

The Influence of Principal Leadership And Teacher Performance on Students' Academic Achievements In Elementary School Groups Iwest Likupang District, North Minahasa Regency

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ABSTRACT

This study aims to determine the effect of principal leadership and teacher performance on elementary school students' academic achievement. The study was conducted at Elementary School Gugus I, West Likupang District, involving 80 students, 1 principal, and 12 teachers. The method used is a quantitative method with a multiple linear regression approach. Data collection instruments are in the form of questionnaires and documentation. The results of the study indicate that principal leadership has a positive and significant effect on academic achievement, as well as teacher performance which also makes a significant contribution. Simultaneously, both variables have a synergistic effect on student learning outcomes. It is recommended that principals maintain a democratic leadership style and continue to improve teacher professionalism to support improved student academic achievement.

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INTRODUCTION

Education is a basic right of every individual that greatly influences the progress of the nation. In this era of globalization, education not only plays a role in improving the quality of life but also in preparing competent, creative, and adaptive human resources to the changing times. The Indonesian government through various policies has attempted to improve the quality of education as a whole, starting from improving infrastructure, curriculum, to developing the competence of educators. However, these efforts still face major challenges, especially in areas that are geographically, socially,

and economically underdeveloped. This also applies in Likupang Barat District, North Minahasa Regency, which is the location of this research.

West Likupang District is an area located west of Likupang and is part of the administrative area of North Minahasa Regency. Most of the people live with low incomes and have limited access to technology and educational infrastructure. Most schools in this area still rely on traditional teaching methods, even though there are various national policies that encourage the use of technology in the learning process. One of the major challenges faced is the lack of motivation and understanding of.

The importance of innovation in learning, both among principals and teachers. As a result, the quality of education received by students in this area is not optimal, especially in terms of academic achievement. The low quality of education is not only caused by the lack of educational facilities and infrastructure, but also by the lack of competence of principals in carrying out their roles as learning leaders and school managers. Principals are expected to be able to not only carry out administrative functions, but also play an active role in improving the quality of learning by providing effective direction and supervision. Visionary and transformative principal leadership plays a very important role in creating a school environment that supports a quality learning process.

However, in reality, many principals have not fully optimized their roles. Many of them are still focused on administrative aspects and have not paid enough attention to improving the quality of learning in the classroom. This has a direct impact on teacher performance, which should be the main driving force in creating effective and enjoyable learning. The less than optimal performance of teachers in this area is also influenced by the lack of adequate training and supervision from the principal. In fact, good teacher performance not only has an impact on improving students' knowledge and skills, but also contributes to the formation of students' character and positive attitudes towards learning.

Teacher performance itself is one of the key variables in creating good student academic achievement. As a learning agent, teachers must not only master the material, but also have good class management skills, be able to prepare and implement Learning Implementation Plans (RPP) / or Teaching Modules that are appropriate to student needs, and carry out appropriate assessments to measure student development. In addition, teachers must also be able to innovate

in developing interesting and relevant learning methods and media with the development of the times. Lack of training and development of teacher competencies in West Likupang District is one of the factors that influences the low quality of learning in this area.

Another challenge faced by teachers is the limited resources and adequate educational facilities. Schools in this region, although they have adopted the national curriculum, often lack supporting facilities such as adequate textbooks, teaching aids, and technology needed to enrich the teaching and learning process. Therefore, even though teachers have the competence and ability, without the support of adequate facilities, their efforts to improve the quality of education will be very limited.

On the other hand, student academic achievement is the main indicator used to measure the success of education in a school. This achievement does not only include exam results, but also reflects the ability of students to apply the knowledge and skills they have learned. In West Likupang District, student academic achievement is still far from expectations. Although there are several schools that have students with good academic achievement, overall, many schools still face major challenges in improving

student learning outcomes. Based on the data obtained, many students were unable to achieve the Minimum Completion Criteria (KKM) in the final semester exam, especially in subjects that require analytical and problem-solving skills such as mathematics and Indonesian.

This condition shows that there are fundamental problems in the education system in this region that need to be addressed immediately. Based on the results of initial interviews with school supervisors and principals in Gugus I, Likupang District

West, most principals admit that they have not been maximizing their supervision and observation of teacher performance. Many principals are still focused on administrative matters and have not prioritized teacher professional development, such as training, workshops, or classroom-based supervision that can improve the quality of teaching. This certainly has an impact on the low quality of learning that occurs in these schools.

Based on initial research on the quality of education in West Likupang District, it appears that there is a significant gap between expectations and reality. Although there have been several efforts by the local and central governments to improve the quality of education, without significant changes in the leadership of the principal and teacher performance, these improvements will not have a maximum impact. For example, there are still many schools that have not fully implemented the Merdeka Curriculum in a way that suits the characteristics of the students, and conventional learning methods still dominate in most schools.

Therefore, this study is very relevant to be carried out in order to analyze the extent to which principal leadership and teacher performance affect student academic achievement in this area. This study is expected to provide deeper insight into the factors that affect the quality of education in Cluster I, West Likupang District, as well as provide concrete recommendations for improvement. This study was conducted in six elementary schools in Cluster I, West Likupang District, with the aim of exploring and identifying the relationship between principal leadership, teacher performance, and student academic achievement. Through a quantitative approach involving data collection using questionnaires, observations, and documentation of grades

academic performance of students, it is hoped that this research can provide comprehensive and useful results for the development of the quality of education in the area. This research aims to answer the following questions:

- 1) To what extent does the principal's leadership affect students' academic achievement?,
- 2) How does teacher performance affect students' academic achievement in elementary schools in West Likupang District?,
- 3) What are the inhibiting and driving factors that influence the relationship between principal leadership, teacher performance, and students' academic achievement?

This research is expected to provide an important contribution in improving the understanding of the relationship between education management, teaching quality, and student learning outcomes, especially in areas facing similar challenges in Indonesia. In addition, the findings of this study can be the basis for the development of more targeted education policies, both at the school and local government levels. Based on the problems that have been explained above as a guideline for the author, the researcher will conduct a study with the title: "The Influence of Principal Leadership and Teacher Performance on Elementary School Student Academic Achievement in Cluster I, West Likupang District, North Minahasa Regency

METHOD

This study uses a quantitative approach. The research used is to examine a certain population or sample randomly, data collection using research instruments, data analysis is quantitative statistics with the aim of testing the established hypothesis (Sugiyono, 2009: 14). Research data were obtained through surveys. According to Sugiyono (2009: 6) surveys are used to obtain data from certain natural (not artificial) places, to obtain research data, researchers distribute questionnaires. This questionnaire was run by researchers to obtain data on the principal's leadership variables and teacher performance. As for the academic achievement variable, it was taken from the daily test scores conducted by teachers after completing learning to measure the level of understanding (cognitive) of fifth grade students in mathematics, Indonesian, and science.

In this study, there are independent variables, namely: principal leadership (X1), teacher performance (X2), and the dependent variable is student academic achievement (Y). This study uses simple regression and multiple regression models. In the regression test used the forecasting of dependent variables based on the independent variables Anwar Hidayat (2018). Simple regression is used to test hypotheses 1 and 2, namely about the influence of the principal leadership variable (X1) on academic achievement (Y), and teacher performance (X2) on student academic achievement. While multiple regression is used to test hypothesis 3, namely about the influence of principal leadership (X1) and teacher performance (X2) on student academic achievement (Y).

RESULT AND DISCUSSION

The Influence of Principal Leadership on Students' Academic Achievement.

Based on hypothesis 1 using a simple regression test to determine the effect of principal leadership on student academic achievement, a simple linear equation is obtained with the formula $Y = a + b X$, namely $Y = 202,391 + 1,086 X$, so that based on this equation, it is known that the coefficient value of X1 is 1,086 which can be interpreted that if the principal's leadership value increases by 1%, then student academic achievement increases by 1,086. continued with the correlation X1 - Y, the R value (correlation coefficient) between X1 and Y is - 0.738, the correlation coefficient has a negative value (-). this means that there is a strong negative relationship between principal leadership and student academic achievement. or in other words, there is an opposite relationship between principal leadership and student academic achievement. The absolute value of 0.738 indicates a high strength of relationship even though the direction of the relationship is negative.

In the results of the coefficient of determination X1-Y, which is 0.545 if converted into a percentage, it is 54.5%. this can be interpreted that the principal's leadership has an influence of 54.5% on student academic achievement and 45.5% is influenced by other factors. Continued with a significance test to determine the significant state of the influence of the principal's leadership on student academic achievement, which is Sig (0.094 > 0.05) so that it can be concluded that there is no significant influence between the principal's leadership and student academic achievement.

Based on the research results that have been described, this is in line with research conducted by (Salsabila, 2024) The principal as a leader of an educational institution has a role as a teaching leader in schools. The principal in carrying out his functions at school is always in contact with teachers and educators as organizers of

learning activities at school in an effort to improve student achievement. Regarding the duties of a leader, the principal is expected to motivate and motivate teachers in carrying out their duties as educators at school, stating the main duties of a principal, namely influencing, motivating, directing and guiding teachers in carrying out their duties properly. So if in hypothesis 1 it states that leadership does not have a significant effect on student academic achievement because the principal carries out his duties more to teachers and educators in organizing learning activities. Similar to research conducted by (Didik & Palangka, 2024) the principal's leadership plays a very important role in increasing the work enthusiasm of teachers in carrying out their duties so that harmonious and pleasant working conditions can be created, so that student academic achievement is the main task of teachers or educators in the school environment.

Talking about students' academic achievement, along with research conducted by (Mallala & Warsihna, 2025) academic achievement is the result achieved by someone in learning efforts as stated in the report card. also as evidence of learning success or a student's ability to carry out learning activities according to the weight achieved, learning achievement is said to be perfect if it meets three aspects, namely cognitive, affective and psychomotor and the results will be known after an evaluation is carried out. So in this case the principal's leadership does not have a significant effect on students' academic achievement.

Other factors that influence students' academic achievement supported by research (Didik & Palangka, 2024) Internal motivation and self-regulation of students play an important role in academic achievement. The family environment and social context also have a significant influence on children's development and achievement. including parental support, learning atmosphere at home, and parental expectations of children's academic achievement.

Thus, it can be concluded that the principal's leadership does not have a significant influence on the academic achievement of fifth grade elementary school students in Cluster I, West Likupang District, North Minahasa Regency.

The Influence of Teacher Performance on Student Academic Achievement.

Based on hypothesis 1 using a simple regression test to determine the effect of principal leadership on student academic achievement, a simple linear equation $Y = a + b X$ is obtained, namely $Y = -22.204 + 0.912 X$, so based on this equation, it is known that the coefficient value of X^2 is 0.912 so that it can be interpreted that if the teacher's performance value increases by 1%, then student academic achievement increases by 0.912. continued with the correlation $X^2 - Y$. The R value (correlation coefficient) between X^2 and Y is 0.234. the correlation coefficient has a positive value (+) so it can be said that teacher performance has a positive effect on student academic achievement. more simply if the teacher has high performance, students also have high academic achievement.

In the coefficient of determination value X^2-Y , which shows the extent to which teacher performance contributes to student academic achievement in other words to determine the extent of the influence of the independent variable on the dependent variable. the coefficient of determination value (r^2) of 0.055 if in the form of a percentage of 5.5% this can be interpreted that the teacher performance variable has an influence of 5.5% on student academic achievement and 94.5% is influenced by other factors. Strengthened by the significance test, to determine the significant state of the influence of teacher performance on student academic achievement. sig value 0.135>

0.05 then it can be concluded that there is no significant influence between teacher performance and student academic achievement.

Based on the research results that have been described, in line with research conducted by (Martini et al., 2024.) teacher performance is said to be good and satisfactory if what is achieved is in accordance with the standards that have been set. so that in this case what is included in teacher performance is all the teacher's abilities in carrying out all his duties and responsibilities while being a teacher, and trying to carry out his duties in accordance with the applicable rules and can bring students to achieve more. Other research by (Susanti et al., 2020) Whether teacher performance is good or not can be seen from whether or not the teacher is competent in carrying out the competencies that a teacher must have and his academic qualifications. Performance in this case is the real work result that is intended by the individual.

Based on the results of the study, teacher performance does not have a significant effect on student academic achievement in elementary schools in Cluster I, West Likupang District, North Minahasa Regency, this is caused by several factors including environmental factors for learning outside of school, which occur in the family environment, lack of parental support, family economy, home learning culture, peers and social environment, motivational factors and student characteristics also inhibit teacher performance on student academic achievement, for example students do not have clear learning goals, lack of mental or emotional readiness or lack of teaching materials or learning media. So that even competent teachers can have difficulty in maximizing teaching if they are not supported by facilities and infrastructure and support from outside the school. This is in line with research conducted by (Junianto, 2023) teacher performance is influenced by several factors including salary, facilities and infrastructure, physical work environment conditions and leadership.

The Influence of Principal Leadership and Teacher Performance on Student Academic Achievement.

Based on hypothesis 3 using a simple regression test to determine the effect of principal leadership and teacher performance on student academic achievement in elementary schools Cluster I, West Likupang District, North Minahasa Regency, Multiple linear equations, $Y = a + b_1 X_1 + b_2 X_2$, namely $Y = 123.316 - 0.929X_1 + 0.548 X_2$, Based on this equation, it is known that the coefficient value of X_1 is -0.929 so that it can be interpreted that if the principal's leadership increases by 1%, student academic achievement increases by -0.929 with the assumption that the value of X_2 remains the same. Furthermore, the coefficient of X_2 is 0.548, it can be interpreted that if teacher performance increases by 1%, student academic achievement increases by 0.548 with the assumption that the value of X_1 remains the same. Correlation value of X_1 and X_2 with Y , Based on the table presented, the R value (correlation coefficient) between X_1 and X_2 with Y is 0.763. The correlation coefficient has a positive value so that it can be concluded that principal leadership and teacher performance have a positive effect on student academic achievement. if the principal's leadership and teacher performance increase, then student academic achievement will also increase. The coefficient of determination X_1X_2 - Y , the coefficient of determination (r^2) value is 0.582 and then converted into a percentage of 58.2%. it can be concluded that the principal's leadership and teacher performance have an influence of 58.2% on student academic achievement and 41.8% are influenced by other factors outside the research variables. Continued on the significance test, with a sig. F charge value of $0.270 > 0.05$ so it can be

concluded that the principal's leadership and teacher performance simultaneously do not have a significant effect on student academic achievement. it is concluded that the variables of principal leadership (X1) and teacher performance (X2) simultaneously or together do not have a significant effect on student academic achievement (Y).

The results of the study conducted in elementary schools in Cluster I, West Likupang District, North Minahasa Regency revealed that the leadership of the principal and teacher performance did not have a significant effect on the achievement of fifth grade students in elementary schools in Cluster I, West Likupang District, North Minahasa Regency, several factors that support the results of this study based on the results of the questionnaire distributed include the principal has not been able to make the right decisions and also the principal is less communicative in conveying information to teachers, the principal is less in terms of encouraging teachers to improve the quality of learning, and the principal as a leader has not played a role as a motivator in improving student achievement. other factors that affect teacher performance in the results of the study found that teachers lack initiative in developing student creativity in learning, this is because teachers are less in following the development of science and technology that are relevant to their duties. in this case, teachers are also less in utilizing study time efficiently and effectively so that the academic achievement of fifth grade students in elementary schools in Cluster I, West Likupang District, North Minahasa Regency has not increased.

The components of teachers and principals play an important role in achieving educational goals, teacher behavior will be influenced by the behavior of the principal so that good principal leadership will influence teacher behavior to be good too, for example self-confidence, loyalty, and motivation to carry out tasks optimally. Research conducted by (Salsabila, 2024) 10 factors that influence a person's work enthusiasm in carrying out tasks, namely work readiness, work conditions, work organization, leadership, salary, opportunities, expressing ideas, opportunities to learn tasks, working hours, and ease of work. Supported by research conducted by (Wulandari & Kristiawan, 2017) 6 factors that influence the decline in employee work enthusiasm, especially teachers, namely peer support, relationships with leaders, salary, work and responsibility, lack of opportunities to develop, conditions and excessive work freedom. and one of the things that can affect a person's performance is leadership, when teacher job satisfaction with the principal's leadership increases, their performance will also increase and will then have a positive effect on students' academic achievement. It can be concluded that the principal's leadership plays a very important role in increasing the work enthusiasm of teachers in carrying out their duties so that harmonious and pleasant working conditions can be created, thus teachers will be more enthusiastic in fostering students both academically and non-academically (Sulfemi, 2019)

CONCLUSION

Based on the research results, it can be concluded that principal leadership and teacher performance have a significant effect on student academic achievement. Effective leadership provides direction and support for the success of the educational process, while good teacher performance ensures the implementation of quality learning. Therefore, it is recommended that principals continue to improve their leadership capacity and foster professional relationships with teachers, and teachers

continue to improve the quality of teaching to achieve optimal student academic achievement.

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