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## Principal Leadership And Teacher Performance On Student Success

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### ABSTRACT

The determinants of student achievement in schools are widely studied, including factors at school. Research on principal leadership, teacher performance, and student success has been carried out by many other researchers with varied results. This study aims to explain these two factors on student achievement based on teacher and student assessments. The research method used is quantitative through survey techniques. Statistical analysis used is non-parametric statistic Mean-Withney test. This research compared perceptions of teachers and students, male and female, from two school institutions. The comparison results show that both teachers and students agree that the principal has an effect on student achievement ( $U = 364,000$ ;  $p = 0.229$ ). In addition, teachers and students agreed that teacher support affected student achievement ( $U = 369,000$ ;  $p = 0.266$ ). These results indicate that both students and teachers see a relationship between the leadership role of school principals and teacher performance with student success. These findings can contribute to the development of psychology and education.

**Keywords:** *Principal; Teacher Performance; Student Success; Achievement Students*

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## ABSTRAK

Faktor-faktor penentu prestasi siswa di sekolah banyak diteliti, termasuk faktor-faktor di sekolah. Penelitian mengenai kepemimpinan kepala sekolah, kinerja guru, dan keberhasilan siswa telah banyak dilakukan oleh peneliti lain dengan hasil yang bervariasi. Penelitian ini bertujuan untuk menjelaskan kedua faktor prestasi belajar siswa berdasarkan penilaian guru dan siswa. Metode penelitian yang digunakan adalah kuantitatif melalui teknik survei. Analisis statistik yang digunakan adalah statistik non parametrik uji Mean-Withney. Penelitian ini membandingkan persepsi guru dan siswa, laki-laki dan perempuan, dari dua institusi sekolah. Hasil perbandingan menunjukkan bahwa baik guru maupun siswa sepakat bahwa kepala sekolah berpengaruh terhadap prestasi belajar siswa ( $U = 364.000$ ;  $p = 0,229$ ). Selain itu, guru dan siswa sepakat bahwa dukungan guru mempengaruhi prestasi belajar siswa ( $U = 369.000$ ;  $p = 0,266$ ). Hasil tersebut menunjukkan bahwa baik siswa maupun guru melihat adanya hubungan antara peran kepemimpinan kepala sekolah dan kinerja guru dengan keberhasilan siswa. Temuan ini dapat memberikan kontribusi bagi perkembangan psikologi dan pendidikan..

**Kata Kunci:** Kepala sekolah; Kinerja Guru; Kesuksesan Siswa; Siswa Berprestasi

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## INTRODUCTION

Education is part of national development directed to improve human dignity and value as well as the quality of human resources (Nurussalami, 2018). The hope of a nation's progress lies in quality education (Rezki et al., 2016). The world has undergone many changes and developments. The current development of information and communication technology has marked the emergence of the symptoms of globalization (Rahun & Kailola, 2016). The Indonesian people are increasingly aware of the importance of efforts to improve the quality of human resources who are intelligent, honest, skilled and professional in science and technology (Fajri et al., 2019). This means that Indonesian people must be prepared to face the global community through the goal of national education, such as the need to have a strategic vision that can answer these challenges (Ali et al., 2015). The quality of Indonesian education is considered by many as low. This can be seen from several indicators (Nikmah & Pratomo, 2016).

Learning achievement is the result achieved by students after studying for a certain time, in this case at the end of each semester (Sitani, 2016) (Nuchiyah, 2007). Learning achievement is the level of understanding that students have in receiving information obtained in the teaching and learning process. A person's learning achievement is in accordance with his level of success in learning the subject matter expressed in the form of grades on the report card for each subject after experiencing the teaching and learning process. Student learning achievement can be known after an evaluation (Lestari, 2007).

Student achievement is a set of abilities (cognitive, psychomotor, affective) that students have after participating in the learning process. Learning achievement as a measure of a student's level of success is a concept of the form of two syllables whose success rate is determined by various factors. Student achievement is influenced by many factors, such as the principal's leadership, teacher performance, and learning media. The achievement of students referred to in this study is academic achievement. In this case, it is measured by the value of report cards in the last year (Zakiyah, 2019). Learning achievement cannot be separated from learning activities because learning is a process while learning achievement results from the

learning process. For a child, learning is an obligation. The success or failure of a child in education depends on the learning process experienced by the child (Rezki et al., 2016). Learning achievement is mostly defined as how far students have achieved the results in mastering the tasks or subject matter received within a certain time. Learning achievement is generally expressed in numbers or letters to be compared with one criterion (Nikmah & Pratomo, 2016).

Variables or factors that affect student achievement include the principal's leadership and teacher performance (Zakiah, 2019). Educational leadership is the way a leader of an educational institution organizes, directs, and guides teachers to work together to achieve educational goals. Educational leadership is a position that demands the ability to read and understand the character, nature and personality of the teacher who is his subordinate (Ali et al., 2015). School leaders are those who are described as people who have high expectations of teachers and students. School leaders are those who know a lot about their duties and determine the atmosphere of the school (Restu Rahayu & Sofyan Iskandar, 2023). Principal leadership is the activity/ability of a person in carrying out the task of managing (moving and empowering) all resources in the school to achieve educational goals (Karim et al., 2020; Fikriyah et al., 2021). The school leadership is held by the principal, who is a teacher who, in addition, has the important task of creating quality learning. He is also responsible for leading and motivating school members to jointly realize the school's vision. In their activities, school principals need adequate competence (Zakiah, 2019).

The principal is the most important factor in the achievement process, the success of the school in achieving its goals (Nuchiyah, 2007). To make a quality school, the principal as the authority holder needs managerial skills in terms of improving teacher performance. So that the mandate of law number 20 of 2003 article 11 paragraph 1 can be achieved properly (Nikmah & Pratomo, 2016). The principal is the most important factor in the achievement process, the success of the school in achieving its goals. Thus the principal is expected to have an influence to control so that education runs according to the expectations of all parties (Siteni, 2016).

The principal carries out the role and function of leadership in schools. The principal becomes the driving force, determines the direction of school policy, and determines how the goals of the school and education in the school he leads are realized according to the vision and mission of the school he leads. (Rahun & Kailola, 2016). The principal's leadership plays a very important role in increasing the morale of teachers in carrying out their duties so that harmonious and pleasant working conditions can be created. Thus the teacher will be more enthusiastic in fostering academic and non-academic (Lestari, 2007; Purnomo et al., 2020).

Effective principal leadership must at least know, be aware of, and understand three things: (1) why quality education is needed in schools, (2) what must be done to improve school quality and productivity, (3) how school managers are effective to achieve high performance (Ramadhani, 2016). Effective principals must at least know, be aware of and understand three things: (1) why quality education is needed in schools; (2) what should be done to improve the quality and productivity of schools; and (3) how to manage schools effectively to achieve high achievement (Syamsul, 2017). The Circular of the Head of the State Civil Service Administration Agency in 1980 explained that leadership is the ability of a civil servant to

convince others so that they can be deployed optimally (Candra & Sakban, 2016). School leaders are those who are described as people who have high expectations of teachers and students (Fajri et al., 2019). The principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held (Rahun & Kailola, 2016). It is hoped that the principals adjust the education to run according to the expectations of all parties by depending on the teacher because the teacher is the spearhead of the implementation of education (Sitni, 2016). The principal's leadership should be able to create a harmonious atmosphere with the teacher so that the teacher will be more enthusiastic in nurturing students both academically and non-academically (Lestari, 2007). The principal and optimal teacher performance will greatly determine the creation of a good learning process, which means the achievement of students who have the ability and skills (Ramadhani, 2016).

Teacher performance is the ability of teachers to teach their students. Teacher performance is shown by someone in terms of the quality and quantity achieved in carrying out their duties in accordance with the responsibilities given to them (Zakiyah, 2019). Teacher performance is a display of teacher behavior in carrying out their duties as an educator who certainly has a relevant background to the task at hand and its interaction with the environment. (Sitni, 2016) (Nuchiyah, 2007).

Teacher performance is an activity carried out by the teacher in accordance with the profession he carries. The actions that are in accordance with the profession is closely related to the presence or absence of job satisfaction. Job satisfaction is closely related to work motivation (Syamsul, 2017). Teacher performance is the performance of teachers in carrying out their duties as educators. The quality will greatly determine the quality of educational outcomes because the teacher has the most direct contact with students in the education/learning process at school. (Fajri et al., 2019).

Performance standards are a benchmark in holding accountability for everything that has been done. The benchmark, according to Ivancevich (Ramadhani, 2016), includes (1) results, refers to the main output measures of the organization, (2) efficiency, refers to the use of scarce resources by the organization, (3) satisfaction, refers to the success of the organization in meeting the needs of its employees or members, (4) adaptability, refers to on a measure of the organization's response to change. Rusman (2012) in Rahun & Kailola (2016) mentions there are ten basic competencies that must be mastered by a teacher. The ten basic competencies include (1) Mastering subject matter/materials, (2) managing learning programs, (3) Managing classes, (4) Using media and learning resources, (5) Mastering educational foundations, (6) Managing educational interactions, (7) Assess student learning achievement, (8) recognize the functions and services of guidance and counseling, (9) Recognize and administer school administration, (10) Understand and interpret research results for learning purposes.

Teacher performance indicators, according to Sudjana (2004) in Candra & Sakban (2016): a) mastering teaching materials, b) managing teaching and learning programs, c) managing classes, d) using media, and e) assessing student achievement. Teacher performance indicators, according to Rebores in (Ali et al., 2015), are related to (1) learning performance, (2) professional performance, and (3) personal performance. With regard to the importance of assessing teacher performance, the Georgia Department of Education has developed a teacher performance

assessment instrument which was later modified by the Ministry of National Education to become a Teacher Performance Assessment Tool (APKG). APKG is a tool for measuring teacher abilities in the form of competencies that are generic essentials, so in this case APKG only measures the competencies possessed or can be assumed by teachers.

Research on principal leadership, teacher performance, and student success has been carried out by many other researchers with mixed results that can be classified into research that agrees on the relationship between principals, teachers, and student success, including (Ramadhani, 2016), which concludes that professional leadership behavior in improving teacher performance and forming a good school climate so that the process will have an impact on student academic achievement. Siteni (2016) and Nuchiyah (2007) concluded that student achievement is influenced by two factors, such as the leadership of the principal and the teaching performance of teachers. Besides that, Zakiyah (2019) and Fajri et al. (2019) found that the principal's leadership, teacher performance, and learning media together had an insignificant effect on student achievement. Meanwhile, research that tends to disagree with the relationship between principals, teachers and student success Candra & Sakban (2016) concluded that there was no relationship between the principal's leadership and student learning motivation, as well as teacher performance and student learning motivation. Meanwhile, Lestari (2007) found that the principal's leadership had a significant effect on teacher performance, but there was no significant effect on student achievement.

Various problems found in the field, the condition of schools in Indonesia currently still experiencing a lack of quality educators who do not meet the competencies and less productive policies (Fajri et al., 2019). The low quality of education at every level and unit of education is caused by the factors of teacher teaching activities and the non-optimal leadership mechanism of the principal (Nurussalami, 2018). The principal's leadership is less than optimal in carrying out his leadership as an educator and motivator of student achievement. Teacher teaching performance has not been able to optimally carry out learning activities and evaluations of students (Siteni, 2016). Teacher job satisfaction with the principal's leadership is not optimal, so its performance will be weak, which results in imperfect student learning achievement (Lestari, 2007). This article emphasizes that supporting units to bring student success cannot be generated from systematic methods and goal directions. The principal's policy, the presence of teachers and the climate in the school are the main conditions for the formation of these goals. The problem of the lack of quality education and the non-optimal leadership of principals and teacher performance cannot be allowed to drag on because this involves the overall goals of education which are reflected in the output of education (Ramadhani, 2016).

## **METHODS**

### **Type and Design**

This research is a comparative study because it wants to compare whether or not there are differences between one group and another (Perumal, 2014). In other words, the statistical hypothesis to be tested using Mann-Whitney statistical analysis is that several null hypotheses and alternative hypotheses are adjusted according to the group being compared and the things being compared. The null hypothesis in this study is that there is no difference between one group and another in one respect, and the alternative hypothesis is that there is a difference

between one group and another in one respect. [The stages of research can be explained in the research sub-instruments below.](#)

### **Data and Data Sources**

The object of quantitative research is perception. Perceptions in this study were not measured using an attitude scale but a survey with one question examining the perceptions of teachers and students at SMP Muhammadiyah Kluwut with residents of SMK Muhammadiyah Cirebon City regarding various matters related to education. Groups adjust the categorization that can be done in this study are groups based on roles in school, groups based on gender, and groups based on institutions. While the things that were compared in the two groups, each grouping only consisted of two groups: (1) Perceptions of the principal's influence on school development. (2) Perceptions of the principal's influence on student achievement. (3) Perceptions of the principal's influence on teacher performance. (4) Perceptions about the influence of school principals on the quality of teaching and learning outcomes. (5) Perceptions of the influence of the principal on the satisfaction of education personnel/school employees. (6) Perceptions of teacher satisfaction are determined by salary. (7) Perceptions of teacher satisfaction are determined by their motivation. (8) Perceptions of teacher performance are determined by their responsibilities. (9) Perceptions of complex factors in the form of performance, syllabus, management, attendance, professionalism, and interpersonal relationships affect teacher performance. (10) Perceptions of teacher-student relationships affect student achievement (11) Perceptions of teacher performance determine student achievement, and (12) perceptions of teacher support determine student achievement (Field, 2018).

### **Data collection technique**

The data collection technique used in this research was a survey. The survey was chosen because it is simpler and can be completed in a relatively short time. This method is also widely used. The use of a survey with one direct question regarding the individual's perception of a problem/thing makes this study not conduct a validity and reliability study, which is usually done in studies using a psychological scale.

### **Data analysis**

The use of a survey with one direct question makes the statistical analysis use is non-parametric statistical analysis. The statistical analysis that tests the presence or absence of differences between the two groups in one respect is the Mann-Whitney Test. The reason for using the Mann-Whitney Test is that it is used as an alternative to the parametric T-test when the assumptions required for the T-test are not met. This technique is used to test the significance of differences between two populations, using a random sample drawn from the same population. Non-parametric statistical analysis is often referred to as a distribution-free test or does not require a normality test. Sometimes a non-parametric test is also called an assumption-free test, but not all agree. Some mention that assumptions need to be met but do not include assumptions that are often a requirement for non-parametric statistical analysis. The use of non-parametric statistical analysis needs to be considered in drawing conclusions and generalizations. This research is preliminary research. This does not mean that this study

is not meaningful because, statistically, non-parametric statistical analysis can have the same reliability (power) as parametric statistical analysis (Field, 2018).

It should be noted that what is being studied is about the difference in perception between the two groups of the statement. For example, if we compare differences in topic 1 in groups based on roles in school, then the H<sub>0</sub> is that there is no difference in perceptions between teachers and students regarding the influence of principals on school development. Meanwhile, the only difference is that there are differences in perceptions between teachers and students regarding the influence of the principal on school development. Based on this, in this study, there was 3 x 12 x 2 hypotheses tested, the comparison of 2 groups in 3 groupings regarding the differences between the two groups in 12 cases with two possibilities, there is no difference (H<sub>0</sub>), and there is a difference (H<sub>a</sub>). All these hypotheses were tested using the Mann-Whitney test with the help of SPSS. The statistical test results using SPSS also show the mean rank of each group so that it can be seen which groups tend to agree with the statement.

## RESULTS AND DISCUSSION

### Principal's role and teacher performance

Theoretically, we find that state-of-the-art educational leadership is concerned with trying and explaining the limits of this statement. The role of the principal in a "limited role" has been recognized as a major role in building and filling school success (Li et al., 2016; Karim et al., 2019). Saarivirta (2016) argues that principals play an important role in developing schools and creating an optimistic and sympathetic atmosphere with teachers to students. The principal is considered a vital factor in the transformation of education. Of course, improving the talent of school managers has been considered an important component of the nation's education transformation scheme. Typically, principals do not emphasize instructional leadership or school improvement. However, experimental studies have found that principals still lack the skills needed to complete their roles as learning and ethical development leaders (Kulophas & Hallinger, 2018).

Table 1. Comparison of Perceptions of Women and Men Regarding the Role of Teachers in Success

Variables Relationship	Ranks			
	Gender	N	Mean Rank	Sum of Ranks
Perceptions of the principal's influence on school development	1	44	37,02	1629,00
	2	23	28,22	649,00
	Total	67		
Perceptions of the influence of the principal on student achievement	1	44	36,72	1615,50
	2	23	28,80	662,50
	Total	67		
Perceptions of the influence of the principal on teacher performance	1	44	33,26	1463,50
	2	23	35,41	814,50
	Total	67		
Perceptions of the influence of school principals on the quality of teaching and learning outcomes	1	44	32,72	1439,50
	2	23	36,46	838,50
	Total	67		
Perceptions of the influence of the principal on the satisfaction	1	44	33,64	1480,00

of education personnel/school employees	2	23	34,70	798,00
	Total	67		
Perceptions of teacher satisfaction are determined by salary	1	44	34,40	1513,50
	2	23	33,24	764,50
	Total	67		
Perceptions of teacher satisfaction are determined by their motivation	1	44	37,72	1659,50
	2	23	26,89	618,50
	Total	67		
Perceptions of teacher performance are determined by their responsibilities	1	44	34,34	1511,00
	2	23	33,35	767,00
	Total	67		
Perceptions of complex factors in the form of performance, syllabus, management, attendance, professionalism, and interpersonal relationships affect teacher performance	1	44	35,56	1564,50
	2	23	31,02	713,50
	Total	67		
Perceptions of teacher-student relationships affect student achievement	1	44	36,60	1610,50
	2	23	29,02	667,50
	Total	67		
Perceptions of teacher performance determine student achievement	1	44	35,77	1574,00
	2	23	30,61	704,00
	Total	67		
Perceptions of teacher support determine student achievement	1	44	35,14	1546,00
	2	23	31,83	732,00
	Total	67		

The table above shows the sample groups based on gender, number 1 (one) indicates the female group, and number 2 (two) indicates the male group. The sample in the female group was 44 people (66%) and 23 men, so the total number of samples was 67 respondents (100%). The comparison can be seen in the following chart.

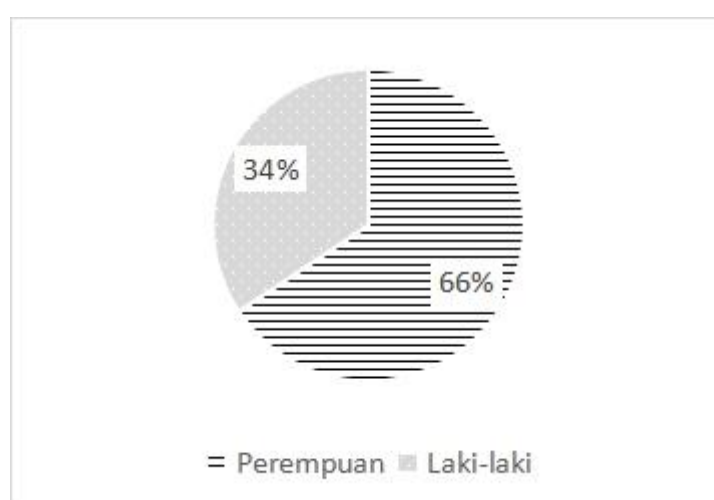


Figure 1. Comparison of Sample Groups by Gender

In addition, the Rank table above shows that the highest mean rank is found in the female group. Perceptions about teacher satisfaction are determined by their motivation, with a mean rank of 37.72. Then the lowest for the female group is related to the perception of the influence of the principal on the quality of the results of teaching and learning activities 32.72.



As for the male group, the largest mean rank is related to the perception of the influence of school principals on the quality of teaching and learning outcomes, with a mean rank of 36.46. Then the lowest for the male group is about the perception of the teacher and student relationships affecting student achievement 29.02.

Our research shows that in relation to gender, principal appearances such as age and leadership experience clearly influence leadership efficiency. There is no substantial difference in principals' leadership efficiency by gender. In contrast to the type of leadership, the data confirm a direct relationship between the personal characteristics of school principals and their actions. This means that the actions of extroverts are better than introverts. In addition, how successful principals directly and clearly support development over time through the amalgamation of transformational and instructional leadership schemes.

Data linking the role of principals with student achievement suggest that successful outcomes for students in schools can be unequivocally linked to effective leadership. In addition, when it comes to teachers and students, there is a substantial and clear link between leadership and the teacher's work situation. The link between the principal's leadership role and capacity performance is much stronger. There is a secondary effect of leadership on student learning and success. The relationship between the role of the principal and school achievement shows that the data on maintaining and presenting the principal is very actual in his leadership/organization, and he can get the efforts made from his subordinates/groups well on time. The relationship between the role of the principal and school achievement shows that while democratic and autocratic leadership data affect students' academic performance strongly, progressive changes in Laissez-faire leadership, in turn, affect students' school performance. In-depth personality factors can also shape school performance. Our findings show that personality factors such as principal extraversion, agreeableness, neuroticism and openness improve school performance and will have implications for the advancement of school performance.

In addition to data on student and school success, the researcher also looked at the relationship between the role of the principal and teacher performance, where our data suggest that there is a relationship between the role of the principal and teaching performance, but that this role has little consequence on the usefulness of teaching. In more detail on the role of the principal in relation to teacher instruction, our analysis reveals that the effect of the results on the work of school leaders is realized to foster teaching enthusiasm. These data assume that roles, age, years of experience, extroverted, transformational, instructional, democratic, autocratic, and leadership performance have a good relationship with teacher performance and student achievement.

Data on the role of leadership in relation to student success are supported by Bennett (2017), who explains that successful outcomes for students in schools, including the promotion of good behavior and learning, can be strongly associated with successful leadership. In fact, Leithwood et al. (2006) show the following: (a) there is a significant relationship between leadership and the three dimensions of coordination performance. (b) The most solid relationship is with the perception of teachers' working conditions. (c) The weakest relationship is with teacher motivation and commitment. (d) The correlation between

leadership and teaching ability is much stronger than the relationship between principal leadership alone and teacher capacity. The most significant outcome of this study for our purposes, however, was the unintended impact of overall leadership on student knowledge and success through its direct effect on the three dimensions of staff performance. Leadership accounts for a significant 27 percent variation in student success across schools. This is a much higher proportion of explained variation (two to three times higher) than is typically reported in studies of principal-individual teacher effects. Meanwhile, Golsteyn et al. (2017) reveal data that viscount identity causally affects student learning achievement. Students, who had little willpower, benefited the most from having a highly determined aristocracy. Researchers found no evidence that highly persistent coworkers were harmed by working with less persistent colleagues.

Data on democratic personality, autocratic principals and school achievement in the findings section were compiled by Bakhsh et al. (2015) stated that in holding and showing identity, the head is very pushy in his control/management, and he can develop efforts that can be completed from his companions/admirers well in time. Humor-oriented principals are more socially attractive, and teachers/friends feel comfortable in their presence. Applying specified conflict management skills, school leaders must practically demonstrate tolerance of unwanted stress. In fact, Oyugi & Gogo (2019) concludes that while positive increases in representative and tyrannical leadership styles directly impact students' scholarly conduct, changes in confidence in Laissez-faire leadership, in contrast, have an impact on students' scholastic attitudes. As a result, Usman (2001) described the findings of four components of identity, such as extra-type leaders, conformity, neuroticism, and directness. This research aims to discuss four factors and predictor factors to advance the implementation of south-south context schools. This will be a satire of the implementation of school developments.

The findings of the data on the relationship between the principal's personality and teacher teaching that affect teaching and teacher performance are also in accordance with the opinion of Othman (2009), which suggests that there is even a relationship between character and teaching usefulness. (Rinto et al., 2020). However, other results show that character only has a small effect on the usefulness of learning, which means that several other factors affect learning effectiveness. In addition, Mulford (2003) concluded that it had an impact on the work of school pioneers, which potential competitors saw as demanding, clashing, unpleasant, hopeless, sad, separated, separated from teaching, no provision, unwilling to return, and as it is for certain bunches in the social order. Although it is interesting to note that the evidence suggests that reward issues are viewed differently by potential candidates and school leaders themselves – with leaders believing this is rewarding work. Clearly, the existing school leaders have not conveyed the job fulfillment message to those who will follow them.

### **Teacher performance and student success**

In theory, it was found that the role of the principal and teacher performance had an optimistic impact on student success. However, the principal has an indirect relationship with student achievement. In the same way, the role of the principal does not make a significant difference to student success (Alhosani & Singh, 2017). This makes it difficult to regard

individual student or school effects as unrelated as indicators of student achievement because these effects mutually impact each other (Alexander & Maeda, 2015 and (Purnomo, Mahpudin, et al., 2020). According to Alam & Ahmad (2017), student success is not excessively related to the principal's role for the largest portion, with implications based on their relationship to teacher performance. The impact of leadership on student success is intervened by teacher performance (Dutta & Sahney, 2016). The class designation may be the precise object of the teacher-student association that has an optimistic influence on student success. The provision of teachers to students is one of the implementation factors that impact student success. Students who have solid teachers are very decisive and have a role in advancing academics (Sabin, 2015).

Table 2. Comparison of Teacher and Student Perceptions Regarding the Role of Teachers in Various Aspects of Education

	Ranks			
	Roles in School	N	Mean Rank	Sum of Ranks
Perceptions of the principal's influence on school development	1	18	38,92	700,50
	2	49	32,19	1577,50
	Total	67		
Perceptions of the influence of the principal on student achievement	1	18	38,28	689,00
	2	49	32,43	1589,00
	Total	67		
Perceptions of the influence of the principal on teacher performance	1	18	45,03	810,50
	2	49	29,95	1467,50
	Total	67		
Perceptions of the influence of school principals on the quality of teaching and learning outcomes	1	18	33,11	596,00
	2	49	34,33	1682,00
	Total	67		
Perceptions of the influence of the principal on the satisfaction of education personnel/school employees	1	18	42,53	765,50
	2	49	30,87	1512,50
	Total	67		
Perceptions of teacher satisfaction are determined by salary	1	18	36,44	656,00
	2	49	33,10	1622,00
	Total	67		
Perceptions of teacher satisfaction are determined by their motivation	1	18	40,08	721,50
	2	49	31,77	1556,50
	Total	67		
Perceptions of teacher performance are determined by their responsibilities	1	18	42,33	762,00
	2	49	30,94	1516,00
	Total	67		
Perceptions of complex factors in the form of performance, syllabus, management, attendance, professionalism, and interpersonal relationships affect teacher performance	1	18	39,75	715,50
	2	49	31,89	1562,50
	Total	67		
Perceptions of teacher-student relationships affect student achievement	1	18	41,19	741,50
	2	49	31,36	1536,50
	Total	67		
Perceptions of teacher performance determine student achievement	1	18	43,75	787,50
	2	49	30,42	1490,50
	Total	67		
Perceptions of teacher support determine student	1	18	38,00	684,00

achievement	2	49	32,53	1594,00
	Total	67		

The table illustrates the comparison of sample groups by role in a school. Number 1 (one) indicates the group of teachers, and number 2 (two) indicates the group of students. Based on the data in the table, it is known that the number of samples in the teacher group is 18 teachers (27%) and 49 students (73%), so the total number of independent samples is 67 respondents. The comparison of the number of subject groups is illustrated in the following diagram.

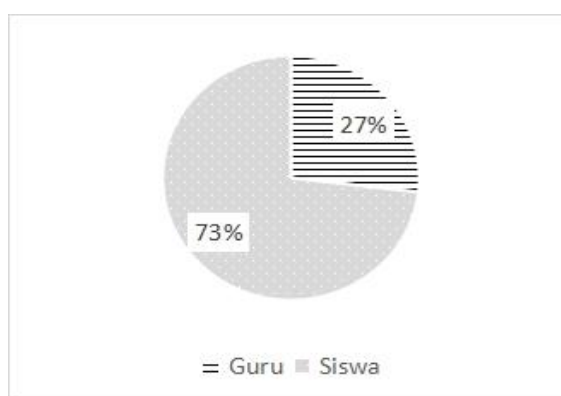


Figure 2. Comparison of Samples Based on Roles in Schools

The Mean Rank table above also shows that the largest mean rank is found in the teacher group regarding perceptions of teacher performance determining student achievement, with a mean rank of 43.75. Then the lowest for the teacher group is related to the perception of the influence of the principal on the quality of the results of teaching and learning activities 33.1. As for the group of students, the largest mean rank is related to students' perceptions of the principal's influence on the quality of teaching and learning outcomes, with a mean rank of 34.33. Then the lowest for the student group is about perceptions of teacher performance determining student achievement 30.42. Based on the statistical analysis using the Mann Whitney test above, it is known that there are differences in the perceptions of teachers and students regarding:

- The influence of principals on teacher performance ( $U = 242,500$ ;  $p = 0,002$ ); Teachers are more likely to think (Mean Rank = 45.03) principals have an effect on teacher performance compared to students (Mean Rank = 29.95).
- The effect of the principal on teacher satisfaction ( $U = 287,500$ ;  $p = 0.14$ ); Teachers are more likely to think (Mean Rank = 42.53) principals have an effect on teacher job satisfaction compared to students (Mean Rank = 30.87).
- The teacher's sense of responsibility determines his performance ( $U = 291,000$ ;  $p = 0.15$ ); Teachers are more likely to assume (Mean Rank = 42.33) that teachers' sense of responsibility determines their performance compared to students (Mean Rank = 30.94).
- Student achievement is determined by the relationship between teachers and students ( $U = 311.5$ ;  $p = 0.042$ ); Teachers are more likely to assume (Mean Rank = 41.19) that

interpersonal relationships between teachers and students affect students' achievement compared to students (Mean Rank = 31.36).

- e. Student achievement is determined by teacher performance ( $U = 265,500$ ;  $p = 0.005$ ); Teachers are more likely to assume (Mean Rank = 43.75) that teacher performance determines student achievement compared to students (Mean Rank = 30.42).

However, there is no difference in perception between teachers and students regarding:

- a. The influence of principals on school development ( $U = 352,500$ ;  $p = 0.170$ ), student achievement ( $U = 364,000$ ;  $p = 0.229$ ), and learning quality ( $U = 425,000$ ;  $p = 0.771$ )  
 b. Effect of salary on teacher satisfaction ( $U = 397,000$ ;  $p = 0.494$ )  
 c. The effect of motivation and performance on teacher satisfaction ( $U = 331,500$ ;  $p = 0.084$ )  
 d. Complex factors affect performance ( $U = 337,500$ ;  $p = 0.106$ ), and  
 e. The effect of teacher support on student achievement ( $U = 369,000$ ;  $p = 0.266$ ).

It can be said that role factors, as students and teachers, influence perceptions of various aspects of education. Teachers seem to attach importance to the personal relationship factor both with the principal and with students in terms of improving the quality of several aspects of education. This can happen because of the cultural factors of the archipelago, which tend to attach importance to social or personal relationships. It is common for researchers that a teacher performance framework can be a powerful tool for improving the quality of education. Therefore, it is natural that teacher performance is an important aspect of school achievement. This additional information is important for teacher performance to mediate the relationship between school culture and school effectiveness.

Individually, teachers can arrange for assistance to cope with their students, essential to success in life. In addition, the most important modifications in the aspect of teacher income and opportunities for professional advancement are to take place so that teaching can expand students' abilities. As supporting data, teachers are confident in their preparation, skills, and overall teaching readiness. Other data also show no substantial difference in teachers' reactions to pressure due to students' courage in learning direction and pressure due to additional workload.

Data on teacher performance in student success show that the pilot provision and accreditation of teachers is by far the strongest association of student success both before and after monitoring students' positions of inadequacy. In addition, cooperative learning activities provide constructive results for student success. Additional evidence suggests that teachers who function with advanced students tend to acquire advanced grades, overhead and beyond that potential which can be attributed to a share of permanent teacher excellence over time.

In the theoretical aspect, it can be understood that performance is the achievement or consequence of one's activities in echoing their efforts. Overall performance is associated with efficiency because performance indicates the effort required to realize a higher efficiency level within the organization. Teacher performance is based on the learning targets achieved. Their performance comes from the intelligence of their duties in carrying out their obligations, the order of their work, and the intelligence of the ethical tasks they must hold (Shulhan, 2018). Teacher performance contains the usefulness of teachers in student opinion, communication

skills, syllabus exposure and consequences of classroom administration actions, attendance, skills, decision making and personal talents (Ayub, Hussain, & Ghulamullah, 2018).

**Table 3. Comparison of Differences in Perceptions of the Role of Teachers Based on Differences in Institutions**

	Ranks			
	Institution	N	Mean Rank	Sum of Ranks
Perceptions of the principal's influence on school development	1	25	36.72	918.00
	2	42	32.38	1360.00
	Total	67		
Perceptions of the influence of the principal on student achievement	1	25	35.72	893.00
	2	42	32.98	1385.00
	Total	67		
Perceptions of the influence of the principal on teacher performance	1	25	31.08	777.00
	2	42	35.74	1501.00
	Total	67		
Perceptions of the influence of school principals on the quality of teaching and learning outcomes	1	25	34.96	874.00
	2	42	33.43	1404.00
	Total	67		
Perceptions of the influence of the principal on the satisfaction of education personnel/school employees	1	25	27.70	692.50
	2	42	37.75	1585.50
	Total	67		
Perceptions of teacher satisfaction are determined by salary	1	25	32.44	811.00
	2	42	34.93	1467.00
	Total	67		
Perceptions of teacher satisfaction are determined by their motivation	1	25	33.06	826.50
	2	42	34.56	1451.50
	Total	67		
Perceptions of teacher performance are determined by their responsibilities	1	25	28.84	721.00
	2	42	37.07	1557.00
	Total	67		
Perceptions of complex factors in the form of performance, syllabus, management, attendance, professionalism, and interpersonal relationships affect teacher performance	1	25	30.22	755.50
	2	42	36.25	1522.50
	Total	67		
Perceptions of teacher-student relationships affect student achievement	1	25	33.92	848.00
	2	42	34.05	1430.00
	Total	67		
Perceptions of teacher performance determine student achievement	1	25	28.30	707.50
	2	42	37.39	1570.50
	Total	67		
Perceptions of teacher support determine student achievement	1	25	30.08	752.00
	2	42	36.33	1526.00
	Total	67		

Number 1 (one) in the table above shows SMK Muhammadiyah Kota, and number 2 (two) indicates SMP Kluwut. Based on the table above, it can be seen that the number of samples in the SMK Muhammadiyah Kota group is 25 people (37%), and SMP Kluwut is 42 people (63%), so the total number of independent samples is 67 respondents (100%). Comparison of samples by the school can be illustrated by the following diagram.

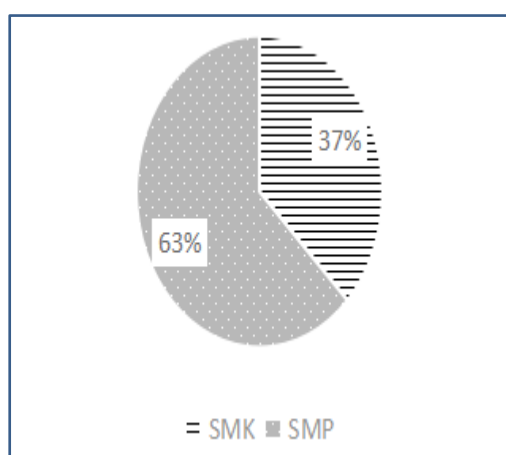


Figure 3. Pie Diagram of Comparison of Sample Groups by School.

From the Rank table above, it shows that the largest mean rank is found in the SMK Muhammadiyah Kota group regarding the perception of the influence of the principal on school development, with a mean rank of 36.72. Then the lowest for the Muhammadiyah City Vocational School group related to the perception of the influence of the principal on the satisfaction of education personnel/school employees 27.70.

Meanwhile, for the Kluwut Junior High School group, the largest mean rank is related to the perception of the influence of the principal on the satisfaction of education staff/school employees, with a mean rank of 37.75. Then the lowest for the Kluwut Junior High School group is about the perception of the principal's influence on school development 32.38. Based on statistical analysis using the Mann Whitney test, it is known that there are differences in perceptions between residents of Kluwut Muhammadiyah Middle School and Cirebon City Muhammadiyah Vocational School residents regarding:

- a. The principal's role in teacher satisfaction ( $U=367,500$ ;  $p=0,021$ ). The residents of SMP Muhammadiyah Kluwut tend to be lower (Mean Rank=27.70) in believing that teacher performance is related to their achievement compared to residents of SMK Muhammadiyah Cirebon City (Mean Rank=37.75).
- b. The role of performance on teacher achievement ( $U=382,500$ ;  $p=0,036$ ). The residents of Muhammadiyah Kluwut Middle School tend to be lower (Mean Rank=28.30) in believing that teacher performance is related to their achievement compared to residents of Cirebon City Muhammadiyah Vocational School (Mean Rank=37.39).

Meanwhile, in various other aspects of education, there is no significant difference between the perceptions of the residents of the Muhammadiyah Kluwut Junior High School and the residents of the Cirebon City Muhammadiyah Vocational School. It can be said that compared to roles, as teachers and students, differences in school institutions have a lower impact on perceptions of various aspects of education. Institutional differences in generating differences in the views of school residents, differences in school management practices, differences in the application of educational policies, and differences in local culture then raise differences in perceptions regarding the role of school principals on teacher competence and the role of teacher performance on their own achievements.

Comparing roles in school, gender, institutional differences, and roles affect more aspects related to education than gender and institutional differences. Differences in roles can lead to differences in knowledge about the mechanism of an aspect in education. In addition, differences in roles also lead to differences in subjective self-assessment. For example, teachers will perceive their role as greater than that of students. Observations also discuss the quality of teachers who can describe student achievement. Data on this matter shows that teacher quality is a substance and directly measures student performance. As support, effective teaching practices reveal the quality of teachers, which has been the most consistent factor in improving student learning and academic achievement. Reciprocally confirms that the fundamental association that part of the superiority of the tutorial room with student achievement by linking new identification tactics, teacher quality is thought to be the central issue against diagonal sessions.

Qualifications, in this case, a teacher's degree, can also make students excel, which according to the experience of teachers and small tuition fees, have advantages on student achievement. More specifically, it was revealed that teachers with advanced degrees had a higher percentage of students who scored advanced and advanced in both. With teacher degrees, student performance increases when shared with teachers with advanced assessment scores and developed grades for students assigned to teachers with degrees. Teacher characteristics can also shape student achievement in schools. Our findings reveal that classroom performance, when added to other teacher characteristics, is equal in terms of the student experience, indicating that teachers can subsidize student learning as much as students themselves. Obviously, the most desirable traits for a successful teacher personality are the teacher traits that most people agree on. Among the characteristics is behavior, that the teacher's behavior (clarity, interaction, tempo, disclosure, speech and relationship) has a substantial relationship with student success. Therefore, there is a relationship between teacher self-efficacy and student learning success which is found to be quite strong.

These data conclude that teacher performance as a mediator, personality & characteristics, professionalism, preparation, cooperative learning activities, advanced degrees, success, self-efficacy, effective teaching, and quality of space & teachers can influence school culture, effectiveness, and student success.

We found that teacher performance as a mediator of the school ethos and school usefulness was also supported by three experts; The Commission (2013) and Rodiyana et al., (2020) found that a teacher competency framework, when designed and implemented in a way that is relevant to each national context and consistent with other education policies, can be an influential asset for advancing teacher performance. Although, Duan et al. (2018) explain the data that there is a significant positive relationship between school culture, teacher performance, and school effectiveness. The results also show that teacher performance moderates the relationship between school ethos and school usefulness. Then, Blazar & Kraft (2017) explained that this study identified the influence of teachers on measures of student self-efficacy and happiness in the classroom, as well as on measures of student self-reported behavior. These findings suggest that teachers can organize assistance in promoting defenses and actions among their students that are essential for achievement in life.



Then, our data also shows that personality and teacher performance can affect student success which is reinforced by Fong-ye & Normore (1999) that the first changes in the scope of recruitment, preparation, licensing, teacher provision, and opportunities for emerging expert advancement requirements allowed for teaching to progress, thereby inevitably and positively influencing the greatest critical adaptability of all students. In addition, Brown (2018) reveals data that educators believe in planning, ability, and general availability in educating. In fact, Job et al. (2018) stated that there was no significant difference in teacher reactions to encouragement due to students' attitudes towards education and the stresses of increasing the workload by age and general qualifications.

The data of research findings showing that teacher preparation, cooperative learning activities, and effective teaching that affect student success are also maintained by Darling-hammond (2000), concluding that planning assessment and educator qualifications are strongly related to student success in school. Reading and analyzing together before and after directing the student's weakness status. Furthermore, Gull (2015) presented the results that there was a significant difference in scores in the resistor group and the experimental group in the post-test. Paired sample t-tests were run to compare the effect of the intervention on the achievement scores of the experimental group. The results showed a significant difference between the scores of the experimental group before and after the intervention. It can be concluded from the data that compulsory learning exercises have an optimistic impact on the success of students enrolled in the instructional materials. In contrast, Blazar (2016) initiated the finding that teachers are working on correcting brash attitudes and student behavior beyond the notch of assessment. In this study, the increase in the teacher's random assignment to students was to confirm the teacher's influence on students' self-reported attitudes and behaviors.

The findings section showing that school space & teacher quality can affect student success is also supported by Steinberg & Garrett (2016) and Restu Rahayu & Sofyan Iskandar, (2023) who state that student-teacher achievement significantly and substantially affects observation-based teacher performance measures. Indeed, educators who are employed with advanced performing students are likely to obtain advanced performance evaluations above and beyond what can be concluded for the educator excellence perspective completed in the final period. In addition, incoming achievement matters differently to teachers in different classroom settings. In fact, Sirait (2016) found that teacher performance in terms of teacher evaluation scores was very substantial and very valuable to be applied to students at the high school level. In addition to the teacher quality variable, this study also examines other control variables, such as government and family spending, poverty gap, unemployment gap, access to electricity, and morbidity rates per district. Then, Pompilus (n.d.) explained the data that learning success sharpens teacher performance, which is the foremost steady calculation in advancing student learning and scientific achievement. It also demonstrates the importance for school administrators to understand how to conduct effective teacher performance evaluations to help maintain and improve effective teaching practices in the classroom.

Furthermore, our findings suggesting that teacher preparation and advanced degrees can influence student success are supported by Gerritsen, Plug, & Webbink (2014), reaching

that the contribution relationship shifts from class superiority to student achievement is by linking new credential policies. This strategy is based on multiple assignments from outside for different classrooms. Teacher performance is anticipated to be a critical aspect of cross-traffic programming. Furthermore, Buddin & Zamarro (2009) reveal data that teacher certificates and provisions explain the observed differences in student outcomes across teachers. In teaching methods, teachers are expected to teach according to the plan that has been prepared. When teachers implement structured learning plans, students will avoid boredom. This poses a dilemma for educators and policymakers – while teachers have much to do with student achievement, research evidence provides little indication of how teacher quality can be improved. In addition, Dial (2008) stated that educators with progressive scores had a higher ratio of progressive and capable students in communication arts and mathematics than Missouri's primary and secondary grading programs. In teaching methods, teachers are expected to teach according to the plan that has been prepared. When teachers implement structured learning plans, students will avoid boredom (Purnomo et al., 2020).

Last but not least, these data show that characteristics, advanced level, success, self-efficacy, and teacher quality can affect school effectiveness, student achievement reinforced by Bird (2017) and Purnomo (2021) concludes that diverse but shows some examples of students' superior performance when given to instructors with advanced assessment scores and better performance equality for students allocated to instructors with at least one master's grade. In fact, Wenglinisky (2001) describes the finding that the impact of classroom activities, when incorporated into other characteristics of educators, is equivalent in measure to the student experience, proposing that instructors can endure as much of student learning as the students themselves. In addition, Cylkowski (1931) initiated the discovery that he made, and it seems that it is evident that qualities are most necessary for a qualified instructor. Character is the quality of the instructor that most of the people with, or with whom the educational process is carried out, have agreed.

Then, Rashid & Zaman (2018) suggest that the performance of educators has a significant relationship with academic performance. Based on these eight components, the analysis reveals that simplicity, collaboration, step, revelation, dialogue, and affinity have a substantial relationship with the implementation of student education. In comparison, the two components (spirit and organization) have no relationship with the dependent variable. As a result, Taştan et al. (2018) found students' academic efficacy and achievement in science. The results of the first hypothesis, which proposes the effect of educator's personal use on the educational attainment of middle and high school students in science, are deemed necessary.

## CONCLUSION

This study concludes that there is a relationship between the principal's leadership role with teacher job satisfaction and plays a role in determining student achievement. The details consist of: (1) personality, age, years of experience, extroverted, transformational, instructional, democratic, autocratic performance can affect teaching effectiveness & leadership, teacher performance and student achievement. (2) the principal's leadership style; transformational,

democracy, leadership behavior, experienced leaders affect teacher performance & self-satisfaction, school achievement & positive school culture. (3) Teacher job satisfaction as a mediator, personality & characteristics, professional, preparation, cooperative learning activities, advanced level, success, self-efficacy, effective teaching, and quality of space & teachers can affect school culture, school effectiveness, and student achievement. The implication of this finding is that data on the role of school principals, and teacher performance can contribute to developing knowledge and policies, particularly in psychology and education. Meanwhile, statistical results show that both teachers and students agree that the principal affects student achievement ( $U = 364,000$ ;  $p = 0.229$ ). In addition, teachers and students agreed that teacher support had an effect on student achievement ( $U = 369,000$ ;  $p = 0.266$ ). So from these results, it has been shown that the role of the principal and teacher performance has a significant relationship with student success. This finding can certainly make an important contribution to science and policymakers, especially to the development of educational psychology.

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