



THE IMPACT OF PRINCIPAL LEADERSHIP ON STUDENT ACHIEVEMENT

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ABSTRACT: The quality of student learning outcomes is a barometer of the success of an educational institution. This quality is closely related to teacher performance and the principal's leadership style, known as management strategy. This paper is a research report on the relationship between principal competence, teacher performance and student learning outcomes in primary schools in Cluster XVIII, Kupang City. Using the methods of observation, interview and documentation study, which are part of the qualitative research steps, the relationship between principal's management competence and student learning outcomes is revealed. The results of data analysis indicate that there is a strong relationship between principals' competence in managing the educational institutions they lead and their students' learning outcomes. For this reason, it is recommended that every principal, as a leader, must have managerial competence that includes 2 dimensions, namely managerial competence dimensions and supervisory competence dimensions, so that student learning outcomes can be achieved.

Keywords: principal leadership, managerial competency, student achievement,

INTRODUCTION

The principal's position is not merely to manage all activities in the school, but a leader must be able to create comfortable conditions, motivate teachers to develop their skills, creativity and innovation. The principal's administrative duties include the management of teaching, staff, pupils, buildings and grounds, school finances and the school community. The principal is responsible for the distribution of tutorials, encouragement, supervision and evaluation of problems (Kompri, 2017: 15). The characteristics of an efficient principal consist of 3 main points. First, the principal has the expertise to adhere to the vision of the institution in the execution of tasks. Secondly, the principal is guided by the vision of the institution in managing and leading. Third, the principal focuses on educational activities and the performance of teachers in the classroom (Khuluqo, Abdullah, & Hidayat, 2020: 23). Thus, the duties and responsibilities of the principal are to follow the vision, design, organise, facilitate and evaluate (Usman, 2019: 35). It can be concluded that the success of education in schools is largely determined by the principal in utilising and managing all available resources, and has a significant share in efforts to improve the quality of education.

Based on the national average results of the principal competency test conducted by the Directorate General of Teachers and Education Personnel in 2023, East Nusa Tenggara Province ranks 22 out of 34 provinces with an average score of 54.78. Joe. 2023, 22 May. Principal Competency Test, North Sulawesi ranks 20th nationally. Accessed from <https://detikmanado.com/uji-kompetensi-kepala-sekolah-sulut-peringkat-20-nasional/>. (Accessed on 11 January 2024). The data shows that there is still a low level of competence that should be possessed by school principals so that serious efforts are needed to improve the five dimensions of principal competence.

In addition to the above facts, the phenomenon also occurred in cluster XVIII of Kupang City. Based on the results of the researcher's initial observations at primary schools in cluster XVIII, that the learning outcomes of students from each primary school in cluster XVIII are still low, namely the value of the minimum completeness criteria (KKM) is below the standard of 75. The following below is data on student learning outcomes in cluster XVIII of Kupang City.

Tabel. 1.1 Data on average academic year examination results
in Academic Year 2022/2023

No	Nama Sekolah	Nilai Rata- Rata
1	SD Advent Kupang	73,26
2	SD Inpres Mapoli	74,57
3	SD GMIT Airnona 1	74,68
4	SD GMIT Airnona 2	74,47

The average student learning outcomes in primary schools in Gugus XVIII Kupang City are still below the standard, indicating that the learning achievement of primary school students in Gugus XVIII Kupang City is not yet optimal. To achieve maximum student learning achievement requires the support of various components. The success of a school essentially lies in the efficiency and effectiveness of a principal's leadership. Meanwhile, schools as educational institutions are tasked with organising the educational process and the teaching and learning process in an effort to educate the nation's life. In this case, the principal as someone who is given the task to lead the school, the principal is responsible for the achievement of school goals.

Principals are expected to be leaders and innovators in schools. Therefore, the quality of the principal's leadership is significant for the success of the school.

According to Siteni (2016:174), the quality of student learning outcomes is a barometer of the success of an educational institution, and this quality is closely related to teacher performance and the leadership style of the principal. According to Siteni, principal competence and teacher performance can be seen through student learning outcomes. Understanding the quality of student learning outcomes means understanding how the leadership style applied, clarity of vision and mission, teacher commitment to the task, and social, economic and cultural contexts influence positive teacher performance in the learning process at school. The quality of student learning outcomes referred to in this case is the quality of student learning outcomes that provide satisfaction to school leaders, teachers, education staff, parents and students themselves.

The success of a student's learning can be measured by the student's learning outcomes and achievements. In education, students' well-being is measured through learning outcome tests. The expected outcome is good learning outcomes because everyone wants good learning outcomes and high achievement: students, teachers, schools and parents in the community. However, students differ in their ability to achieve good learning outcomes. Some students are high achievers, while others are low achievers (Slameto, 2017: 9).

Based on the above description, the researcher is interested in conducting a study on the relationship between principal competence, teacher performance and student learning outcomes in SD cluster XVIII Kupang City. The study is titled "Analysis of Principal Competence on Teacher Performance in Review of Student Learning Outcomes in Gugus XVIII Kupang City".

METHOD

Activities carried out on the basis of the research tools used, namely interviews, observation, and documentation. Interview in this study were conducted with the principals of 4 primary schools in cluster XVIII of Kupang City. Observations made directly by the researcher to record various information as the researcher has witnessed during the research. And documentation by examining documents relating to the principal's assessment of supervisory and managerial competence. Documents related to supervision and managerial competence include KSOP documents, learning tools prepared by the teachers themselves.

FINDING AND DISCUSSION

4.1 Managerial Competence Dimensions

a. Ability to develop school programmes

The school work plan is a tool for allocating resources wisely so that future objectives can be reached. Researchers saw that a team in charge of creating the school plan meets with the principal to talk about programs and needs. The group analyzes the state of the school, establishes objectives, creates budgets, and designs implementation, monitoring, and assessment plans. Kusnan (2014) emphasizes the principal's position as the head of the school and the one with the power to oversee it. According to experts, administrators play a crucial role in ensuring that students succeed in the classroom.

b. Develop the School Organisation Structure

A principal in charge of a school must also be able to develop an organisational structure for the school. These four primary schools, based on observations and interviews, already have an organisational structure and tasks according to the expertise of the teachers and educational staff. The creation of an organisational chart has a clear flow in the development of the school's organisational structure. It starts with a meeting with the school committee, the teachers' council. In addition, people who are competent in their respective fields are needed to fill the positions. The selection should make it easier to carry out the tasks because it is based on the expertise possessed.

c. Kemampuan to manage learning and administration

Educational Administration is one of the most important things to consider when trying to get education implemented in schools. Administration plays a very important role in the smooth running of the school. Based on the results of observations and documentation, educators and educational personnel there have prepared files or documents such as learning devices for the teaching and learning process, the completeness of learning resources, administrative data on students' learning administration activities in the library.

d. Ability to manage correspondence administration

The implementation of correspondence management plays an important role for the school administration. Based on the results of the observation and documentation, only

GMIT Airnona Primary School lacks the completeness of the correspondence management data, decision letters, circular letters. This is due to the negligence of the administrator, who is less able to manage the flow of collection, distribution and storage properly, so that data or agenda books where correspondence is stored are not recorded or even scattered and lost. And for the other three primary schools, they have complete data on the management of correspondence.

e. Ability to mobilise educators and educational staff

It is imperative for a principal to be able to mobilize the resources already available in the school, which in this case are the educators and education staff. Leaders who make use of resources are able to accomplish predefined objectives. To all members of the education staff and students, principals must be able to convey the school's vision, mission, goals, and objectives. The principal gives educators and other education staff members as many opportunities as possible to grow professionally by organizing and hosting in-person or online workshops, seminars, and training sessions based on the study findings. The school also gets ready for MGMP events, which are meant to support educators' competency and enhance their professional capacities through training and discussion. The principal function of it is to assist teachers in

4.2 Dimensions of Supervision Competency

a. Ability to develop an education supervision programme

The same procedures are used in Gugus XVIII primary schools while preparing educational supervision programs: initially, a supervision team led by the school principal is assembled. Next, in accordance with the agreement, they schedule the supervision and design the supervision program. The supervisor will use an evaluation instrument that the school principle and his staff construct during the supervision. The tool will be assembled following the completion of the supervision. The reasoning provided above leads one to the conclusion that there are parallels between the researchers' theoretical study findings and their preparation of educational supervision findings.

b. Ability to implement the education supervision programme

Theoretically, according to E. Mulyasa (2012:249), "supervision is professional assistance to teachers through a cycle of systematic planning, careful observation, and objective and immediate feedback in such a way that teachers can use the feedback to pay attention to their performance".

In general, in the implementation of educational supervision for primary schools in Gugus XVIII, Kupang City, the findings obtained by the researchers show that in the implementation of supervision, principals conduct initial meetings with educators and educational personnel who will be supervised. In the implementation of supervision, supervisors use classroom and field visit techniques according to a mutually agreed schedule. Principals also reflect on educators and educational personnel by holding formal or informal meetings after the implementation of supervision, which is carried out according to a predetermined schedule, using the findings from the results of supervision. From the above explanation, it can be concluded that the supervision activities carried out by the principal have been carried out properly in accordance with the Principal's Work Guide of the Ministry of Education and Culture, Directorate General of Teachers and Education Personnel, Directorate of Education Personnel Development for Primary and Secondary Education in 2007 by using supervision techniques that are in accordance with existing theories.

c. Ability to Utilise Supervision Results

In general, the results of supervision can be used for personal improvement and for improving the institution itself. The four primary schools in Gugus XVIII have done the same. Where the principal invites the supervised teachers and educational staff to discuss the results of the supervision/findings. The discussion is based on the groups that have been divided. Then the principal, the educators and the educational staff plan the follow-up, then the educators and the educational staff are assigned to participate in training/education based on the results of the supervision. The last step is to include the development of the results in the performance evaluation of the educators and educational personnel.

Based on the above explanation, it can be concluded that principals of primary schools in Gugus XVIII Kupang City carry out follow-up activities by using the results of supervision to improve the performance of educators and education personnel, which can have an impact on improving students' learning outcomes.

The principals of four primary schools in Gugus XVIII in Kupang City have implemented a process of utilizing the results of supervision to improve the performance of educators and education personnel. After conducting supervision, the principals invite the supervised individuals to discuss the findings. These discussions are done in groups that have been divided. In these discussions, the principals, educators, and education personnel plan for follow-up actions based on the supervision findings. This includes assigning educators and education personnel to attend relevant training or workshops. Additionally, the principals also map out the development of these results in the

performance assessment of educators and education personnel. The overall aim of these activities is to enhance the performance of educators and education personnel, ultimately leading to improved student learning outcomes.

4.3 Student Learning Outcomes After Implementing the Principal's Managerial Competence and Supervision Competence in SD Gugus XVIII Kupang City

The effectiveness of teachers and other education staff is enhanced by the principal's supervision of the school. This progress is evident when the principal and teachers examine the supervision's outcomes and decide how best to proceed based on them. The term "teacher performance" describes a teacher's capacity to carry out classroom assignments and enhance student learning results. It shows that they can carry out their obligations and provide fruitful outcomes while learning. In the field of education, principals—especially those in Gugus XVIII Kupang City's primary schools—are quite important. Through participant learning outcomes, the principal's efficacy and competency in carrying out managerial and supervisory responsibilities can be evaluated. The managerial and supervisory competencies are the researcher's primary areas of attention. In the end, the principal's

CONCLUSION

Based on the results and discussion above, it can be concluded that the principal's competence, namely managerial competence and supervision, has worked in accordance with the ideal operational steps in accordance with the principal's work guidebook. In accordance with the findings obtained from the results of supervision, it will be material for reflection, so that the principal can overcome and provide solutions, by conducting coaching and mentoring carried out by the principal has been carried out properly, so as to improve student learning outcomes in SD Gugus XVIII Kupang City.

It is also can be said that the managerial competence gave stong impact to the students learning outcomes so it is recommended that principals manage correspondence through each school administrator to further improve their performance, the principals routinely and regularly supervise teachers and educational staff to improve performance in school administration, extracurricular activities and libraries and the last but not least, it is recommended that pupils continue to improve their learning outcomes in school.

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