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## THE INFLUENCE OF PRINCIPAL LEADERSHIP, TEACHER PERFORMANCE, AND FACILITIES AND INFRASTRUCTURE ON STUDENT ACHIEVEMENT AT SMAN 1 SUNGGAL

**Najiris Saleh Siregar<sup>1</sup>, Muhammad Toyib Daulay<sup>2</sup>**

<sup>1,2</sup>Magister Manajemen, Universitas Pembangunan Panca Budi

Correspondence Author: siregarnaziril@gmail.com

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### Abstract

This study aims to determine and test the influence: (1) the leadership of the principal affects the performance of teachers; (2) Whether the principal's leadership affects the school infrastructure; (3) Whether the principal's leadership affects student learning achievement; (4) Whether the teacher's performance affects student learning achievement; and (5) Does infrastructure affect student learning achievement. The research population was students at SMA Negeri1 Sunggal, North Sumatra Province with a sample of 235 students. The research method is a quantitative method with Smart-PLS analysis. The results of the study concluded: (1) the leadership of the principal had an effect on teacher performance by 51.8%; (2) the leadership of the principal has an influence on school infrastructure by 47.8%; (3) the leadership of the principal affects student learning achievement by 22.4%; (4) teacher performance affects student learning achievement by 24.7%; and (5) school infrastructure affects student learning achievement by 47.5%. Overall, the results showed that student learning achievement was influenced by the principal's leadership moderated by teacher performance and school infrastructure facilities by 53.4%; while the remaining 46.6% is determined by other factors.

**Keywords:** *Principal's leadership, Teacher performance, School infrastructure, Student learning achievement.*

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### INTRODUCTION

The learning process is basically the transformation of knowledge, attitudes, and skills by involving students' physical and mental activities. Student involvement both physically and mentally is a form of student learning experience that can strengthen students' understanding of learning concepts. Teachers as professional educators are expected to be able to choose and use learning strategies that are in accordance with the subject matter so that they can develop students' critical thinking skills. Teachers have an important role in the learning process, because when teaching, it is not only about delivering the subject matter, but the process of changing students' behavior according to the expected goals. During the learning process, teachers must be role models for students, guide students, train students' intellectual and motor skills, and form students with innovative and creative abilities. For this reason, it is necessary to prepare a learning process that can convey information or communication well to students. In this case, learning media is an integral part of the learning process. The use of learning media is a creative and systematic effort to create an experience that students can learn so that in the end educational institutions will be able to produce quality graduates. In accordance with the opinion of Hamalik (2003:63) that learning media is a supporting element in the teaching and learning process so that it is carried out smoothly and effectively. One of the efforts to improve the quality and quantity of educational programs is to improve the quality of learning. Learning is the process of interaction between students and learning resources, but the learning process that takes place is in fact mostly teacher-centered, where a quality learning process is ideally a learning that can help and facilitate students to develop their potential optimally, and be able to achieve the goals set effectively, by being oriented to the interests, needs, and abilities of students. Some experts say that the duties and roles of teachers include mastering and developing subject matter, planning and preparing daily lessons, controlling and evaluating student activities. The teacher's duties in the teaching and learning process include pedagogical duties and administrative duties. Pedagogical duties are the duties of helping, guiding, and leading. In a learning situation, the teacher is the person who leads and takes full responsibility for the leadership carried out. He does not carry out instructions and does not stand under the

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instructions of any human being except himself, after entering into a classroom situation. To create intelligent and obedient humans, curriculum changes are carried out by taking into account the needs of students, parents, and society as well as the progress of the increasingly sophisticated times. In the Law of the Republic of Indonesia number 20 of 2003 article 1 chapter 1 states that the curriculum is a set of plans and arrangements regarding the objectives, content, and subject matter as well as methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The achievement of educational goals is expected to be fulfilled by teaching and learning activities that run well in accordance with government instructions and school quality demands. Teaching and learning activities in schools are learning activities that are a determining factor in the quality of education. To achieve these expectations, a good learning system must be created by referring to educational goals in accordance with the type and level of education in an educational institution. The learning system that is created is not a concept, but the most important thing is how to apply the concept in real life. The phenomenon of low student learning achievement has always been a hot topic of discussion by the general public, especially for teachers involved in the learning and teaching process. From the data of participants in the 2020 Computer-Based Writing Exam (UTBK) Scholastic Potential Test (TPS) which was attended by 872 high schools, 65 MA, 58 vocational schools, and 5 PKBM, the results showed poor results, especially given to public schools that became notebene under the auspices of the North Sumatra Provincial Education Office. The average highest TPS for UTBK 2020 exam participants is 681,885, while the lowest average TPS is 353,725. Based on the scores of the Computer-Based Writing Exam (UTBK), the following are the 18 high schools with the best scores in North Sumatra which are dominated by Private High Schools as shown in Table 1.1 below.

Table 1. Ranked 18th Best High School in North Sumatra Based on UTBK Score

Message No	School Name	Regency/City	UTBK Average
1	SMAS Unggul Del	Toba Samosir	630,177
2	SMAS Sutomo 1	Terrain	584,801
3	SMAN 2 Balige	Toba Samosir	564,522
4	Methodist High School 3 Medan	Terrain	563,784
5	Budi Mulia High School	Pematangsiantar	563,197
6	SMAS Santo Thomas 1 Medan	Terrain	557,835
7	SMAS Sutomo 2	Terrain	553,588
8	SMAN 3 Tarutung	North Tapanuli	550,503
9	CT Foundation High School	Deli Serdang	547,921
10	SMAN 1 Medan	Terrain	533,991
11	<b>Methodist High School 2 Medan</b>	Terrain	530,953
12	SMAN 1 Matauli Pandan	Central Tapanuli	527,082
13	MAN Insan Cendekia South Tapanuli	South Tapanuli	526,770
14	SMAN 2 Lintongnihuta	Humbang Hasutututan	526,701
15	Methodist High School	Binjai	524,137
16	SMA Negeri 1 Kabanjahe	Karo	522,487
17	SMAN 4 Pematang Siantar	Pematangsiantar	522,086
18	SMAS WR Supratman 2	Terrain	515,260

Based on Table 1. above, it can be seen that SMA Negeri 1 Sunggal is not included in the 18 best high schools in North Sumatra Province. This shows that there is something wrong with the achievement of student learning achievements at SMA Negeri 1 Sunggal. If studied in depth, it is indeed unnatural to cause low learning outcomes and student interest. This is imposed solely on the teacher because many other factors are involved in it, including: students, school leaders (principals), learning culture, learning motivation, school environment, facilities and infrastructure, each of which is a system like a link that is integrated with the other. Of course, each has its own role and function. The results of observations that have been carried out at SMA Negeri 1 Sunggal in the odd semester of the academic year. In 2021/2022, it shows that student learning achievement is not fully optimal. This condition results in the percentage of exam results of SMA Negeri 1 Sunggal students having scores below the completeness of learning for the 2021/2022 academic year, as presented in Table 1.2 below.

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Table 2. Average Results of Odd Semester Learning Achievement Scores for the 2021/2022 Academic Year at SMA Negeri 1 Sunggal

No	Class	Average Score			
		Value Highest	Value Lowest	Value Middle	MOH
1	XII	75	55	60	70
2	XI	75	60	65	70
3	XII	80	60	65	70

Source: Vice Principal for Curriculum of SMA Negeri 1 Sunggal

In Table 2, it can be seen that there are still student scores below the KKM in the odd semester of TP. 2021/2022. According to a teacher at SMA Negeri 1 Sunggal, the above grade problems are caused by students who tend to have difficulty understanding the subject matter correctly. It was found that student learning outcomes can still be said to be low. Of the 38 students in grades X-3, it was shown that the students' learning achievement was around 30.5% below the Minimum Negligence Criteria (KKM) score. And also almost all students find the lessons in class boring and difficult. From the questionnaires that have been distributed, students said that the way teachers convey material in the learning process is by taking notes and only doing assignments. This also results in a lack of students' interest in learning. Even of the students who have been observed, only about 2% repeat lessons at home and another 98% say that students rarely and almost never repeat lessons at home.

From the information of the deputy principal for the curriculum, it was obtained that the low learning achievement of students in subjects at school is generally due to the lack of support in the learning process, such as the time to discuss problems is still minimal, more memorization, and teachers rarely invite students to practice in the laboratory or in the field and the learning model used during teaching and learning activities is still monotonous. In addition, teachers have not been able to use the learning model appropriately according to the material that will be given in class, thus making students bored and not interested in lessons at school. SMA Negeri 1 Sunggal which is a national standard school owned by the Government of North Sumatra always strives to provide education with quality inputs and outputs as a form of service and responsibility to the community. Based on data from the North Sumatra Education Office, SMA Negeri 1 Sunggal is ranked 8th in the acquisition of PBB scores for Public and Private High Schools in North Sumatra Province for the 2019/2020 school year.

This indicates the success of students' academic learning achievements in general. However, on the other hand, based on the results of pre-research research by researchers in the field in a simple way, it was found that cases of decreased interest and learning achievement were found, especially for grade XII students. In learning activities, there are two synergistic activities, namely teachers and students. Teachers teach how students should learn. Meanwhile, students learn how to learn through various learning experiences until there are changes in themselves from cognitive, psychomotor, and affective aspects. Competent teachers will be better able to create an effective environment and will be better able to manage the teaching and learning process, so that students' learning achievement is at an optimal level. From there, teachers as educators have a very big role, in addition to being facilitators in student learning, as well as guiding and directing their students so that they become human beings who have broad knowledge, both general knowledge, intelligence, life skills, skills, noble ethics, and a good personality and can build themselves to be better than before and have a great responsibility in the development of the nation. Therefore, teachers must know how the situation and conditions of teaching are delivered to students, what suggestions are needed to achieve learning success, how to use methods or approaches in learning, how to organize and manage learning content, the expected results of the activities, and the extent of the level of effectiveness, efficiency and effort made to create attraction for students

## METHOD

This research was conducted at SMA Negeri 1 Sunggal, North Sumatra Province, and the research time was from January 2022 to August 2023. This research is a quantitative research of the type of Path Analysis. According to Riduwan (2008:2), path analysis is used to analyze the pattern of relationships between variables with the aim of determining the direct or indirect influence of a set of independent (exogenous) variables on bound (endogenous) variables.

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In this study, there are four variables, namely: principal's leadership, teacher performance, infrastructure, and student learning achievement, which can be defined as follows:

a. Student Learning Achievement (Y)

Student learning achievement is the achievement of student learning outcomes expressed in the form of numbers as a report of student progress in learning at the end of the semester

b. Primary Leadership (X1)

Principal leadership is the ability of the principal to influence, encourage and move teachers to do their best in achieving school goals. In this study, the indicators of principals' leadership consist of: (a) increasing teacher participation in developing school programs, (b) creating a conducive work climate, (c) delegating several responsibilities and involving teachers to make decisions and (d) encouraging teacher creativity and providing opportunities for teachers to perform.

c. Teacher Performance (X2)

Teacher performance is the result of work achieved by teachers in carrying out the tasks given to them at school. In this study, teacher performance indicators consist of: (a) having the ability to create a conducive learning climate, (b) having the ability to develop learning strategies and management, (c) having the ability to provide feedback and reinforcement and (d) having the ability to improve themselves.

d. School Infrastructure (X3)

School infrastructure is everything that must be available/provided by the school that is useful for the smooth educational process according to applicable rules. Indicators of school infrastructure facilities in this study include:

- (a) classrooms,
- (b) library rooms,
- (c) laboratory rooms,
- (d) leadership rooms,
- (e) teachers' rooms,
- (f) administrative rooms,
- (g) places of worship,
- (h) counseling/health rooms,
- (i) student organization rooms,
- (j) KM/WC,
- (k) playgrounds/sports venues and
- (l) school environment.

In this study, the proposed research paradigm is as follows:

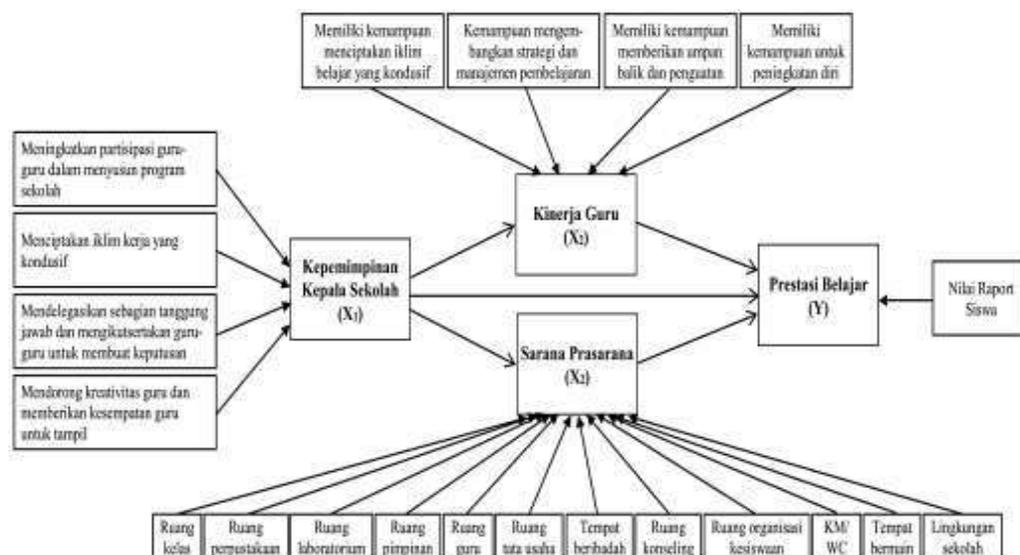


Figure 1. Research Paradigm

e. Population and Sample

Sudjana (1992:6) states that a population is the totality of all possible values, the results of calculations or measurements, quantitative and qualitative about the particular characteristics of all members of the group that

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are complete and clear to study their properties. In this study, the population is all grade XII students at SMA Negeri 1 Sunggal, North Sumatra Province in the science department with a total of 208 students.

Sudjana (1998:84) stated that the research sample is part of a population that has the same characteristics and character so that it really represents the population. Furthermore, Sugiyono (2000:91) stated that samples are part of the number and characteristics possessed by the population. If the population is large, and it is impossible for the researcher to study everything in the population, for example due to limited funds, energy and time, then the researcher can use samples taken from that population.

The research sample is a part of the population that is taken as a data source, and can be representative of the entire population. Regarding the research sample, Arikunto (2000:120) stated that if the research subjects are less than 100, then it is better to take them all, so that the study is a population study. Furthermore, if the subject is large, it can be taken between 10% – 15% or 20% – 25% or more. Observing Arikunto's opinion, because the population is more than 100 people, the sample collection in this study uses random sampling.

Meanwhile, the technique for determining the number of samples uses the Slovin formula in Riduwan (2021:49) with the formula:

$$n = \frac{N}{(1+N)d^2}$$

Information:

n = Sample size n = Population

d = Error rate

Based on the Slovin formula, for a population N = 208, and an error rate d of 0.05, the sample count was obtained:

$$n = \frac{208}{1+(208 \times 0,05^2)}$$

$$n = \frac{208}{2,425} = 144$$

Based on the formula above, the number of research samples was obtained as many as 144 people.

## RESULTS AND DISCUSSION

### Descriptive Statistics

Descriptive statistics provide an overview or description of the average, standard deviation, variance, minimum, amount, range, curtosis, and slope of the data for each variable. (Ghozali, 2015) The variables used include the variables of Principal Leadership (X1), Teacher Performance (X2), School Infrastructure (X3) and Student Learning Achievement (Y).

Table 3. Descriptive Statistics Table

	Key Leadership	Teacher Performance	School Infrastructure	Student Learning Achievement
N	235	235	235	235
Legitimate Disappear	0	0	0	0
Mean	59.02	56.14	82.41	67.03
Median	60.00	57.00	83.00	68.00
Mood	74	68	83	65
Std. Deviation	11.712	10.012	14.073	10.052
Minimum	32	32	48	41
Maximum	80	75	110	92
Sum	13869	13194	19366	15752

Based on the table, it shows the minimum score, maximum score, average score (average), and standard deviation variables of School Principal Leadership (X1), Teacher Performance (X2), School Infrastructure (X3), and Student Learning Achievement (Y) with the following details:

1. The Key Leadership Variable has a sample size of 235, with a minimum score of 32 and a maximum score of 80. Furthermore, a Mean of 59.02 was obtained; The median was 60.00 and the standard deviation was 11.712.
2. The Teacher Performance variable has a sample number of 235, with a minimum score of 32 and a maximum score of 75. Furthermore, a Mean of 56.14 was obtained; The median is 57.00 and the Standard Deviation is 10.012.

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3. The School Infrastructure variable has a sample number of 235, with a minimum score of 48 and a maximum score of 110. Furthermore, a Mean of 82.41 was obtained; The median is 83.00 and the Standard Deviation is 14.073.
4. The Student Learning Achievement variable has a sample size of 235, with a minimum score of 41 and a maximum score of 92. Furthermore, a Mean of 67.03 was obtained; Median 68.00 and Standard Deviation 10.052

**PLS SEM Test Results**

**External Model Analysis**

**Validity of Convergence**

This validity convergence test was carried out to be able to determine the level of compatibility or correctness of each instrument in measuring the variables of the research construction. Instruments that have a good validity value are those that are appropriate and suitable for use to measure construction variables. The results of the loading factor of each instrument in the construction variable can be seen in the following figure.

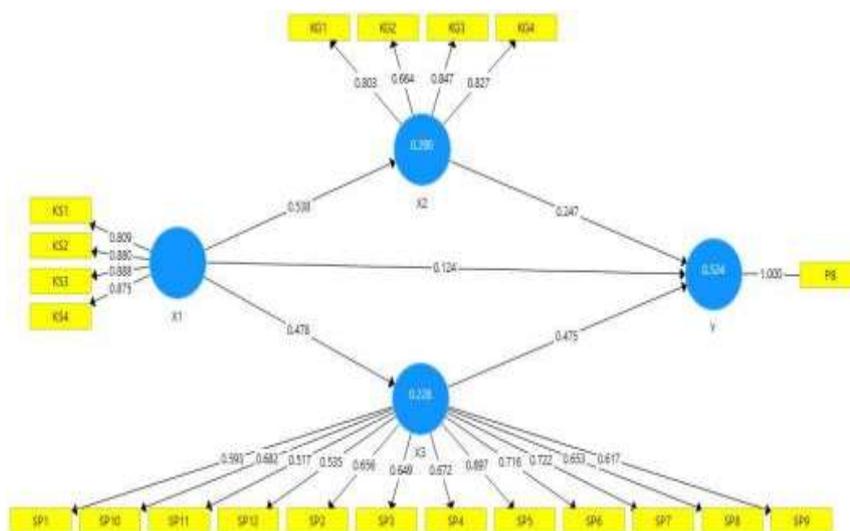


Figure 2. Construction variable instrument loading factor drawing

In the figure, it is clear that the value of the loading factor of each instrument in the construction variable is greater than 0.5. Thus, it can be concluded that the convergent validity test with the loading factor approach has been met, in other words the construction variable instrument in the study has been valid.

Table 4. Extracted Mean Variant (AVE) Analysis Results

Variable	AVE	Information
X1 – Leadership Lead	0,746	Legitimate
X2 – Teacher Performance	0,622	Legitimate
X3 – School Infrastructure	0,943	Legitimate
Y – Student Learning Achievement	1,000	Legitimate

Source: Data processed from research results, 2023

**Discriminatory Validity**

The discriminant validity test aims to see whether the instrument used on one construction variable is different from the instrument used on another construction variable. So conceptually, it is hoped that the instrument used will be able to measure the variables it measures and differ from instruments in other variables. The results of the discriminatory validity test in this study can be seen in the following table:

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Table 5. Fornell-Larcker Approach Discriminant Validity Test

	X1 – Head Leadership School	X2 – Teacher of Performance	X3 – School Infrastructure	Y – Learning Achievement Student
X1 – Leader Principal	0,863			
X2 – Teacher Performance	0,538	0,789		
X3 – Infrastructure School	0,478	0,565	0,666	
Y – Learning Achievement Student	0,484	0,582	0,674	1,000

Source: Data processed from research results, 2023

The table shows that the correlation value of the construction variable matrix itself is greater than the matrix value of the construction variable with other constructions. It is known that the correlation value of the Main Leadership matrix is 0.863 greater than the correlation value of the correlation matrix of other construction variables. Likewise, the same results were shown in the correlation matrix of the Teacher Performance variable, which was 0.789. The value of the correlation value of the School Infrastructure variable matrix is 0.666.

Table 6. Cross-Loading Approach Discriminant Validity Test Table

Instrument Code	X1 Head Leadership School	X2 of Teacher Performance	M Infrastructure School	Y Learning Achievement Student
KG1	0,435	0,803	0,457	0,458
KG2	0,373	0,664	0,420	0,377
KG3	0,441	0,847	0,528	0,542
KG4	0,446	0,827	0,372	0,447
KS1	0,809	0,399	0,380	0,404
KS2	0,880	0,437	0,441	0,399
KS3	0,888	0,462	0,371	0,406
KS4	0,875	0,547	0,450	0,457
SP1	0,192	0,297	0,593	0,370
SP2	0,283	0,369	0,656	0,491
SP3	0,292	0,336	0,649	0,386
SP4	0,386	0,341	0,672	0,477
SP5	0,440	0,490	0,897	0,613
SP6	0,401	0,445	0,716	0,485
SP7	0,370	0,485	0,722	0,502
SP8	0,271	0,309	0,653	0,397
SP9	0,330	0,356	0,617	0,402
SP10	0,250	0,366	0,682	0,424
SP11	0,203	0,340	0,517	0,360
SP12	0,295	0,319	0,535	0,397
PB	0,484	0,582	0,674	1,000

Source: Data processed from research results, 2023

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The table shows the cross-loading value of the instrument for each construction variable itself and the cross-loading value of the instrument with the other variables. The Fornell-Larcker Criterion postulate states that if the cross-loading value of a variable instrument is greater than the cross-loading value of a variable instrument with another variable instrument, then the construct variable has an excellent discriminative value, meaning that the instruments in each variable are not correlated with each other.

## Composite Reality

This reliability test aims to see the overall consistency level of the construction variable instrument in measuring its construction variables. It is hoped that all construction variable instruments have good consistency in measuring construction variables. This study uses 2 approaches, namely Cronbach Alpha and Composite Reliability. The test results can be seen in the following table.

Table 7. Cronbach Alpha and Composite Reliability Test

Building Variables	Alpha Cronbach	Composite Reliability	Conclusion
X1 – Leadership Lead	0,886	0,921	Reliable
X2 – Teacher Performance	0,794	0,867	Reliable
X3 – School Infrastructure	0,883	0,903	Reliable
Y – Student Learning Achievement	1,000	1,000	Reliable

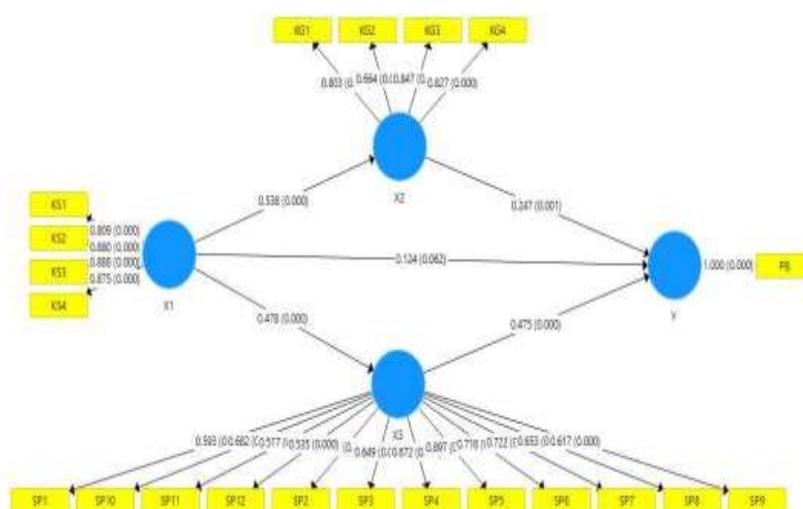
Source: Data processed from research results, 2023

The table shows that the Cronbach Alpha and Composite Reliability values are greater than the Rule of Thumb values, so it can be concluded that each of the variables of this research structure has a good reliability value. In other words, all construction variables have reliable values.

## Hypothesis Testing Analysis

### Intervariable Effects Testing

In the analysis of this section, it will show the influence, magnitude of influence and direction of influence between exogenous and endogenous variables. The direction of influence between variables basically indicates the direction of pressure of exogenous variables on endogenous variables. The results of hypothesis testing in this study are as follows:



Drawing 3. path coefficients between variables

In the figure below, the significance of the influence and the direction of influence between exogenous variables and endogenous variables can be seen. Exogenous variables affect endogenous variables when they have a model P-value less than 0.05 ( $p < 0.050$ ). (Henseler, et al., 2015) However, to make it easier to read the results of the hypothesis testing in this study, it can be summarized in the following table:

Table 8. Test Results of Intervariable Path Coefficient

Building Variables	Influence (O)	T Statistics	P Value	Conclusion
Leader Head School <input type="checkbox"/> Teacher Performance	0,538	9,535	0,000	Significant Positives
Leader School <input type="checkbox"/> Infrastructure Head School	0,478	7,285	0,000	Significant Positives
Leader Head School <input type="checkbox"/> Learning Student Achievement	0,224	2,069	0,022	Significant Positives
Teacher Performance Student <input type="checkbox"/> Learning Achievement	0,247	3,383	0,001	Positive Important
Means Infrastructure School <input type="checkbox"/> Learning Student Achievement	0,475	6,232	0,000	Significant Positives

Source: Data processed from research results, 2023

The table shows the results of hypothesis testing between exogenous variables against endogenous variables. The results of the study show that the Principal's Leadership has a positive and significant influence on Teacher Performance. This is indicated by a P value of 0.000 which is smaller than 0.05. The number of Principal Leadership that affects Teacher Performance is 0.538 or equal to 53.8%. This means that the Principal's Leadership has a positive and significant effect on Teacher Performance for Student Learning Achievement.

**Moderation Effect Testing**

In this section, it is important to analyze the results of the indirect influence hypothesis test on the SEM-PLS model of this study. The results of testing this hypothesis can be seen in the following table.

Table 9. Test Results of the Moderation Effect Pathway Coefficient

Building Variables	Influence (O)	T Statistics	P Value	Conclusion
Leader Head School <input type="checkbox"/> Learning Students are moderated Teacher Performance	0,227	5,770	0,000	Moderate
Leader School <input type="checkbox"/> Learning Achievement Head School Infrastructure Students are moderated	0,133	3,200	0,001	Moderate

Source: Data processed from research results, 2023

The table shows the results of testing the influence hypothesis with moderation formed from this research model. The first test showed that there was a significant influence of the Principal's Leadership on Student Learning Achievement if moderated by Teacher Performance. This conclusion is seen from the significance value of 0.000 which is smaller than 0.05. Judging from the magnitude of the influence, it is known to be 0.227 or equal to 22.7%. This means that Teacher Performance significantly moderates the Principal's Leadership to Student Learning Achievement. Furthermore, the results of testing the influence hypothesis with moderation were formed from this research model. The first test showed that there was a significant influence of the Principal's Leadership on Student Learning Achievement if moderated by School Infrastructure. This conclusion is seen from the significance value of 0.001 which is smaller than 0.05. Judging from the magnitude of the influence, it is known to be 0.133 or equal to 13.3%.

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This means that School Infrastructure significantly moderates the Principal's Leadership on Student Learning Achievement.

## CONCLUSION

Based on the results of the study, the following conclusions can be drawn:

1. The leadership of the principal has an influence on the performance of teachers at SMA Negeri 1 Sunggal. The influence given by the principal's leadership variable on teacher performance is 53.8%.
2. The leadership of the principal has an influence on the school infrastructure facilities at SMA Negeri 1 Sunggal. The amount of influence given by the principal's leadership variable on school infrastructure is 47.8%.
3. The leadership of the principal has an influence on the learning achievement of students at SMA Negeri 1 Sunggal. The influence given by the principal's leadership variable on student learning achievement is 22.4%.
4. Teacher performance has an influence on student learning achievement at SMA Negeri 1 Sunggal. The influence given by the teacher performance variable on student learning achievement is 24.7%.
5. School infrastructure has an influence on student learning achievement at SMA Negeri 1 Sunggal. The influence given by the variable of school infrastructure facilities on teacher performance is 47.5%.

## SUGGESTION

Based on the results of the research, discussion, and conclusions obtained, the suggestions that can be given are as follows:

1. The leadership of the principal has an effect on the performance of teachers at SMA Negeri 1 Sunggal. The influence given by the principal's leadership variable on teacher performance was 53.8%.
2. The leadership of the principal has an influence on the school infrastructure at SMA Negeri 1 Sunggal. The influence of the principal's leadership variable on school infrastructure is 47.8%.
3. The leadership of the principal has an effect on the learning achievement of students at SMA Negeri 1 Sunggal. The influence given by the principal's leadership variable on student learning achievement was 22.4%.
4. Teacher performance affects student learning achievement at SMA Negeri 1 Sunggal. The influence of teacher performance variables on student learning achievement was 24.7%.
5. School infrastructure affects student learning achievement at SMA Negeri 1 Sunggal. The influence of school infrastructure variables on teacher performance was 47.5%.

Based on the results of the study, the following conclusions can be drawn:

1. Competence affects the Job Satisfaction of School Administration Staff at High School in Sunggal District, Deli Serdang Regency. The magnitude of the influence given by the Competency variable on Job Satisfaction is 27.1%.
2. Discipline affects the Job Satisfaction of School Administration Staff at High School in Sunggal District, Deli Serdang Regency. The effect of the Discipline variable on Job Satisfaction was 26.5%.
3. Work Motivation Affects the Job Satisfaction of School Administration Staff at High Schools in Sunggal District, Deli Serdang Regency. The effect of the variable Work Motivation on Job Satisfaction was 34.8%.
4. Competence affects the Affective Commitment of School Administration Personnel in High School in Sunggal District, Deli Serdang Regency. The effect of the Competency variable on Affective Commitment was 12.5%.
5. Discipline affects the Affective Commitment of School Administration Staff in High School in Sunggal District, Deli Serdang Regency. The influence of the Discipline variable on Affective Commitment was 71.4%.
6. Work Motivation Affects the Affective Commitment of School Administration Staff in High School in Sunggal District, Deli Serdang Regency. The magnitude of the influence given by the Work Motivation variable on Affective Commitment is 26.5%.
7. Job satisfaction affects the Affective Commitment of School Administration Staff at High School in Sunggal District, Deli Serdang Regency. The magnitude of the influence given by the Job Satisfaction variable on Affective Commitment is 16.6%.
8. Competency Moderation Job Satisfaction on the Affective Commitment of School Administration Personnel in High School in Sunggal District, Deli Serdang Regency. The magnitude of the influence of the Competency variable on affective commitment with the moderation of Job Satisfaction is 11.8%.
9. Job Satisfaction of Discipline Moderation on the Affective Commitment of School Administration Personnel in High School in Sunggal District, Deli Serdang Regency. The magnitude of the influence of the Discipline variable on Affective Commitment with Job Satisfaction moderation was 11.7%.

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10. Job satisfaction moderates work motivation towards the affective commitment of school administration staff at high schools in Sunggal District, Deli Serdang Regency. The effect of the variable Work Motivation on Affective Commitment with Job Satisfaction moderation was 12.3%.

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