

RESEARCH

Received: August 28, 2025

Revised: September 29, 2025

Accepted: September 30, 2025

Development of a Growth School-Based Academic Leadership Model to Improve Teacher Professionalism and Student Achievement

Annerlie Putri Agung¹, Sudarwan Danim², Nurul Astuti Yensi³

***Correspondence:**

Annerlie Putri Agung
annerlie.pa200@gmail.com

¹Program Doktor Pendidikan,
Fakultas Keguruan dan Ilmu
Pendidikan, Universitas
Bengkulu, Indonesia

²Program Doktor Pendidikan,
Fakultas Keguruan dan Ilmu
Pendidikan, Universitas
Bengkulu, Indonesia

³Program Doktor Pendidikan,
Fakultas Keguruan dan Ilmu
Pendidikan, Universitas
Bengkulu, Indonesia

Abstract

School leadership plays a strategic role in improving the quality of teaching and student achievement. However, in many educational institutions, school leadership practices are still predominantly administrative and have not optimally supported the continuous professional development of teachers. This study aims to develop a Growth School-based academic leadership model to enhance teacher professionalism and student achievement. The study employed a Research and Development (R&D) approach by adapting the Borg and Gall development model integrated with the Educational Design Research framework. The research participants consisted of 33 teachers and 250 students from a secondary school. Data were collected through observation, interviews, questionnaires, and documentation. Data analysis applied a mixed-methods approach combining descriptive quantitative analysis and thematic qualitative analysis. The findings indicate that the implementation of the Growth School leadership model, which is built upon three main pillars, namely collaborative, reflective, and innovative leadership, significantly improved teacher professionalism from 70% to 95%. This improvement also contributed to better learning quality and increased student achievements in both academic and non-academic fields. The novelty of this research lies in integrating the concept of growth mindset into academic leadership practices to foster an adaptive and sustainable professional learning culture within schools.

Keywords: Academic Leadership, Growth School, Teacher Professionalism, Student Achievement, Educational Management.

Introduction

The changing educational paradigm in the twenty-first century requires educational institutions to adapt to developments in science, technology, and increasingly dynamic societal needs. Schools no longer function merely as places for knowledge transfer; they also serve as learning organizations that encourage the development of twenty-first-century competencies such as critical thinking, creativity, collaboration, and communication. In this context, school leadership is one of the key factors determining the success of educational organizations in



improving the quality of learning and student learning outcomes.

Various studies indicate that principal leadership has a significant influence on school effectiveness, learning quality, and student achievement. The principal does not only act as an administrator, but also as an instructional leader who is responsible for directing the learning process, building an academic culture, and facilitating teachers' professional development. Effective leadership is able to create a collaborative work environment, enabling teachers to continually improve their competence in designing and implementing high-quality learning.

In modern educational management, the concept of academic leadership, also referred to as instructional leadership, has become one of the widely used approaches for improving school quality. Academic leadership emphasizes the principal's role in managing the learning process, monitoring teacher performance, and encouraging learning innovation. Research indicates that schools led by principals with an academic leadership orientation tend to have better learning quality and higher levels of student achievement than schools whose leadership is more administrative in nature.

In addition to academic leadership, the concept of collaborative leadership has also received increasing attention in the development of educational organizations. Collaborative leadership emphasizes the importance of cooperation among teachers in developing effective learning practices. Through professional learning communities, teachers can share experiences, discuss learning challenges, and develop more innovative teaching strategies. Such collaboration not only improves teachers' competence but also contributes to the creation of a sustainable learning culture within the school environment.

Nevertheless, various research findings show that leadership practices in many schools still tend to focus on administrative aspects such as document management, reporting, and other bureaucratic activities. This condition causes the principal's role as an instructional leader to be less than optimal. As a result, the development of teacher professionalism is often not carried out systematically and sustainably, which affects the quality of classroom learning.

On the other hand, developments in educational psychology theory in recent years have shown that the concept of growth mindset has a significant influence on learning motivation, perseverance, and an individual's ability to face challenges. Growth mindset emphasizes that ability and intelligence are not fixed traits, but can develop through effort, practice, and learning experiences. In the context of educational organizations, applying growth mindset principles can encourage the creation of a learning culture that is open to change and innovation.

The integration of growth mindset into school leadership has the potential to create a more adaptive and innovative learning environment. Principals who apply this approach not only encourage teachers to improve their competence, but also build a culture of reflection, collaboration, and continuous learning within the school environment. This approach can strengthen the school's role as a learning organization that is able to adapt to various changes in education.

Based on these conditions, a leadership model is needed that does not focus solely on administrative management, but is also able to encourage teacher professional development and continuous improvement in learning quality. Such a leadership model needs to be systematically designed by integrating the principles of academic leadership and the concept of growth mindset into school leadership practices.

Therefore, this study aims to develop a Growth School-based academic leadership model that can be used as a strategic framework for improving teacher professionalism and student achievement. This model is expected to build a collaborative, reflective, and innovative

professional learning culture so that schools can develop into adaptive and sustainable learning organizations.

Method

This study used a Research and Development (R&D) approach aimed at developing a Growth School-based academic leadership model to improve teacher professionalism and student achievement. This approach was selected because the study does not focus only on testing theory, but also on developing a leadership model that can be applied practically in the context of educational management in schools.

The development model in this study adapted the Borg and Gall steps and combined them with the Educational Design Research framework. The stages of the study included: (1) needs analysis, (2) leadership model design, (3) conceptual model development, (4) model implementation in schools, and (5) evaluation of model effectiveness. Through these stages, the leadership model developed is expected to have an empirical basis and practical relevance for improving the quality of learning management in schools.

The study was conducted at a secondary school that has a commitment to developing learning quality and teacher professionalism. The research subjects consisted of 33 teachers and 250 students involved in the learning process at the school. Teachers served as the main participants in the implementation of the academic leadership model, while students served as important indicators in examining the impact of model implementation on learning quality and learning achievement.

The data collection techniques in this study included observation, interviews, questionnaires, and document study. Observation was conducted to examine the principal's leadership practices and classroom learning activities. Interviews were conducted with the principal and several teachers to obtain more in-depth information regarding leadership practices and teacher professional development. Questionnaires were used to measure the level of teacher professionalism before and after the implementation of the leadership model. Meanwhile, document study was conducted to analyze student achievement data and various documents related to academic activities at the school.

The research instruments used in this study consisted of observation sheets, interview guidelines, and teacher professionalism questionnaires. The observation sheets were used to identify academic leadership practices in the school, while the interview guidelines were used to explore teachers' perceptions of the principal's role in supporting their professional development. The teacher professionalism questionnaire was developed based on indicators of teachers' professional competence, including pedagogical ability, mastery of subject matter, learning innovation, and involvement in professional development activities.

Data analysis in this study used a mixed-methods approach by combining quantitative and qualitative analyses. Quantitative data from the questionnaires were analyzed using descriptive statistical techniques to examine the level of teacher professionalism before and after the implementation of the leadership model. Meanwhile, qualitative data from observations, interviews, and documentation were analyzed using thematic analysis techniques to identify patterns of change in leadership practices and the school's learning culture.

To ensure data validity, this study used source triangulation and method triangulation. Source triangulation was conducted by comparing data obtained from the principal, teachers, and school documents. Meanwhile, method triangulation was conducted by comparing the results of observations, interviews, and questionnaires. Through these procedures, the research

findings are expected to have a high level of validity and to provide a comprehensive picture of the effectiveness of the Growth School leadership model in improving teacher professionalism and student achievement.

Results and Discussion

Research Findings

The findings of this study are presented based on the stages of developing the Growth School-based academic leadership model, which include needs analysis, model development, model implementation, and evaluation of model effectiveness in improving teacher professionalism and student achievement.

Analysis of Initial School Leadership Conditions

Based on the results of observations and interviews at the initial stage of the study, it was found that the principal's leadership practices still focused largely on administrative and managerial aspects, such as document management, school activity reporting, and coordination of routine school activities. Activities directly related to the development of teacher professionalism, such as academic discussions, learning reflection, and the sharing of good teaching practices, were still carried out in a limited manner.

The questionnaire results obtained from teachers showed that the level of teacher professionalism before the implementation of the leadership model was in the sufficient category, with an average percentage of approximately 70%. Several indicators still needed improvement, including teachers' ability to develop learning innovations, their involvement in professional development activities, and collaboration among teachers in designing effective learning strategies.

Development of the Growth School Leadership Model

Based on the needs analysis, this study developed a Growth School-based academic leadership model designed to strengthen the principal's role as an instructional leader. This model is built upon three main pillars: collaborative leadership, reflective leadership, and innovative leadership.

Collaborative leadership is manifested through the strengthening of teacher learning communities that enable teachers to share experiences, discuss learning challenges, and jointly develop learning strategies. Reflective leadership is carried out through learning reflection activities that encourage teachers to continually evaluate their teaching practices. Meanwhile, innovative leadership is manifested through the principal's encouragement for teachers to develop various learning innovations that are relevant to students' needs.

Implementation of the Growth School Leadership Model

The Growth School leadership model was implemented through various academic activities designed to improve teacher professionalism. These activities included regular academic discussions, internal teacher training, best-practice sharing activities, and periodic learning reflection.

During the implementation process, the principal played an active role in facilitating teacher professional development activities, providing feedback on learning practices, and encouraging the creation of a collaborative learning culture within the school environment. Teachers were also given opportunities to develop various learning innovations in accordance with students' characteristics.

Evaluation of Model Effectiveness

The evaluation results show that the implementation of the Growth School leadership model had

a positive impact on improving teacher professionalism. Based on the measurement results after the model implementation, the level of teacher professionalism increased from 70% to 95%.

This improvement was reflected in several main indicators, including increased teacher involvement in professional development activities, increased collaboration among teachers in designing instruction, and improved teacher ability to develop more creative and contextual learning innovations.

In addition, the implementation of this leadership model also had an impact on improving student achievement. School documentation data showed an increase in the number of students who achieved accomplishments in both academic and non-academic fields. Several students were also accepted into public universities through various selection pathways, indicating an improvement in the quality of learning at the school.

Overall, the findings of this study indicate that the development and implementation of the Growth School-based academic leadership model can serve as an effective strategy for improving teacher professionalism and encouraging improvements in learning quality and student achievement in schools.

Discussion

The research findings show that the development of a Growth School-based academic leadership model contributes significantly to improving teacher professionalism and student achievement. This finding confirms that school leadership has a strategic role in creating a productive learning environment oriented toward improving the quality of learning. Effective leadership does not function only as school organizational management, but also as a key driver in building an academic culture that supports the continuous development of teacher competence.

The improvement in teacher professionalism after the implementation of the Growth School leadership model shows that principal leadership has a direct influence on the quality of classroom learning practices. This is consistent with the view that principals, as instructional leaders, are responsible for ensuring that the learning process runs effectively through academic supervision, feedback, and facilitation of teacher professional development.

In the context of modern educational management, academic leadership is regarded as one of the important factors in improving school effectiveness. Leadership that focuses on learning is able to encourage teachers to continually develop their professional competence through various professional development activities such as training, academic discussions, and collaboration among teachers. Thus, the principal does not only act as an administrator, but also as a learning facilitator for teachers.

The findings of this study also show that a collaborative leadership approach can increase teacher participation in various professional development activities. Through teacher learning communities, academic discussions, and best-practice sharing, teachers have opportunities to exchange experiences and develop more effective learning strategies. Such collaboration contributes to the creation of a professional learning culture that promotes the continuous improvement of learning quality.

The importance of collaboration in teacher professional development has also been widely discussed in various educational studies. Collaboration among teachers through professional learning communities enables the exchange of knowledge and experience that can enrich classroom learning practices. In addition, collaboration helps teachers overcome various learning challenges encountered in daily practice.

In addition to the collaborative aspect, this study also emphasizes the importance of reflective

practice in developing teacher professionalism. Learning reflection enables teachers to critically evaluate the teaching practices they have implemented and to identify various aspects that need improvement. Through systematic reflection, teachers can improve learning quality and develop more effective teaching strategies.

The concept of reflection in learning practice is one of the important components of teacher professional development. Teachers who actively reflect on their teaching practices tend to have a better ability to identify students' learning needs and to adjust learning strategies to students' characteristics. Thus, reflection becomes an important mechanism for improving the quality of learning in schools.

The findings of this study also indicate that learning innovation is one of the important factors in improving the quality of the teaching and learning process. Principals who encourage teachers to develop learning innovations are able to create a more creative and dynamic learning environment. Such innovation may take the form of using more varied learning methods, utilizing technology in learning, or developing learning media that are more engaging for students.

One of the main novelties of this study is the integration of the growth mindset concept into academic leadership practices in schools. The concept of growth mindset emphasizes that individual abilities can develop through effort, practice, and learning experiences. In the context of educational leadership, the application of this principle can encourage the creation of a learning culture that is more open to change and innovation.

The application of growth mindset principles in school leadership enables teachers to view learning challenges as opportunities to learn and grow. Principals who apply this approach tend to provide support for teachers to continue trying various new learning strategies without fear of failure. This approach can increase teachers' motivation to develop their professional competence.

The integration of academic leadership and the growth mindset concept developed in this study provides a new perspective in the study of educational leadership. The Growth School leadership model does not focus only on managing the learning process, but also on building an adaptive and sustainable learning culture within the school environment.

The findings of this study also show that improving teacher professionalism has a direct impact on improving learning quality and student achievement. Teachers with strong professional competence tend to be able to design more effective learning, use varied learning strategies, and create a more conducive learning environment for students.

Improved learning quality ultimately contributes to increased student achievement in both academic and non-academic fields. The research data showed an increase in the number of students who achieved success in various academic competitions as well as an increase in the number of students accepted into public universities.

This finding strengthens the view that teacher quality is one of the main factors determining the success of the learning process. Professional teachers not only have strong mastery of subject matter, but also possess pedagogical abilities that can accommodate diverse student learning needs.

Therefore, the development of the Growth School leadership model can serve as an effective strategy for improving the quality of learning management in schools. This model provides a conceptual framework that can be used by principals to develop leadership that is more oriented toward learning and teacher professional development.

Overall, the findings of this study indicate that the integration of academic leadership, teacher professional collaboration, learning reflection, and the application of growth mindset principles can create a more adaptive and innovative learning culture within the school environment. The novelty of this research lies in the development of the Growth School leadership model, which integrates

these approaches into a systematic leadership framework for improving teacher professionalism and student achievement.

Conclusion

Based on the results and discussion, it can be concluded that the development of a Growth School-based academic leadership model has proven capable of significantly improving teacher professionalism and student achievement. This leadership model positions the principal as an instructional leader who plays an active role in facilitating teacher professional development through collaborative activities, learning reflection, and innovation in teaching practice. The implementation of the model showed an increase in the level of teacher professionalism from 70% to 95%, indicating that a leadership approach oriented toward learning development has a real impact on improving teacher competence.

In addition, the implementation of the Growth School leadership model also contributes to improving the quality of the learning process in schools. Teachers become more active in developing learning innovations, utilizing more varied teaching strategies, and building professional collaboration with fellow teachers. This condition creates a more conducive learning environment and encourages students to be actively involved in the learning process.

The improvement in teacher professionalism resulting from the implementation of this leadership model also has an impact on increasing student achievement in both academic and non-academic fields. This shows that the quality of school leadership and teacher professionalism are important factors that determine the success of the learning process in schools.

The novelty of this study lies in the development of the Growth School leadership model, which integrates the principles of academic leadership with the concept of growth mindset in school management. This integration produces a leadership framework that does not focus only on administrative management, but also on building a collaborative, reflective, and innovative learning culture within the school environment.

Based on the findings of this study, it is recommended that principals develop leadership practices that are more oriented toward learning by encouraging teacher professional collaboration and the sustainable development of learning innovations. In addition, future research may test the implementation of the Growth School leadership model in different school contexts to examine the consistency of the model's effectiveness in improving educational quality.

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