

The Influence of Principal Leadership and Teacher Performance on Student Achievement: A Survey Study in Indonesia

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Abstract: This study aims to analyze the influence of principal's leadership and teacher's performance on student's achievement at SMAN 2 Muara Sugihan. The method used is a survey with a questionnaire involving 30 teachers as respondents. The data obtained were analyzed using descriptive and inferential statistics, including validity, reliability, and multiple regression tests. The results of the study indicate that principal's leadership has a positive and significant effect on student's achievement, with a t-test of 12.862 and a significance of 0.005. In addition, teacher's performance also has a positive and significant effect on student's achievement, with a t-test of 13,268 and a significance of 0.000. Simultaneously, principal's leadership and teacher's performance have a significant effect on student's achievement, with a significance value of 0.008. The coefficient of determination (R^2) shows that 80.7% of the variation in student's achievement can be explained by the two independent variables. This finding confirms the importance of the role of leadership and teacher's performance in improving student's achievement, as well as providing recommendations for the development of educational policies in schools.

Keywords: Principal's Leadership, Student's Achievement, Teacher's Performance

A. Introduction

Education is one of the main pillars of national development (Ratnaningrum, 2022). Within the formal education system, schools are crucial institutions with a strong commitment to producing a generation of competent, character-driven, and globally ready students (Jannah & Rasyid, 2023). A school's success in achieving its goals is not entirely due to various factors, but one of the most important is the leadership of the principal (DeMatthews et al., 2021; Meyer et al., 2023). The principal acts as a manager, leader, and motivator who can influence all school personnel, especially teachers, to work together to achieve educational goals (Mustajab et al., 2023). The definition of education is formulated in Law Number 20 of 2003 concerning the National Education System, Article 1. "Education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character,

and the skills needed by themselves, society, the nation, and the state. The function and objectives of national education are outlined in Law Number 20 of 2003, Article 3.”

The quality of human resources is greatly influenced by the progress of the education system. Education is a primary resource in the implementation of national development, and as stated in Law Number 20 of 2003 concerning the National Education System, the goal of national education is to develop capabilities and shape the character and civilization of a dignified nation in order to enrich the nation’s life. The aim is to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens. The goal of national education is to develop skills that enable the nation’s people to live a cultured and civilized life. The goal is to develop human potential to become individuals who are devout to God Almighty, noble, healthy, educated, capable, creative, independent, and democratic citizens. To realize good education, Government Regulation No. 19 of 2005 concerning National Education Standards states that there are eight standards that must be met in the implementation of education. These eight standards include content standards, process standards, graduate competency standards, educator and education personnel competency standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

One of the standards that must be met in the implementation of education is the competency standard for educators and education personnel. According to Law No. 14 of 2005 concerning Teachers and Lecturers, Article 1, paragraph 1, states that “teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, primary education, and secondary education.” In this context, the principal’s approach is quite strategic. As an educational leader, the principal serves not only as an administrative manager but also as an instructional leader who establishes rules, regulations, and expectations for learning in the school. Therefore, the principal’s behavior significantly impacts the quality of teacher’s performance, the implementation of educational standards, and the achievement of national education goals. Such transformational and situational leadership, for example, can improve work ethic, guide students, and create a productive and engaging school environment, ultimately positively impacting teacher’s performance and student’s achievement.

Based on the description above, the goal of the National Education System is to make society more discerning and develop a higher quality of humanity. Implementing a quality education system certainly requires the crucial role of teachers. Besides their role as educators, teachers also possess the ability to transfer knowledge to students. Teachers are the spearhead for the success of high-quality and competitive Human Resources (HR) (Aisyafarda & Sarino, 2019). One factor contributing to improving

teacher's performance is effective leadership; leaders must be able to work effectively and efficiently, both individually and collaboratively. Leaders are believed to be able to lead organizations effectively by establishing a culture or behavior that serves as an example within the organization (Agustin et al., 2023). To achieve common goals, everyone must work together to maximize the full potential within the organization (Salas-Vallina et al., 2021). Therefore, one of the things employees can do is work diligently to produce satisfactory results. According to Alhadi (2021), these leadership styles are developed into situational leadership styles based on the leader's maturity level, which include instructing, consulting, participating, and delegating.

The leadership styles implemented by principals above can be assumed to influence teacher's performance. This is supported by Putra's research, which states that there is a high influence, at 80.10%, of principal's leadership style on teacher's performance (Agustin et al., 2023). Therefore, principal's leadership is a crucial factor in determining the success of an educational institution (Pan & Chen, 2021). Leadership is the process of helping others understand and determine what needs to be done and how to achieve it, with the aim of facilitating the achievement of a goal (By, 2021; Wilda et al., 2022a). A principal's leadership style can have a direct impact on teacher's performance in the educational context, both in teaching and administration and in interactions with students. Different leadership styles, such as democratic, authoritarian, transformative, and laissez-faire, have unique characteristics so that their influence on teachers' work also varies (Novalita et al., 2023).

Based on observations and interviews conducted on January 15, 2025, it was revealed that in carrying out their duties as teachers, many teachers arrive at school according to their own wishes. They often arrive late for classes, often chatting with other teachers or being preoccupied with their own work, neglecting their duties as teachers. Tasks are often not completed on time, and there is a lack of accountability for completing assignments at school. For example, when teaching in class, there is no lesson plan, so when delivering the material, they only refer to the textbook. Furthermore, communication between teachers and students must be improved, as well as improving teaching professionalism and meeting the principal's needs. Teacher's performance is a key component in determining the success of the learning process in schools. According to Yansyah (2022), the quality of effective learning is largely determined by how optimally teachers carry out their professional roles, including planning, implementing, and evaluating the learning process. A teacher with a high level of productivity will be able to deliver learning materials clearly and in a structured manner, apply innovative learning methods that are relevant to students' needs, and conduct objective and continuous learning evaluations (Wilda et al., 2022).

However, teacher's performance does not stand alone; it is heavily influenced by various factors, both internal and external. One crucial external factor is the work environment, particularly the principal's leadership style. Puspitadani et al. (2022)

emphasized that supportive, communicative, and participatory leadership can increase teacher motivation and professional satisfaction, ultimately impacting their enthusiasm for teaching, willingness to learn new things, and commitment to their professional responsibilities. In this context, the principal's leadership style plays a crucial role as a motivator and facilitator. A principal who implements a transformational leadership style, for example, not only provides direction and supervision but also inspires teachers to develop, rewards achievements, and builds mutually respectful and supportive working relationships (Adeoye & Ainnubi, 2023). This creates a positive and empowering work environment, where teachers feel valued, listened to, and given space to innovate. Furthermore, an adaptive, situational leadership style is also highly relevant in improving teacher's performance, particularly in addressing the dynamics and diversity of teacher characteristics in schools. A principal who adapts his or her leadership approach to teachers' needs, for example by providing more intensive guidance to new teachers and granting more autonomy to experienced teachers, will create an effective and efficient work system.

Thus, an appropriate principal's leadership style can be a key foundation for optimal teacher's performance, which in turn contributes significantly to improving the quality of education and student's achievement. This relationship emphasizes that principal's leadership is not merely an administrative position but also has strategic implications for the overall success of the school. Furthermore, student's achievement is the primary indicator used to assess the success of the educational process in schools (Kurniawati, 2020). Student's achievement focuses not only on academic ability but also on non-academic aspects such as social skills, critical thinking, creativity, discipline, and character development. Therefore, student's achievement must be improved across all aspects, not just based on exam results, but also on students' ability to adapt, collaborate, and develop both personally and socially. Student's achievement is crucial in relation to the learning environment in schools (Edgerton & McKechnie, 2023). A learning environment that supports, encourages, and fosters exploration and innovation can help students reach their full potential.

School leadership not only positively impacts the school management system but also impacts teacher's performance as the primary teaching process in schools (Dutta & Sahney, 2022). Teachers led by a principal with a visionary and supportive style consistently inspire better work, are more motivated to teach, and are more open to innovation in education. A transformational leadership style, for example, can help teachers feel more at ease and motivated to meet their minimum work goals. Principals who encourage self-improvement, support creative ideas, and uphold moral and professional standards will create a harmonious and productive work environment (Randy et al., 2019).

Furthermore, optimal teacher's performance, including mastery of subject matter, varied and relevant methods, and objective evaluation, will have a lasting impact on student's achievement. Teachers act as mentors in developing students' cognitive,

practical, and psychomotor abilities. Efforts to improve student's achievement will be difficult to achieve optimally unless there is a leader who can inspire, encourage, and support teachers. Thus, the relationship between the principal, teacher's performance, and student's achievement creates a highly relevant and significant relationship. Effective leadership will result in high teacher productivity, and high teacher productivity will result in optimal student's achievement. This research is crucial for understanding the significant influences of school administrator leadership on teacher's performance and how they can collaborate to improve student performance, particularly at SMA Negeri 2 Muara Sugihan, as a means of meaningfully increasing student confidence in education.

In this regard, the principal maintains important rules. According to Fernández Espinosa & López González (2023), effective leadership impacts student work habits because it can create a positive, challenging, and inspiring school environment. Principals who lead with an inspiring, flexible, and inclusive approach will have a subtle but significant impact on student learning growth in the school. SMA Negeri 2 Muara Sugihan is one of many schools in Banyuasin Province that aims to foster a culture of mutual respect and competition. However, like many other schools, SMA Negeri 2 Muara Sugihan faces challenges in improving teacher productivity and student performance. In the literature, various studies highlight a strong relationship between the principal's leadership style, teacher's performance, and student's achievement (Fransiska et al., 2020). According to Li & Liu (2022), school administrators who implement transformational leadership practices can increase teacher motivation and productivity, which ultimately has a positive impact on student's achievement. Authoritarian leadership can create tension in the workplace, which can improve teacher's performance and student's achievement.

However, there is limited information available on how the principal's actions influence teacher's performance styles and student's achievement at SMA Negeri 2 Muara Sugihan. Therefore, the purpose of this study is to analyze how the principal's behavior affects teacher's performance and student's achievement. It is hoped that this research will contribute theoretically to the development of knowledge in educational management and offer practical advice to school administrators on how to implement effective leadership practices. This research aims to gain insight into the dynamic relationship between principal's leadership style, teacher's performance, and student's achievement. The results of this study are also expected to assist SMA Negeri 2 Muara Sugihan and other schools in developing strategies to improve student's achievement.

B. Methods

The research was conducted at SMA 2 Muara Sugihan. This research was conducted for four months, starting from March to June 2025. This research used a quantitative method with a correlational research type because this research aims to see the

relationship between one variable and another (Desmaniar et al., 2020). Correlation research is part of ex-post facto research, because usually researchers do not manipulate the existing state of variables and directly look for the existence and level of relationship of variables reflected in the correlation coefficient. This research aims to find out the influence of the principal's leadership style on teacher's performance and student's achievement at SMA Negeri 2 Muara Sugihan. The research population was 30 people, consisting of 1 civil servant teacher, 15 first aid teachers, and 14 honorary teachers. In this research, the sample is part of the research population, so it is also used as a research population. The sampling technique uses the proportional stratification random sampling method, namely selecting a proportional sample based on the specified strata (teachers and students). Therefore, the entire population of students in this research is used as a sample (total sampling). Data collection techniques in this research used observation techniques, questionnaires, and documentation. The technique used to determine the validity of the instrument is to use Pearson Product Moment correlation (Bivariate Pearson).

C. Results and Discussion

From the description above, which examines data from prerequisites to proving the influence of a variable in accordance with the proposed hypothesis, each hypothesis yields a significant relationship between leadership and teacher's performance on student's achievement at SMA Negeri 2 Muara Sugihan.

Relationship between Principal's leadership and Student's achievement

The t-test results show that the influence of principal's leadership on student's achievement was 12.962, or $12.962 > 2.052$. Using a significance level of $\alpha < 0.05$, the test result is 0.005, which can be written as $0.003 < 0.05$. This means that the principal's leadership value has a positive and significant effect on student's achievement. The results of this study support the first hypothesis: that leadership influences student's achievement at SMA Negeri 2 Muara Sugihan. The r^2 (r-square) test yielded a result of 0.350, or 35.0%. This means that the principal's leadership contributes 35.0% to student's achievement, while the remaining 65% is influenced by other factors. This is likely due to student motivation or personality, which can be attributed to personal factors. From the data described, after conducting data analysis, it can be concluded that there is an influence between principal's leadership and student's achievement. The analysis also indicates that better principal's leadership leads to better student's achievement, and vice versa. Principal's leadership directly impacts student's achievement at SMA Negeri 2 Muara Sugihan.

One of the factors that influence student learning outcomes is the student's attitude towards the teacher (Asim et al., 2021). If students have good or positive attitudes towards their teachers, then students will like their learning more and produce favorable learning outcomes too. However, if students have a detrimental or negative

perception towards the teacher, then students will feel stressed in their learning and try to avoid the learning delivered by their teachers so that learning outcomes in class will be less than optimal.

The Influence of Teacher's performance on Student's achievement

The t-test results showed a t-value of 13.268, or $13.268 > 2.052$, with a significance value of $0.021 < 0.05$. This indicates that teacher's performance has a positive and significant effect on student's achievement. The results of the study support the second hypothesis: teacher's performance influences student's achievement at SMA Negeri 2 Muara Sugihan. The r^2 (r-square) test yielded a value of 0.764, or 76.4%. This indicates that teacher's performance contributes 76.4% to student's achievement, while the remaining 23.6% is influenced by other factors, most likely student motivation or personality. The above test results indicate a significant relationship between teacher's performance and student's achievement. The analysis also suggests that better teacher's performance leads to better student's achievement, and vice versa, lower teacher's performance leads to lower student's achievement. Teacher's performance directly impacts student's achievement at SMA Negeri 2 Muara Sugihan.

According to Latham (2023), performance is defined as the overall outcome or level of success of a person during a specific period in carrying out tasks compared to various possibilities. A teacher's role is not limited to carrying out tasks such as teaching; it also encompasses professional development, student character development, and contributing to a conducive learning environment at school (Reto et al., 2023). According to the findings of this study and previous research, the influence of teacher's performance on student's achievement is crucial, requiring a teacher approach to provide a safe environment for students. Teachers can achieve this by meeting students' desires and adapting to their ability levels.

The Influence of Principal's leadership and Performance on Student's achievement

Teacher leadership and performance are $Y = 42.981 + 0.503 X_1 + 0.319 X_2$. This means that when teacher leadership and performance equal 0, student's achievement equals 42.981. For every 1-point increase in student's achievement, principal's leadership increases by 0.503, and teacher's performance by 0.319. The simultaneous test results obtained a significance value (sig) of $0.008 < 0.05$. This indicates that there is a significant simultaneous effect, with the calculated f value $> f$ -table, or $13.740 > 3.340$, between the independent variables on the dependent variable. Therefore, the results of this study can prove the third hypothesis: principal's leadership and teacher's performance simultaneously influence student's achievement. The r^2 (r-square) test yielded a result of 0.807, or 80.7%. This means that student and environmental perceptions contribute 80.7% to teacher's performance, while the remaining 19.3% is influenced by other factors not examined.

The first variable in this study was the relationship between principal's leadership and student's achievement. Statistical calculations indicate a positive relationship between leadership and student's achievement. This indicates that better principal's leadership leads to improved student's achievement. Empirical data analysis revealed positive and significant results. These results indicate that principal's leadership determines student's achievement. The second variable in this study was the relationship between teacher's performance and student's achievement. Statistical calculations showed a positive relationship between teacher's performance and student's achievement. This indicates that better teacher's performance or facilities also improve student's achievement. Empirical data analysis showed positive and significant results. These results indicate that teacher's performance determines student's achievement. Thus, based on the findings of this study and in line with previous research, the principal's leadership and teacher learning performance are closely related to student's achievement; thus, this relationship is an influence that influences student's achievement so that they can become high-achieving students.

D. Conclusion

This study, based on data from 30 respondents at SMA Negeri 2 Muara Sugihan, demonstrates that both the principal's leadership and teacher performance have a significant and positive influence on student achievement. The key finding is that each factor exerts a strong individual effect, and together they combine to create a substantial collective impact on educational outcomes. Statistically validated results confirm that effective leadership and high-quality teaching are directly linked to improved student performance at the school. The practical implication of this finding is that school improvement initiatives must adopt an integrated approach, simultaneously strengthening leadership capabilities and enhancing teacher performance. School administrators and policymakers should focus on developing transformational leadership skills in principals such as vision-setting, instructional support, and fostering a positive school climate while also investing in continuous professional development, performance feedback mechanisms, and motivational support for teachers. This dual investment is essential for creating the synergistic conditions necessary to elevate student achievement. For future research, it is recommended to expand this inquiry by increasing the sample size and including multiple schools to improve the generalizability of the results. Studies should also investigate the specific dimensions of leadership (e.g., instructional, transformational) and teacher performance (e.g., pedagogical skills, classroom management) that are most critical for student success. Additionally, exploring potential mediating or moderating variables, such as school resources, student motivation, or parental involvement, would provide a more comprehensive model for understanding the pathways to academic achievement.

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