

INSTRUCTIONAL LEADERSHIP ROLE THROUGH KURT LEWIN'S MODEL TO ENHANCE CULTURE OF CHANGE IN TEACHER CAPABILITIES

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Abstract

The purpose of this research is to describe (1) the essence of instructional leadership in change management in educational institutions and (2) the change process in an elementary school during the unfreezing, movement, and refreezing stages to enhance the teaching capabilities of a teacher at SD Negeri Wonokerto 04. The research method used is qualitative, using a phenomenological approach with a case study design at SD Negeri Wonokerto 04, Malang Regency. The data were collected using three techniques: in-depth interviews, participant observation, and documentary study. The analysis technique used is single-case analysis. To ensure data validity, the researcher performed triangulation, member checking, prolonged observation, and reference material adequacy activities. The results of this study indicate that instructional leadership plays a role as a controller in the change process. The micro-educational institution's change process in enhancing the teaching capabilities of teachers follows Kurt Lewin's change model, which consists of three phases: a) the unfreezing process using symposiums and "Kultin" (Routine Spiritual Sessions); b) the movement process using a workshop and the formation of an assistant team consisting of fresh graduate teachers; and c) the refreezing process carried out through collaborative workshops with SD Negeri Wonokerto 01 and the initiation of meta-learning.

Keywords: Instructional Leadership, Change Management, Learning, Kurt Lewin Models

Abstrak

Tujuan penelitian ini untuk mendeskripsikan tentang: (1) esensi instructional leadership dalam manajemen perubahan pada lembaga pendidikan; (2) proses perubahan sebuah SD saat proses unfreezing, movement dan refreezing dalam peningkatan kapabilitas mengajar seorang guru SDN Wonokerto 04. Metode penelitian yang digunakan yaitu kualitatif melalui pendekatan fenomenologi dengan rancangan studi kasus di Sekolah Dasar Negeri Wonokerto 04, Kabupaten Malang. Data yang dikumpulkan dengan menggunakan 3 teknik, yaitu: wawancara mendalam, observasi peran serta, dan studi dokumentasi. Teknik analisis yang digunakan yaitu analisis kasus tunggal. Untuk memperoleh keabsahaan data, peneliti melakukan kegiatan triangulasi, pengecekan anggota, ketekunan pengamatan, dan kecukupan baban referensi. Hasil dalam penelitian ini adalah instructional leadership mengambil peran sebagai pengendali proses perubahan dan proses perubahan sebuah lembaga mikro pendidikan dalam peningkatan kapabilitas mengajar guru yang mengacu pada teori perubahan model Kurt Lewin yang terdiri dari tiga fase, yaitu a) proses unfreezing menggunakan simposium dan Kultin (Kultum Rutin); b) proses movement menggunakan sebuah workshop dan pembentukan tim pembantu dari guru fresh graduate; dan c) proses refreezing dilaksanakan dengan workshop kolaborasi bersama SD Negeri Wonokerto 01 dan inisiasi meta learning.

Kata Kunci: Instructional Leadership, Manajemen Perubahan, Pembelajaran, model Kurt Lewin

Introduction

Speaking about change management can certainly be examined in a complex manner, both in theoretical and technical aspects. Meanwhile, if we discuss management, it will also be elaborated

on education. Education, represented by the learning process, enhances the intensity of both parties with the hope that educational goals can be achieved reasonably, intensively, and satisfactorily.

Due to its complexity in educational terms, there are several different limitations based on its functions. Firstly, education serves as a cultural transformation. Secondly, education is a process of shaping the personal character of a learner being educated. Thirdly, education is a process of preparing capable and skilled citizens. The fourth is education, which is the preparation of the workforce after undergoing the educational process throughout their lives¹.

Based on various definitions of education, it can be concluded that education is an effort to draw something from within a person in an attempt to provide systematic, programmed, and integrated learning experiences. This takes place in the form of formal education in schools, non-formal education in the community, and informal education in the family environment, continuing throughout one's life to maximize the potential of each optimally so that they can play a role in life appropriately in the future. This statement also points to the idea that education itself is a long and never-ending process. The function of education is to eliminate the ignorance of the people and the backwardness of the times, as well as to develop the abilities and shape the character of a nation in an effort to enlighten the life of the nation².

In essence, the field of education needs to internalize change management into the education management process itself so that education can evolve with the times. This integration can also make change management a discipline that aids the smooth progress of the education process. In line with Hiatt and Creasy (2012), they emphasize the importance of change management by highlighting that, from the perspective of the existing human resources, change management consistently ensures that human resources in an

organization continually develop to meet the ongoing demands of change³.

Therefore, with various emphasized points, the field of education must implement change management in its educational management. This is essential for the organization's existence and survival in the digital era and for addressing both internal and external pressures. Explicitly, change management is a systematic process involving the application of knowledge, tools, and existing resources to manage a movement or change, whether planned or unplanned⁴.

Real evidence that education now indeed requires a discipline like change management is evident in the frequent and rapid innovations in the field of education. If not properly addressed, the education system within a country is likely to fall behind other nations. Those nations that are prepared to face changes are better equipped to compete globally in the present era.

The role of an agent of change in an educational institution, rationally, is typically assigned to the leaders within that institution. In line with Stephen (2005), leaders are crucial determinants in achieving outstanding outcomes in an organization, especially in educational institutions. However, the contributors to change management argue that the responsibility for change should not be solely placed on the leaders within an organization. Instead, all members of the population within the organization should contribute ideas and expectations to ensure the organization is ready to face changes in the current era⁵.

The role of teachers in education includes instilling values and building the character of students, being the central figure in the learning process, providing assistance and encouragement,

³ Jeffrey M Hiatt and Timothy J Creasy, *Advance Praise for Change Management: The People Side* (Colorado: Prosci. Inc, 2012).

⁴ Esther Cameron and Mike Green, *Praise for the Previous Editions of Making Sense of Change Management, Making Sense of Change Management*, 2012.

⁵ Dinham Stephen, 'Principal Leadership for Outstanding Educational Outcomes', *Journal of Educational Administration*, 43.4 (2005), 338–56 <<https://doi.org/10.1108/09578230510605405>>.

¹ Teguh. Triwiyanto, *Pengantar Pendidikan*, ed. by Yayat Sri Hayati, 3rd edn (Jakarta: Bumi Aksara, 2017).

² Desi Eri dan Benty Djum Djum Noor Kusumaningrum, *Buku Ajar Manajemen Peserta Didik* (malang: Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang, 2013).

supervision and guidance, disciplining student behavior, and serving as an example for their community⁶. Meanwhile, concerning the various existing status quo, one thing to be known is the status quo regarding the various capabilities of teachers in Indonesia, especially concerning technology management and learning.

In relation to technology, teachers' capabilities in integrating technology into teaching are relatively low. This is based on research by Rahmawati (2018) and Sunandar (2023), which found that the integration of technology in teaching is limited to the use of PowerPoint only. There has not been much progress in exploring other technologies, and the media used may not be up-to-date or in line with the needs of the current era^{7 8}.

Consistent with research findings, it is expected that a teacher is capable of adapting to the use of technology, various teaching models, and even in the development stages of school management based on digital platforms^{9 10 11}. The research findings are not in line with the factual situation in the education sector, particularly in Indonesia. Studies by experts indicate that teachers and school principals in Indonesia often face challenges in adapting to technology, curriculum changes, and the development of digital-based learning media^{12 13}. The main causes of these issues include (1) a teacher work culture with high resistance to transitioning from the classical era to the digital era of teaching tools, (2) significant resistance among non-fresh graduate

teachers, and (3) low technological literacy and elaboration skills among school principals^{14 15}. This forms the research gap in this study.

Then, for the existing learning system, it is stated that educators in Indonesia are not yet capable of being science communicators. This is defined as a teacher who understands the subject matter and knows how to effectively and comprehensively convey that knowledge to students. The ultimate goal is to achieve success in the learning objectives¹⁶.

Continuing with various themes in this article on understanding change, there is a method developed by a physicist and social scientist named Kurt Lewin in the 1950s. Lewin introduced the concept of force field analysis or the theory of change to assist in analyzing and understanding the forces affecting a change initiative. Lewin's method, often referred to as Lewin's three-step model, consists of three concepts or phases: unfreezing – movement – and refreezing.

Unfreezing is the first phase formed with theories of human behavior and organizational behavior, divided into three sub-processes relevant to change readiness. It emphasizes the need for change due to a significant gap between goals and reality¹⁷. Individuals lead this change process in high positions, such as the school principal. The school principal, as part of the top management in an educational institution, possesses capabilities known as instructional leadership. This is represented by various capabilities such as management engineering, human engineering, educational engineering, and chief engineering^{18 19}.

Recent research indicates that the existence of instructional leadership in school management

⁶ Novan Ardy Wiyani, *Manajemen Kelas: Teori Dan Aplikasi Untuk Menciptakan Kelas Yang Kondusif*, ed. by Rose Kusumaningrum. Ratri, 2nd edn (Jogjakarta: AR-RUZZ MEDIA, 2017).

⁷ Nofiana Ika Rahmawati, 'Pemanfaatan ICT Dalam Meningkatkan Kemampuan Literasi Matematika', *Prisma*, 1 (2018), 381–87.

⁸ Asep Sunandar and others, *Effort to Improve Teacher Teaching Skills Through Learning Innovation Training, Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022)* (Atlantis Press SARL, 2023) <<https://doi.org/10.2991/978-2-494069-95-4>>.

⁹ (Gençer, 2019)

¹⁰ ; Mourtzis et al., 2018

¹¹ Thannimalai & Raman, 2018)

¹² (Sobri et al., 2018)

¹³ Saputra et al., 2021)

¹⁴ (Ekantiningsih & Sukirman, 2023)

¹⁵ ; Novita et al., 2022)

¹⁶ Eliza Bobek and Barbara Tversky, 'Creating Visual Explanations Improves Learning', *Cognitive Research: Principles and Implications*, 1.1 (2016), 1–14 <<https://doi.org/10.1186/s41235-016-0031-6>>.

¹⁷ (Hayes, 2014)

¹⁸ (Glickman & Burns, 2021)

¹⁹ Damore & Rieckhoff, 2019)

processes plays a central role. This includes communicating the mission, conducting clinical supervision, breaking down resistance to change in adopting new patterns, such as utilizing technology and transforming the learning climate to be more productive^{20 21}. In the current era, particularly the transition from the 4.0 era to the 5.0 era, various factual elements such as artificial intelligence, digitization, and the massive development of technology demand that the field of education consistently adapt to these changes.

By undertaking these actions, the change reaches a stable point. Regarding the actualization of instructional leadership, related to its fundamental meanings, two basic words underlie it: actualization and instructional leadership. To achieve an optimal level of leadership, self-actualization is required, defined as a high-level need fulfilled by oneself. Consistent with this statement, self-actualization is described as the drive to achieve all one's hopes or self-targets, leading to personal progress, realizing potential, and fulfilling individual needs²².

From various discussions, a generalization can be drawn that self-actualization is a universal need, encompassing individuals such as a school principal and a leader in a micro-educational institution. Building on the above opinion, self-actualization can be manifested through the abilities and skills of an individual or a school principal in carrying out their leadership role with dedication, resilience, and responsibility. Meanwhile, instructional leadership, linguistically, is rooted in the terms "leadership" and "instructional," where "leadership" implies leadership, and "instructional" refers to teaching or instruction. Therefore, linguistically, instructional leadership is a form of leadership in teaching or instruction possessed by an individual, in this case, a school principal.

From the various statements that have been expressed, there is a central essence related to

instructional leadership. It is a form of leadership that focuses on leadership objects such as curriculum components, the teaching-learning process, assessment of learning outcomes, teacher assessment and development, prime learning services, and the development of a learning community within the school²³. This leadership is crucial in schools because of its ability to build a learning school. Several studies on instructional leadership conclude that school principals who focus on instructional leadership contribute to academic achievements. The actualization of this achievement is reflected in the academic success of the school. A study by Findley within the PMPTK Directorate General concludes that if a school achieves excellence, it can be assured that the instructional leadership of the school principal has been integrated maximally²⁴.

Furthermore, Kusmintardjo (2003) emphasizes that instructional leadership is the identity of leadership, and its capabilities represent itself as (1) a management engineer, (2) a communicator, (3) a clinical practitioner, (4) a role model, and (5) high priest²⁵. In relation to the various roles played by instructional leadership, when connected with the capabilities of teachers, a common thread that can be drawn is the role of a management engineer. This is expected to result in the effective organization of all school programs.

The implementation of change in terms of culture, habits, and even the old values of the organization can be carried out using the Kurt Lewin Model. This is because the model encompasses aspects like unfreezing, moving/changing, and refreezing²⁶. The

²³ Ditjen PMPTK, *Kepemimpinan Pembelajaran: Materi Penguatan Kepemimpinan Kepala Sekolah*, 2010.

²⁴ Ditjen PMPTK.

²⁵ Kusmintardjo, *Kepemimpinan Pembelajaran Sekolah Dalam Meningkatkan Kinerja Guru Studi Multi Kasus Pada Dua SMU Di Kota Pematang*. Desertasi Tidak Diterbitkan. (Malang: Pasca Sarjana Universitas Negeri Malang, 2003).

²⁶ Lars Norqvist and Helene Årlestig, 'Systems Thinking in School Organizations – Perspectives from Various Leadership Levels', *Journal of Educational Administration*, 59.1 (2021), 77–93 <<https://doi.org/10.1108/JEA-02-2020-0031>>.

²⁰ (Hallinger & Hosseingholizadeh, 2020

²¹ Suyudi, 2022)

²² S. Robbins, *Perilaku Organisasi* (Jakarta: Gramedia, 2003).

implications of each stage of change, when constructed within instructional leadership, can be affirmed in the construct of a human engineer. Essentially, a human engineer can manage the cultural conditions of human resources, the work climate, and the direction toward new competencies and career development for each personnel²⁷. Based on these considerations, it is intriguing for researchers to delve into various reviews of the role of instructional leadership within the scope of educational units in breaking through resistance to change. A review of various recent studies and theoretical foundations guides researchers to explore the conditions of education in the context of adapting to the transition from the 4.0 era to the 5.0 era. Additionally, the research aims to investigate whether there is a specific initiative by the school principal in this research context to realize meta-learning within the scope of teachers. Therefore, based on the various rationales of the research team, the question of "why and how instructional leadership plays a role in enhancing teacher capabilities through the Kurt Lewin model" becomes intriguing to study.

Research Method

The approach used in this research is a qualitative phenomenological approach, employing a research design in the form of a case study. This case study is a strategic research design that is focused on providing a dynamic understanding with a single background covering a single case with several levels of analysis²⁸. Various results and processes in this research involve data collection through interviews and participatory observation and are complemented by documentary studies. The presentation utilizes field notes, interview transcripts, and documentation. This research was conducted from mid-February to mid-March 2020 at SD

Negeri Wonokerto 04, with the main informant being the Head of SD Negeri Wonokerto 04.

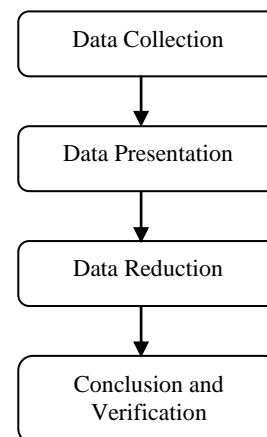


Figure 1. Research Flowchart

The interviews conducted by the researchers were in-depth, referring to the relevant research context and internalizing the snowball technique in the field research organization. Observations made by the researcher in this context were carried out through direct observation, specifically focusing on the role of instructional leadership by the school principal in enhancing teacher capabilities through the Kurt Lewin model in change management.

Besides, various observations about teaching and learning activities, including all administrative processes, were conducted by the author to strengthen the results and various findings in this research. Then, for data analysis, a constant comparative method was employed, a method that is implemented repeatedly and analyzed using triangulation techniques after all information, data, and field conditions are collected comprehensively. Techniques were also implemented to ensure the validity of the obtained data. The research team included a data credibility check through existing validity tests, ensuring that the results presented in this paper are accurate, certain, and aligned with the existing reality.

²⁷ (Glickman et al., 2013)

²⁸ B.B Wiyono, *Metodologi Penelitian (Pendekatan Kuantitatif, Kualitatif, Dan Action Research)* (Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang, 2006).

Findings and Discussion

Findings

The Essence of Instructional Leadership in School Change Management

One key takeaway from this research, whether from interviews or observations related to instructional leadership, clearly points to the quality of learning at SD Negeri Wonokerto 04. Despite being located in the remote areas of Malang Regency, far from urban centers, where schools labeled as "technology-aware" or those implementing innovative technology-integrated teaching models tend to face negative stereotypes, SD Negeri Wonokerto 04 defies such notions. What stands out is the internalized commitment to comprehensive instructional leadership in both teaching and school management practices. According to the researcher's observations, the Head of SD Negeri Wonokerto, demonstrates remarkable creativity in instilling a spirit of change aligned with the times through various innovative ideas. Recognizing that the village community and teachers are more motivated by reinforcement from local community figures or Kyai (religious leaders), the school head strategically involves these figures, considering the strong religious values characteristic of most teachers at SD Negeri Wonokerto 04, as revealed in the researcher's interview with the school head. This distinctive leadership approach is manifested in breaking resistance to change, especially concerning the essence of change management within the school. Moreover, the school head's exemplary personality, such as arriving 30 minutes early before other teachers and regularly inviting a Kyai through the Kultin program, further enhances instructional leadership. The common thread connecting instructional leadership at SD Negeri Wonokerto 04 with change management is the unwavering commitment of the school head to elevate the quality of education by guiding and setting an exemplary example for the entire school community. Additionally, the researcher observed that the school head's involvement in upgrading teachers' skills is evident through self-organized

seminars and collaborative seminars with SD Negeri Wonokerto 01 to comprehensively assess the current status of education development, along with implicit goals that make collaborative seminars a platform for shared learning among teachers from both schools.

Furthermore, the school also implements a self-funded seminar, bringing in private experts in technology-integrated teaching, demonstrating the school's commitment to education beyond the scope of the education department. This commitment is also reflected in collaborative seminars between SD Negeri Wonokerto 04 and SD Negeri Wonokerto 01, funded jointly by both schools with the shared goal of improving teaching practices. Notably, SD Negeri Wonokerto 04 has adopted a flipped-class learning approach in its technology integration, contributing to numerous achievements in national exams and district-level Olympiads.

The Process of Improving Teacher Capabilities in Learning through Unfreezing

As we know, a school principal serves as the leader in a micro-educational institution, and in this context, it is SD Negeri Wonokerto 04. The school principal holds a functional position as a teacher, given additional responsibilities to lead the micro-educational institution. Therefore, based on the personal opinion of the author and the exposition of existing theories, it can be concluded that a school principal is a teacher with the authority and capability to lead all aspects of the school, including tangible and intangible resources, to achieve educational goals in the micro-educational environment. Building on this generalization, it can be interpreted that the success of a micro-educational institution or school largely depends on the influence of its school principal. This is reflected in the current research, emphasizing that instructional leadership, as discussed in this article, significantly influences the improvement of teacher capabilities, particularly through the Kurt Lewin model of unfreezing.

Theoretically, the unfreezing model is an effort conducted by the leader of an institution to change mindsets by providing various inputs and motivations so that the members' desire to change is heightened. The unfreezing process involves reviewing the status quo within the institution to identify aspects that need to be changed and providing an understanding to members about the essence of the changes. In the case of SD Negeri Wonokerto, the process of change during the unfreezing stage was examined through the implementation of a symposium led by the Head of SD Wonokerto 04. It is important to note that a symposium is a review of various issues, aiming to generalize the latest issues for comparison with various individual perceptions, ultimately detecting the core problem gaps. The symposium to improve teacher competence in educational supervision is considered efficient as it allows the detection of core issues. Therefore, the author argues that this is a representation of unfreezing, involving the examination and identification of the existing status quo. The feedback from this is that the leader or the Head of SD Negeri Wonokerto 04 can develop strategic steps for follow-up in the subsequent change/movement process. Thus, teachers at SD Negeri Wonokerto 04 are more willing and motivated to change, both in terms of teaching and student management. In this research, the author observes that what is needed at SD Negeri Wonokerto 04 is an improvement in teacher capabilities in the field of integrating technology into teaching and various aspects of the latest technology-integrated teaching models. These findings are based on the results of the symposium when the author actively participated in it. Informants expressed various issues and solutions related to this symposium through the formation of activities, including involving teachers in seminars, workshops, or other educational events.

A unique aspect discovered by the author in the observations of this research is that SD Negeri Wonokerto 04 has chosen a path with a spiritual approach to provide various motivations during the unfreezing process. This was expressed by the

Head of SD Negeri Wonokerto 04, stating that every Friday afternoon, teachers are required to participate in spiritual guidance sessions led by a Kyai or Ustadz in the area. This program, called Kultin (Routine Religious Discussion), is held every three weeks and is attended by teachers, students, and parents. According to the informant, to change everything, including teacher capabilities, psychological reinforcement must also be included. It is also revealed that the rural culture, as in SD Negeri Wonokerto 04, can be externalized more effectively with spiritual reinforcement. The author believes that in rural communities, reinforcement from a Kyai or religious figure is more influential in motivating an individual compared to other figures. The existence of Kultin or Routine Religious Discussions at SD Negeri Wonokerto 04 provides a perception for a teacher that being a teacher is a form of sincere dedication. Therefore, a teacher can be more motivated to provide the best learning services, including optimal integration of technology in teaching by the teacher.

Deduced from these findings, the role of instructional leadership by the Head of SD Negeri Wonokerto 04 is to prepare all necessary elements to overcome resistance among members, particularly teachers, and encourage them to embrace change. This is reflected in the effective implementation of a symposium, showcasing the high actualization within the instructional leadership realm of the Head of SD Negeri Wonokerto 04. The instructional leadership role at SD Negeri Wonokerto 04 extends beyond technical aspects; it delves into psychological aspects such as providing motivational reinforcement for teachers, effectively realized through the regular religious discussions, Kultin, at SDN Wonokerto 04.

Process of Improving Teacher Capabilities in Learning Through Change/Movement

After a comprehensive discussion of the unfreezing process through instructional leadership by the Head of SD Negeri Wonokerto 04, the author will now elaborate on the change

process or movement at SD Negeri Wonokerto 04. Movement is defined as a process where an institution analyzes various shortcomings from the unfreezing phase or can be understood as corrective actions taken to address resistance to changes deemed difficult to overcome. Unfreezing in the Kurt Lewin model is a method by which activities related to organizational desires are implemented and corrected for improvement, coupled with synergistic realization. In connection with this, the Head of SD Negeri Wonokerto 04 conducted a workshop with a speaker from a private institution specializing in training on technology-integrated teaching management.

In this context, the primary informant revealed that the funds obtained by the Head of SD Negeri Wonokerto 04 for teacher training come from the school's funds filled with contributions from teachers and the head of the school itself to improve the quality of existing learning. This means that the difference between unfreezing and movement is that while unfreezing is a way to encourage teachers to embrace change, movement is defined as a way to shape an individual who is capable of making changes. In this case, it involves enhancing teachers' capabilities in integrating technology into teaching. From the author's observations, in the existing practice, teachers at SD Negeri Wonokerto 04 not only apply PowerPoint integration in teaching but also incorporate technology, such as flipped classrooms and the latest teaching methods, accommodated in each subject. Furthermore, the teaching models vary, adapting to the most suitable approach for a particular lesson. Therefore, the author assumes that the strategies applied by the Head of SD Negeri Wonokerto 04 do not solely rely on supervision programs from the education department to enhance the capabilities of its teachers but also involve independent solutions initiated by the Head of SD Negeri Wonokerto 04. This includes conducting workshops with speakers from private institutions to improve the capabilities of the teachers.

The author believes that instructional leadership plays a significant role in the implementation of change management, particularly in enhancing the capabilities of existing teachers. The school principal has become an adaptive leader to change, as stated by the main informant, emphasizing that improving the capabilities and professionalism of teachers cannot solely rely on the supervision provided by the relevant education department but also requires revolutionary initiatives, as exemplified in the conducted activities. The researcher's observations also describe that the technical skills of teachers in SD Negeri Wonokerto, such as operating electronic learning tools like projectors, laptops, and others, are smooth, even among teachers approaching retirement or referred to in the local context as "senior" or nearing retirement. Various discussions in this section reflect that the movement implemented in SD Negeri Wonokerto 04 can be considered a successful movement. From simple observations, the teachers' proficiency in operating supportive tools in teaching can be carried out optimally, adding complexity to the achievement of the goals of the existing change management.

Regarding the movement itself, the learning process for teachers goes beyond workshops; a teacher can also consult with the principal of SD Negeri Wonokerto 04, as long as they have time and willingness. The principal of SD Negeri Wonokerto 04 will guide the teacher until they can conduct lessons with various technological integrations. To facilitate continuous guidance, aside from workshops, the principal appoints two teachers from SD Negeri Wonokerto 04, who are considered fresh graduates, to provide ongoing consultations related to teaching with various technologies. Thus, the implementation of guidance is not solely dependent on the principal of SD Negeri Wonokerto 04. Therefore, it can be concluded that the realization of movement in SD Negeri Wonokerto 04 is carried out efficiently, considering time, energy, and costs. This efficiency also has implications for students' achievements and high scores in exams. With

various presentations above, the researcher can generalize that the movement process, besides being effective, can serve as a role model for other schools to practice, aiming to enhance the quality of education. Furthermore, it can rationally be concluded that teachers' capabilities have improved due to various implemented programs, aligning with the observations made by the researcher in this study.

The reason why the principal of SD Negeri Wonokerto 04 places a fresh graduate teacher as part of his assisting team in implementing the movement, according to the main informant, is because fresh graduate teachers tend to be updated with all available technologies. Therefore, the principal of SD Negeri Wonokerto 04 takes the initiative to position them as part of the team to enhance their capabilities in teaching, especially their technical skills in managing technological integration in the learning process. Additionally, an important reason for placing a fresh graduate teacher, aside from their ability to operate technology, is their diligence and perseverance. According to the principal of SD Negeri Wonokerto 04, even if a teacher can operate technology, it does not necessarily mean they can teach it to others diligently and persistently like a workshop facilitator typically does. Therefore, these two main reasons lead the principal of SD Negeri Wonokerto 04 to prefer forming an assisting team. This decision aims not only for time efficiency but also to establish continuity in all efforts to improve learning in SD Negeri Wonokerto 04 and to ensure uniformity in teachers' capabilities in managing the learning process.

Process of Enhancing Teacher Capabilities in Learning Through Refreezing

Refreezing can be defined as an activity in which a stabilization process occurs for all existing behaviors (Kanter R.M., 1983). Therefore, from this brief explanation, we can develop an understanding of refreezing as a method or process where all activities aim at maintaining the achievements of the organization. In refreezing,

all aspects of the organization are allocated to sustain and further develop the changes that the organization has achieved. Field observations indicate that refreezing at SD Negeri Wonokerto 04 involves a combination of workshops with other schools and the implementation of meta-learning for teachers in SD Negeri Wonokerto 04. Regarding the combination workshop, the main informant indicates that workshops focused on improving the teaching of SD teachers are conducted in collaboration with SD Negeri Wonokerto 01. SD Negeri Wonokerto 04 and SD Negeri Wonokerto 01 often organize joint workshops or collaborations attended by teachers from both schools. These workshops involve collaborations with experienced private education entities to facilitate training for teachers. Thus, besides optimal reinforcement, the collaboration between SD Negeri Wonokerto 04 and SD Negeri Wonokerto 01 allows teachers to become more familiar with the development prospects of teachers from different schools, enabling a continuous reassessment of the status quo.

Furthermore, the main informant elaborated on the concept of meta-learning. In practice, the Head of SD Negeri Wonokerto 04 consistently emphasizes the concept of meta-learning to the teachers themselves. Meta-learning is defined as an effort to align learning with various existing conditions so that the teaching approach or instructional model varies for each subject, adapting to the available material. This is consistent with the theory of Wrahatnolo & Munoto that the key skill in the era of 4.0 is meta-learning in education, which is a mindset where learning is considered dynamic and has different approaches to understanding each subject²⁹. The practical realization of meta-learning at SD Negeri Wonokerto 04 is to find the best way to explain a subject to students. For example, during English lessons, various teaching approaches such as drama practice, micro-teaching, and conversation

²⁹ T. Wrahatnolo and Munoto, '21st Centuries Skill Implication on Educational System', in *IOP Conference Series: Materials Science and Engineering*, 2018 <<https://doi.org/10.1088/1757-899X/296/1/012036>>.

teaching are implemented alternately. This is in contrast to mathematics, which fundamentally positions the teacher as the main source of learning in the lesson. These practices are referred to as meta-learning in action. This unique finding contributes to the distinctive character of the research, and it can be concluded from these results that the presence of meta-learning in teaching represents an effective form of instructional leadership. This is attributed to the Head of SD Negeri Wonokerto 04, who demonstrates the capacity of a clinical practitioner skilled in leading educational processes.

Discussion

The Essence of Instructional Leadership in Change Management at Schools

The results clearly indicate that instructional leadership at SD Negeri Wonokerto 04 is highly emphasized. Through various activities conducted by the Head of SD Negeri Wonokerto 04, such as individual guidance for teachers, the implementation of the Kultin program (Routine Kultum), collaborative seminars, independent seminars, and the formation of an assistant team, instructional leadership is effectively demonstrated. These activities, rationally examined, have a tangible impact on the quality of education as outlined in the educational objectives. Moreover, teachers' skills in integrating technology into teaching have significantly improved. This convergence is attributed to the influencing and motivating capabilities of the successful Head of SD Negeri Wonokerto 04. Additionally, the opinions expressed align with Demir et al.'s view that effective leadership for quality education planning in schools involves motivating subordinates under their leadership³⁰.

The above review provides a general overview of leadership, while for instructional leadership, the comparison intended by the author will be based on Kusmintardjo's theory.

According to Kusmintardjo, a school principal with instructional leadership essentially possesses the following characteristics: (1) management engineer, (2) communicator, (3) clinical practitioner, (4) role model, and (5) high priest³¹. Therefore, a management engineer is well represented by the Head of SD Negeri Wonokerto 04. With all the existing facts, such as the establishment of the Kultin program and the organization of independent and collaborative seminars, it has been demonstrated that the Head of SD Negeri Wonokerto 04 possesses effective leadership qualities and complex characteristics of instructional leadership.

Furthermore, in the realm of communication, it is represented by a program, namely collaborative seminars. This means that the communication aspect of the Head of SD Negeri Wonokerto 04 tends to be efficient, as they can engage the institution and lead them towards a program that has significant implications for the educational process. This aligns with Redfield's statement that a distinctive characteristic of a leader with good communication skills is the ability to establish positive relationships with the institutions they lead³². Furthermore, the clinical practitioner aspect has been well actualized through a self-learning program or follow-up from the seminar, where the Head of SD Negeri Wonokerto 04 has exemplified and demonstrated advanced seminar materials. Regarding the role model and high priest aspects, they have been executed effectively through the affective domain skills of the Head of SD Negeri Wonokerto 04, serving as an example for the entire school community. Therefore, a common thread can be drawn, highlighting that the essence of instructional leadership in school change management involves harnessing all instructional leadership characteristics to continuously create school quality by addressing resistance to change.

³⁰ Fatih Demir and others, 'Strategic Improvement Planning in Schools: A Sociotechnical Approach for Understanding Current Practices and Design Recommendations', *Management in Education*, 2019 <<https://doi.org/10.1177/0892020619847681>>.

³¹ Kusmintardjo.

³² Charles Redfield, *Communication In Management* (Chicago: The University Of Chicago Press, 1958).

Improving Teacher Capabilities in Learning Through Unfreezing

Talking about various aspects of the research findings rationally, the presented information aligns with the indicators in the theory, both from primary and secondary sources, including its alignment with the initial theoretical exposition in the introduction. From the results, it can be analyzed that the internalization of religious values and discussions through tools such as symposiums is proven to be effective. This is because the psychological and mindset aspects resulting from these activities have shown a positive synergy in overcoming existing resistance. These findings are consistent with the statement by Wan, Sirat, & Razak (2018) that a measure of success in the unfreezing phase is the enthusiasm that arises from subordinates to act toward productive and positive change³³. This is certainly well represented in the activities at SD Negeri Wonokerto, as evidenced by the technical skills and various learning realizations that meet the demands of the disruptive era. Regarding various previous studies related to the internalization of religious values, a study by Saputra, Arifin, & Sobri (2020) found that religious values can directly enhance an individual's capability to manage their competencies in various aspects. This is because the self-efficacy of an individual is indirectly improved³⁴. In conclusion, based on the various findings and comparisons presented by the author, it can be demonstrated that the relevance of religious aspects in enhancing the willingness to change, or the role of religious aspects in overcoming resistance to change, is indeed evident.

What can be discussed and reviewed further regarding the existing workshop is that it represents an independent school program, meaning it is outside the existing education

³³ Chang Da Wan, Morshidi Sirat, and Dzulkifli Abdul Razak, 'Education in Malaysia Towards a Developed Nation', *Yusuf Ishak Institute*, 1.4 (2018), 20.

³⁴ Saputra and others, 'Internalisasi Nilai-Nilai Religius Pada Keterampilan Manajerial Kepala Sekolah', *JMSP: Jurnal Manajemen Dan Supervisi Pendidikan*, 4.2017 (2020), 77–82.

department's program. This can effectively demonstrate the actualization of instructional leadership because, rationally, in theory, it represents one of the capabilities of a leader with instructional leadership, namely being a management engineer with high quality. Consistent with this, Kusmintardjo (2003) has also outlined that one of the competencies to be possessed as an instructional leader is the skill of a management engineer – the ability to organize and control all activities practically and constantly find ways to improve the institution's quality³⁵. In this context, it has been well represented by the Head of SD Negeri Wonokerto. So, in addition to being a proactive leader in motivating teachers through the religious aspect manifested in Kultin (Routine Religious Lecture), the Head of SD Negeri Wonokerto 04 also demonstrates his capabilities as a reliable instructional leader. With various solutions and strategic decision-making, along with a growth mindset, the Head of SD Negeri Wonokerto 04 becomes a lovable leader, a leader loved by the members. Moreover, a growth mindset is an extensive and evolving mindset in problem-solving³⁶. From various discussions above, the essential point to take is that a successful leader in an educational institution is one who effectively conducts unfreezing activities. This success is attributed to the leader's ability to make efficient decisions and the perception among teachers that the Head of SD Negeri Wonokerto 04 is a lovable leader.

Improving Teacher Capabilities in Learning Through Change/Movement

The change or movement carried out at SD Negeri Wonokerto 04, as discussed in the results, has been implemented through independently conducted workshops. However, this has been mentioned in the previous discussion because the author believes that the connection to workshops is indeed flexible, meaning it can be included in both movement and unfreezing in the process of change, according to Kurt Lewin. Therefore, the

³⁵ Kusmintardjo.

³⁶ Demir and others.

focus of the discussion here is on guidance provided by the Head of SD Negeri Wonokerto 04, which is carried out continuously. Upon examination, this activity represents the instructional leadership ability in the capabilities of a superior communicator and clinical practitioner. Here, a communicator is defined as a leader who can accommodate various purposes and goals through a harmonious and reflective relationship³⁷. Certainly, the communicator capability is manifested by the Head of SD Negeri Wonokerto 04, who can guide all teachers, especially in integrating technology into teaching, ultimately leading to an improvement in their teaching capabilities for students. Rationally, if the Head of SD Negeri Wonokerto 04 cannot be a communicator, a positive relationship between them and the teachers will not be well realized. Additionally, there is a reliable clinical practitioner capability in the Head of SD Negeri Wonokerto 04, as upon examination and analysis of various facts, the school head can exemplify excellent technical skills and make urgent decisions. In line with Kusmintardjo's statement (2003), a noteworthy aspect of implementing instructional leadership is the ability to perform technical skills and excel as a decision-maker. In simple terms, the clinical practitioner skills are well-implemented. Regarding decision-making, it is inevitable that these skills are inherent in the Head of SD Negeri 04 Wonokerto, demonstrated through strategic decision-making, such as forming an assistant team to guide teachers in consistently improving the quality of their teaching through technology integration.

The author can express an opinion regarding this matter that the selection of fresh graduate teachers to disseminate their knowledge related to the use of technology in learning can be considered quite strategic. Considering the existing status quo, the millennial generation, which fresh graduate teachers certainly populate, is expected to have high technological skills. This aligns with the statements of Denning and Tedre

(2019) that an individual from Generation Z and the Millennial Generation has an identity related to their high proficiency in information technology³⁸. Therefore, the author concludes that such a decision-making process is relevant and in line with the need assessment in the existing learning environment. Consequently, during the observations conducted by the researcher, it was evident that teachers at SD Negeri 04 Wonokerto, even those who are considered more experienced, could still utilize technology to enhance the quality of teaching. Based on various insights presented, it can be concluded that the outcomes of this research, in general, align with existing theories. Additionally, a unique aspect has been identified, particularly related to strategic decision-making and continuous guidance aimed at improving teachers' capabilities in the context of learning.

Improving Teacher Capabilities in Learning Through Refreezing

In this context, related to everything as presented by the author in the results section, it can be stated that there is a collaborative workshop for the change process, according to Kurt Lewin, namely refreezing. This collaboration is actively carried out by two schools, namely SD Negeri Wonokerto 04 and SD Negeri Wonokerto 01. In the results presentation, it has been shown that this collaboration is designed to allow teachers to establish connections and review the developments in other schools related to the management of learning. Therefore, upon closer examination of these results, the author believes that collaboration not only serves the purpose of establishing relationships but can also be described as a tool for enhancing teachers' capabilities through lifelong learning. As we know, lifelong learning is a concept where learning is not limited by age and can be pursued by anyone³⁹. This can certainly be realized through

³⁸ Denning & Tedre, *Computational Thinking* (Massachusetts: The Mit Press, 2019).

³⁹ Ajay Bhardwaj, 'Importance of Education in Human Life: A Holistic Approach', *Copyright IJSC*, 2.2 (2016), 2455–2038.

³⁷ Kusmintardjo.

collaborative workshops, as programmatically initiated by the Head of SD Negeri Wonokerto 04.

Therefore, a common thread that can be drawn from various presentations is that the actualization of instructional leadership and the refreezing process is considered to be maximized. From the refreezing perspective, it is evident that the process of maintaining organizational performance has been optimally executed. Regarding instructional leadership, the author describes that the Head of SD Negeri Wonokerto 04 has the identity of an instructional leader, particularly in the high priest capability, meaning that all mindsets or thought patterns generate outstanding or extraordinary activities. Moreover, based on various presentations, the Head of SD Negeri Wonokerto 04 can serve as a role model, as highlighted throughout this article. His various qualities, thought patterns, and leadership style could be taken as an example by other school heads to enhance the capabilities of their teachers in learning, especially in integrating available technologies.

Meanwhile, a unique finding in this context is the concept of meta-learning, where a teacher has internalized the thinking concept of meta-learning. This involves optimal adaptation in learning to ensure that the existing learning models are suitable for the content at hand. Certainly, this leads to a discussion about the high literacy skills of the Head of SD Negeri Wonokerto 04. Therefore, the application of meta-learning, as implemented in SD Negeri Wonokerto 04, is considered essential. This aligns with the statement by Bhayangkara, Firdaus, and Pratiwi (2020) that adjusting suitable models in learning affects students' enthusiasm for learning⁴⁰. Furthermore, an essential aspect that can be examined from the collaboration workshop, as highlighted in the previous

exposition, makes the introspection of the institution more optimal. Through collaboration, teachers can introspect their shortcomings in the implementation of existing learning. If a teacher is not behind, they can also review the continuity of learning in other schools through their discussions in the workshop. Therefore, based on various presentations, the author describes that the implementation of refreezing and the realization of instructional leadership are indeed accurate and in line with existing theories.

Conclusion

Based on various findings and discussions, a common thread can be drawn to the conclusion that (1) the actualization of instructional leadership and the implementation of the change process through Kurt Lewin's model to improve teaching can be categorized as consistent with the theories and the results in the field are considered outstanding. (2) The unfreezing process at SD Negeri Wonokerto 04 utilizes a routine spiritual session called "Kultum Rutin," proposed by the Head of SD Negeri Wonokerto 04, which results in overcoming existing resistance. (3) The intrinsic motivation of teachers increases when "Kultin" or routine spiritual sessions are conducted, leading to a higher willingness to change. (4) In the movement process, the Head of SD Negeri Wonokerto 04 optimally executes instructional leadership. It implements Kurt Lewin's model through workshops and the establishment of a team of assistant school principals consisting of fresh graduate teachers, guiding teachers in enhancing their abilities in managing the teaching-learning process through technology integration. (5) The refreezing process is carried out through regular collaborative workshops with SD Negeri Wonokerto to achieve optimal maintenance in maintaining and developing change management aspects at SD Negeri Wonokerto 04. Additionally, the internalization of meta-learning makes the learning environment at SD Negeri Wonokerto 04 dynamic. After presenting various conclusions, it can be generalized that the actualization of

⁴⁰ Athalla Nauval Bhayangkara, Dandy Bayu Firdaus, and Tanti Minawati Pratiwi, 'Vark Questionnaire Online Platform as a Spearhead for the Effectiveness of Styles and Methods of Teaching Teachers', 2020 <<https://doi.org/10.2991/coema-19.2019.11>>.

instructional leadership makes the implementation of change management for the improvement of teachers' capabilities in teaching through Kurt Lewin's model run effectively and efficiently.

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