Al-Ishlah: Jurnal Pendidikan
Vol.16, 4 (December, 2024), pp. 5863-5874
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v16i4. 4745

Guiding Excellence: Examining the Nexus of Principal Leadership and Teaching Quality in Enhancing Students Learning in Pancasila and Citizenship Education

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ARTICLE INFO

Keywords:

Pancasila and Citizenship Education;
Principal Leadership;
teaching quality

Article history:

Received 2023-11-18
Revised 2024-08-07
Accepted 2024-12-31

ABSTRACT

Education plays a pivotal role in developing human resources capable of addressing global challenges. This study explores the influence of school principal leadership and teacher teaching quality on student learning achievement, emphasizing their significance in fostering a supportive and effective learning environment. Despite existing research, gaps remain in understanding the interplay between leadership, teacher performance, and their combined effects on educational outcomes. A descriptive research design was employed, utilizing questionnaires and documentation to assess principal leadership, teacher teaching quality, and Civics learning achievement among Class XI students at SMA Negeri 5 Bandung for the academic year 2020/2021. Sampling involved 47 participants, and data analysis included normality tests, hypothesis testing, and regression analysis. Principal leadership exhibited a positive correlation with student learning achievement ($r = 0.69$, $F = 26.74$, $p < 0.05$), while teacher teaching quality demonstrated an even stronger correlation ($r = 0.83$, $F = 12.09$, $p < 0.05$). Combined, these factors significantly influenced student outcomes ($F = 62.48$, $p < 0.05$), underscoring the synergistic effect of effective leadership and high-quality instruction. The findings emphasize the importance of leadership development and teacher professionalism in enhancing academic performance. Effective leadership fosters a conducive learning environment, while high-quality teaching directly impacts student success. The study highlights the critical roles of school principals and teachers in achieving quality education. Limitations include a small sample size and reliance on specific assessment tools. Future research should explore additional factors, incorporate larger samples, and adopt longitudinal and mixed-method approaches to provide deeper insights into educational effectiveness.

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1. INTRODUCTION

The nation's idea and foundation, Pancasila, must be assimilated into national life. As part of enhancing the Pancasila student profile, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) is dedicated to advancing Pancasila education through the Merdeka Belajar movement (Kelas, Suryatna Ai Tin Sumartini Devita Puspa Sari, Pendidikan, & Teknologi, 2023). In order to improve Human Resources (HR) and provide them the ability to successfully respond to the impacts of life, education is a complicated series of events. Humans must constantly improve the quality of education as science and technology (IPTEK) develop since it is directly related to students' learning outcomes (Idrus Alawi, 2019). Education is one strategy to raise the caliber of human resources. Therefore, education has a crucial strategic role in preparing the next generation to face globalization with strong skills, high emotional intelligence, and empowerment (Lidiawati, Ahmad, & Wahidy, 2021). Education is essential for improving human resources because it gives people the information and abilities they need to deal with life's challenges, adjust to new technology, and thrive in a worldwide society.

The government establishes National Education goals in order to develop education that generates high-quality human resources. The Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (SISDIKNAS), particularly Article 3, highlights that education serves to enhance individual abilities and cultivate the character and culture of the nation in a dignified manner (Fajri, Rahman, & Lisnawati, 2019). Its goal is to prepare students to grow into individuals who are faithful to God Almighty, uphold moral values, maintain physical and mental well-being, acquire knowledge, and demonstrate creativity and independence. Additionally, it emphasizes the importance of nurturing students to become democratic and responsible members of society. Success in school is a joint duty of the government, community, school, and family. Schools are a location where society and the government deliver education. There is a teaching and learning process in education (Sedarmayanti & Safer, 2016).

The success or failure of teaching and learning activities is determined by the factors that influence them, since this process demonstrates a whole set of actions and involves a variety of circumstances and surrounding settings (Anugrahani, 2021). A lesson in citizenship education can help students think more logically about morals, rules, behavior, and positive values in order to become good and responsible citizens in terms of discipline and behavior (Yayuk & Sugiyono, 2019 (Yayuk & Sugiyono, 2019). Because teachers frequently employ the lecture method when instructing, citizenship education is a subject that many students find dull and uninteresting. In this situation, a teacher must be able to modify his teaching style in order to keep students interested in the material during the learning process (Suryani, Mujib, & Sardjijo, 2021).

To determine the success of education in an educational institution, learning scores or learning achievements are used as benchmarks (Fitriyanti, Haryati, & Zuhairi, 2022). When compared to non-formal education institutions that have failed to meet the government-established requirements, students in a successful formal education institution will demonstrate learning accomplishments that are above average. The leadership of the principal and the caliber of the teacher's instruction can have an impact on students' success in earning high marks or accomplishments. (Frismelly & Giatman, 2021)

In conclusion, achieving quality education requires collaboration among the government, community, schools, and families to ensure that every student reaches their full potential in line with national education goals. This goal depends on innovative teaching strategies, effective leadership, and high-quality instruction, all of which contribute to fostering student progress and successful citizenship education. These elements work together to create an engaging and supportive learning environment.

The school principal plays a dual role: as a visionary leader who promotes transparency and establishes a clear, attainable future direction for the school, and as a manager who formulates efficient strategies to implement policies and decisions. Successful implementation of school-based management requires principals to exhibit strong leadership, strategic planning skills, and a deep understanding of the education sector (Mudofar, 2022). Effective leadership by the principal must be reinforced through a

caring attitude, enthusiasm for learning, work discipline, exemplary behavior, and the ability to build strong interpersonal relationships. These traits form the foundation for a positive and conducive work environment, which is critical to achieving organizational goals.

Leadership plays a pivotal role in shaping the dynamics and success of an organization. As a leader, the school principal drives the school toward achieving its vision, mission, and objectives through systematically planned programs (Juniarti, Ahyani, & Ardiansyah, 2020). To raise the standard of education, principals must exhibit a high degree of initiative and decision-making skills supported by excellent management and leadership abilities. Without critical skills such as effective communication, strong performance, conflict resolution, and the ability to address challenges during teaching and learning activities, principals may struggle to share their ideas and strategies with teachers and staff (Purwanto & Evicasari, 2021).

Therefore, school principals must serve as exemplary leaders who protect, guide, and support their subordinates while effectively fulfilling their leadership responsibilities. By doing so, they create a strong, collaborative, and forward-looking educational environment that benefits both educators and students alike.

The principal, as the highest leader in a school, plays a crucial role in shaping and advancing the institution. Beyond their leadership duties, principals are also functional teachers entrusted with the additional responsibility of managing the school and overseeing the teaching and learning environment. Their role involves facilitating productive interactions between teachers delivering lessons and students receiving them (Damayani, Arafat, & Eddy, 2020). To improve the quality of education, principals must focus on enhancing individual performance within the institution. As leaders, they are expected to inspire and motivate teachers to effectively fulfill their responsibilities, thereby elevating their overall performance. Principals provide constructive advice, suggestions, and guidance that support teachers in their professional roles (Indajang, Jufrizen, & Juliandi, 2020).

The quality of education fundamentally relies on the teaching and learning process within the classroom, where teachers play a pivotal role. Teachers not only facilitate the learning experience but also cultivate an open and supportive environment that encourages students to explore their interests and think critically. Acting as role models, teachers significantly influence their students' perspectives, inspiring them to think creatively and envision a better future. The spirit, insight, and knowledge of teachers—along with their ability to adapt to societal changes—can empower students to push boundaries and innovate.

To ensure professional and high-performing teachers in every educational institution, the *Law of the Republic of Indonesia Number 14 of 2005* concerning Teachers and Lecturers emphasizes the qualifications required of educators. Article 8 specifies that teachers must possess academic qualifications, competencies, educational certification, physical and mental health, and the ability to contribute to national education goals (Guntoro, 2020). These criteria serve as critical benchmarks for evaluating the professionalism and expertise of teachers, ensuring they meet the standards necessary to provide high-quality education and guide their students toward success.

Through this approach, the school principal can influence the mindset, attitudes, and behaviors of those under their leadership. Leveraging their extensive knowledge and experience, the principal should guide teachers in their development toward becoming professional educators. Achieving high-quality education not only depends on the leadership of the school principal but also requires educators, or teachers, to maintain a high standard of professionalism and competence.

Teacher professionalism that aligns with established standards plays a crucial role in enhancing the quality of educators' performance of their duties. Developing professional and high-quality teacher performance in schools requires the support of a capable school principal who excels as both a leader and manager. A quality teacher is characterized by specialized skills and expertise in the field of education, enabling them to fulfill their roles effectively. In essence, a quality teacher is someone who is not only well-educated and trained but also possesses extensive experience in their field (Zulfiter, Fitria, & Nurkhalis, 2020). Being educated and trained entails more than just formal education; it also

involves mastering diverse teaching strategies, techniques, and foundational educational principles as outlined in teacher competency standards. To enhance the quality and effectiveness of teaching and learning activities, educators must be proficient in planning these activities, executing them systematically, and evaluating their outcomes. A teacher's ability to design and implement well-structured learning processes is fundamental to achieving educational objectives (Solahudin, 2020).

The role of teachers as educators is a critical factor in determining the success of their students. The responsibility of teachers in fulfilling their duties directly influences students' learning achievements and fosters positive attitudes toward education (Elly & Soraya, 2020). Education fundamentally aims to empower individuals, enabling them to overcome life's challenges and achieve fulfillment and dignity. However, weak school management, coupled with low teacher professionalism, inadequate educational facilities, and ineffective administration, adversely impacts student learning outcomes. These interconnected issues create an environment that hinders teachers from performing at their best and delivering quality education (Amini, Pane, & Akrim, 2021).

The research gap lies in addressing how the interplay of school leadership, teacher performance, and professional development affects the quality of education, particularly in fostering effective and efficient educational practices. While previous research, such as the study by Suryani et al. (2021), highlighted the importance of school principal leadership and teacher performance in improving student outcomes, it primarily focused on broader administrative and infrastructural factors. Limited attention has been given to understanding how teachers' deep knowledge of their students, effective learning strategies, and supportive school environments can enhance teaching effectiveness and student outcomes.

The novelty of this research lies in its focus on exploring the critical link between teacher understanding of student needs, professional competency, and the broader administrative support required to create a conducive educational environment. This study aims to analyze the challenges faced by teachers in delivering effective teaching and to evaluate how school leadership and resource allocation influence teacher performance and student outcomes.

The significance of this research extends to both theoretical and practical implications. The findings aim to inform educational policymakers, school administrators, and educators about the importance of strengthening teacher professionalism, enhancing school management practices, and addressing systemic challenges to create a supportive educational framework. By bridging these gaps, this research seeks to contribute to the development of a holistic approach to improving the quality of education, ultimately fostering better learning outcomes and advancing human resource development.

2. METHODS

The research method refers to the approach used to achieve the specific goals and objectives of a study, with the descriptive method being employed in this case. According to Moh. Nazir (Sonedi, Sholihah, & Dihasbi, 2018), the descriptive method is used to study the status of a group of people, an object, a condition, a system of thought, or a category of events at a specific point in time. The primary goal of descriptive research is to provide systematic, factual, and accurate descriptions or representations of the facts, characteristics, and relationships among the phenomena under investigation. In addition, Sukardi (2003, p. 158). explained that descriptive research is designed to gather information about the status of symptoms at the time the research is conducted. This type of research focuses on understanding the nature of a situation without applying any treatments or controls, as seen in experimental research (Herpratiwi, Erni Mustakim, Astuti, & Qomario, 2019).

Thus, the descriptive method is a method that is shown to solve problems that exist in the present or intending to provide a clear picture of existing research. Descriptive research methods use correlation studies to determine this research problem. sampling using proportional random sampling (a portion of the total population) namely 25% of the population or 25% x 188 people = 47 people. Sampling is carried out randomly with the assumption that the selected sample can achieve the objectives.

In this research, the primary tools used for data collection are questionnaires and documentation. The questionnaire employed is a closed-ended type, where respondents select from provided answers. It contains several questions aimed at assessing the leadership of school principals and the quality of teacher teaching (Ridwan & Hadi, 2022). The documentation method is used to gather data from existing school records. Specifically, this method was applied to obtain information about students' Civics learning achievements, including student names, identification numbers, and final grades for Class XI students at SMA Negeri 5 Bandung. These data were sourced from report cards documented by the school.

The data collection technique involves using the questionnaire to gather responses from participants, supported by a written list of questions with predefined answers. Ensuring the validity and reliability of the questionnaire is crucial to establish the trustworthiness and accuracy of the data collection instrument. Therefore, tests for validity and reliability were conducted to ensure the quality of the data.

Data analysis plays a critical role in the research process, as it helps extract meaningful insights to address the research questions and test the hypotheses. The raw data collected were grouped, categorized, manipulated, and processed to provide meaningful answers to the research problems (Romadhon & MS, 2021). This process involved organizing the data to make it interpretable and useful for deriving conclusions.

Several tests were used in the analysis to ensure robust and reliable findings, including:

- Normality Tests: To check whether the data distribution aligns with normal distribution assumptions.
- Hypothesis Testing: To evaluate the proposed relationships between variables.
- Regression Analysis: This included Simple Linear Regression, Multiple Linear Regression, Linearity Tests, Significant Correlation Coefficient Tests, and Determination Regression Coefficient Tests. These tests were conducted to examine the strength, direction, and significance of relationships between variables (Jackson & Collings, 2018).

This comprehensive approach to data collection and analysis ensures the reliability of findings and their applicability to addressing the research objectives.

3. FINDINGS AND DISCUSSION

3.1. Principal Leadership Questionnaire

From the calculations in Appendix VI, the value of t = 8.87 is obtained, while from the distribution t_{table} for ◎ = 0.05 and dk = 12 + 12 – 2 = 22, t table = 1.717. Thus t_{count} is greater than t_{table} (8.87 > 1.717). This means that the null hypothesis is rejected and H1 is accepted so it can be concluded that there is a real difference between the high group scores and the low group scores so that the questionnaire is said to be valid. Based on the reliability test calculations questionnaire in Appendix VII obtained a calculated correlation coefficient of 0.44, while the coefficient from the product moment critical price table ◎ = 0.05 and n = 24 obtained r_{table} = 0.388 while r_{table} is greater than r_{table} (0.44> 0.388) so it can be concluded that the data is reliable.

3.1.1 Questionnaire Teacher Teaching Quality

From the calculations in Appendix VI, the value of t_{count} = 6.04 is obtained, while from the distribution t_{table} for α = 0.05 and dk = 12 + 12– 2 = 22, ttable=1.717 is obtained. Thus t_{count} is greater than t_{table} (6.04 > 1.717). This means that the null hypothesis is rejected so it can be concluded that there is a real difference between the high group scores and the low group scores so the questionnaire is said to be valid. Based on the questionnaire reliability test calculations in Appendix VII, the calculated correlation coefficient is 0.40, while the coefficient from the product moment critical price table r_{xy}= 0.05 and n = 24, the calculated r_{table} = 0.40, while the r_{count} is greater than r_{table} (0.33 > 0.388) then it can be concluded that the data is reliable (Jackson, Fleming, & Rowe, 2019).

3.1.2 Data Normality Test

In this study, to test normality, the goodness of fit test or chi-square test was used. χ^2 table is obtained from the chi-square distribution list with level 1/2 α dk = K – 3 . Due to testing, the data is normally distributed if the calculated square is smaller than the table chi-square with a test level of α = 0.05. From the list of expected and observed frequencies, it is obtained χ^2 that the chi-square = -78.37 . In the chi-square table at the 1- significance level αwith dk = 9–3=6, the chi-square table is obtained, namely χ^2 = 1 2.59, thus the calculated chi-square is smaller than chi square table (-78.37<12.59) so that the teacher teaching quality questionnaire data is normally distributed. From the list of expected and observed frequencies, it is obtained that χ^2 the calculation is -75.50 . In the chi-square table at the 1-significance level αwith dk = 8 - 3=5, the chi-square table is obtained, namely χ^2 = 11.1 , thus the calculated chi square is smaller than chi-square table (-75.50 < 11.1) so that the learning facilities questionnaire data is normally distributed.Hypothesis Testing

Linear Regression of Principal Leadership (X1) on Student Learning Achievement The influence of the principal's leadership on student learning achievement in Civics subjects is described by the regression equation y = a + bX1.

Table 1. ANOVA List for Simple Linear Independent Test of Principal Leadership (X1) with Learning Achievement (Y)

Source of variation	Etc	JK	KT	F
Regression (a)	1	323451.085	323451,085	
Regression (b/a)	1	3968.9237	3968.9237	$\frac{3968,9237}{148,37797}$ =26.74
Residue	45	6677.0087	148.37797	
Amount	**47**	**320743**	**-**	

From the distribution list F with α= 0.05 dk numerator 1 and dk denominator 47-2=45, then F(0.9)(1.68) = 4.01, it turns out the calculated F is greater than the table F (26.74 >4.01). Thus H0 is rejected and H1 is accepted. This means that there is a significant influence between the principal's leadership on the learning achievement of class XI students.

3.1.3 Linear Regression of Teacher Teaching Quality (X2) on Student Learning Achievement

The influence of teacher teaching quality on student learning achievement in Civics subjects is described by the regression equation = a + bX2.

Table 2. ANOVA List for Simple Linear Independent Tests Influence of Teacher Teaching Quality (X2) on Learning Achievement (Y)

Source of variation	Etc	JK	KT	F
Regression (a)	1	323451.08	323451.08	
Regression (b/a)	1	81.98	81.98	$\frac{81,98}{6,78}$ =12.09
Residue	45	309.48	6.78	
Amount	**47**	**320743**	**-**	

From the distribution list F with α= 0.05 numerator degree 1 and denominator degree 47 then $F_{0.95}$ = 1.75 . It turns out that the $F_{calculated}$ is greater than the F_{table} (12.09> 1.75). Thus H_o is rejected and H_1 is accepted, this means that there is an influence of teacher teaching quality on the learning achievement of class XI students at SMA Negeri 5 Bandung for the 2020/2021 academic year.

Simple Linear Regression Linearity Test

To prove whether the linear regression model hypothesis is accepted or rejected, it is necessary to carry out a regression linearity test. If it turns out that the linear equation is rejected, then prediction using linear form is used and if the equation is not linear then it needs to be searched using a non-linear model.

Regression Linearity Test X1 on Y

Table 3. List of ANOVA for Linearity Test of X1 over Y

Source of variation	Etc	JK	KT	F
Total	47	387285		
Regression (a)	1	323451,085	323451,085	$\frac{3968,9237}{148,37797}$ = 26.74
Regression (b/a)	1	3968.9237	3968.9237	
Residue	45	6677.0087	148.37797	
Tuna Suitable	19	176.2769322		$\frac{160,06}{5,92}$ = 27,037
Mistake	28	5.4988		

Accept the linear regression model hypothesis if $F_{calculated}$ is smaller than F_{tabe}. From the calculation results, it is obtained that F_{count} = 27.037 and F_{table} at real level α= 0.05 with dk numerator 19 and dk denominator 28 obtained $F_{0.95}$ = 28.01. In accordance with the testing criteria, it turns out that the $F_{calculated}$ is smaller than the F_{table} (27.03<28.01), so the hypothesis of the linear regression model Y on X1 can be accepted.

3.1.4 X2 Regression Linearity Test on Y

Table 4. List of ANOVA for X2 or Y Linearity Test

Sources of Variation	Etc	JK	KT	F
Total	47	387285		
Regression (a)	1	323451.08	323451.08	
Regression (b/a)	1	-81.98	-81.98	$\frac{28,65}{5,7}$ =5.02
Residue	45	309.48	5.7	
Tuna Suitable	2 0	148.27	8.25	$\frac{8,25}{5,34}$ = 1.54
Mistake	2 7	161.21	5.34	

Accept the linear regression model hypothesis if $F_{calculated}$ is smaller than F_{table}. From the calculation results, $F_{calculated}$ = 1.54 and F_{table} at the real level α= 0.05 with dk in the numerator 2 0 and dk in the denominator 27, obtained $F_{0.95}$ = 1.78. In accordance with the testing criteria, it turns out that the $F_{calculated}$ is smaller than the F_{table} (1.54 < 1.78), so the hypothesis of the linear regression model Y on X_1 can be accepted (Noguera, Guerrero-Roldán, & Masó, 2018).

3.1.5 Multiple Linear Regression

To test whether each coefficient can provide an overview of Y for changes in X related to the coefficient in question, it is necessary to calculate multiple linear regression. Testing the coefficients with the assumption that the regression has been accepted takes the form of multiple linear regression which is expressed by the equation $y = a_o + a_1 X^1 + a_2 X^2$. Thus the multiple linear regression equation can be written as follows: $y = 90.96 + 1.17 X_1 + (0.11)$.

3.1.6 Multiple Regression Linearity Test

Meanwhile, to test whether the coefficients from multiple linear regression are real or not in making predictions with Y, a multiple linearity test is carried out. If $F_{calculated}$ is greater than F_{table} it can be stated that Y over X_1 and Y over X_2 have multiple linear regression which can be used to predict the average Y if X_1 and X_2 are known. From the F distribution table with a significance level α= 0.05 dk numerator 2 and dk denominator 44 obtained 5.17. It turns out that the $F_{calculated}$ is greater than the F_{table}, namely (5.01>3.21). Thus it can be concluded that the multiple linear regression test Y on X_1 and X_2 is real. Correlation Between Principal Leadership (X_1) and Student Learning Achievement (Y).

$$r_{y1} = \frac{N\left(\sum X_1 Y\right) - \left(\sum X_1\right)\left(\sum Y\right)}{\sqrt{\left\{N\left(\sum X_1^{\,2}\right) - \left(\sum X_1\right)^2\right\}\left\{N\left(\sum Y^2\right) - \left(\sum Y\right)^2\right\}}}$$

$$\frac{(47)(308799) - (3715)(3899)}{\sqrt{\left\{(47)(292875) - (3715)^2\right\}\left\{(47)(320473) - (3899)^2\right\}}} = 0.40$$

From the results of the calculation above, the value of r_{y1} = 0.69 is obtained, so it can be concluded that the influence of teacher teaching quality on learning achievement is moderate. Test criteria: If the correlation coefficient is greater than the product moment correlation coefficient for α= 0.05 and n = 47, then it can be concluded that there is a significant influence. From the results of calculating the calculated correlation coefficient, it is obtained that r= 0.40, while the correlation coefficient of the critical price r product moment for α= 0.05 and n=47 is obtained at 0.288, so the calculated correlation coefficient r is greater than the table correlation coefficient (0.40>0.288), then it can be concluded that there is a significant influence (Amhag, Hellström, & Stigmar, 2019).

3.2 Correlation Between Teacher Teaching Quality (X_2) and Student Learning Achievement (Y)

From the calculation results, the value of r_{y1} = 0.83 is obtained, so it can be concluded that the influence of learning facilities on learning achievement is very strong. Test criteria: If the correlation coefficient is greater than the product-moment correlation coefficient for α= 0.05 and n = 47 then it can be concluded that there is a significant influence. From the results of calculating the calculated correlation coefficient, it is obtained that r=0.83, while the correlation coefficient of the critical price r product moment for α= 0.05 and n=47 is obtained at 0.288, so the calculated correlation coefficient r is greater than the table correlation coefficient (0.83>0.288), then it can be concluded that there is a significant influence.

3.3 Correlation between Principal Leadership (X1) and Teacher Teaching Quality (X2)

From the results of calculating the calculated correlation coefficient, it is obtained that r= 0.70, while the correlation coefficient of the critical price r product moment for α= 0.05 and n= 47 is obtained at 0.2 88, so the calculated correlation coefficient r is greater than the table correlation coefficient (0, 70 >0.2 88), then it can be concluded that there is a significant influence.

3.4 Multiple Regression

From the distribution list F with α= 0.05 and dk 2 denominator 44, we get F_{table} = 0.297 . It turns out that F_{count} is > from F_{table}, namely (62.48> 0.297), then H_0 is rejected and H_1 is accepted, in other words there is a significant influence between the principal's leadership and the quality of teacher teaching together on student learning achievement in the subject. Class XI PKN at SMA Negeri 5 Bandung for the 2020/2021 academic year (Bryndin, 2019).

3.5 Correlation and Determination Coefficient Test

The influence of the principal's leadership and the quality of the teacher's teaching on the learning achievement of class

1. The correlation between the principal's leadership and learning achievement was obtained by data of r = 0.40, so $r^2 = 0.16$. Thus, the influence of the principal's leadership on student learning achievement is expressed in percentage form as follows: 100. r^2 % = 16.00% .
2. The correlation between teacher teaching quality and student learning achievement was obtained by data of r=0.83, so $r^2 = 0.6889$. Thus, the influence of teacher teaching quality on student learning achievement is expressed in percentage form as follows: 100. r^2 % = 68.89% .
3. The correlation between the principal's leadership and the teacher's teaching quality was obtained by data of r = 0.70, so $r^2 = 0.49$. Thus, the influence of the principal's leadership on the teacher's teaching quality is expressed in percentage form as follows: 100. r^2 % = 49.00% .

Discussion

The findings of this study reveal a significant positive relationship ($r = 0.69$) between principal leadership and student learning achievement in Civics subjects. Regression analysis ($F = 26.74$, $p < 0.05$) confirms that principal leadership plays a substantial role in influencing academic outcomes. Effective school leadership directly contributes to creating a conducive learning environment, motivating teachers, and ultimately enhancing student performance. These results align with the observations of Hallinger, Bickman, and Davis (2014), who emphasized that principal competence is essential for achieving educational objectives that benefit both students and the wider community. Strong leadership fosters accountability, clarity of purpose, and improved organizational performance, underscoring the critical role of principals in educational success.

In addition to leadership, teacher teaching quality demonstrated an even stronger correlation ($r = 0.83$) with student learning achievement. Regression analysis ($F = 12.09$, $p < 0.05$) further highlights the pivotal role of high-quality teaching in shaping students' academic performance. Teachers who exhibit professionalism, defined by their commitment to fulfilling responsibilities with expertise and dedication, have a profound impact on educational effectiveness (Afgani, 2024). Beyond delivering instruction, teachers influence students' holistic development, contributing to the formation of well-rounded individuals who can positively impact society (Siminto, Lisnawati, & Muharam, 2023). Improving teaching standards, therefore, emerges as a vital strategy for achieving better educational outcomes and fostering student growth.

The combined influence of principal leadership and teacher teaching quality was further supported by multiple regression analysis ($F = 62.48$, $p < 0.05$). This synergy underscores the importance of fostering both administrative leadership and professional teaching practices to maximize student achievement. When principals and teachers collaborate effectively, the resulting dynamic creates a supportive and productive educational environment that benefits all stakeholders. These findings suggest that efforts to improve student learning outcomes should focus on both empowering school leaders and enhancing teacher performance.

These findings emphasize the critical importance of educational leadership and teaching quality in shaping student success. Schools and policymakers should prioritize professional development for both principals and teachers. Leadership development programs for principals should focus on strategic decision-making, motivational techniques, and fostering a positive school culture. For teachers, continuous professional development opportunities should aim to enhance pedagogical skills, classroom management, and curriculum delivery, thereby improving their ability to meet diverse student needs.

Mentorship programs for new principals and teachers can also play a significant role in building capacity. These programs can provide guidance on leadership strategies and effective teaching practices, ensuring that educational professionals are well-prepared to positively influence student outcomes. Furthermore, implementing regular evaluation and feedback mechanisms can help maintain and improve educational standards over time, allowing for the identification and adoption of best practices.

While this study highlights the importance of leadership and teaching quality, additional factors influencing student achievement warrant further exploration. Future research could examine the roles of school environment, parental involvement, and socio-economic conditions in shaping educational outcomes. Longitudinal studies could provide deeper insights into the sustained effects of principal leadership and teaching quality across various educational settings. Additionally, exploring how specific leadership styles and teaching methodologies interact with contextual factors could offer a more nuanced understanding of how to optimize educational practices.

In conclusion, this study affirms that both principal leadership and teacher teaching quality are critical determinants of student learning achievement. While teaching quality has a slightly greater impact, the synergy between effective leadership and high-quality instruction is essential for maximizing educational outcomes. By focusing on leadership development and enhancing teacher professionalism, schools can create a robust educational framework that supports academic excellence and holistic student development. These efforts not only benefit individual students but also contribute to the broader societal goal of advancing education for all.

4. CONCLUSION

This study reveals that both effective school leadership and teacher teaching quality significantly impact student learning achievement at SMA Negeri 5 Bandung for the academic year 2020/2021. The positive correlation between school leadership and student achievement ($r = 0.69$) underscores the importance of principal leadership in shaping academic outcomes, as supported by regression analysis. Teacher teaching quality demonstrated an even stronger correlation with student achievement ($r = 0.83$), highlighting the critical role of professional instructional practices in driving student success. The combined effect of school leadership and teacher teaching quality, as confirmed by multiple regression analysis, emphasizes the synergistic potential of these factors in improving educational outcomes. The findings underscore the importance of investing in leadership development and teacher professional growth to enhance instructional quality and student achievement.

Despite these valuable insights, the study has limitations. It was conducted with a limited sample size within a single school, restricting the generalizability of the findings to a broader population. Additionally, the reliance on assessment instruments such as questionnaires and rating scales may have affected the validity of the results, and incorporating more diverse tools could improve reliability. Future research should expand the study to include multiple schools and a larger sample size to enhance the external validity of the findings. Longitudinal studies tracking the long-term effects of educational factors on student achievement could provide deeper insights into the impact of policy changes and teaching practices. Integrating both quantitative and qualitative approaches would also offer a more comprehensive understanding of the complex factors influencing educational outcomes.

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