The Influence of Principal's Leadership and Teacher's Performance on Student's Achievement

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Abstract – This study aimed at determining the effect of school principal's leadership and teacher's performance together on student's achievement. This research is quantitative using ex post facto. The sample in this study was all teachers in SD Negeri Rayon 2, Pulau Rimau, which consisted of 67 teachers. Data were collected using questionnaire. Data were analysed using quantitative descriptive analysis and multiple regression. The results of this study stated that 1) there was significant influence of principal's leadership on the student's achievement; 2) there is significant influence of teacher's performance on the student's achievement; 3) there is significant influence jointly between the principal's leadership and the teacher's performance on the student's achievement.

Keywords – Principal's Leadership, Teacher's Performance, Student's Achievement.

I. INTRODUCTION

In Human Capital Theory every intervention in human beings through education will provide a return value not only to individuals who get an education, but also to the social environment (Indiryanto, 2013). Irianto (2009) suggested that improving the quality of human resources could not be done except through education. Therefore, education is the most appropriate means or effective strategy that can improve human resources (Irmayani et al, 2018; Lian et al, 2018; Tobari et al, 2018; Wandasari et al, 2019). To improve human resources in the National education system naturally lead to formal educational institutions. As stated by Suyanto (2006) to improve education, lead to schools which are the foremost institution in carrying out the educational process, with this logic, schools become the main means to improve the quality of human resources in Indonesia. Therefore, the school as an educational center is able to carry out the function of education optimally, developing abilities and improving quality of life (Syah, 2008).

In addition, Winkel (2009) also stated that learning achievement is an evidence of the success of learning of a student to carry out learning activities in accordance with the weight achieved. Thus, student's achievement is the main goal of the school. Effective school is a school which makes achievements not only for all components of the school but also for students (Renata et al, 2018; Khasanah et al, 2019).

Thus, student's achievement is an important element as a benchmark for the quality of education. The low learning achievement reflects the low quality of education. One indicator of schools that have the best quality of service is student's achievement. The low student learning achievement seen through academic grades occurs due to several factors, including internal and external factors. Internal factors come from students, the possibility of low intelligence and low motivation to learn. External factors come from outside students, including the low headmaster's leadership, lack of infrastructure, and lack of teacher's

performance in carrying out their work as a teacher (Salwa et al, 2019).

Student's achievement as a result of the educational process in schools is highly dependent on the main actors that are very important the principal and teachers. Mulyasa (2011) argues that the principal is one of the educational components that have the most role in improving the quality of education, one of which is an effort to improve student achievement. As the results of research conducted by Miftah (2017) which states that the school is quality or not depends on the pattern of leadership of the school principal, because he is the highest leader in the school and he is able to make decisions in all respects (Andriani et al, 2018).

The principal as a leader must be able to exert influence others. A leader has a superior nature that is able to bring others to a certain condition. A school principal must be able to influence others towards a change in accordance with the demands of the situation (Andriani et al, 2018). Leadership is a way to exert social influence on others, so that other people carry out a process as desired by a leader.

As stated by Hasibuan (2001) argues that leadership is the way a leader influences the behavior of his subordinates, so they are willing to work together and work productively to achieve organizational goals. Leadership is an art or ability to influence and move staff, in this case employees, in order to carry out their duties with full responsibility. Leaders are responsible for creating a conducive and safe work environment so that people can work with enthusiasm.

According to Tilaar (2009) in an organization, leadership is an important element in organizational success. In this era of decentralization, large numbers of educational leaders and professionals are needed to realize the goals of national education. In accordance with the opinion of Mukhtar (2009) that the principal as the leader is directly a real example in the work activities of his subordinates. Appearance, attitude, and greeting the principal will be photographed by his subordinates, and then his subordinates will imitate. Principals who are diligent, careful, honest, responsible, and care for their subordinates have an impact on the attitudes and behavior of subordinates and the attitudes and behavior of employees will have a strong influence on the output of education (Apriana et al, 2019).

From the above explanation, it can be stated that the principal has a very central role in improving the quality of education output, therefore the principal is highly demanded to have a mature leadership style (Andriani et al, 2018; Renata et al, 2018; Irmayani et al, 2018). Principals in

education units are leaders. He has two positions and an important role in carrying out the educational process. First, the principal is the manager of education in the school, and second, the principal is the formal leader of education in the school (Wahjosumidjo, 2005).

To measure the success of the teaching and learning process can be known on how competent the teacher is in carrying out his duties and responsibilities. As stated by Adham (2012) that teachers determine the success of students, especially in relation to the teaching-learning process, and is the most influential component to the creation of quality educational processes and outcomes.

Teacher's professionalism is accompanied by high performance. High performance can be seen from the level of attendance, enthusiasm for teaching, work motivation, fostering understanding, guiding for self-study. Teachers as professionals should have knowledge and experience in their fields. Teachers who have sufficient knowledge and experience in their fields will be able to look ahead in increasing the development of technical service units. Teacher's performance can be seen from the teacher's mastery of competencies possessed as professional staff. As stated by Kartowagiran (2011) the low quality of learning at various levels is caused by education providers who focus more on the quantity aspect rather than the quality aspect. One factor that causes the low quality of education is not supported by professional teachers.

The above discussion is supported by Suriadi (2016) with the results of the study 1) there is positive and significant contribution of madrasah principal's leadership to student learning achievement, and an increase in madrasah principal's leadership is followed by an increase in student's achievement; 2) there is positive contribution and significant teacher work ability on student's learning achievement, improvement in teacher's work ability followed by an increase in student's learning achievement; 3) madrasah principal's leadership, teacher's work ability and organizational climate have a positive and significant contribution to student's learning achievement.

Adman (2016) state that teacher's professional competence is a determinant and significant factor in student interest in learning. Supported by Fransisca (2016) which shows that there is a positive and significant influence of teacher's professional competence on the quality of the learning process and there is significant relationship between teacher's professional competences on the quality of the Learning Process.

Then from the results of Jumriah (2010) concluded that high teacher performance allows the quality of learning otherwise low teacher performance will cause low quality of learning as well. Thus, the teacher is an important part of improving process the quality of learning in the classroom. In the learning process requires high performance so that the learning process will run well.

Then the results of Lestari (2016) which shows that the principal's leadership has a significant influence on student's achievement, but there is no significant effect on student's achievement in 6th grade elementary school. Teacher's performance has significant and strong influence on student's achievement in 6th grade elementary school. Based on the results of the above research it can be stated that the principal can increase motivation for teachers so that teacher's performance increases, so that student's learning achievement will increase as well.

This research was conducted at Rayon 2 Elementary School in Pulau Rimau, it is supported by several factors that are considered to do this research. These factors include adequate facilities, as well as sufficient resources for conducting this research. Seeing from this condition, the researchers decided to carry out research in SD Negeri Rayon 2, Pulau Rimau.

From the results of preliminary observations made by researchers on July 10, 2019 at Rayon 2 Elementary School in Pulau Rimau, we found several indicators of the implementation of school principal leadership in the process of providing education. One of them is SD Negeri 8 Pulau Rimau. We found that the school principal paid attention and built commitment with educators to support school programs aimed at improving the quality of schools. In addition, the principal also has closeness with every school stakeholder including the community by establishing good communication with the community around the school.

Teacher's performance in Rayon 2 Elementary School in Pulau Rimau was assessed through a number of indicators found by us which showed a fairly good level of teacher's discipline. From the results of observations at SD Negeri 7 Pulau Rimau, we found indicators of discipline through teacher's attendance data. From the available data it is known that every month there are cases of absence but not significant in number. This shows that the teachers at SD Negeri 7 already have good work discipline.

The results of preliminary observations conducted by us, it can be stated that the leadership of school principals in SD Negeri Rayon 2, Pulau Rimau has been going well, as well as student's achievement which has been implemented

quite well. However, the results of preliminary observations made by these researchers cannot be concluded that the leadership of school principals and teacher's performance in Rayon 2 Elementary School of Pulau Rimau and teacher's performance have an influence on student's achievement needs to be done in-depth research. Therefore, we are interested in examining whether the principal's leadership and teacher's performance influence student's achievement in Rayon 2 Elementary School, Pulau Rimau, Banyuasin.

II. METHODS

This research is quantitative. According to Musfiquon (2012) quantitative focused on the objective phenomena studied quantitatively. This research used the partial correlation method, partial correlation is used for analysis or hypothesis testing if the researcher intends to know the effect or relationship of the independent variable with the dependent variable, where one of the independent variables is controlled (Sugiyono, (2009). The design of this research uses ex post facto. According to Sugiyono, (2009) ex post facto research design aims to investigate events that have occurred and then backward to find out the factors that cause these events.

Data were collected in this study using questionnaire. According to Widoyoko (2012) questionnaire is carried out by giving a set of statements to respondents to response in accordance with user requests. The data scale used is a Likert scale. If there are difficulties in understanding the questionnaire, respondents can immediately ask the researcher. The questionnaire consisting of 45 question items was used to obtain data regarding the principal's managerial competence, teacher's competency, student's achievement, where each research variable consisted of 15 question items. The sample of this study were all teachers of Rayon 2 Primary School of Pulau Rimau who examined 67 teachers. Data were collected using a Likert Scale questionnaire model. Data were analyzed using simple regression analysis and multiple regressions using SPSS.

III. RESULTS AND DISCUSSION

Based on the hypothesis, it can be seen that there is significant influence of the principal's leadership on student's achievement. Secondly there is significant influence of teacher's performance on student's achievement. Third, there is significant influence of principal's leadership and teacher's performance together on the student's learning achievement. Below we present the results of the analysis using both simple and multiple regression models.

Table 1. Principal's Leadership on Student's Achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.934 ^a	.872	.867	1.94292
a Predictors: (Constant), Leadership of school (X ₁)				

Table 2. Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	24.757	4.055		6.105	.000
	Leadership of school (X ₁)	.873	.063	.934	13.808	.000
a Dependent Variable: Student's Achievement (Y)						

Table 3. Teacher's Performance

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903 ^a	.815	.809	2.33469
a Predictors: (Constant), Teacher Performance (X ₂)				

Based on table 2 above, the regression equation can be obtained as follows: $Y = 24,757 + 0,873 X_1$. With this equation, it can be explained every increase in the value of the influence of the principal's leadership by one unit, student's achievement will increase by 0.873 units, or vice versa, each decrease in the value of the influence of the principal's leadership by one unit, student's achievement will decrease by 0.873 units. This figure is also called the magnitude of the regression coefficient of 0.873, whereas if

the influence of the principal's leadership is assumed to be zero or absent then the teacher's performance remains at a constant of 24,757 units.

Second Hypothesis Test

To test the second hypothesis, which is the effect of teacher's performance on student's achievement, the hypothesis test used is partially, and the results can be seen in table 3 below

Tabel 4. Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	19.038	5.551		3.429	.002
	Teacher performance(X ₂)	.784	.071	.903	11.110	.000
a Dependent Variable: Student's Achievement (Y)						

Based on table 4 above we can get the regression equation as follows: $Y = 19.038 + 0.784X_2$. With this equation, it can be explained that each increase in the value

of the influence of teacher's performance, student's achievement will increase by 0.784 units, whereas each decrease in the value of the influence of teacher's

performance by one unit, teacher's performance will decrease by 0.784 units. This figure is also called the magnitude of the regression coefficient of 0.784, whereas if the influence of teacher's performance is assumed to be zero or non-existent then student's achievement remains at a constant of 19.038.

Third Hypothesis Test

To test the third hypothesis, which is the influence of the principal's leadership and teacher's performance on student's achievement, the hypothesis test used is simultaneous, and the results can be seen in table 5 below.

Table 5. Principal's Leadership and Teacher's Performance on Student's Achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945 ^a	.893	.885	1.80913

a Predictors: (Constant), Teacher Performance (X₂), Leadership (X₁)

Based on table 5 above, it is found that the coefficient r is 0.945, there is a strong positive influence between the principal's leadership and teacher's performance on student's achievement and the value of the coefficient of

determination or R square is 0.893, which means that the contribution of principal's leadership and teacher's performance on student's achievement 89.3%.

Table 5. Uji Anova (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	737.097	2	368.549	112.605	.000(a)
	Residual	88.369	12	3.273		
	Total	825.467	14			

Then when seen from the significance in table 5 which is 0,000 this figure shows that the principal's leadership and teacher's performance has significant influence on student's achievement due to the F-count 112,605 > from F-table 1,703 and this is reinforced by the significance obtained from processing data that is 0,000 < 0.05, the authors conclude that the principal's leadership and teacher's

performance has a significant influence on student's achievement. This means that if the principal's leadership and teacher's performance are good, the teacher's performance will increase and vice versa. Then the regression equation can be seen based on the following table.

Table 6. Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error		Beta	t	
1	(Constant)	19.988	4.307		4.641	.000
	Leadership (X ₁)	.595	.134	.637	4.431	.000
	Teacher Performance (X ₂)	.287	.125	.331	2.301	.029

a Dependent: Variable Student Achievement

Based on table 6 above we can get the regression equation as follows: $Y = 19.988 + 0.595X_1 + 0.287X_2$.

With this equation it can be explained that each increase in the value of the influence of the principal's leadership by as

many as one unit, student's achievement will rise by 0.595 units assuming the teacher's performance variable is ignored or zero. Furthermore, if teacher's performance is increased by one unit, student's achievement will increase by 0.287 units, assuming that student's achievement does not change

if the leadership of the principal and teacher's performance is zero, then the constant value remains at 19.988. Furthermore, the three research hypotheses stated earlier can be concluded as in table 7 below.

Table 7. Results of Research Hypothesis Testing

Hypothesis	Statement	The decision
H ₁	There is a significant impact of the principals' leadership on student learning achievement in Rayon Secondary School Rayon 2	accepted
H ₂	There is a significant influence of teacher performance on student achievement in SD Terror Rayon 2, Rimau Island District	accepted
H ₃	There is a significant influence of school principal leadership and teacher performance together on student achievement at PT. Terrified Rayon 2 Elementary School in Pulau Rimau District	accepted

Putra (2018) the results of this study concluded that (1) learning independence had a positive effect on student's learning outcomes (sig of 0.042, = 2.066 greater than = 1.665); (2) student's perceptions of teacher's performance competencies have positive effect on student's learning outcomes (sig of 0.046, = 2.026 greater than = 1.665). Suggestions submitted by the author are (1) students are expected to have the initiative to study accounting materials; (2) parents are expected to pay attention to their children's learning activities both at home and outside; (3) teachers are expected to always carry out and apply their teacher's competencies in each learning process; (4) further researchers are expected to add other variables that affect student's learning outcomes, because there are many other factors that are related to student's learning outcomes.

Yurizki (2018) showed that the teacher's pedagogical competence was classified as good, it can be seen from the teacher's attitude in dealing with students, the implementation of learning based on lesson plans, classroom management and evaluating each subject after the discussion. In professional competence, teachers seem to master the scientific substance related to the field of study and understand teaching material. But there is some material that still needs to be studied such as the kinetic theory of gas, the laws of thermodynamics and the nucleus. In addition, the efforts of teachers in improving student learning outcomes are also maximized. Although it still has shortcomings, but this is not a reason for teachers to improve learning outcomes, because learning outcomes are

not entirely influenced by teacher's competence. There are other factors that influence the learning process such as interest, level of intelligence, talent, motivation, and the environment of students.

IV. CONCLUSION

Based on the data analysis and interpretation presented, this paper concluded that 1) there was significant influence of principal's leadership on the student's achievement; 2) there is significant influence of teacher's performance on the student's achievement; 3) there is significant influence jointly between the principal's leadership and the teacher's performance on the student's achievement.

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