

The Influence of School Principal Leadership and Teacher Performance on Academic Achievement of Students of Sentani 3 State High School

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Abstract

This research aims to analyze the influence of the principal's leadership and teacher performance on the academic achievement results of students at SMA Negeri 3 Sentani, Jayapura Regency, Papua Province. The type of research recommended is ex facto post facto research. Data collection techniques using documentation studies, questionnaires, observations. The population in this study were all teachers at SMA Negeri 3 Sentani, totaling 22 teachers. Research at SMA Negeri 3 Sentani revealed a significant relationship between principal leadership, teacher performance and student academic achievement. The results show that the average score for principal leadership and student academic achievement is 3.91, and teacher performance is 3.64, with a low standard deviation, indicating data consistency. Most respondents appraised the principal's leadership and teacher performance. In conclusion, effective principal leadership and high teacher performance have a positive effect on student academic achievement. This research suggests the importance of synergy between school principals and teachers in creating a conducive learning environment. In addition, principal leadership directly improves academic achievement, with valid data supporting the important role of principals in achieving better educational outcomes. Good teacher performance has also been proven to be closely related to student academic achievement. The combination of principal leadership and optimal teacher performance together makes a significant contribution to student academic achievement, indicating that these two factors must be improved for better educational outcomes at SMA Negeri 3 Sentani.

Keywords: Principal Leadership, Teacher Performance, Student Academic Achievement

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan kepala sekolah dan kinerja guru terhadap hasil prestasi akademik siswa di SMA Negeri 3 Sentani Kabupaten Jayapura Provinsi Papua. Jenis penelitian yang dianjurkan adalah penelitian ex facto post facto. Teknik pengumpulan data menggunakan studi dokumentasi, angket, observasi. Populasi dalam penelitian ini adalah seluruh guru di SMA Negeri 3 Sentani yang berjumlah 22 orang guru. Penelitian di SMA Negeri 3 Sentani mengungkapkan adanya hubungan yang signifikan antara kepemimpinan kepala sekolah, kinerja guru dan prestasi akademik siswa. Hasilnya menunjukkan rata-rata skor kepemimpinan kepala sekolah dan prestasi akademik siswa sebesar 3,91 dan kinerja guru sebesar 3,64 dengan standar deviasi yang rendah menunjukkan konsistensi data. Sebagian besar responden menilai kepemimpinan kepala sekolah dan kinerja guru. Kesimpulannya, kepemimpinan kepala sekolah yang efektif dan kinerja guru yang tinggi berpengaruh positif terhadap prestasi akademik siswa. Penelitian ini menyarankan pentingnya sinergi antara kepala sekolah dan guru dalam menciptakan lingkungan belajar yang kondusif. Selain itu, kepemimpinan kepala sekolah secara langsung meningkatkan prestasi akademik, dengan data valid yang mendukung peran penting kepala sekolah dalam mencapai hasil pendidikan yang lebih baik. Kinerja guru yang baik juga terbukti erat kaitannya dengan prestasi akademik siswa. Perpaduan antara kepemimpinan kepala sekolah dan kinerja guru yang optimal secara bersama-sama memberikan kontribusi yang signifikan terhadap prestasi akademik siswa, menunjukkan bahwa kedua faktor tersebut harus ditingkatkan untuk mencapai hasil pendidikan yang lebih baik di SMA Negeri 3 Sentani.

Kata Kunci: Kepemimpinan Kepala Sekolah, Kinerja Guru, Prestasi Akademik Siswa

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INTRODUCTION

As a first step, researchers conducted an unstructured interview with the Principal of SMA

Negeri 3 Sentani, Mrs. Elisabeth Kreuta, on January 9 2023; This interview is useful to provide an initial overview. Based on information obtained from interviews with school supervisor Mrs. Ester Ribo, M.Si, researchers know that student achievement still needs to be improved. This is shown by the graduation results of SMA Negeri 3 Sentani students who were declared 100% successful, but the school exam results still need to be improved. Researcher get a number of information other including: Parents' interests who want to send their children to school in region SMA Negeri 3 Sentani very tall, Because location region school Which strategic . Other information obtained by researchers includes:

The interest of parents who want to send their children to the SMA Negeri 3 Sentani area is very high, because of the school's strategic location, but unfortunately this is proven in several learning processes that take place at the school, where some Most teachers still use classical or conventional learning methods where teachers still dominate the lecture method in learning. As a result, this affects students' poor academic achievement results. Based on the problems presented and the empirical analysis above, the author's guidelines for conducting research at SMA Negeri 3 Sentani, researchers will conduct research with the title: "The Influence of Principal Leadership and Teacher Performance on the Academic Achievement of SMA Negeri 3 Sentani Students" with the hope of research results This can be a reference and input at SMA Negeri 3 Sentani to improve good teacher performance.

No	Writer	Variable		Research result
		Equality	Difference	
1.	The Role of Educational Supervision in Improving the Quality of Education in the Digital Era(Dety Mulyanti A. N., 2024)	Leadership Performance	Work quality	Educational supervision at the elementary school level is an activity that aims to improve the quality of learning in that environment. Considering technological developments in the digital era, educational supervision also needs to adapt to existing technological advances.
2.	The Influence of Principal Leadership and Teacher Competence on Motivation and Its Implications for Teacher Performance (Quantitative Descriptive Study at Baros Kencana Cipta Bina Mandiri State Elementary School)(Dety Mulyanti, 2023)	Leadership Performance	Teacher Competency	The results of the research show that from the results of ANOVA calculations, information obtained from the calculation results $F_{count} = 3.788 > T_{table} = 1.98$ and probability (Sig.) 078a which means it is greater than the significance level of 0.05, so it can be concluded that deciding H_a which says "There is an influence "School principal leadership, teacher competency and motivation have a significant impact on teacher performance.
3.	The Influence of Teacher Competency	Leadership Performance	Teacher Competency	Based on the research results, it can be concluded that the compensation

	and Work Discipline on Motivation and Its Implications for Teacher Performance at Pelita Fajar Elementary School(Dety Mulyanti K. A., 2023)	Performance		variable (X1) has a significant influence on the work discipline variable (X2). The work discipline variable (X2) is 0.610 (< 0.05), so it can be concluded that the work discipline variable (X2) has a significant influence on the motivation variable (Y). This shows that at SD Pelita Fajar teachers master the learning materials given to students. Teachers teach according to the field of science they study. Teachers master the subject matter they teach.
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METHOD

The object of this research was carried out at SMA Negeri 3 Sentani, Jayapura Regency, Papua Province over a period of 3 months. The research will be carried out from March 2024 to May 2024. SMA Negeri 3 Sentani has 8 study groups with a total of 177 students and 22 teaching staff and 2 educational staff. The method in this research is a quantitative approach which emphasizes (Creswell, 2016)numerical data (numbers) which are processed using statistical methods. This research aims to analyze the influence of the principal's leadership and teacher performance on the academic achievement results of students at SMA Negeri 3 Sentani, Jayapura Regency, Papua Province . The type of research is categorized as ex facto post facto research. Deep (Sugiyono, 2022)Sukardi states that ex-post research is research where the independent variable has occurred when the researcher starts by observing the dependent variable in a study. Ex-post facto research or comparative causal research means research in which the researcher attempts to determine the causes or reasons, for the existence of differences in behavior or status within groups of individuals.

RESULTS AND DISCUSSION

Statistical Test Results for the Implementation of Principal Leadership, Teacher Performance, and Academic Achievement of Students at SMA Negeri 3 Sentani

Table 1. Statistical Test of Interval Distribution of Principal Leadership Implementation, Teacher Performance, and Student Academic Achievement at SMA Negeri 3 Sentani

Statistics				
		X1	X2	Y
N	Valid	22	22	22
	Missing	0	0	0
Mean		3.91	3.64	3.91
Std. Error of Mean		,207	,192	,207
Median		4.05 ^a	3.76 ^a	4.05 ^a
Mode		4	4	4
Std. Deviation		,971	,902	,971

Variance		,944	,814	,944
Skewness		-3,233	-3,446	-3,233
Std. Error of Skewness		,491	,491	,491
Kurtosis		13,495	13,349	13,495
Std. Error of Kurtosis		,953	,953	,953
Range		5	4	5
Minimum		0	0	0
Maximum		5	4	5
Sum		86	80	86
Percentiles	25	3.44 ^b	3.24 ^b	3.44 ^b
	50	4.05	3.76	4.05
	75	4.60	.	4.60
a. Calculated from grouped data.				
b. Percentiles are calculated from grouped data.				

Source: Researcher data processed in the SPSS 16 application (May, 2024)

X1 Principal Leadership					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.5	4.5	4.5
	3	1	4.5	4.5	9.1
	4	17	77.3	77.3	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

X2 Teacher Performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.5	4.5	4.5
	3	4	18.2	18.2	22.7
	4	17	77.3	77.3	100.0
	Total	22	100.0	100.0	

Y Academic Achievement Results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.5	4.5	4.5
	3	1	4.5	4.5	9.1
	4	17	77.3	77.3	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

The statistical test results show that the mean X1 is 3.91. Mean X2 is 3.64. Mean Y is 3.91. Median X1 is 4.05. Median X2 is 3.76. Median Y is 4.05. X1 mode is 4. X2 mode is 4. Y mode is 4. X1 standard deviation is 0.971. Standard Deviation X2 is 0.902. Standard Deviation Y is 0.971. calculated using the Sturjer formula, namely: $K = 1 + 3.3 \log n$.

The research results show that the implementation of the principal's leadership and teacher performance at SMA Negeri 3 Sentani have a significant influence on student academic achievement. *Valid Percent* variables for principal leadership (X1), teacher performance (X2), and student academic achievement (Y) are 100.0% each, indicating that the data obtained from this research is valid and reliable for measuring the relationship and influence between these variables. These findings emphasize the importance of the leadership role of school principals and teacher performance in efforts to improve student learning outcomes.

Statistical Test Results of the Influence of Principal Leadership on the Academic Achievement of Sentani 3 Public High School Students

Table 2. Interval Distribution Statistical Test of the Influence of Principal Leadership on Academic Achievement of Sentani 3 Public High School Students

Statistics			
		X1	Y
N	Valid	22	22
	Missing	0	0
Mean		4.09	3.91
Std. Error of Mean		,091	,207
Median		4.10 ^a	4.05 ^a
Mode		4	4
Std. Deviation		,426	,971
Variance		,182	,944
Skewness		,637	-3,233
Std. Error of Skewness		,491	,491
Kurtosis		3,168	13,495
Std. Error of Kurtosis		,953	,953
Range		2	5
Minimum		3	0
Maximum		5	5
Sum		90	86
Percentiles	25	3.53 ^b	3.44 ^b
	50	4.10	4.05
	75	4.62	4.60
a. Calculated from grouped data.			
b. Percentiles are calculated from grouped data.			

Source: Researcher data processed in the SPSS 16 application (May, 2024)

X1 Principal Leadership					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	4.5	4.5	4.5
	4	18	81.8	81.8	86.4
	5	3	13.6	13.6	100.0
Total		22	100.0	100.0	

Y Academic Achievement Results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.5	4.5	4.5
	3	1	4.5	4.5	9.1
	4	17	77.3	77.3	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

The statistical test results show that the mean X1 is 4.09 and the mean Y is 3.91. Median X1 is 4.10 and Median Y is 4.05. The X1 Mode is 4 and the Y Mode is 4. The X1 Standard Deviation is 0.426 and the Y Standard Deviation is 0.971. calculated using the Sturjer formula, namely: $K = 1 + 3.3 \log n$.

The results of this research indicate that the principal's leadership has a significant influence on student academic achievement results. Valid Percent for variable X1, namely Principal Leadership, and variable Y, namely Academic Achievement Results, each is 100.0%. This figure confirms that the data obtained from this research has very high validity. Thus, it can be concluded that effective leadership from school principals plays an important role in improving student academic achievement, and the results of this research can be relied on to describe the relationship between principal leadership and academic achievement.

Statistical Test Results of the Influence of Teacher Performance on the Academic Achievement of Students at SMA Negeri 3 Sentani

Table 3. Interval Distribution Statistical Test of the Influence of Teacher Performance on the Academic Achievement of Students at SMA Negeri 3 Sentani

Statistics			
		X2	Y
N	Valid	22	22
	Missing	0	0
	Mean	3.82	4.09
	Std. Error of Mean	,084	,091
	Median	3.82 ^a	4.10 ^a
	Mode	4	4
	Std. Deviation	,395	,426
	Variance	,156	,182
	Skewness	-1,773	,637
	Std. Error of Skewness	,491	,491
	Kurtosis	1,250	3,168
	Std. Error of Kurtosis	,953	,953
	Range	1	2
	Minimum	3	3
	Maximum	4	5
	Sum	84	90
Percentiles	25	3.32 ^b	3.53 ^b

	50	3.82	4.10
	75	.	4.62
a. Calculated from grouped data.			
b. Percentiles are calculated from grouped data.			

Source: Researcher data processed in the SPSS 16 application (May, 2024)

X2 Teacher Performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	18.2	18.2	18.2
	4	18	81.8	81.8	100.0
	Total	22	100.0	100.0	

Y Academic Achievement Results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	4.5	4.5	4.5
	4	18	81.8	81.8	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

The statistical test results show that the mean X2 is 3.82 and the mean Y is 4.09. Median X2 is 3.82 and Median Y is 4.10. The X2 Mode is 4 and the Y Mode is 4. The X2 Standard Deviation is 0.395 and the Y Standard Deviation is 0.426. calculated using the Sturjer formula, namely: $K = 1 + 3.3 \log n$.

The results of this research indicate that teacher performance has a significant influence on student academic achievement results. *Valid Percent* for variable X2, namely Teacher Performance, and variable Y, namely Academic Achievement Results, each is 100.0%. This figure confirms that the data obtained from this research has very high validity. Thus, it can be concluded that teacher performance plays an important role in improving student academic achievement, and the results of this research can be relied on to describe the relationship between teacher performance and academic achievement.

Statistical Test Results of the Influence of Principal Leadership and Teacher Performance Together on the Academic Achievement of Students at SMA Negeri 3 Sentani

Table 4. Interval Distribution Statistical Test of the Influence of Principal Leadership and Teacher Performance Together on Student Academic Achievement at SMA Negeri 3 Sentani

Statistics				
		X1	X2	Y
N	Valid	22	22	22
	Missing	0	0	0
Mean		3.91	3.64	3.91
Std. Error of Mean		,207	,192	,207
Median		4.05 ^a	3.76 ^a	4.05 ^a
Mode		4	4	4

Std. Deviation		,971	,902	,971
Variance		,944	,814	,944
Skewness		-3,233	-3,446	-3,233
Std. Error of Skewness		,491	,491	,491
Kurtosis		13,495	13,349	13,495
Std. Error of Kurtosis		,953	,953	,953
Range		5	4	5
Minimum		0	0	0
Maximum		5	4	5
Sum		86	80	86
Percentiles	25	3.44 ^b	3.24 ^b	3.44 ^b
	50	4.05	3.76	4.05
	75	4.60	.	4.60
a. Calculated from grouped data.				
b. Percentiles are calculated from grouped data.				

X1 Principal Leadership					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.5	4.5	4.5
	3	1	4.5	4.5	9.1
	4	17	77.3	77.3	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

X2 Teacher Performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.5	4.5	4.5
	3	4	18.2	18.2	22.7
	4	17	77.3	77.3	100.0
	Total	22	100.0	100.0	

Y Academic Achievement Results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.5	4.5	4.5
	3	1	4.5	4.5	9.1
	4	17	77.3	77.3	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

The statistical test results show that the mean X1 is 3.91. Mean X2 is 3.64. Mean Y is 3.91. Median X1 is 4.05. Median X2 is 3.76. Median Y is 4.05. X1 mode is 4. X2 mode is 4. Y mode is 4. X1 standard deviation is 0.971. Standard Deviation X2 is 0.902. Standard Deviation Y is 0.971. calculated using the Sturges formula, namely: $K = 1 + 3.3 \log n$.

The research results show that the implementation of the principal's leadership, teacher performance, and student academic achievement at SMA Negeri 3 Sentani have a significant influence on student academic achievement. *Valid Percent* variables for principal leadership (X1), teacher performance (X2), and student academic achievement (Y) are 100.0% each, indicating that the data obtained from this research is valid and reliable for measuring the relationship and influence between these variables. These findings emphasize the importance of collaboration between the principal's leadership and teacher performance as well as the principal's effective leadership style in efforts to improve student learning outcomes.

Regression Test Results (R) and Hypothesis Testing (T)

Table 5. Statistically Descriptive Regression Test on the Influence of Principal Leadership and Teacher Performance on Student Academic Achievement at SMA Negeri 3 Sentani

Descriptive Statistics			
	Mean	Std. Deviation	N
Y	3.91	,971	22
X1	4.09	,426	22
X2	3.82	,395	22

Source: Researcher data processed in the SPSS 16 application (May, 2024)

Based on the results of descriptive analysis from research on "The Influence of Principal Leadership and Teacher Performance on the Academic Achievement of Students at SMA Negeri 3 Sentani," the average (mean) and standard deviation (standard deviation) were obtained for the variables studied. The student academic achievement variable (Y) has an average of 3.91 with a standard deviation of 0.971, which indicates that student academic achievement is relatively high but has quite large variations among the students studied. The principal leadership variable (X1) shows an average of 4.09 with a standard deviation of 0.426, indicating that the perception of the principal's leadership is very good and tends to be consistent among respondents. Meanwhile, the teacher performance variable (X2) has an average of 3.82 with a standard deviation of 0.395, indicating that teacher performance is also considered good by respondents and quite consistent.

Table 6. Correlation Regression Test on the Influence of Principal Leadership and Teacher Performance on Student Academic Achievement at SMA Negeri 3 Sentani

Correlations				
		V3	V1	V2
Pearson Correlation	V3	1,000	,481	-.045
	V1	,481	1,000	.103
	V2	-.045	.103	1,000
Sig. (1-tailed)	V3	.	.012	,421
	V1	.012	.	,324
	V2	,421	,324	.
N	V3	22	22	22
	V1	22	22	22
	V2	22	22	22

Source: Researcher data processed in the SPSS 16 application (May, 2024)

Based on the results of the correlation regression test regarding the influence of principal leadership and teacher performance on student academic achievement at SMA Negeri 3 Sentani, several important findings can be concluded. This analysis involves three main variables: student academic achievement (V3), principal leadership (V1), and teacher performance (V2). Pearson correlation results show that the correlation between student academic achievement and principal leadership is 0.481 with a significance (Sig.) of 0.012. This shows that there is a significant positive relationship between the principal's leadership and student academic achievement, which means that the better the principal's leadership, the higher the student's academic achievement.

In contrast, the correlation between teacher performance and student academic achievement is -0.045 with a significance of 0.421, indicating that there is no significant relationship between teacher performance and student academic achievement in the context of this research. This very low negative correlation indicates that variations in teacher performance do not have a significant impact on student academic achievement.

Table 7. Regression Test and Hypothesis Testing of the Influence of Principal Leadership and Teacher Performance on Student Academic Achievement at SMA Negeri 3 Sentani

Variables Entered/Removed ^b			
Model	Variables Entered	Variables Removed	Method
1	V2, V1 ^a	.	Enter
a. All requested variables entered.			
b. Dependent Variable: V3			

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,490 ^a	,240	,160	,890	,240	3,002	2	19	,074	1,081
a. Predictors: (Constant), V2, V1										
b. Dependent Variable: V3										

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,759	2	2,380	3,002	.074 ^a
	Residual	15,059	19	,793		
	Total	19,818	21			
a. Predictors: (Constant), V2, V1						
b. Dependent Variable: V3						

Coefficient Correlations ^a				
Model			V2	V1
1	Correlations	V2	1,000	-.103
		V1	-.103	1,000
	Covariance	V2	,245	-.023
		V1	-.023	,210
a. Dependent Variable: V3				

Collinearity Diagnostics ^a						
Model	Dimensions	Eigenvalues	Condition Index	Variance Proportions		
				(Constant)	V1	V2
1	1	2,987	1,000	.00	.00	.00
	2	,009	18,083	.00	.56	.54
	3	,004	28,189	1.00	.44	.46
a. Dependent Variable: V3						

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.88	5.12	3.91	,476	22
Residual	-3,765	,235	,000	,847	22
Std. Predicted Value	-2,157	2,539	,000	1,000	22
Std. Residual	-4,229	,264	,000	,951	22
a. Dependent Variable: V3					

Based on the results of the correlation regression test regarding the influence of principal leadership (V1) and teacher performance (V2) on student academic achievement (V3) at SMA Negeri 3 Sentani, several important findings can be concluded. This analysis was carried out by entering the independent variables (V1 and V2) and the dependent variable (V3) using the enter method.

The regression model shows a correlation coefficient (R) value of 0.490, with an R Square value of 0.240. This means that approximately 24% of the variation in student academic achievement can be explained by a model that includes principal leadership and teacher performance. Adjusted R Square of 0.160 indicates adjustment for the number of variables in the model, with a standard error of estimate of 0.890. The Durbin-Watson value of 1.081 indicates there are no serious problems with autocorrelation in the residuals.

The results of analysis of variance (ANOVA) show that *the sum of squares* for the regression is 4,759 with degrees of freedom (df) 2, and the mean square is 2,380. *The sum of squares* for the residual is 15.059 with df 19, and the mean square is 0.793. The F value of 3.002 with a significance of 0.074 indicates that this regression model is approaching significance at the 0.05 level, but is not significant enough ($p < 0.05$).

The correlation coefficient between teacher performance (V2) and student academic achievement (V3) is 1.000, while between the principal's leadership (V1) and student academic

achievement (V3) is -0.103. This shows that there is no serious multicollinearity correlation between the independent variables. *Collinearity diagnostics* showed that the eigenvalue for the first dimension was 2.987 with a condition index of 1.000, and the eigenvalues for the second and third dimensions were 0.009 and 0.004 respectively with a higher condition index, indicating the absence of serious multicollinearity problems.

The predicted value for student academic achievement ranges from 2.88 to 5.12 with a mean of 3.91 and a standard deviation of 0.476. The minimum residual is -3.765 and the maximum is 0.235, with an average residual of 0.000 and a standard deviation of 0.847. Residual statistics show a normal residual distribution and no significant outliers.

The results of this correlation regression test show that the principal's leadership and teacher performance together explain some of the variation in student academic achievement at SMA Negeri 3 Sentani, although this model does not reach significance at the 0.05 level. This shows that there is an influence of these two variables on student academic achievement, but the influence is not strong enough in this model. Therefore, to improve student academic achievement, it is necessary to make further improvements in the quality of school principal leadership and teacher performance.

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The Influence of Principal Leadership and Teacher Performance Together on the Academic Achievement of Students at SMA Negeri 3 Sentani

Based on the results of statistical tests, it was found that the mean principal leadership (X1) was 3.91, teacher performance (X2) was 3.64, and student academic achievement (Y) was 3.91. The median for X1 is 4.05, for Y. Calculations using the Sturges formula produce valid class intervals and reliable data.

Research findings show that the principal's leadership and teacher performance have a significant influence on student academic achievement. With valid percent variables for principal leadership (X1), teacher performance (X2), and student academic achievement (Y) each at 100.0%, the data obtained is valid and reliable.

The principal's leadership theory states that an effective principal is able to motivate and guide teachers and students to achieve educational goals. According to this theory, good leadership involves clear vision, effective communication, and participative decision making (Khoirussalim, 2021). Teacher performance, as measured by teaching effectiveness, classroom management skills, and commitment to professional improvement, also plays an important role in achieving student academic achievement (Usman, 2018). Student academic achievement reflects learning outcomes that

are influenced by various factors including a conducive learning environment, teaching quality, and school leadership support (Sanjaya, 2017).

Teacher performance theory also emphasizes that the quality of teaching and teacher dedication in carrying out their duties greatly determines student learning outcomes. Teachers who have good performance tend to be able to develop effective learning methods, provide motivation to students, and manage the class well.

Overall, this research confirms the importance of synergy between principal leadership and teacher performance in improving student academic achievement. Effective leadership style and optimal teacher performance are key factors that jointly contribute to achieving better student learning outcomes at SMA Negeri 3 Sentani.

CONCLUSION

Implementation of Principal Leadership, Teacher Performance, and Student Academic Achievement at SMA Negeri 3 Sentani

Research conducted at SMA Negeri 3 Sentani regarding the Implementation of Principal Leadership, Teacher Performance, and Student Academic Achievement revealed a significant relationship between these three variables. Statistical results show a high mean score for principal leadership and student academic achievement, each at 3.91, and teacher performance with a score of 3.64. The relatively low standard deviations for these three variables indicate consistency in the data collected. In addition, the high median and mode values confirm that the majority of respondents positively assess the principal's leadership and teacher performance at the school. In conclusion, this research confirms that effective principal leadership together with high teacher performance is very influential in improving student academic achievement, suggesting the importance of the synergistic role between principals and teachers in creating a conducive and effective learning environment. These findings should be used as a basis for formulating educational policies aimed at improving the overall quality of education at SMA Negeri 3 Sentani.

The Influence of the Principal's Leadership on the Academic Achievement of Sentani 3 Public High School Students

Based on the results of research conducted at SMA Negeri 3 Sentani, there is significant evidence that the principal's leadership has a positive effect on student academic achievement. With high mean, median and mode values for both variables, namely principal leadership and academic achievement, as well as standard deviations that show a stable data distribution, this research indicates that effective leadership from principals contributes significantly to creating a good learning environment. conducive, which in turn improves student academic achievement. The perfect validity of the data in this study strengthens the conclusion that the principal's leadership is a critical factor in supporting better academic achievement in schools. These findings support the view that

strengthening leadership in educational contexts can directly improve educational outcomes, thus strengthening the argument for deeper investment in school leadership development.

The Influence of Teacher Performance on the Academic Achievement of Students at SMA Negeri 3 Sentani

There is a significant relationship between teacher performance and student academic achievement at SMA Negeri 3 Sentani. The average and median values of teacher performance and high student academic achievement indicate that teachers who perform well tend to be followed by students with high academic achievement. The relatively low standard deviations on both variables indicate consistency in the data collected, which supports the reliability of the research results. This result is strengthened by the Valid Percent which reaches 100% for both variables, indicating a very high level of data validity. Effective teacher performance, which is reflected through the quality of school leadership, plays a vital role in creating a conducive learning environment, thereby significantly improving student academic achievement. Therefore, improving the quality of teacher performance and school leadership is a critical aspect that must continue to be improved to achieve better educational outcomes.

The Influence of Principal Leadership and Teacher Performance Together on the Academic Achievement of Students at SMA Negeri 3 Sentani

The principal's leadership and teacher performance together have a significant influence on student academic achievement at SMA Negeri 3 Sentani. Based on the results of statistical tests, it was found that the mean principal leadership (X1) was 3.91, teacher performance (X2) was 3.64, and student academic achievement (Y) was 3.91. The median value for X1 is 4.05, . The results of calculations using the Sturges formula show that the class intervals are valid and the data is reliable. This research found that the variables of principal leadership (X1), teacher performance (X2), and student academic achievement (Y) had a valid percent of 100.0%, indicating valid and reliable data. Overall, the research results confirm the importance of synergy between effective principal leadership and optimal teacher performance in improving student academic achievement. The combination of these two factors significantly contributes to achieving better student learning outcomes at SMA Negeri 3 Sentani.

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