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## THE INFLUENCE OF SCHOOL PRINCIPAL'S AND TEACHER'S PERFORMANCE ON STUDENTS' LEARNING ACHIEVEMENT

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### ABSTRACT

The purpose of the research is aimed to : (1) to know the influence of school principal's performance on the teachers' performance, (2) to know the influence of teacher's performance on students' achievement, (3) to know the influence of collaboration both principal's performance and teachers' performance to the students' achievement. The population of the research is taken from 72 schools range from the good, fair and low level in category out of both SMP Negeri (State Junior High School) and the private schools in Malang. The data collection techniques used in this research are (1) Instruments and (2) Data Documentary. The data used in analyzing are Descriptive and Regression Analysis. From the data analysis, it is found that: (1) The performance of school principal's has a positive influence on teachers' performance in Malang. (2) The performance of teachers' has a positive influence on the students' achievement at Junior High School in Malang. (3) The collaboration of the principal's performance and the teachers' performances have a positive influence on the students' achievement of junior high school in Malang.

**Keywords:** principal's performance, teacher's performance, students' achievement

### INTRODUCTION

One of the educational problems faced by the Indonesian today is the low quality of education, especially at the level of basic education. From the results of The Program for International Student Assessment (PISA) in 2015 showed that Indonesia was at the bottom rank, the position number 64 out of 72 countries. It was found that Indonesian students were weak in language, science, and math.

Many kinds of efforts have been conducted by the government continuously in order to improve the quality of national education, among others are through training and improvement of school management quality for school principals, teachers' competence improvement, procurement of books, the learning media and improvement of educational facilities and infrastructure. It needs learning leader (school principal) to manage and develop the quality of school, who has qualified competence to manage and utilize all the school's components optimally in supporting the achievement of school goals (MONE 1999/2000).

The students' achievement is not the only way to judge whether the school is qualified or not. The school's quality can be achieved with a good cooperation among all elements of the school. School as a formal education organization is a cooperation forum of a group of people (teachers, staffs, principals, and students) to achieve the future goals or the established one (Mantja, 2002). Furthermore, Gorton revealed that school is axiomatically as well as the person who runs it.

Principal as a leader of the learning program should always encourage and coach teachers continuously so that the teachers are able to perform their duties properly in guiding the students. Thus, student achievement is expected to increase along with the increase of principal's and teachers' performances. It can be said that "The success or failure of school activities is largely determined by the leadership qualities possessed by the principal" (Burhanuddin, 2002: 133). In addition, the relation of the improvement on the students' achievement, teachers have a very important role because the teachers directly face the students as a result teachers know most about various matters related to their students.

Teacher as functional officials in accordance with the Regulation of the Minister of Administrative Reform and Bureaucratic Reform No. 16 of 2009 Article 5 paragraph 1 has the task of educating, guiding, supervising, directing, training, assessing and evaluating the learners in early childhood education, formal education, elementary education, and secondary education as well as additional tasks relevant to the function of school / madrasah. In order to improve students' achievement, teachers have a very important role because they are able to motivate the students through interesting and challenging learning design in order to attract and to support the students in their learning process.

Based on the description above, the problems can be classified into: (1) Does the principal's performance affect the teachers' performance of junior high school teachers in Malang? (2) Does the teacher's performance have an effect on students' achievement of junior high school in Malang? (3) Do both of the principal's performance and teachers' performance contribute to the achievement of junior high school students in Malang?

Based on the formulated problems, the purpose of the study can be written as follows: (1) To know the influence of school principal's performance on the performance of junior high school teachers in Malang, (2) To know the influence of teachers' performance on student achievement of junior high school in Malang, (3) To know the influence of the cooperation of both school principals' performance and teacher performance on the students' learning achievement of SMP in Malang.

## **METHOD**

This research is intended to describe and analyze the influence of principal's performance on the performance of junior high school teachers in Malang, the influence of teacher performance on student achievement of junior high school in Malang, and the influence of principal's performance and teachers' performance on students' achievement of junior high school in Malang. The population in this study is not all principals of public and private junior high schools in the city of Malang. The whole number of institutions is 87, while the random sample is selected only 72 public and private institutions. This refers to the Krejci table, if the population is 85, the number of the sample is 70, if the population is 90, the number of samples is 73.

The data collecting is by using documentary study based on the principal's performance value; to assess the teachers' performance by using the instrument in the form of a questionnaire, while for students' achievement by using documentary data from the result of the national exam's score of Bahasa Indonesia, Mathematics and English subjects.

The data processing is done by using Descriptive and Digression analysis.

## FINDINGS

This section describes the results of the study that includes (A) the description of the data and (B) the results of a hypothesis test.

### The Data

In accordance with the research design in the description of the data will be presented the object of research and reflected in the data that netted through the variables contained in the instrument of this study. Description of data of each variable is intended to know the quality of principal's performance, teachers' performance, and the quality of students' achievement. The data descriptions of each variable include the mean frequency distribution and the standard deviation. The variables in this study include (a) the performance of the principal, (b) the teachers' performance, and (c) students' learning achievement. To analyze the data is done by computer program SPSS 11. The quality of headmasters' performance, the teachers' performance, and the students' achievement are grouped into 4 categories, that is very good, good, medium, and less. The description of the data of each variable can be described as follows.

### Principal Performance

The data collected by a number of 15 schools, the highest score for the principals' performance is 86 and the lowest score is 65, and the average is 73,8 Table1.

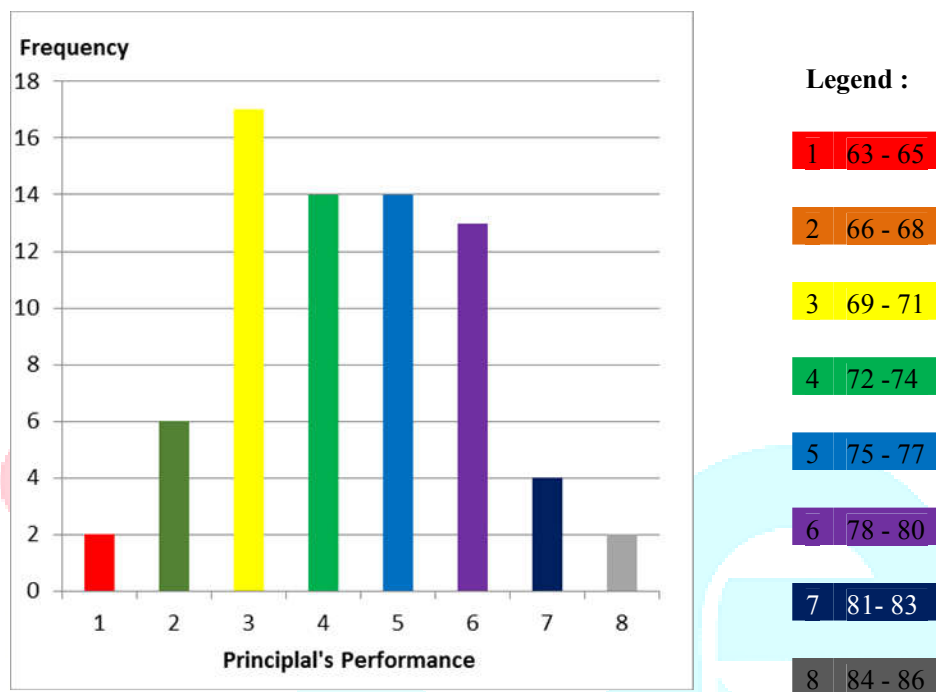
Distribution of Frequency of Principals' Performance

Number	Interval Class	Frequencies	Percentage (%)
1	84-86	2	2,8
2	81-83	4	5,6
3	78-80	13	18,1
4	75-77	14	19,4
5	72-74	14	19,4
6	69-71	17	23,6
7	66-68	6	8,3
8	63-65	2	2,8
Sum		72	100

Based on the table the distribution of frequencies pertaining to school principals' performance shows that out of 72 principals there were: (1)2.8% performer within the intervals of 84 - 86, (2)5.6%; 18.1% performers within the intervals of 81 - 83; (3) 18.1% performer within the intervals of 78- 80; (4) 19.4% performers within intervals of 75-77; (5)19.4% performers within intervals of 72 - 74; (6) 23.6% performers within the intervals of 69-71; (7) 8.3% performer within intervals of 66-66 and (8) 2.8% performers within the intervals of 63-65.

The performance data of junior high school principal in Malang can be presented in the form of the histogram as follows.

Diagram 1.  
Principal's Performance



From the histogram of the principals' performance, it shows that most of the principals' performance score is in the interval of 69 -71, occupied by 17 principals. On the other hands, both the highest performers in the interval of 84 - 86 and the lowest in the interval of 63 – 65 are occupied by 2 principals each.

Furthermore, the performance of junior high school principals in Malang can be classified into 4 categories namely: excellent, good, fair and poor as shown in the table below.

Table 2  
Distribution of Principals' Performance

No.	Categories	Frequency	Persetage (%)
1	Excellent	2	2,8
2	Good	45	62.5
3	Fair	23	31.9
4	Poor	2	2,8
Sum		72	100

Based on the table on principals' performance of 72 random examples, the results are 2.8% of excellent performance, 62.5% of good performance, 31.9% of fair performance, and 2.8% of poor performance.

### Teachers' Performance

Based on the data collection from 15 schools, the highest score for teachers' performance was 92 and the lowest score was 65 with an average score of 75.6.

Table 3:

Distribution of Frequency Classification of Teachers' Performance

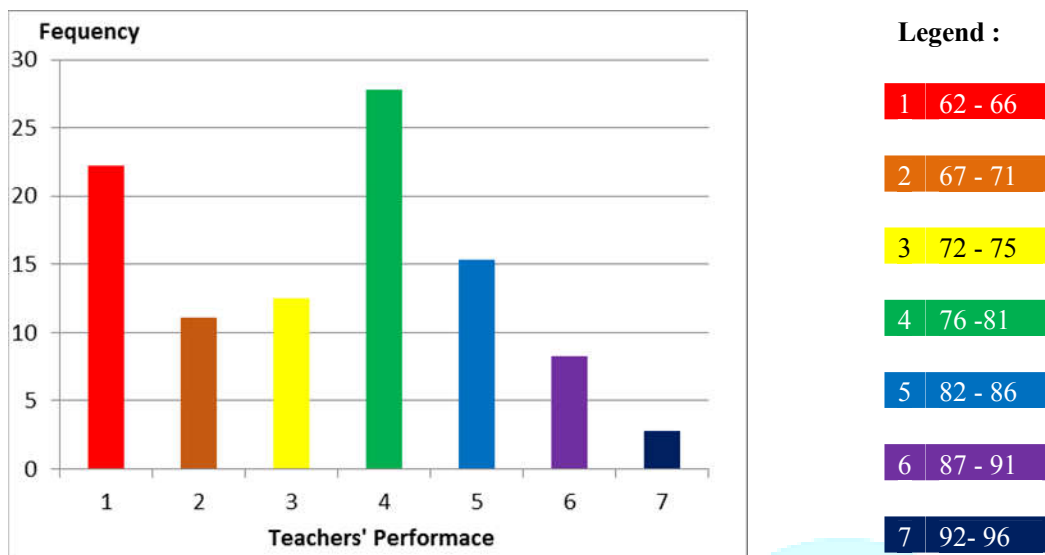
Number	Interval Class	Frequency	Percentage (%)
1	92-96	2	2,8
2	87-91	6	8,3
3	82-86	11	15,3
4	76-81	20	27,8
5	72-75	9	12,5
6	67-71	8	11,1
7	62-66	16	22,2
Total Number		72	100

Based on the table of distribution of frequency related to the teachers' performance indicates that among the teachers of Bahasa Indonesia, Mathematics and English of 72 sample schools there: (1) are 2.8% who perform at the intervals of 92 - 96, (2) 8.3%; within the interval of 87-91; (3) 15.3% performers within the interval of 82-86; (4) 27.8% performers within the interval of 76 to 81; (5) 12.5% performer within the intervals of 72-75; (6) 11.1% performer within the intervals of 67-71; and (7) 22.2% performers within the intervals of 62 - 66.

The data performance of the junior high school teachers in Malang can be presented as the following histogram.

Diagram 2.

Teachers' Performance



From the histogram shows that the score of the teachers' performance of Indonesian Language teachers, Mathematics and English teachers in the junior high school of Malang is at most within the intervals of 76-81 there are 20 performers, while the least are within the intervals of 92 – 96.

Furthermore, the performance of junior high school teachers in Malang can be classified into 4 categories that are: excellent, good, fair and poor as shown in the table below.

Table 4:

Teacher Performance Classification

No.	Category	Frequency	Percentage (%)
1	Excellent	8	11,1
2	Good	31	43,1
3	Fair	17	23,6
4	Poor	16	22,2
Sum		72	100

Based on table 4, teachers' performance classification: (1)11.1% of the teachers are an excellent performance, (2) 43.1% performers are good, (3) 23.6% performers are fair, and (4) 22.2% performers are poor performers.

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### Students' achievement

The data collection from 72 Junior High Schools in Malang, the highest score of students' achievement is 24.2, the mean score is 16,96 and the lowest score is 13.3

Table 5

Distribution Frequency of Students' Performance

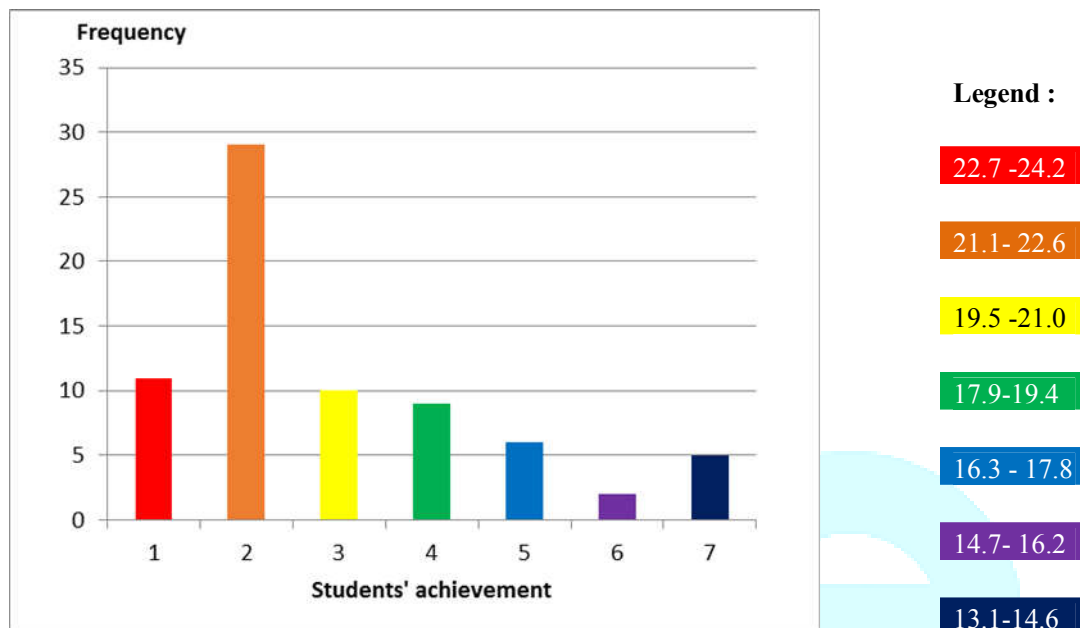
No.	Interval Class	Frequency	Percentage (%)
1	22,7 - 24,2	5	6,9
2	21, - 22,6	2	2,8
3	19,5 - 21.0	6	8,3
4	17.9 - 19.4	9	12,5
5	16,3 - 17,8	10	13,9
6	14,7 - 16.2	29	40,3
7	13.1 - 14.6	11	15,3
Sum		72	100

Based on the table distribution of classification frequency on the students' achievement out of 72 schools as research sample, it is found that (1) 6,9% students' achievement within the interval of 22,7 - 24,2; (2) 2,8% students' achievement within the interval of 21,1 - 22.6; (3) 8.3% students' achievement within the interval of 19.5 - 21.0; (4)12.5% students' achievement within the interval of 17.9 - 19.4; (5)13.9% students' achievement within the interval of 16, 3 - 17.8; (6)40.3% students' achievement within the intervals of 14.7 - 16.2; and (7) 15.3% students' achievement within the interval of 13.1 - 14.6.

The data of junior high school students' achievement in Malang can be presented as follows:

Diagram 3.

Students' achievement



From the histogram on the students' achievement, it shows that the achievement of junior high school students in Malang is most performers at the interval of 14.6 - 16.2 there are 29, on the other hands the least are in the interval of 21.1-22.6.

Furthermore, the achievement of junior high school students in Malang can be classified into 4 categories that are excellent, good, fair and poor as seen in the table below.

Table 6.

Classification of Students' Learning Achievement

No.	Category	Frequency	Percentage (%)
1	Excellent	5	6,9
2	Good	8	11,1
3	Fair	48	66,7
4	Poor	11	15,3
Sum		72	100

From the table on students' achievement, there found 6.9% of the students with the excellent learning achievement, 11.1% in good learning achievement, 66.7% at the state of the fair in learning achievement and the rest, 15.3% in the state poor on the students' learning achievement.

### Normality Test

This test is intended to ensure a sample whether it is in a normal distribution. Normality test in this research was done by using Kolmogorov - Smirnov test. The formula used is as follows:

$$D = \text{Max} [F_0(X) - F_h(X)]$$

Notes :

D = Value Kolmogorov - Smirnov

F<sub>0</sub> = Frequency of cumulative observation

F<sub>h</sub> = Frequency of expectation frequency

In this research, the data normality test that has been collected is processed by using computer service of SPSS 11 program. The result of data analysis is as shown in table 4.7 below.

Table 7:

The Result of Normality Test Variable Research

Variable	K - S	Significant	Conclusion
X1	0,730	0,662	Normal
X2	0,987	0,284	Normal
Y	0,416	0,136	Normal

Based on table 7 above, it turns out all the variables in this study follow the normal distribution.

### Hypothesis test

The hypothesis is essentially a temporary answer formula consisting of at least one independent variable and one dependent variable, in which the truth must still be proven empirically. According to Suryabrata (1987: 75) states that "The hypothesis is a temporary answer to research that the truth remains to be proven empirically".

In accordance with the matter, it needs to prove the hypothesis in this study is based on the results of data analysis as attached. To test the hypothesis that has been formulated in this study, linear regression analysis, and multiple regression analysis is used.

Data analysis was done with the help of computer program SPSS version 11.5 for windows.

### The First Hypothesis Test

The first hypothesis proposed in this study states, "Principal performance significantly influence the performance of Junior High School teachers in Malang. Regression analysis results between principal's performance ( $X_1$ ) and teachers' performance ( $X_2$ ) Junior High School in Malang, obtained coefficient value determination ( $R^2$ ) of 0.276. It shows that the difference value of teachers' performance

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which has a correlation with the principal's performance is 27.6%, it means that there are still 72.4% other variations in teachers' performance are not to be researched.

Test statistical hypothesis.

*Ho*: There is no influence of principal's performance on teacher performance  $\beta = 0$

*Ha*: There is the influence of principal's performance on teacher performance  $\beta \neq 0$

From the analysis results obtained the value F is 26.648 with significance 0.000. Based on the error rate of 5% ( $\alpha = 0.05$ ), the significance of the test results  $F = 0.000$  less than 0,05 ( $0,000 < 0.05$ ) means *Ho* is rejected on the other hands *Ha* is not rejected. Thus, 95% can be trusted there is the influence of principal's performance on the performance of junior high school teachers in Malang. At the value of 95% confidence level, the hypothesis that the performance of the principal influences significantly on teachers' performance is accepted. As a result, the better performance of headmaster ( $X_1$ ) will be followed by the increase of teachers' performances ( $X_2$ ) of junior high school in Malang.

### Second Hypothesis Test

The result of the analysis obtains *t* value of 8.744 with a significance level of 0.000. Based on the error rate of 5% ( $\alpha = 0.05$ ), the significance of the result *t* is 0.000 less than 0.05 ( $0.000 < 0.05$ ). This means *Ho* is rejected or *Ha* is not rejected. Thus it can be said that 95% can be trusted there is the influence of teacher performance on student achievement of junior high school in Malang. In other words, it is at the level of 95% confidence; the hypothesis that the performance of teachers significantly affects students' achievement is accepted. It can be equalized the better performance of teachers ( $X_1$ ) it will be followed by the increase of students' achievement (*Y*) SLTP in Malang.

### Third Hypothesis Testing

The third hypothesis proposed in this study states "the influence of principal's performance on teacher performance is greater than the influence of teacher performance on the achievement of junior high school students in Malang.

$$X_2 = \alpha + \beta_1 X_1$$

$$Y_2 = \alpha + \beta_2 X_2$$

The coefficient  $\beta_1$  shows the effects of  $X_1$  to  $X_2$ , namely the influence of principal's performance on teachers' performance. The coefficient  $Y_2$  shows the effect of  $X_2$  on *Y*, the influence of teacher performance on students' achievement From the analysis results obtained  $\beta_1 = 0.949$  whereas  $\beta_2 = 0.225$ . It proves that  $\beta_1$  greater than  $\beta_2$ , this means that the influence of principal's performance influences greater than of the teachers' performance on the achievement of junior high school students in Malang. Consequently, the hypothesis that the influence of school principal's performance on teacher performance is greater than teacher performance leads to the achievement of junior high school students in Malang is accepted.

### Hypothesis Test Fourth

The fourth hypothesis proposed in this study states "The synergy performance of school principals and teachers' performance positively influence the achievement of junior high school students in Malang".

The result of double regression analysis between principal's performance ( $X_1$ ) and teachers' performance ( $X_2$ ) on students' achievement ( $Y$ ) junior high school in Malang obtained the coefficient of determination value ( $R^2$ ) equal to 0,702. This shows that the variation of headmaster's performance and teachers' performance is related to the achievement of junior high school students in Malang as much as 70.2%. Means there is still 29.8% variation of students' achievement correlation with other variables that are not examined.

The result of the analysis it is obtained  $F$  equal to 81,090 with significance level = 0,000. Based on the error rate of 5% ( $\alpha = 0.05$ ), the significance of the  $F_{0,000}$  test result is less than 0.05 ( $0.000 < \alpha = 0.05$ ) means that  $H_0$  is rejected, in other words,  $H_a$  is not rejected. Thus, 95% can be trusted there is the influence of principal performance and teacher performance to student achievement of junior high school in Malang. In other words, the level of confidence is 95%, the hypothesis that the performance of school principals and teachers' performance altogether positively influence the students' achievement is accepted.

Based on the results of data analysis, the value of  $R^2 = 0,702$  or 70,2% is the contribution of principal performance ( $X_1$ ) and teacher performance ( $X_2$ ) to student achievement ( $Y$ ). This means that the change in students' achievement ( $Y$ ) caused by the synergy of principal ( $X_1$ ) and teacher performance ( $X_2$ ) = 70.2%, while the rest 29.8% seems that the students' achievement due to the not researched variables. From the results of multiple regression analysis to getting the equation:

$$Y = -11,403 + 0,153 X_1 + 0,225 X_2$$

To know the contribution of each independent variable ( $X_1$  and  $X_2$ ) to  $Y$  using the equation as follows:

$$\text{Relative donation} = \frac{\beta_1}{\beta_1 + \beta_2} \times 100\%$$

While the effective contribution of each independent variable to dependent variable ( $Y$ ) is:

$$\text{Relative donation} = \frac{\beta_1}{\beta_1 + \beta_2} \times R^2 \times 100\%$$

By applying the formula above, it can be seen that the contribution given by the performance of teachers to the students' achievement is greater than the contribution given by the performance of the principal. Contribution to principal's performance and teachers' performance is 70.20%. While the rest of 29.80% is the influence of other variables not examined in this study. These variables include students' IQ, socio-economic condition of students' parents, learning tools, and learning strategies.

## DISCUSSION

This section discusses the results of this study. The discussion aims to clarify the findings of the research based on the data analyzing and puts them into action supported by the objects studied.

### Description of Each Variable

The following will discuss the results of the description of principal's performance variable, teachers' performance and students' achievement.

#### Principal Performance Variables

Variable of headmaster's performance with sample number 72 headmasters of state and private junior high school in Malang get the highest performance score 86 and the lowest 65. Average performance value is 73.86. Based on the result of the qualification, the performance quality of the junior high school in Malang is good.

From the results of the frequency distribution shows that there is 62.5% of the principals' performance got good value and there are only 2.8% whose performance is poor. Thus it can be said that the performance of the junior high school in Malang tends to be good.

#### Teacher Performance Variables

In the teacher performance variable with respondents, a number of 72 institutions, each institution consists of teachers Bahasa Indonesia, Mathematics and English values obtained about the highest teacher performance 95 and the lowest score 62. The average value obtained by 75.61.

Based on the results of the frequency distribution shows that there are 43.1% of the data on the performance of teachers who successfully collected good grade, and there are still 22.2% whose performance is less. Thus it can be said that the performance of junior high school teachers in Malang tends to be good.

#### Students' Achievement Variables

In the variable of students' achievement with respondents, a number of 72 public and private schools in Malang obtained students' achievement on three subjects of the National Examination results on average the highest value of 24.2 and the lowest 13.3.

Based on the frequency distribution shows that there is 18% of the data about student achievement that successfully gained good and excellent there are 66.7% including moderate, and 15.3% are worthless. Thus it can be said that the achievement of junior high school students in Malang tends to be in moderate.

#### The First Hypothesis Test

The first hypothesis stated: "The performance of the school principal's influence significantly the performance of junior high school teachers in Malang", was accepted. This shows that the performance of junior high school principal in Malang affects positively to the performance of junior high school teachers in Malang.

The performance of the principal directly contributes to teacher performance. In other words, the performance of the principal will always affect the performance of junior high school teachers in Malang.

The principal as responsible for the smoothness of education and teaching process at school has a very difficult task so that the implementation of the process of education and teaching at school can run as well as possible. Therefore, the performance of school principals should be upgraded so that teacher performance can also be increased.

The principal as an educator has the responsibility to guide teachers, school staffs, and students. Since the principal's duties in guiding the teacher, the principal is obliged to guide the teachers in arranging and implementing the teaching program, evaluating the learning outcomes, carrying out the analysis of the results of the learning evaluation and preparing the improvement and enrichment program.

In connection with the role of headmaster as a leader, he will also characterize the performance of teachers. The principal as a teacher at school has a very important role in encouraging teachers to apply various teaching strategies. The ability of school principals to communicate different teaching methods will also affect teachers' performance.

Teachers as implementers of teaching have a moral responsibility to the students who are guided. Teachers as an individual certainly cannot be separated from their daily needs, it means to be able to carry out their duties properly then their needs must be minimally met. In this case the principal should pay attention to the teacher so that they feel safe in carrying out the task so that their performance can be better. Further Sahertian (1992: 129) says that "If a person is fulfilled his financial needs, then he will be more confident, feel safe in working or in other social contacts".

### **The Second Hypothesis Test**

The acceptance of the second hypothesis that stated: "The teachers' performance significantly influences the achievement of junior high school students in Malang", it indicates that teachers' performance also influences the achievement of junior high school students in Malang.

If the performance of teachers is better, it will be followed by student achievement which is also getting better. Related to the performance of teachers, in accordance with the joint circular of the Minister of Education and Culture and Head of the State Personnel Administration Board that teachers have the main tasks (1) preparing the teaching program, (2) carry out the teaching program, (3) carry out the evaluation of learning, (4) evaluation results, and (5) develop and implement improvement and enrichment programs.

Before teachers attend in front of the students or in front of the class, first prepare the learning tools such as teaching programs and teaching media. This is done in an effort so that teachers can be more optimal in guiding students to understand the concept of the material to be delivered. If the student can understand the concept of the material presented by the teacher, the students' learning achievement will be good. Therefore, teacher performance has a positive effect on students' achievement.

According to Sahertian (1994: 12) "The task of teachers is generally distinguished (a) personal tasks, (b) social tasks, and (c) professional duties". As a personal task, every teacher needs to ask himself. According to P. Wiggins in Sahertian (1994: 12) "A teacher must be able to reflect on himself, he will see not a person, but there are three persons: (a) I am with my self-concept, (b) I with my self-concept (self-idea), and (c) I am with self-reality. "After teaching, teachers need to ask themselves whether students can understand what I have taught".

As professional duties, teachers perform professional roles. As a professional role, teachers are required to master teaching materials, teaching strategies and learning psychology. The teacher is responsible for delivering the teaching well. In addition, teachers are responsible for modeling in schools both in terms of learning and in terms of discipline. Chandra in Sahertian (1994: 13) says that "A teacher constantly searches for new knowledge and new ideas to convey to his students". Thus the students will learn with pleasure, so this will positively affect the learning achievement.

### **The Third Hypothesis Test**

On the acceptance of the third hypothesis of which the school principal's performance effect on teacher's performance is greater than the of teacher's performance effect on junior high school student achievement in Malang, it shows that good principal performance will also be followed by good teacher performance. The teacher's performance is heavily influenced by the principal's morale. This statement is related to the role of principal's to create a conducive working environment for teachers in schools. In such condition, teachers become comfortable and comfortable working at the school. Furthermore, among teachers and principals, there will be a harmonious relationship which encourages teachers to work better.

Acquisition of students' learning outcomes is influenced by many variables. Of which the teacher is only one of the variables that affect student learning outcomes. This is in line with the results of the research which suggests that there are 7 major variables that influence student learning outcomes, namely (1) school factors, (2) social factors, (3) teacher factors, (4) teaching factors, (5) student factors, (6) teaching methods, and (7) teaching strategies (M. Soedomo, 1990: 31).

### **The Fourth Hypothesis Test**

On the acceptance of the fourth hypothesis which stated "The performance of school principals and teachers' performance positively affect the achievement of junior high school students in Malang, it shows that the cooperative performance of school principals and teachers' performance positively affect the achievement of junior high school students in Malang.

Principal as a leader at school, one of his roles as a decision maker and policy in school will affect the performance of teachers. Indirectly this will also affect students' achievement; it means that if the principal in accordance with the authority to take a policy that can raise the morale of teachers who supported the atmosphere or a conducive school environment so that students can learn comfortably, then the student's learning achievement will be increased.

As a motivator, the principal is responsible for organizing a conducive working environment and creating harmonious working relationships between fellow teachers, teachers with employees, teachers with students and students with students. Haladyna and Shaughnessy in M. Soedomo (1989/1990: 13) found that "A cooperative climate positively affects achievement." The role of the principal is to create a conducive school environment, creating a harmonist working relationship, the principal is expected to be able to build school environment with teachers and labors in school.

The teacher is a profession, but a teacher is an individual who has a wide range of behavioral needs and is constantly evolving and fluctuating by the situation. If the

individual is a teacher then the principal wants the quality of teaching and learning grows better consequently he should pay attention to the needs of teachers in order to make them feel safe in performing their duties Mal is in accordance with the statement Kusmintardjo (1993: 3) that "Principal should combine the expectations of institutions with the needs of the people who are members of the institution, namely the teacher.

The results of this study found that simultaneously between school principals and teachers positively affect the achievement of junior high school students in Malang.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

From the results of data analysis on the performance of school principals and the performance of teachers influence on student achievement that successfully collected, related to the formulation of problems and hypothesis in this study can be drawn conclusions as the results of research as follows.

First, descriptively, the frequency distribution result from the data collected shows that the performance quality of junior high school principals in Malang tends to be good. But there is still a quality performance, classified as moderate and less.

Secondly, descriptively, the frequency distribution result from the data collected shows that the performance quality of junior high school teachers in Malang, especially on the subjects of Bahasa Indonesia, Mathematics and English tend to be good. But there is a quality of performance classified as moderate and less.

Thirdly, descriptively, the result of a frequency distribution from the collected data about student achievement shows that the achievement of junior high school students in Malang is classified as moderate.

Fourth, the results of the first hypothesis prove that the performance of junior high school principals in Malang City significantly influenced by the teacher's performance was received at a 95% confidence level. Thus it can be said that the high performance of junior high school teachers in Malang is influenced by how the quality of principal's performance. The better the performance of the principal will be followed by the better the teacher's performance.

Fifth, the second hypothesis proving that the performance of junior high school teachers in Malang influenced significantly to student achievement was accepted at 95% confidence level. Thus it can be said that the high level of achievement of junior high school students in Malang is influenced by the performance of teachers. The better the performance of teachers will be followed by student achievement which also tends to be good.

Sixth, In this study shows that the influence of principal performance on teacher performance is greater than the influence of teacher performance on student achievement.

Seventh, the results of the verification of the third hypothesis that the performance of school principals and the performance of junior high school teachers in Malang together positively influence on student achievement was received at 95% confidence level. Thus it can be said that the student's learning achievement will be good if the performance of the principal and teacher performance is good. The performance of principals will affect teacher performance and teacher performance will affect student achievement. If the quality of the principal's performance is good, it will

be followed by a good teacher performance quality as well. This will encourage students to learn better.

Eighth, simultaneously the principal and teachers contribute 70.2% to the achievement of junior high school students in Malang. The principal through his role to organize a conducive learning environment and create harmonious relationships between teachers and teachers, teachers with employees, teachers with students, students with students will encourage teachers to work better, as well as students will be motivated to study more vigorously ultimately the school's achievement for the better.

### **Suggestion**

By considering the findings of the results of this study then on this part will be presented suggestions that are expected to be useful for other parties that have a correlation to do with the results of this study.

First, when viewed from the performance quality of junior high school principals in Malang that have good performance and very good there is only 65.3%. For that reason, there should be an effort for the principle that the quality of performance is still, moreover still less to do coaching for better performance or an increase. Such coaching can be done through education and training of principals, seminars on effective school management.

Secondly, the principal always proactively needs to continue to improve its performance in order to make a significant contribution to the performance of teachers, able to organize a conducive working environment for the atmosphere of learning and teaching and can create harmonious relationships with all stakeholders in the school.

Thirdly, the quality of the performance of junior high school teachers in Malang was found to be 73.6% which performed very well and well. Therefore, teachers who have moderate performance and less need to have an effort to improve the quality of performance of teachers who are still not good. Efforts to improve the quality of teachers' performance can be done through the Teachers Consultative Forum (MGMP), education and training (training), seminars and workshops.

Fourthly, this study found that in addition to the principal performance variables there are other variables that are not examined influenced the performance of teachers, it is suggested to those who still want to continue to conduct research related to the performance of principals and teacher performance developing other variables that have not been studied by taking more samples and larger areas.

Fifth, for the achievement of student learning, in addition, is influenced by the performance of teachers, also found there are other variables that are not examined in this study. Therefore, it is suggested to other parties who have the interest to study more deeply about other variables that have an effect on student achievement in order to take more sample and more specific scope so that it can give more meaningful result and more useful contribution for education development.

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