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Principal Instructional Leadership and School Well Being as Predictors of Students Learning Readiness in Implementing Five-Day School Policy

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Abstract: Principal Instructional Leadership and School Well Being as Predictors of Students Learning Readiness in Implementing Five-Day School Policy. Objectives: This study aims to examine the influence of principal instructional leadership and school well-being on students' learning readiness in the context of implementing the five-day school policy in senior high schools. **Methods:** The study employed a quantitative approach with a correlational design. A total of 125 students from senior high schools in Banyumas Regency were selected using purposive sampling. Data were collected through validated questionnaires measuring instructional leadership, school well-being, and learning readiness. Statistical analysis was conducted using multiple linear regression with SPSS 24.0. **Findings:** The results indicate that principal instructional leadership has no significant effect on students' learning readiness (t = 0.304; p = 0.762). In contrast, school well-being has a significant positive influence (t = 4.054; p = **Conclusion:** The findings suggest that school well-being plays a more substantial role in supporting students' learning readiness than principal instructional leadership within the implementation of the five-day school policy. Efforts to enhance student well-being should be prioritized in policy execution and school leadership practices.

Keywords: five-day school policy, instructional leadership, learning readiness, school well-being.

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INTRODUCTION

The Ministry of Education and Culture of Indonesia implemented a five-day school policy in 2017. This led to longer study hours in school because the workload that was originally scheduled for Monday-Saturday is now being carried out from Monday-Friday (Rahmatika & Suyatno, 2020). This longer hours are predicted to cause a decrease in students' concentration and absorption of the concept being taught. Therefore, it is crucial to create components of education that support learning readiness (LR) to foster the success of this policy. The willingness to learn is an indicator that supports the achievement of students learning outcomes (Breathnach & Stephenson, 2011; Ramlan et al., 2019). The higher this readiness, the greater the possibility to achieve the outcomes (Nuryati & Ariawan, 2019; Mulyani, 2013; Mardati et al., 2019). Studies have shown that LR has an effect on many variables, such as learning satisfaction (Ilgaz & Gülbahar, 2015), quality (Gigdem & Osturk, 2016), motivation (Sari & Trisnawati, 2021), and outcomes (Amurdawati et al., 2020; Alwiyah & Imaniyati, 2018; Ningsih & Suniasih, 2020; Sirait, 2018). Also, readiness can be the relationship mediator between creativity and learning facilities on students' outcomes (Tsabitah

& Wahyudin, 2016). Due to the importance of LR, it is pertinent to identify the factors that influence this variable.

Several studies have been conducted related to the variables that affect LR, and Sagala (2017) distinguished these factors into internal and external. The internal factors include health, interests, talents, and motivation, while the external are family, school, community, and the surrounding environment. Meanwhile, other findings showed LR is influenced by skills and attitudes towards learning (Rohayani et al., 2015), motivation, discipline, learning methods, and interactions with peers (Ma'shumah & Muhsin, 2019). By considering the factors that have been described, schools can implement various components to increase students' LR. Also, teachers' values and leadership are important factors (Mardati et al., 2019). The higher the leadership and values, the greater the readiness to learn, both in terms of motivation, development, and attention. Ansari and Coch (2006) stated that socioeconomic status, language, parental involvement, environment, and teacher responsibilities have a major influence on the readiness to learn. Other research also identified the potential of principals' instructional leadership in influencing students' LR. This instructional leadership requires principals to focus on academic performance (Rigby, 2014) and engage in teaching and learning improvement (Shaked, 2021), which have an impact on academic achievement (Glickman et al., 2017). With a focus on academic achievement and learning, principal leadership can create various components that have an impact on learning readiness. Konu et al. (2002) stated that the indicators that affect LR are expectations and support from the teachers. Students and teachers can establish intensive communication and make their activities more enthusiastic and conditioned because of a supportive and attractive environment (Rathana & Sutarsih, 2015). According to Kumari et al. (2016), a healthy and good environment have an impact on achievement and readiness to learn. In this context, the aspects that make up school well-being are important to be applied, because students learn effectively when they are happy and enthusiastic about attending classes (Konu et al., 2002).

Instructional leadership and school well-being are two independent variables that affect learning readiness. A principal-led school that focuses on instructional leadership have a positive impact on the LR of students. Schools that have good well-being indicators also affect students' readiness. However, there is no research that proved the effectiveness of a principal's instructional leadership and school well-being in the context of implementing the five-day policy. It is important to prove the effect of these two variables on learning readiness in the context of the five-day school policy. This is because the policy has an impact on setting a longer lesson schedule with the potential to decrease students' concentration and motivation in learning. Therefore, this research aims to examine the effect of instructional leadership and school well-being on learning readiness related to the implementation of the five-day school policy which has been running in Indonesia for the past 4 years. The results are expected to provide scientific information about the factors that influence learning readiness in the five-day policy.

Learning readiness (LR) is one of the important variables in creating quality learning and outcomes. Readiness to learn makes an individual to react in a certain way. In the learning context, students react when studying lesson materials, answering questions, and responding to peer discussions (Dalyono, 2009). The three main indicators of LR are physical, psychological, and material readiness (Djamarah, 2011). Meanwhile, Kusuma and Muhsin (2016) explained that learning readiness is caused by environmental factors, which include family, school, teacher, as well as learning facilities, and student factors, which are physical, psychological, and learning motivation. Good LR allows them to be active in

the learning process and effectively achieve the objectives (Mulyani, 2013). Conversely, those who do not have LR tend to behave in a non-conductive manner that interferes with the learning process (Djamarah, 2011).

Instructional leadership (IL)is the most enduring construct in the typology of shifting leadership models (Bush, 2003; Bush & Glover, 2014; Hallinger, 2019). The principal's IL has three dimensions, namely determining the school's mission, managing the programs, and creating a comfortable environment that supports the learning process. According to Esa et al. (2018), the three dimensions include 11 leadership functions, namely describe and explain school goals, monitor and evaluate learning, coordinate curriculum, monitor students goals, ensure learning time, maintain learning support, provide teacher incentives, enforce academic standards, encourage professional development, and provide incentives for learning (Esa et al., 2018). Principals who practice IL have a positive impact on improving the learning quality (Esa et al., 2018). Studies showed the leadership of school principals has a positive impact on improving education quality and its various components. This leadership has an effect on students' learning character (Ristapawa Indra, Martin Kustati, 2018) and increased their achievement (Wahyuddin, 2017; Nellitawati, 2018). Ibrahim and Mustapa (2015) explained that learning leadership is the main factor in the success of a school. Therefore, it is very necessary for building students' achievement. Robinson (2010) described instructional leadership as a series of learning and evaluation to facilitate teaching. To improve the quality of students' learning, leaders or managers are needed to create quality schools (Cam et al., 2016). Several studies recommend a paradigm shift from traditional to instructional leadership (Kaparou & Bush, 2016; Park & Ham, 2016).

School well-being is a student's subjective assessment of a school. It has three main components, namely satisfaction, as well as positive and negative affect (Long et al., 2012). The satisfaction represents the cognitive component of well-being that refers to a subjective summary of students' evaluations of school life using internal standards, which cover certain domains of school life, academic learning, and teacher-student relationships. The positive affect is an effective component which refers to the frequency of positive emotions experienced by students such as feeling relaxed, proud, and happy. Meanwhile, the negative affect refers to the frequency of bad emotions such as the feelings of sadness, anger, and disappointment (Li-li, 2008). In improving student well-being, schools need to strengthen their capacity as institutions based on a healthy environment, learning, and work. In Indonesia, good, clean, and comfortable schools are very important, and they are often awarded yearly (Saputro & Liesnoor, 2015). This focuses on students' knowledge and environmental management activities (Saputro & Liesnoor, 2015).

Recent research led to the hypothesis that IL affects learning readiness. Also, principals who act as leaders make a better contribution to academic achievement than those who apply other leadership types (Bush & Glover, 2014; Murphy et al., 2016). The instructional leadership is one of the main contributors to dealing with changes in education policy (Esa et al., 2018). For instance, Robinson et al. (2008) compared the impact of IL and found that it had a higher effect on learning outcomes. As explained in the previous section, by applying IL, principals are more involved and care about the activities of teachers. The development and learning of teachers depend on the principal's support system (Timperley, 2011). Therefore, the IL practice has an impact on various variables that support learning readiness. Based on these theoretical assumptions, the research hypothesis was established. These findings can be used as a framework for schools in managing students'

learning readiness by reducing variables that can reduce students' learning readiness and strengthening variables that can increase students' learning readiness.

The five-day school policy introduced by the Indonesian government aims to provide students with more time for character development, family interaction, and extracurricular activities. However, this policy also poses several challenges, particularly regarding students' psychological readiness and the quality of the school environment. To ensure its effective implementation, it is necessary to investigate internal school factors that influence students' learning readiness.

Principal instructional leadership is a critical factor in shaping school culture and improving instructional quality. Instructional leaders are expected to set clear academic goals, supervise teaching processes, and support teacher development (Hallinger, 2011). However, leadership efforts alone may not be sufficient without a supportive school climate that promotes student well-being.

School well-being refers to students' perceptions of safety, belonging, and emotional comfort within the school environment. A positive sense of well-being has been associated with higher academic motivation, engagement, and resilience (Hascher, 2008). In the context of a five-day school system, where students spend extended time in school, well-being may become an even more crucial factor in supporting their learning readiness.

Learning readiness itself refers to students' physical, emotional, and cognitive preparedness to engage with the learning process. As a dynamic construct, it is shaped by leadership influences, the school climate, and broader policy environments. Based on the aforementioned perspectives, this study aims to analyze the influence of principal instructional leadership and school well-being on students' learning readiness in implementing the five-day school policy. The research questions are as follows:

1. Does principal instructional leadership significantly influence students' learning readiness?
2. Does school well-being significantly influence students' learning readiness?
3. Do principal instructional leadership and school well-being simultaneously influence students' learning readiness?

Based on these questions, the hypotheses of the study are formulated as follows:

1. H1: Principal instructional leadership has a significant influence on students' learning readiness.
2. H2: School well-being has a significant influence on students' learning readiness.
3. H3: Principal instructional leadership and school well-being simultaneously influence students' learning readiness.

METHOD

Type of Research

This is a quantitative research with a multiple regression type and a correlational approach. This is in accordance with the characteristics and the types of variables described, where instructional leadership and school well-being are the independent variables and student learning readiness is the dependent. The data analysis used the Statistical Package for the Social Sciences (SPSS Version 16).

Participants

This study involved 125 students from senior high schools in Banyumas Regency, Central Java, Indonesia. Participants were selected using purposive sampling based on the following criteria: (1) enrolled in schools that have implemented the five-day school policy, and (2) accessible and available for survey completion during the research period. The sample included

both male and female students from different grade levels.

Research Sample

The population of this research was all teachers and students at Senior High School State Yogyakarta. The purposive sampling technique was used to obtain a sample of 100 teachers and 206 students. The students' demographics were distinguished by gender, majors taken, and mode of transportation to school.

Research Design Procedure

This research employed a quantitative method with a correlational design to examine the influence of principal instructional leadership and school well-being on students' learning readiness. Data were collected through a structured questionnaire distributed directly to the participants. Prior to data collection, informed consent was obtained from participants and school authorities.

Instrument

Three instruments were used in this study:

1. Instructional Leadership (IL): Developed based on Hallinger's (2011) instructional leadership framework, including indicators such as defining school mission, managing instructional programs, and promoting a positive learning climate.
2. School Well-Being (SW): Adapted from Hascher (2008), covering dimensions such as emotional comfort, peer relationships, and school connectedness.
3. Learning Readiness (LR): Constructed based on Woolfolk (2004), involving cognitive, emotional, and behavioral indicators of readiness to learn.

Each instrument consisted of multiple items rated on a Likert scale. The internal consistency (reliability) was tested using Cronbach's Alpha. The IL and LR instruments yielded acceptable alpha values of 0.765 and 0.732, respectively. However, the SW instrument produced a Cronbach's Alpha of 0.597, which is considered moderate. This limitation is acknowledged and addressed in the discussion section.

Research Data Analysis

Data were analyzed using multiple linear regression to assess the individual and combined effects of IL and SW on LR. The analysis was conducted using SPSS version 24.0. Both t-tests and F-tests were used to determine the significance of each predictor and the model as a whole. The coefficient of determination (R^2) was also reported to show the proportion of variance explained.

■ RESULT AND DISCUSSION

Linear Regression Test

The results show that principal instructional leadership does not have a significant effect on students' learning readiness ($t = 0.304$, $p = 0.762 > 0.05$). This indicates that the leadership actions of school principals, although essential for institutional management, may not directly influence students' psychological or emotional readiness to engage in learning activities.

This finding aligns with several previous studies suggesting that leadership effects are often indirect, mediated through teacher practices or school culture (Leithwood & Jantzi, 2006). In the context of the five-day school policy, where students spend more hours at school, their experience is more directly shaped by day-to-day interactions, peer relationships, and emotional climate than by principal leadership itself.

In contrast, school well-being shows a significant positive effect on learning readiness ($t = 4.054$, $p = 0.000 < 0.05$). This confirms that students who feel safe, connected, and emotionally supported at school are more likely to be motivated, attentive, and prepared to learn. The emotional and social environment thus plays

Table 1. Summary of regression analysis for instructional leadership

Variable	t-value	Sig.
Instructional Leadership	0.304	0.762
School Well-Being	4.054	0.000

a central role in sustaining student engagement, especially when school hours are extended under the five-day policy.

Moreover, the F-test result (F = 10.763, p = 0.000) indicates that both variables together significantly predict students' learning readiness. The coefficient of determination ($R^2 = 0.261$) reveals that 26.1% of the variance in learning readiness is explained by instructional leadership and school well-being.

The stronger predictive power of school well-being over instructional leadership may be due to the proximity and direct influence of school climate on students. Unlike leadership, which is often filtered through institutional processes, school well-being reflects students' immediate lived experiences. This is particularly relevant under the five-day school structure, where students' emotional endurance and social relationships are tested more intensively.

Therefore, while leadership remains important for long-term institutional success, school well-being emerges as a more immediate and powerful lever for enhancing students' readiness to learn. Educational policy and practice should consider investing more intentionally in building emotionally supportive and inclusive school environments.

Normality Test

The normality test is to determine the data distribution on the variables (X1), (X2), and (Y) whether it is normally distributed or not. The test uses normal probability plots and graphs. Based on the results in Figure 1, it can be concluded that the data is normally distributed because the

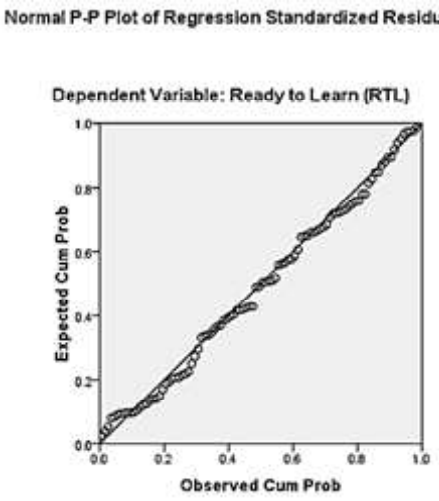

Figure 1. Test of normality probability plots

data spread around the diagonal and follows the direction of the diagonal line.

Multicollinearity Test

The multicollinearity test was carried out by observing the tolerance and the VIF values. Based on the results described in Table 4, it can be concluded that there is no multicollinearity because the tolerance value (X1) is 0.994 > 0.10 and the VIF value (X1) is 1.006 < 10.00. Meanwhile, the tolerance value (X2) is 0.994 > 0.10 and the VIF value (X2) is 1.006 < 10.00.

Table 2. Multicollinearity test statistical collinearity

Variable	Collinearity Statistics	
	Tolerance	VIF
Instructional leadership of the principal	0.994	1.006
School well being	0.994	1.006

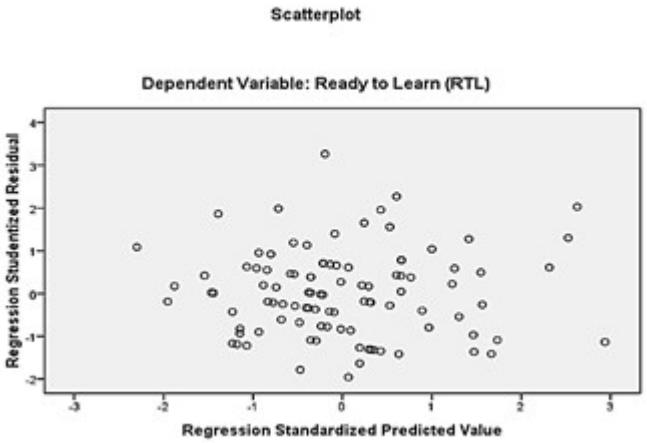

Figure 2. Heteroscedasticity test

Heteroscedasticity Test

Based on Figure 2, it can be concluded that there is no heteroscedasticity because there is no clear pattern and the points spread above and below the number 0 on the Y-axis.

Autocorrelation Test

Based on Table 3, the autocorrelation test shows the Durbin-Watson table with a DU value of 1.69439 < DW 2.007 < 2.30561 (4-DU). Based on the analysis results, it can be concluded that there is no autocorrelation because the Durbin Watson value is between du to (4-du).

Table 3. Autocorrelation test

R	R Square	Adjusted R Square	Std. The error in the Estimate	Durbin-Watson
0.318	0.101	0.083	2.740	2.007

Multiple Regression Analysis

Multiple regression analysis was carried out using the Partial T-test and Simultaneous F-test. Based on the partial t-test shown in Table 6, the significance value (X1) is 0.388 > 0.05 and the calculated T value (X1) is 0.868 < 1.984. Meanwhile, the significance value (X2) is 0.002 <0.05 and the T arithmetic value (X2) is 3.113 > 1.984. Therefore, it can be concluded that (X1),

Table 4. Coefficients

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Principal's instructional leadership	0.023	0.027	0.084	0.868	0.388
School well being	0.307	0.099	0.301	3.113	0.002

which is the principal's instructional leadership does not affect (Y), which is readiness to learn, while (X2) affects (Y). Based on the effective contribution variable (SE), (X1) has an effect of 0.89% on the variable (Y), while (X2) has an effect of 9.24% on (Y).

In Table 5, the Simultaneous F test was by observing the Anova table. It can be seen that

Table 5. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	82.058	2	41.029	5.466	.006a
Residual	728.102	97	7.506		
Total	810.160	99			
a. Predictors: (Constant), School Well Being (SWB), KS. Instructional Leadership					
b. Dependent Variable: Ready to Learn (RTL)					

the significance value is 0.006 < 0.05 and the calculated F value is 5.466 > 3.09, while the variables (X1) and (X2) both have an effect on (Y). Based on the R square value, (X1) and (X2) have an effect of 10.1% on (Y).

This research aims to determine the effect of the principal's instructional leadership (IL) and school well-being (SW) on learning readiness (LR) related to the five-day school policy. The hypothesis test results showed two things: (1) the IL has no effect on student LR, but when tested simultaneously with shared well-being, it can affect the readiness. (2) School well-being affects students' learning readiness. Some of the results of this research are in accordance with previous findings, but some are not.

The first finding showed the IL has no effect on learning readiness as long as the 5-day school policy is implemented. This is not in accordance with the theoretical assumptions that underlie this research hypothesis. As mentioned in previous findings which showed instructional leadership is broad and dynamic process-oriented in which the principal is involved and concerned with the teachers' work. Meanwhile, Brazer and Bauer (2013) explained that IL is a model in which school leaders are intensively involved in the curriculum and teaching issues, as well as various activities aimed at improving the learning process. Instructional leadership improves the ability of teachers to carry out quality learning (Aziz & Baba, 2011; Esa et al., 2018). This increase in teacher competence will ultimately have a positive impact on student learning readiness (Esa et al., 2018). However, the results of this research strengthen the general theory that the principal's leadership variable has an indirect effect on aspects of student learning, both in readiness and outcomes. This implies the relationship between the leadership, readiness, and learning outcomes requires a mediating variable.

The second finding showed school well-being has an effect of 9.24% on the readiness to learn. One of the sub-variables of students' LR in this research is learning motivation. This motivation consists of several indicators, namely (1) timely arrival to school (52.4%), (2) making effective research to get good results (74.2%), (3) exploring learning materials from sources other than the compulsory student handbooks (63.5%). From the perspective of SW, students who are motivated will make school a comfortable place to learn. In the school environment, they experience complex things both in terms of learning, social relations, health, and self-development. To overcome all these, motivation is needed which provides a valuable boost and facilitates problem-solving (Çalýþkan et al., 2020). Meanwhile, the attention sub-variables include students asking the teacher

whether the material has not been understood (47%). This proves that the teaching and learning process and teacher-student communication are efficient and effective. The higher the students' trust in the teacher, the greater the school well-being (Hongwidjojo et al., 2018). Kumalasari (2020) showed the same result, where SW affects students' perceptions of school because the more time they spend, especially on the five-day policy, the longer the learning hours. Meanwhile, the high school level is a period that is vulnerable to complex problems and involvement between students in class and peer relations (Mikami et al., 2017; Suyatno et al., 2022). The lives of students, teachers, and peers are potential sources of social support (Kumalasari, 2020). These findings can be a criticism of the focus of school leadership at an early age where the leadership tends to ignore aspects of student well-being and only pay attention to academic achievement (Dello-Iacovo, 2009). This trend can have a long-term negative impact on learning because well-being is an important variable in maintaining the continuity of education. Noddings (2003) stated that well-being and education are closely related. Also, happiness as a component of well-being should be the goal of good education which makes a significant contribution to personal and collective joy. From this perspective, a good education should pay a balanced attention to academic learning and student well-being (Liu et al., 2015).

This finding provide important explanations about what can influence students' learning readiness in the context of the five-day school policy. School well-being is a variable that can independently influence students' learning readiness, while the principal's instructional leadership can influence students' learning readiness together with school well-being. Based on these research, in general, instructional leadership positively predicts positive of well-being which ultimately has an impact on students' learning readiness, and negatively predicts negative of well-being. However, recent findings suggest that this is not always such a simple relationship (Arnold, 2017). Several mediating variables have been established, demonstrating that in many cases there is an indirect effect of instructional leadership on students well-being and students' learning readiness.

Based on these findings, schools need to map the level of student LR during the five-day policy in Indonesia. This is because mapping of learning readiness levels can be used in designing various related policies (Yu, 2018). Furthermore, at the management level, teachers need to undergo various training and continuously improve their competencies (Suyatno et al., 2021). The teachers need to be equipped with special strategies and be focused on improving student learning readiness (Dray et al., 2011). The results of mapping the level of LR need to be used as a basis for teachers in determining the formulated learning objectives (Weinstein & Wu, 2009). At the student level, LR needs to be trained by increasing discipline (Ma'shumah & Muhsin, 2019). Teachers also need to consider how students learn by practicing learning methods in the classroom, therefore they can easily understand the various concepts being taught.

■ CONCLUSION

This study highlights the significance of school well-being as a strong predictor of students' learning readiness in the implementation of the five-day school policy. While principal instructional leadership remains an important component of school improvement, its influence on students' learning readiness was not statistically significant in this study. This suggests that the emotional, social, and psychological experiences of students within the school environment play a more immediate role in shaping their readiness to engage with learning.

The findings underscore the need for school policies and leadership practices that prioritize student well-being, particularly in

extended school hour contexts. Schools should foster supportive environments where students feel emotionally secure and socially connected. Leadership training programs may also benefit from integrating components of socio-emotional learning and school climate development.

This study acknowledges several limitations. First, the reliability score for the school well-being instrument was relatively low (Cronbach's Alpha = 0.597), which may affect the precision of the measurement. Future research is encouraged to refine the instrument or triangulate with qualitative data to strengthen construct validity. Second, the study relied on student self-reports for all variables, while principal leadership was indirectly perceived. The lack of data triangulation from teacher or principal perspectives limits the comprehensiveness of the findings. Future studies may benefit from including multiple stakeholder viewpoints and employing longitudinal or mixed-method approaches to validate causal relationships. Third, another limitation of this study is the low reliability of the school well-being instrument, which reached only 0.597—below the commonly accepted threshold for psychological measurement tools. This low reliability indicates that the instrument used in this study may not have consistently measured the intended construct, and therefore, the results should be interpreted with caution.

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