teachers to improve students' learning achievements. Then, the researcher also assumes that the key in the teacher leadership are leadership skill, collaborative effort and influencing, improving and increasing students' learning

achievement. Even though teachers have leadership skill but they should realize that they cannot work alone to make a changes, they should collaborate with the other teachers to make a changes, especially to increase their students' learning achievements.

Types of leadership for teacher. In a process to influence and make a change in community in the school, teachers should be teachers who have good leadership skills. Based on the theory from Harrison and Killion (2007) types of leadership roles for teachers are:

Teachers as a resource provider .Teachers as a resource provider mean that teachers can share professional resources or instructional resources. Professional resources such as assessments tools, books or articles. Then, instructional resources might include web sites, instructional materials, or other resources to use with students.

Instructional specialist. As an instructional specialist, teachers help colleagues implement effective teaching strategies. Then, as an instructional specialist, teacher should find instructional methodologies that suitable for their students. Then, when they found those instructional methodologies, they can share it to the other teachers and together they can make an improvement in school.

Mentor. Teachers are mentor for their students in classroom but in leadership roles for teachers, they are mentor not only for their students but also for their institution or school. Teachers should be a mentor to the other teachers, especially new teachers. They should acclimate new teachers to a new school and advise new teachers about the instruction, curriculum, and also about politics. When teachers

being a mentor, they take a great deal with time, expertise and make a significant contribution to the development of a new professional.

Catalyst for change. Teachers who do their roles as a catalyst for change will always look for a better way to make an improvement. They who take a catalyst role also have a commitment for always make a continual improvement.

Teacher as a learner. Teachers will always learn demonstrate lifelong learning, they also try to make a continual improvement and after that, they will always use what they learn to help their student to achieve an improvement in the learning process.

In addition, Criswell (2015) also shows teacher leadership framework in his journal entitled “Kentucky Teacher Leadership Framework”. From this framework, there are three spheres which suitable with leadership roles for teachers. Those three dimensions are:

Leading from the classroom: developing capacities of students and self. This spheres tells about how teachers modeling their leadership behavior for their students, make a decision that reflect best practice to their students’ needs, and how teacher using theory to reflect upon and improve practice. This sphere provide some skills that teachers should have such as Understand and apply knowledge of how student learn, facilitate a student-centered classroom environment, collect and analyze data regularly to make instructional decisions, make adjustment to accommodate students’ individual learning needs and interest, collaborate with colleagues, engage with technology to support instructions, make connections and locate resource, understand

and apply current research on effective teaching practice and also employ a variety of strategies to support authentic learning, student engagement and assessment.

Leading through modeling and coaching: developing capacities of peers.

This sphere tells about teachers' role in mentoring new teachers, sharing expertise in implementing new instructional models and also coaching to strengthen classroom practice. This sphere provides some skill such as Support teachers to identify strengths and weaknesses in fostering students learning, demonstrate interpersonal effectiveness including empathy, warmth, and humility that leads to effective collaboration, collect, analyze and use data to support improvement of teacher practice, developing trusting and reciprocal relationship, incorporate coaching models that emphasize inquiry to guide teachers in improving both their teaching practice or students' outcome, maximize effectiveness by using technology to collaborate and also model and promote reflective practice.

Leading groups and teams: contributing to positive school change to enhance students' learning. This sphere tells about teachers' role to take controls in leading school initiatives, working with community and also encouraging teachers' collaboration. This sphere provides some skills such as draw on research protocol and resources, build and use collaboration norms when facilitating groups, manage diverse view and resolve conflict and also share responsibility and leadership, serving as catalyst of others leadership.

Based on the theory from the experts, the researcher concludes that teachers should have skill that provides in teacher leadership framework if they want to apply their leadership roles as teachers. For example, in teacher leadership framework

which is leading groups and teams, skills that teachers should have is sharing responsibility and leadership, serving as catalyst of others' leadership. When teachers have that skill, it means that they can do their leadership roles as a catalyst for change. From that explanation, the researcher thinks that teachers should understand skills that they should have in teacher leadership framework before they apply their leadership roles as teachers.

The positive results of teacher leadership. When teachers can do their roles in teacher leadership as a teacher who has leadership skill, they will get a lot of positive results. Those positive results are not only for themselves but also for their environment, starts from students, the other teachers and also their school. It is suitable with theory from York-Barr and Duke (2004) who said that teacher in teacher leadership can grow in organizational knowledge, instructional practices, motivation, engagement, reflective thinking, and leadership skill. Not only those, Berry, Daughtrey and Wieder in Jacobs (2016) argued that teacher who assumes leadership roles are more likely to remain in the profession, enhance their teaching skill, and facilitate the spread of effective teaching practice. Those theories show that teacher leadership is an essential part of education. The researcher agrees that this is important because teachers who have leadership skill in teacher leadership can get a lot of positive knowledge. Other study, Lieberman, Saxl, and Miles (2000) also said that teacher who had apply their leadership roles, they felt that teacher leadership had improved their confidence in their own abilities and teacher leadership also taught them to motivate, lead and encourage other adults.

At the end, the researcher thinks that teacher leadership is a process when teachers have a role as a teacher who have leadership skill and work with their students and the other teachers to make a change and improve their students learning achievement. In order to reach those goals, teacher should be able to apply their leadership roles because when teachers can apply their leadership roles, it will be very helpful for them to do their works in teacher leadership. After that, the researcher also concludes that teacher leadership is important because teacher leadership can give positive results for students' achievement and school improvement. Furthermore, teachers also can increase their confidence in their own abilities in pedagogical knowledge and moral value such as motivating and leading the other people in school.

Students' Learning Achievement

Definitions of students' learning achievement. Achievement is a maximum result that is achieved by someone in their learning process (Winkel, 2007). Then, Hsiang (2013) said that learning achievements is the results of students learning to see how far their ability during the process of teaching and learning in their study. That statements in line with Hsiang and Yung (2013) who also said that learning achievement is a level that students achieve in the learning process that are expressed in the form of score obtained from the tests on a particular subject matter.

From those definitions, the researcher assumes that there are two notions. Those notions are achievement and learning achievement. Achievement is a result that is achieved by someone. Then, learning achievement is a results that is achieved

by someone that are expressed in the form of score to see how far their ability during the learning process.

Based on Syah (2008) students' achievement in learning process can be measured by score or points. Then, in the university, students' learning achievement is indicated by GPA (Grade-point average). GPA is the average grade attained by dividing the total of quality points earned by the total quality of hours for courses (Robert, 2003). GPA is useful to check the students' learning achievement because GPA provides the overall calculation of students' score in each semester in their learning process.

Universitas Muhammadiyah Yogyakarta also assesses students' achievement by GPA. Then, because of every institution have their own arrangement in the Cumulative GPA so the levels of cumulative GPA at Universitas Muhammadiyah Yogyakarta based on "Keputusan Mendiknas Nomor 232/U/2000." are:

- | | |
|--------------------------|----------------|
| 1. Excellent or Cumlaude | : 3.51 – above |
| 2. Good | : 2.76 – 3.50 |
| 3. Satisfactory | : 2.00 – 2.75 |

Factors affecting students' learning achievement. Teachers take big roles in improving students' learning achievements. Wong (2004) said that improving students' learning achievement is boiling down to the teachers. Wong said that the most important factor resulting in students' learning achievement is what teachers know and what teachers can do in the classroom. Another study from Darling-Hammond and Youngs (2002) as cited in Wong (2004) found that students' achievement is not influence by factors like class size and class composition only, but

students' achievement gains are much more influenced by a students' assigned teacher. Moreover, Teacher Leadership Exploratory Consortium (2011) explained that leadership by teachers is essential to serving the needs of students, school and teaching profession. Because of leadership serve the needs of students, it makes leadership practice by teachers has positive effects on students' achievement.

Based on those theories, the researcher assumes that there are two factor that affecting students' learning achievement which are teachers who become the most important factor resulting students' learning achievement and leadership that has positive effects on students' achievements. So, the researcher assumes that in improving students' learning achievement teacher should become facilitators of learning and apply their leadership roles to empower students to learn. It is suitable with the concepts of teacher leadership because teacher leadership also require teachers to become teachers who can teach and also becomes teachers who have leadership skill.

Relations between teacher leadership and students' learning

achievement. Teacher leadership related with students learning achievement because based onYork-Barr and Dark (2004) who said that teacher leadership is a process when teachers influence the others in teaching and learning process to increase students' learning achievements. It shows that the purpose of teacher leadership is improving students' learning achievement. Then, in order to influence the others, teachers have to be teachers who can teach and also have a leadership skill. It makes teacher leadership becoming more related to students' achievements. It is because teacher leadership requires teachers with leadership skill and leadership is one of the

factors affecting students' learning achievement. If teachers can apply their leadership skill then they serve their students' needs, it will be very useful for teachers and students to increase their students' learning achievements.

Previous Study Findings

The researcher found two studies related to this research. The first study by Robinson, Lloyd and Rowe (2008) entitled "The impact of leadership on students' outcomes: an analysis of the differential effects of leadership types." The purpose of this study is to examine the relative impact of teacher leadership to students' academic and non-academic outcomes. In this study there are five dimensions of leadership practices. Those five dimensions are: establishing goals and expectations, resourcing strategically, planning, coordinating and evaluating teaching, promoting and participating in their learning and development, and ensuring an orderly and supportive environment. The comparisons between transformational and instructional leadership and between the five leadership dimensions suggested that the more leaders focus their relationship, their work, and their learning on the core business of teaching and learning, the greater their influence on students' outcomes.

The differences between the study and this research are this research focus on the goals to prove that there is a relationship between teacher leadership and students' learning achievement but the study from Robinson et al., (2008) focus on the measurement of the relative impact of different leadership not only for student academic achievement but also for non-academic achievements. Moreover, Robinson et al concerned in 5 dimensions of leadership practices. After that, because of the

study from Robinson et al. (2008) shows that leadership can influence students' learning achievement, the researcher believe that teacher leadership also has an impact on students' outcomes. If teachers can do their leadership roles in those dimensions, they can reach the teacher leadership roles which is improving students learning achievement.

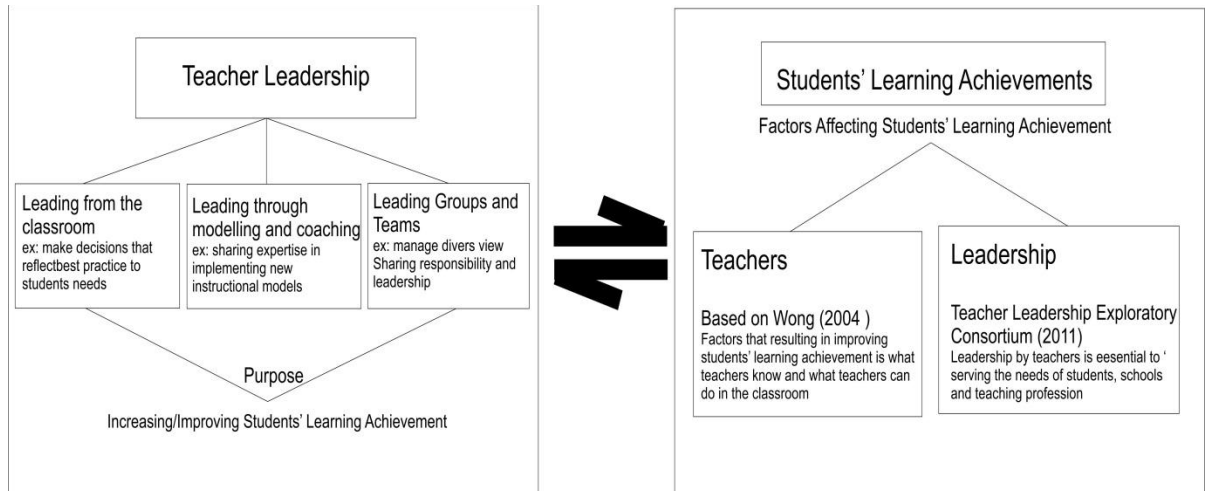
Then the second study by Jacobs, Gordon and Solis (2016) entitled "Critical issues in teacher leadership: a national look at teachers' perception. This study focus to describe teacher leaders' roles in teacher leadership based on teachers perception. In this qualitative study, there are some phases in collecting the data. Phase one this study do the survey with 177 teacher leaders. Then, in phase two this study conducted interviews with 20 of the survey respondents. In the end of the study, this study found that teacher leaders are engaging in a multitude of leadership activity at various levels. The participants of this study also reported that teacher leaders must be committed, innovative, organized, and ethical.

The differences between the study and this research are the focus of the study. This study focus on prove that there is a relationship between teacher leadership and students' learning achievement and the study from Jacobs et. al., (2016) focus on defining the teacher leader role based on teachers' perception. Even though there are a difference between the study and this research, but the study from Jacobs et al. are useful for this research because the study provides the definition of teacher leadership. The researcher can use those definitions because before the researcher find the correlation between teacher leadership and students' learning achievement, the researcher should describe the definition of teacher leadership first.

Conceptual Framework

Table 1.

The Conceptual Framework



Based on Kentucky Teacher Leadership Framework, there are three frameworks in teacher leadership. Those three frameworks are leading from classroom, leading through modeling and coaching and Leading Groups and Teams. In every framework there are some skills that teachers should understand. Those skills relate to teachers' academic competencies and leadership skill. Those three frameworks also have the same purpose which is to increase or improve students learning achievements. Then, in students' learning achievement, there are two factors that affecting students' learning achievement. Those two factors are, teachers and leadership. Students' learning achievements are about what teachers know, what teachers can do, and what teachers do to apply leadership an essential part in teaching learning process.

Based on that reason, the researcher assumes that teacher leadership and students' learning achievement are relating each other. When teachers can apply the skills in teacher leadership framework, they can reach their goal which is improving students' learning achievement. Then, in students' learning achievement, when teachers wants to increase students' learning achievement, it means that they should be a good teacher who have academic knowledge and also leadership skill and its really suitable with the concepts of teacher leadership.

Hypothesis

The hypothesis of this research is:

HA : There is a correlation between teacher leadership and students learning achievement at English Education Department of UMY.