

The Effect of Principal Leadership and Islamic Religion Teacher Performance on Student Learning Outcomes at SMP Negeri 2 Jogonalan

Shodiq Rahmanto¹, Muhammad Ja'far Nashir², Lailla Hidayatul Amin³

¹ Institut Islam Mamba'ul'ulum Sukarta; elrahman29@gmail.com

² Institut Islam Mamba'ul'ulum Sukarta; muhammadjafarnashir@gmail.com

³ Institut Islam Mamba'ul'ulum Sukarta; laillahidayatulamin@dosen.iimsurakarta.ac.id

ARTICLE INFO

Keywords:

Participal's Leadership Style;
Student Learning Outcomes;
Teacher Performance

Article history:

Received 2023-06-14

Revised 2023-12-12

Accepted 2024-06-30

ABSTRACT

The purpose of this study is to describe the effect of the principal's leadership style on student learning outcomes at SMP Negeri 2 Jogonalan, to describe the effect of teacher performance on student learning outcomes at SMP Negeri 2 Jogonalan, to find out how much influence the principal's leadership and the performance of Islamic Religion teachers on student learning outcomes at SMP Negeri 2 Jogonalan. This research uses descriptive correlational research method with quantitative approach. In this study, there are independent variables (X), namely principal leadership or X1 and Islamic Religion teacher performance or X2 and the dependent variable (Y), namely student learning outcomes. The research was conducted at SMP Negeri 2 Jogonalan from August to October 2023. The population in this study were all students at SMP Negeri 2 Jogonalan. The sampling technique used in this study was random sampling technique because the research sample was randomly selected from the entire population, namely 50 samples. Data collection techniques using closed questionnaires and documentation. The results showed that the principal's leadership has a significant effect on student learning outcomes at SMP Negeri 2 Jogonalan, showing t count = 2.122, so the effect of X1 (Principal Leadership) on Student Learning Outcomes is significant. Islamic Religious Education Teacher Performance has a significant effect on student learning outcomes at SMP Negeri 2 Jogonalan, showing t count = 2.079, then the effect of X2 Teacher

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Corresponding Author:

Muhammad Ja'far Nashir

Institut Islam Mamba'ul'ulum Surakarta; muhammadjafarnashir@gmail.com

INTRODUCTION

Based on research (Hasibuan, 2019), it is known that leadership means the incarnation of a leader's behaviour, relative to his ability to lead subordinates. Leadership is a person's ability to influence others, both individuals and groups. As well as the ability to direct the behaviour of individuals or groups to have the ability or special expertise in the field that the group wants, so that subordinates are happy to complete the assigned tasks to achieve predetermined goals.

Leadership is a person's ability to influence, invite, encourage, direct, coordinate and guide people/members of a group or organisation to achieve agreed goals. Principals are teachers who get additional assignments to lead schools and are responsible for managing and utilising existing resources or potential to realise the vision, mission, school goals and improve the quality of education. (Utami et al., 2023) Principal leadership is an effort made by the principal in

implementing school management to influence and empower all resources in the school to achieve the vision and mission of the school effectively and efficiently. (Syarnubi, 2020). Yamin dan Maisah, dalam Faozan (2022: 105) explains that teacher performance is an activity that provides results in accordance with the tasks carried out when they carry out those tasks. Teachers are the most determining component in the education system as a whole (Yanti, Hawi, & Syarnubi, 2021).

Teacher performance can also be shown by how much the required competencies are fulfilled. These competencies include pedagogical competence, personality competence, social competence and professional competence (Zamroni, 2000). Learning outcomes can be interpreted as the occurrence of behavioural changes in a group of students and can be observed and measured from changes in knowledge, attitudes and skills. This change can be interpreted as progress, development that is better than the previous period, for example from unknown to known, from rude to polite, and so on. (Martina et al., 2019).

According to Hadari, in (Setiyati, 2014) School principals are leaders who have responsibility for the sustainability of a learning organisation or school. Principals as administrators have the task of planning, coordinating, organising, supervising, and directing all school activities. In reality, education in Indonesia is always evolving with changes in new methods of learning. (Ali & Syarnubi, 2020). Education is an effort made by educators towards students in order to achieve maximum and good educational development (Nurahman et al., 2021). Starting from education, people begin to know the world, uncovering new discoveries that were previously unknown to people (Syarnubi, 2023).

Education is the basic capital for preparing quality humans. Without education a person's life will not be able to develop naturally (Ballanie el al., 2023). Given the importance of education for the life of the nation, especially for those who inherit it. In this case, it is the principal's leadership and teacher performance that will have a major influence or play a greater role in the learning process. (Alimron, Syarnubi Syarnubi, & Maryamah, 2023). Therefore, it is very important to know how principal performance and teacher teaching performance can increase student motivation, which will ultimately lead to the success of student practice. (Rahino, Noor, & Andayani, 2022). Education at school plays a very important role in shaping a child's character so that they have a religious personality (Febriyanti et al., 2022)

Mulyasa (2021) believes that teachers are one of the important factors in the education system (Sukirman & Syarnubi, 2023). Education is also studied in the Islamic religion which has become known as Islamic education (Sari et al., 2020). In practice, the position of a teacher is not an easy thing, the position of a teacher requires special skills that not just anyone can do. The main task of a teacher as an educator at school is to transfer knowledge which then becomes the provision for students to the next level of education. (Syarnubi et al., 2023). This is often called teacher performance. The success and failure of an educational process in general can be seen from its output, namely the people who become educational products. (Sukirman, Baiti, & Syarnubi, 2023).

Educators carry out learning activities at school in accordance with the learning objectives. At the unit level, there are three categories of learning objectives: cognitive (intelligence and intellectual), affective (attitudes, morals, and values), and psychomotor. (Sukmawati & Nasir, 2021). According to (Amin, 2019) A teacher's ability to act in accordance with predetermined goals is known as teacher performance. These goals include planning the teaching and learning programme, implementing the teaching and learning process, building and maintaining an ideal classroom, controlling ideal learning conditions, and assessing learning outcomes. Performance is very important to determine the quality of a person's work, including a teacher. (Didi Pianda, 2018). The results show that some teachers have not shown optimal performance in carrying out their duties and functions. This performance is related to the main tasks and functions of teachers, such as planning and implementing teaching programmes, implementing learning activities, conducting assessments, conducting test analysis, compiling and implementing remedial programmes, and doing other work related to education. (Fitriyani et al., 2020).

The results of observations made by researchers at SMP Negeri 2 Jogonalan can be seen that the leadership of the principal and the performance of teachers are quite good in carrying out their duties. However, there are still some teachers who are still not responsive to the development of science and technology. (Syarnubi, Alimron, & Muhammad, 2019). There are several problems related to teacher performance, including the lack of skilled teachers in making learning administration so that when teaching in class only depends on the companion book. Thus, the PAI learning model in the classroom is in need of an update or innovation (Harto & Syarnubi, 2018) In addition to the teachers' inability to operate computers, LCDs, projectors in learning, the next problem is attendance and absenteeism. In relation to learning administration, many teachers still use the old method of copying existing administration by changing the date, month and year. Then the problem of teacher attendance in the morning, there are still many teachers who come late, normally teachers come to school before 07.00 but many of them come at 07.00 more even at 08.00 just arrived at school.

The old principal tended to rarely come to school because he was only in charge, not definitive, while the new principal is definitive, in other words, the current principal comes to school every day and is very disciplined. On several occasions teachers who often come late are reprimanded by the principal either directly or not, both teachers who are civil servants or honorary.

Based on the explanation above, researchers are interested in conducting research with the title 'The Effect of Principal Leadership and Islamic Religion Teacher Performance on Student Learning Outcomes at SMP Negeri 2 Jogonalan'. The purpose of this study is to describe the effect of the principal's leadership style on student learning outcomes at SMP Negeri 2 Jogonalan, to describe the effect of teacher performance on student learning outcomes at SMP Negeri 2 Jogonalan, to find out how much influence the principal's leadership and the performance of Islamic Religion teachers on student learning outcomes at SMP Negeri 2 Jogonalan.

RESEARCH METHODS

Research methodology is a scientific process or method for obtaining data that will be used for research purposes (Arisca et al., 2020). This research uses descriptive correlational research methods with a quantitative approach. (Sukmadinata, 2013) explains that correlational research is intended to determine the relationship of a variable with other variables expressed by the magnitude of the correlation coefficient and statistical significance.. (Arikunto, 2013) explained that 'correlational research is research conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions or manipulations to the data that already exist'. In this study, there are independent variables (X), namely principal leadership or X1 and PAI teacher performance or X2 and the dependent variable (Y), namely student learning outcomes. This study also uses literature data which is intended as complementary data. (Misyuraidah et al., 2017). Riduwan (2013: 54) argues that population is an object or subject that is in an area and fulfils certain conditions related to research problems. Population is the whole of the subject that has the character to be studied in a predetermined space and time. (Hartati, Achadi, Syarnubi, & Muhammad Mirza Naufa, 2022).

The population in this study were all students at SMP Negeri 2 Jogonalan. While the sample is part of the number and characteristics possessed by the population used for research '. According to Riduwan (2013: 57) 'sampling technique is a way of taking a representative sample of the population'. The sampling technique used in this study was random sampling technique because the research sample was randomly selected from the entire population, namely 50 samples. Data collection techniques in this study using documentation techniques and observation techniques. (Syarnubi Syarnubi, 2022). In this study, researchers used three questionnaires (Arikunto, 2013). The first questionnaire is used to measure the principal's leadership or variable X1. The second questionnaire is used to measure the performance of Islamic religion teachers or variable X2. The third questionnaire was used to measure student learning outcomes or variable Y. In conducting research related to principal leadership, teacher performance, and student learning outcomes,

researchers observed and documented teacher teaching and learning activities, teacher and student activity reports, photo documentation of previous activities. Data collection in this study is based on primary data and secondary data. (Malta et al., 2022). To facilitate the preparation of the questionnaire, it is necessary to use a questionnaire development matrix or questionnaire grid. After the questionnaire lattice is made, then compile the questionnaire that will be used in the research.

Table 1 Principal Leadership Questionnaire Variables

Variable	Sub Variable	Indicator	Question
Principal Leadership	Have a Strong Personality	The principal's attitude towards teachers and students.	No 1,2
	Understanding the Conditions of Teacher Employees and Students	The principal must understand the situation in the school area for both teachers and students	No 3,4
	Have a Vision and Understand the School's Mission	The school principal implements the vision and mission to improve the quality of the school	No 5,6
	Decision Making Ability	The principal is firm in making decisions	No 7,8
	Communication Ability	The principal is friendly towards all parties at the school	No 9,10

The questionnaire used in this research is a closed questionnaire containing statements that must be answered by respondents by providing a checklist (✓) on the answers that are considered most appropriate to the actual situation.

Table 2 Teacher Performance Questionnaire Variables

Variable	Sub Variable	Indicator	Question
Teacher Performance	Developing a Teaching Program	Teachers must be able to develop innovative learning programs	No 11,12
	Presenting Teaching Programs	Teachers must present the program systematically	No 13,14
	Analyzing Learning Results	Teachers are able to analyze student learning outcomes honestly.	No 15,16
	Develop Improvement and Enrichment Programs	Teachers are able to arrange learning programs, improve grades and enrichment programs for all students	No 17

In this study, researchers used three questionnaires, the third questionnaire was used to measure student learning outcomes or variable Y.

Table 3 Student Learning Outcome Questionnaire Variables

Variable	Indicator	Question
Student learning outcomes	I can follow the PAI teacher's lessons well	No 18
	I can explain again the material presented by the teacher	No 19
	I enjoy taking Islamic religion lessons	No 20
	I obey school rules	No 21
	I can apply the lessons taught by the teacher well	No 22

The data analysis method in this study is quantitative descriptive analysis with percentages. The definition of descriptive statistics is statistics used to analyse information by describing or describing information that has been taken as it is without intending to make conclusions that apply to generalisations. The main data collection techniques are observation, interview, and documentation. (Hawi & Syarnubi, 2018).

To determine these categories, a statistical formula based on the mean and standard deviation taught by Anas Sudijono (2012: 175) is used. Grouping based on the mean and Standard Deviation above can be used (Wantoro, Utama, et al, 2019) as a reference to classify the research results obtained. The results of the study were poured into five categories A, B, C, D and E which were modified into very good, good, sufficient, less good. The categorisation can be described as follows (Sudijono, 1997):

Table 3 Research Categories

Intervals	Categories
Mean + 1,5 SD	Very Good
Mean + 0,5 SD	Good
Mean – 0,5 SD	Enough
Mean – 1,5 SD	Not Good

Categorisation based on the description of Anas Sudijono's formula must be reversed or inverted first so that it can be used as a reference for grouping the research results because Anas Sudijono's grouping shows better results if the value obtained is getting bigger, while the grouping of research results shows better results if the value obtained is getting smaller. Furthermore, because this is inverse data, the meaning of the category will be reversed as follows Anas Sudijono (2012: 175):

Table 4 Grouping of research results

1	$M - 1,5 SD < X$	Very Well
2	$M - 1,5 SD < X \leq M - 0,5 SD$	Good
3	$M - 0,5 SD < X \leq M + 0,5 SD$	Enough
4	$M + 0,5 SD < X \leq M + 1,5SD$	Not Enough
5	$M + 1,5 SD < X$	Very Little

Description :

M = Arithmetic Average

SD = Standard Deviation

After the data is grouped into each category, then find the percentage of each data using the percentage formula. According to Anas Sudijono in (Wijoyo, 2020) The percentage formula used is:

$$\text{Results Percentage (P)} = \frac{F}{N} \times 100$$

Description:

P = percentage

f = frequency of statements

n = number of respondents

RESEARCH RESULTS AND DISCUSSION

Research on 'The Effect of Principal Leadership and Islamic Religion Teacher Performance on Student Learning Outcomes at SMP Negeri 2 Jogonalan has a sample of all students at SMP Negeri 2 Jogonalan. As for the sample, the random sampling method was applied and it was decided to use 50 samples from classes VII to IX.

The results of this study collected a total of 22 questions and divided into 3 variables, namely 10 statements for variable X1, 7 statements for variable X2 and 5 statements for variable Y. The scoring system uses a linkert scale from 1 to 5.

Analysis of the statements submitted in the questionnaire regarding the research variables, namely principal leadership, teacher performance and student learning outcomes. The descriptive statistical results of the research variables are as follows:

Table 5 Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviasi
Principal Leadership	50	11	50	41,32	10,440189
PAI Teacher Performance	50	9	35	27,96	6,7247942
Student learning outcomes	50	5	25	20,06	5,3084838

Based on the table above, it can be seen that in the principal leadership variable, the minimum value is 11 while the maximum value reaches 50, for a mean value of 41.32 and a standard deviation value of 10.44. In the PAI teacher performance variable, the minimum value is 9 and the maximum value is 35, for a mean value of 27.96 and a value of standard deviation of 6.72. In the student learning outcomes variable, the minimum value is 5 and the maximum value is 25, for a mean value of 20.06 and a standard deviation value of 5.31.

The data described is the data obtained from the results of filling out the questionnaire using the instruments developed. The following is a description of each research variable:

Principal Leadership

The data obtained regarding the principal's leadership with the number of respondents 50 people arranged based on the lowest score to the highest score. Based on the results of the principal leadership questionnaire data, it is known that the lowest score is 11 and the highest score is 50 with an average value (mean) of 41.32 median of 44 and mode of 44.

The level of achievement of the principal's leadership based on the average calculation compared to the ideal maximum score in this study reached 60%, including in the good enough category. The description above when presented in the form of a frequency distribution table is as follows:

Table 6 Frequency Distribution of Principal Leadership

Principal Leadership Assessment				
No	Limitation	Frequency	Percentage(%)	Category
1	$X \leq 25,66$	6	12%	Very Good
2	$25,66 < X \leq 36,1$	0	0%	Good
3	$36,1 < X \leq 46,54$	30	60%	Enough
4	$46,54 < X \leq 56,98$	14	28%	Not Enough
5	$X > 56,98$	0	0%	Very Little

Performance Teacher PAI

The data obtained regarding the principal's leadership with the number of respondents 50 people arranged based on the lowest score to the highest score. Based on the results of Islamic Religious Education teacher performance questionnaire data, it is known that the lowest score is 9 and the highest score is 35 with an average value (mean) of 27.96 median of 30 and mode of 31.

The level of achievement of the performance of Islamic education teachers based on average calculations compared to the ideal maximum score in this study reached 56% including in the good enough category. The description above when presented in the form of a frequency distribution table is as follows:

Table 7 Frequency Distribution of PAI Teacher Performance

Teacher Performance Assessment				
No	Limitation	Frequency	Percentage (%)	Category
1	$X \leq 17,9$	6	12%	Very Good
2	$17,9 < X \leq 24,6$	2	4%	Good

3	$24,6 < X \leq 31,3$	28	56%	Enough
4	$31,3 < X \leq 38,05$	14	28%	Not Enough
5	$X > 38,05$	0	0%	Very Little

Student Learning Outcomes

The data obtained regarding the principal's leadership with 50 respondents are arranged based on the lowest score to the highest score. Based on the results of student learning outcomes questionnaire data, it is known that the lowest score is 5 and the highest score is 25 with an average value (mean) of 20.06 median of 21.5 and mode of 20.

The level of achievement of the performance of Islamic religious education teachers based on the average calculation compared to the ideal maximum score in this study reached 56%, including in the good enough category. The description above when presented in the form of a frequency distribution table is as follows:

Table 8 Frequency Distribution of Student Learning Outcomes

Penilaian Hasil Belajar Siswa				
No	Limitation	Frequency	Percentage (%)	Category
1	$X \leq 12,1$	6	12%	Very Good
2	$12,1 < X \leq 17,4$	1	2%	Good
3	$17,4 < X \leq 22,7$	26	52%	Enough
4	$22,7 < X \leq 28,02$	17	34%	Not Enough
5	$X > 28,02$	0	0%	Very Little

Hypothesis testing in this study using the T test. The t test is used to determine whether each independent variable partially has a significant effect on the dependent variable. It can also be said that if $t_{\text{count}} > t_{\text{table}}$ or $-t_{\text{count}} < -t_{\text{table}}$ then the results are significant and mean H_0 is rejected and H_1 is accepted. Meanwhile, if $t_{\text{count}} < t_{\text{table}}$ or $-t_{\text{count}} > -t_{\text{table}}$ then the result is not significant and means H_0 is accepted and H_1 is rejected.

Tabel 4.8 Results Uji T

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	,987	1,618		,610	,545
Principal Leadership	,227	,107	,447	2,122	,039
Teacher Performance	,346	,166	,438	2,079	,043

a. Dependent Variable: Student learning outcomes

Based on Table 9, the results of the T test between X_1 (Principal Leadership) and Y (Student Learning Outcomes) show $t_{\text{count}} = 2.122$. While the t_{table} ($\alpha = 0.05$; db residual = 49) is 2.009. Because $t_{\text{count}} > t_{\text{table}}$, namely $2.122 > 2.009$ or sig t value ($0.039 < \alpha = 0.05$), the effect of X_1 (Principal Leadership) on Student Learning Outcomes is significant. This means that H_0 is accepted and H_1 is rejected so it can be concluded that Principal Leadership has a significant effect on student learning outcomes at SMP Negeri 2 Jogonalan. The t test between X_2 (Teacher Performance) and Y (Student Learning Outcomes) shows $t_{\text{count}} = 2.079$. While the t_{table} ($\alpha = 0.05$; db residual = 49) is 2.009. Because $t_{\text{count}} > t_{\text{table}}$, namely $2.079 > 2.009$ or sig t value ($0.043 < \alpha = 0.05$), the effect of X_2 (Teacher Performance) on Student Learning Outcomes is significant. This means that H_0 is accepted and H_1 is rejected.

is rejected so it can be concluded that the performance of Islamic Religion teachers has a significant effect on student learning outcomes at SMP Negeri 2 Jogonalan.

From the overall results it can be concluded that the independent variables have a significant influence on student learning outcomes partially. And from this it can be seen that the two independent variables that have the most dominant influence on Student Learning Outcomes are Principal Leadership because it has the largest beta and t coefficient values.

The following are the results of the discussion of the analysis of the results of research that has been conducted on a research sample of 50 respondents:

The Influence of Principal Leadership on Student Learning Outcomes

Based on the results of statistical tests conducted on the research sample regarding the Effect of Principal Leadership on Student Learning Outcomes at SMP Negeri 2 Jogonalan, it shows that $t_{count} = 2.122$. While the t_{table} ($\alpha = 0.05$; db residual = 49) is 2.009. Because $t_{count} > t_{table}$, namely $2.122 > 2.009$ or $\text{sig } t \text{ value } (0.039) < \alpha = 0.05$, the effect of X1 (Principal Leadership) on Student Learning Outcomes is significant. The results of this study support the results of previous research conducted by (Hendriyati & Somantri, 2020) where the principal's leadership has a significant effect on student learning achievement.

To be a good leader for his subordinates, a leader must be a leader in an organization (Aspizain Chaniago, 2017). This is because leadership is the process of influencing other people to carry out organizational tasks voluntarily for their subordinates so that the organization can continue to be productive (Lestari, 2016). When a motivator in an organisation does something, it is observable and can have a good or bad impact on the organisation, as demonstrated by the principal's leadership. All students will be encouraged, directed and motivated to work together to achieve the school's vision, mission and goals if the principal exhibits leadership behaviours that are positive (Amin, 2019). Therefore, school principals must not force or act harshly towards their employees. Instead, they should motivate them to work with passion and confidence. Organizations will change with good leadership (Rahmat & Kadir, 2017).

Principals are responsible for setting school goals, namely student learning achievement, and they are also responsible for setting school policies. Principals serve as role models for teachers, always setting an example first before admonishing their students to do the same. As leaders, principals are responsible for guiding, directing, assigning, inspecting and measuring the work of teachers in their schools. (Syarnubi, 2016). Thus, every action taken by the school principal as a leader is designed to help achieve educational goals and improve the quality of learning outcomes (Wulandari, Misdar, & Syarnubi, 2021).

The role of the principal is the behavior, attitudes and responsibilities that arise from the position of principal in a particular educational unit to ensure the implementation of education in accordance with established procedures and techniques..(Syarnubi, 2019b) The success of the school principal in managing the educational staff available at the school greatly determines the success of education (Sutarmizi et al., 2022). This is because the school principal is responsible for organizing educational activities, school administration, developing educational staff, and utilizing educational facilities and equipment.

After conducting observations at SMP Negeri 2 Jogonalan, according to researchers, the principal's leadership has quite an influence on student learning outcomes, because a leader is a reflection for his subordinates. Therefore, a leader must set a good example to his subordinates. This is also reinforced by the results of previous research, namely research by (Hardiyanti, 2020) shows that the significance value of the professional allowance variable is 0.012 (smaller than 0.05) and the regression coefficient is 0.225 (positive), then Hypothesis 1 (H1) is accepted, which means that the principal's leadership has a positive and significant effect on academic achievement results.

The Influence of Islamic Religious Education Teacher Performance on Student Learning Outcomes

Based on the results of statistical tests conducted on the research sample regarding the Effect of Principal Leadership and Islamic Religion Teacher Performance on Student Learning Outcomes at SMP Negeri 2 Jogonalan, shows t count = 2.079. While the t table ($\alpha = 0.05$; db residual = 49) is 2.009. Because t count > t table, namely $2.079 > 2.009$ or sig t value (0.043) < $\alpha = 0.05$, the effect of X2 (Teacher Performance) on Student Learning Outcomes is significant. The results of this study support the results of previous research conducted by (Hardiyanti, 2020) that teacher performance has a positive and significant influence on student learning achievement.

Educators have an important role in the education sector which influences the quality of education, (Fransiska, Harapan, & Tahrur, 2020) So teachers must seriously improve their performance as teachers. The various components of teacher performance include students' understanding of the subject matter, effective communication skills in delivering the subject matter, ability to manage the class, motivate students, and provide constructive feedback to students. All these elements are important to create a comfortable learning environment and provide the best support for students. (Wardany & Rigianti, 2023).

Teacher performance has an important role in improving the quality of graduates in an educational institution. Good teacher performance in quantity and quality will have a positive impact on student achievement at school. (Syarnubi, 2019c) Therefore, being a teacher is a difficult task. Being a teacher requires additional skills that support the process and responsibilities of being a teacher in addition to basic expertise. Teachers who behave positively and have good teaching skills will affect students and their achievement in learning. Teachers must have certain competencies to help them teach students during the learning process because it will have an impact on student learning outcomes.

In education, teachers are the spearhead and the most dominant party because they interact directly with their students, so their attitudes and behaviour are often used as examples and role models for other students. (Misdar et al., 2017). Therefore, a teacher is expected to have the necessary attitudes and abilities to improve their abilities as educators, which will have an impact on the development of their students. In addition, the interaction between teachers and students is very important to support student learning outcomes. (Fauzi, Syarnubi, Andriani, & Romli, 2023). Several studies have found that teachers' teaching skills also affect student learning outcomes. This is because these skills will affect the learning process, which in turn affects student learning outcomes.

Based on observations at SMP Negeri 2 Jogonalan, the performance of Islamic religious education teachers is quite influential on student learning outcomes. This can be seen through students' better understanding of concepts, better mastery of skills, and their improved academic grades. People who have a good understanding of the material will be able to deliver the subject matter in a way that is easily understood by students. This will help students understand the concepts being taught and improve their ability to apply those concepts in real-life situations.

This is also reinforced by the results of previous research, namely research by (Hardiyanti, 2020) shows that the significance value of the teacher performance variable is 0.000 (smaller than 0.05) and the regression coefficient is 0.536 (positive), then Hypothesis 2 (H2) is accepted, which means that teacher performance has a positive and significant effect on academic achievement results.

The Influence of Principal Leadership and PAI Teacher Performance on Student Learning Outcomes

Based on the research results, there are a number of interrelated variables that influence student academic outcomes at school. Good student achievement results require a good teaching and learning process, and good teacher performance is needed for a good teaching and learning process (Syarnubi, Martina, & Khodijah, 2019). Because of the role of teachers as pioneers and implementers of school reform, good teacher performance is very much needed in the implementation of education. The results of teacher work are reflected in student learning outcomes through teaching and learning activities. (Syarnubi et al., 2023) A leader must be in the school so that teachers can work with professionalism, innovation, and receive full support (Syarnubi, 2019a).

School principals can bring the school they manage to success, namely student learning achievement, if they can mobilise, guide and direct their members in the right way.

As principals, they are responsible for school administration, the organisation of educational activities, the development of education personnel, and the utilisation of learning facilities. The results of the discussion on the important factors affecting teacher performance and principal leadership show that principal leadership plays a role in managing the education personnel available in the school. (Ahmad Faozan, 2022). By mastering good teaching competencies and skills, teachers are responsible for improving student learning achievement. Therefore, principal leadership and teacher performance can both have a significant impact on student academic achievement. Partially, principal leadership has an effect on student learning achievement, and teacher performance has an effect on student learning achievement. Therefore, it can be concluded that principal leadership and teacher performance as a whole will have an effect on student academic achievement. (Iskandar, 2013)..

This is also reinforced by the results of previous research, namely research by (Hardiyanti, 2020) The results of the analysis above show that the significance value of the F test is 0.000 (smaller than 0.05) and the calculated F value is greater than the critical value in the F Table ($22.612 > 3.10$) so that Hypothesis 3 (H3) is accepted, which means that principal leadership and teacher performance have a simultaneous effect (together) on student academic achievement results.

According to the results of the above analysis, it is concluded that the third hypothesis proposed by the researcher which reads 'There is a significant influence between the principal's leadership (X1) and the performance of Islamic religious education teachers (X2) on student learning outcomes (Y) at SMP Negeri 2 Jogonalan' is accepted.

CONCLUSION

Based on data analysis and discussion above, it can be concluded that: Principal leadership has a significant effect on student learning outcomes at SMP Negeri 2 Jogonalan, showing t count = 2.122, then the effect of X1 (Principal Leadership) on Student Learning Outcomes is significant. Islamic Religious Education Teacher Performance has a significant effect on student learning outcomes at SMP Negeri 2 Jogonalan, showing t count = 2.079, then the effect of X2 (Teacher Performance) on Student Learning Outcomes is significant.

The results showed that school leadership and teacher performance can affect students' academic achievement. The better the school leadership and teacher performance, the better the students' academic achievement. Influencing and translating the wishes of organisational members by emphasising organisational goals. Leadership motivates student academic achievement through motivating activities, maintaining co-operation, and providing certain support both internally and externally. Teachers influence students' academic performance. Teachers who behave positively and are talented will affect students' academic performance.

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