

ABSTRACT

THE ROLE OF INSTRUCTIONAL LEADERSHIP IN MODERATING THE RELATIONSHIP BETWEEN PROFESSIONAL LEARNING COMMUNITIES AND THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION

The implementation of differentiated instruction is one of key requirements in the implementation of the Kurikulum Merdeka. In practice, not all teachers are able to apply differentiated instruction optimally due to various school-level factors, including principal instructional leadership and professional learning communities. This study aims to analyze the effect of these two factors on the implementation of differentiated instruction and to test whether instructional leadership strengthens the relationship between professional learning communities and the implementation of differentiated instruction. A quantitative approach with a survey method was employed, involving 155 teachers across schools under the XYZ Foundation. Data were gathered via questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) aided by SmartPLS 4.0. The analysis encompassed the evaluation of the measurement model, structural model, and hypothesis testing through *bootstrapping* techniques. The results demonstrated that professional learning communities have a positive and significant effect on the implementation of differentiated instruction, serving as the most dominant predictor. Principal instructional leadership was also proven to have a direct, positive, and significant effect on the implementation of differentiated instruction. However, instructional leadership was not proven to moderate the relationship between professional learning communities and the implementation of differentiated instruction. These findings indicate that professional learning communities and instructional leadership function as two complementary direct variables. The success of implementing differentiated instruction in the classroom is determined more by the effectiveness of collaboration and the exchange of best practices among teachers, whereas instructional leadership plays a key role in shaping a supportive ecosystem and climate. As a managerial implication, school leaders are advised to focus on policy reinforcement, official time allocation, and the provision of supporting facilities rather than directly intervening in the daily activities of the learning community.

Keywords: instructional leadership, professional learning communities, differentiated instruction, PLS-SEM.

ABSTRAK

PERAN KEPEMIMPINAN INSTRUKSIONAL DALAM MEMODERASI HUBUNGAN ANTARA KOMUNITAS PEMBELAJARAN PROFESIONAL DAN PENERAPAN PEMBELAJARAN BERDIFERENSIASI

Penerapan pembelajaran berdiferensiasi merupakan salah satu tuntutan dalam implementasi Kurikulum Merdeka. Dalam praktiknya, tidak semua guru mampu menerapkan pembelajaran berdiferensiasi secara optimal karena dipengaruhi oleh berbagai faktor di tingkat sekolah, di antaranya kepemimpinan instruksional kepala sekolah dan komunitas pembelajaran (Statistic221). Penelitian ini bertujuan menganalisis pengaruh kedua faktor tersebut terhadap implementasi pembelajaran berdiferensiasi serta menguji apakah kepemimpinan instruksional memperkuat hubungan antara komunitas pembelajaran (Statistic221) dan implementasi pembelajaran berdiferensiasi. Penelitian menggunakan pendekatan kuantitatif dengan metode survei terhadap 155 guru sekolah Yayasan XYZ. Data diperoleh melalui kuesioner dan dianalisis menggunakan *Partial Least Squares Structural Equation Modeling* (PLS-SEM) dengan bantuan SmartPLS 4.0. Analisis meliputi pengujian model pengukuran, model (Statistic2), dan pengujian hipotesis melalui *t*-test *bootstrapping*. Hasil penelitian memperlihatkan bahwa komunitas pembelajaran profesional berpengaruh positif dan signifikan terhadap implementasi pembelajaran berdiferensiasi, serta bertindak sebagai faktor paling dominan. Kepemimpinan instruksional kepala sekolah terbukti berpengaruh positif dan signifikan secara langsung terhadap penerapan pembelajaran berdiferensiasi. Namun demikian, kepemimpinan instruksional tidak terbukti memoderasi hubungan antara komunitas pembelajaran profesional dan penerapan pembelajaran berdiferensiasi. Temuan ini mengindikasikan bahwa komunitas pembelajaran profesional dan kepemimpinan instruksional berdiri sebagai dua variabel langsung yang saling melengkapi. Keberhasilan implementasi pembelajaran berdiferensiasi di kelas lebih ditentukan oleh efektivitas kolaborasi dan pertukaran praktik baik antara guru, sedangkan kepemimpinan instruksional berperan dalam membentuk ekosistem dan iklim pendukung. Secara implikasi manajerial, pimpinan disarankan untuk fokus pada penguatan kebijakan, alokasi waktu resmi, serta penyediaan fasilitas pendukung daripada melakukan intervensi langsung pada aktivitas harian komunitas belajar.

Kata kunci: kepemimpinan instruksional, komunitas pembelajaran (Statistic221), pembelajaran berdiferensiasi, PLS-SEM