

## **The Effect of Principal's Management and Learning Media on Student's Achievement**

**Rahmi Damayanti<sup>1</sup>, Happy Fitria<sup>2</sup>, Achmad Wahidy<sup>2</sup>**

<sup>1</sup>SD Negeri 67 Palembang, South Sumatra, Indonesia, <sup>2</sup>Universitas PGRI Palembang,  
South Sumatra, Indonesia

Corresponding author e-mail: [damyantirahmi5@gmail.com](mailto:damyantirahmi5@gmail.com)

Article History: Received on 1 November 2023, Revised on 15 January 2024,  
Published on 28 January 2024

**Abstract:** The purpose of this study was to determine the effect of principal management and learning media on student achievement at SD Negeri Gugus 11 Prabumulih Timur. This study was conducted on elementary school teachers and students in the East Prabumulih cluster. The sample size was taken as many as 89 samples of public elementary school teachers and students. The sampling technique was purposive sampling, namely, where the respondents who were taken were part of the teachers and students. The data were collected by distributing questionnaires using a 5-point Likert scale to measure 69 statement items. The analysis technique used is multiple linear regression analysis. The results showed that: 1) principal's management and teacher's learning media simultaneously and significantly influence student's achievement; 2) principal's management partially and significantly influences student's achievement; and 3) teacher's learning media partially influences and significant to student's achievement in SD Negeri Gugus 11 Prabumulih Timur. This paper contributes to more give attention the principal's management and teacher's learning media to have good student's achievement.

**Keywords:** Instructional Media, Learning Outcomes, Principal's Management

### **A. Introduction**

Schools are establishments of higher learning that can provide the kind of human resources that are advantageous to the state, the community, and the country. A leader who satisfies the fundamentals and requirements of leadership should oversee schools to enhance both the quality of education and human resources. Ing Ngarso Sung "Tuladha, Ing Madya Mangun Karso, Tut Wuri Handayani" is our educational figure "Ki Hajar Dewantoro"'s opinion. A leader who is at the front will set an example for those who follow; if he is in the middle, he must be able to inspire and motivate those around him; and if he is in the rear, he must be able to guide, inspire, and motivate those around him to advance order to improve student learning achievement, a leader needs to be able to set an example, safeguard his followers, inspire and organize "so that everyone is able and willing to work

optimally by the job description that has been given and carry it out sincerely and" with full responsibility. Lifelong learning is essential. Education is essential for all humans. Education is crucial, wherever and whenever people are found. This demonstrates that humankind will struggle to advance and may even fall behind in the absence of education, therefore education must focus on creating individuals who possess both "noble character and good morals" and the skills necessary to compete (Sutikno, 2007).

The first approach to addressing demands in education was "planned, directed, and continuous educational reform" (Muslich, 2008). Examining the "educational phenomena during the New Order era, when the government, not the people, set standards for educational accountability at that time. Society is moving away from its ownership of education as a result of education being more and more bureaucratically controlled and cut off from culture. Furthermore, the importance of the family and society is unaffected by educational methods (Tilaar, 2008).

The purpose of education is to cultivate skills and create a respectable national culture to raise the standard of living in the country. Article 3 of Law No. 20 of 2003 Concerning the National Education System states as much. In this article it is stated that "National Education functions to develop abilities and form a dignified national character and civilization to make the nation's life more intelligent; aims to develop the potential of students so that they become people who are devout and believe in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

To encourage group members to work fully with a sense of responsibility, a leader is expected to have the abilities and strengths, namely: (1) Ability and strengths in thinking to "control the organization or work group they lead; (2) Strengths in personality, especially related to enthusiasm, tenacity, courage, wisdom and "acting fairly, self-confident, friendly, emotionally stable, honest, humble, simple and disciplined; (3) advantages in knowledge, especially "in formulating policies, understanding and knowing the behavior and job satisfaction of teachers or subordinates they lead. The principal of the school may employ specific strategies in the course of his work to ensure that the objectives are successfully attained. This tactic will be evident in the way they lead and influence others, as demonstrated by their actions (Mantja, 2008).

Leadership is the process by which a leader persuades followers to cooperate and perform well to accomplish group objectives. The relationship between the leader and those they are leading will be strained if the leader does not involve subordinates in decision-making. One of the elements that affects how well school-based management is implemented is leadership. According to Nurkholis (2006), there are at least four reasons why a leader figure is necessary: 1) a leader is needed

by a lot of people; 2) a leader must appear to represent his group in some circumstances; 3) a leader can take risks if pressure is applied to his group; and 4) a leader can place power. By incorporating all relevant parties, school-based management allows educational institutions to fully realize their potential and raise student achievement. Because schools have very broad authority, the presence of a leadership figure is very important.

Three leadership traits, or managerial philosophies, can be used to examine how a leader is implemented: authoritarian, democratic, and laissez-faire. A leader frequently possesses all three qualities at the same time. "Thus, these qualities surface according to the circumstances when implementing leadership. It follows that a leader can occasionally be "democratic, authoritarian, and laissez-faire." Even though a leader always wants to be democratic, situations and conditions often require him to behave differently, for example being authoritarian. In certain cases, the nature of authoritarian leadership is used more quickly in making decisions (Mulyasa, 2009).

If a leader possesses these attributes, he or she will be able to exercise leadership by choosing the appropriate course of action based on the maturity of the faculty and staff as well as the best mix of task and relationship conduct. One way to apply this tactic is to "dictate, sell, involve, and delegate". When teachers or other educational personnel lack maturity, the dictation method may be employed; in these cases, supervision and precise instructions are essential. The reason this approach is referred to as "dictating" is that the task's what, how, when, and where must be stated by the leader. This approach places more emphasis on the task than the relationship, which is merely "done casually". "School principals may employ the delegating method if their instructional staff possesses strong problem-solving skills and can further develop their professionalism". This approach, known as "delegation", allows educational personnel, who are at a "high level of maturity", to be permitted to handle their tasks under general supervision.

One of the educational elements that has the biggest impact on raising educational standards is the principle. In the context of regional autonomy and educational decentralization, "the human resource development process must touch various areas of life which must be reflected in the personalities of leaders, including educational leaders", such as school administrators. Therefore, improving the quality of human resources, especially principals as educational leaders in schools is "a demand to improve the quality of education" (Mulyasa, 2009).

As a leader, the principal needs to be able to assign work, enhance communication, and offer direction and oversight. The capacity to write down ideas, establish a pleasant environment for teachers and students, and interact verbally with school personnel and kids are all examples of communication abilities. In addition, a school

principal must be able to use his management style to carry out good interpersonal relationships with his subordinates.

Good teachers are necessary to provide a good education, as demanded by today's demanding modern society. This implies that "good teachers, good parents, and good leaders are needed in society, at home, and in schools. Nonetheless, the professional teacher highlighted that people's interpretations about what constitutes a good teacher have resulted from a lack of understanding of the requirements for professional education (Djam'an, 2008).

A person learns by attempting to achieve a "change in behavior that is new as a whole, as a result of his own experience in interaction" with his surroundings, according to (Slameto, 2003). However, learning is the process of acquiring as many facts as you can to expand or fill in cognitive capacities. According to Syah (2003), learning is therefore evaluated "from the perspective of the amount of material mastered by students" in this instance.

Teachers, as educators delivering instructional materials, need to be aware of each student's unique characteristics as subjects receiving instructional materials. In the classroom, teachers need to be able to select instructional strategies and materials that align with the skills of their pupils. Naturally, the methods employed need to be focused on the pupils' average ability level. Of course, there are impacts from using this technique. Namely, students who are classified as less fast in terms of their ability to understand the material, will likely experience difficulties in absorbing material from the teacher, or it could also be said that these students experience difficulties when receiving lessons.

The word media, according to Sadiman (2008), is Latin in origin and is the plural version of the word medium, which translates as "introduction" or "intermediary". Learning is a process of communication. Five communication components make up the learning process: the teacher (a communicator), the students (communicants), the learning materials, the learning media, and the learning objectives. Therefore, everything that may be utilized to channel messages (learning materials) to pique students' interest and encourage their ideas, feelings, and attention during learning activities to meet learning objectives is considered learning media (Mulyasa, 2009). Because the learning process is a communication process and takes place in a system, then learning media occupies quite important position as a component of the learning system. Without media, communication will not occur and the learning process as a communication process will not be able to take place optimally. Learning media is an integral component of the learning system.

As stated by Suharsimi (2006) "Learning media is anything that makes it easier and smoother" to implement a corporate strategy. As for the learning process itself,

Setiaji believes that “learning media include teaching aids, space, time, books, opportunities, places, and equipment that “enable an effort so that the intended goals can be reached with favorable outcomes” (Setiaji, 2008)

Media has a function as a carrier of information from the source (teacher) to the recipient (students) in the learning process. To assist pupils in receiving and processing information to achieve learning objectives, techniques are procedures. Based on the benefits of the media and potential roadblocks to learning, the role of the media in the interaction between students and the environment can be determined. Therefore, efforts should be made to develop learning media in a way that maximizes student achievement by utilizing the advantages the media has and trying to avoid obstacles that may arise in the learning process. By doing this, it is hoped that the learning process will be free of obstacles to some extent.

“That achievement is the consequence of an action that has been carried out, generated, “both individually and in groups,” according to (Hamdani, 2011). No one will ever achieve anything if they don’t engage in activities”. The output of the school includes student achievement. What is included in the educational output, according to Rohiat (2008), is school performance. Student achievement arising from school procedures or conduct is referred to as school performance. A school’s efficacy, productivity, efficiency, creativity, work-life balance, and morale can all be used to gauge its success. In particular, when it comes to the caliber of educational output, it can be clarified that high caliber educational output is defined as follows: (1) academic achievement, as demonstrated by daily test scores, portfolio scores, general test scores, competency completion, national exam, scientific work, academic competitions, and other student works; and (2) non-academic achievements, like faith and piety, honesty, politeness, sports, arts, and vocational skills, among others. Numerous linked phases of activities (processes), including planning, implementing, and supervising, have an impact on the quality of a school.

Schools must have the expected output, according to Nurkholis. Student accomplishment generated by the school’s learning and administration processes is known as school output. Broadly speaking, output can be divided into two categories: output representing academic performance and output representing non-academic achievement. Academic achievement output, for example, youth scientific work competitions, competitions (Arabic, English, Mathematics, Science), and ways of thinking (critical, creative/divergent, reasoning, rational, inductive, deductive, and scientific). Non-academic output, for example, high curiosity, self-esteem, honesty, good cooperation, high affection for others, high solidarity, tolerance, discipline, craftsmanship, achievements in sports, arts, and scouting (Nurkholis, 2006)

A lot of teachers are occasionally caught in a task that only has “short-term goals,” which leads to problems that are more important to the teacher. This is why it is difficult to meet the expectations of teacher leadership because, during the learning process, many problems must be resolved. It is frequently disregarded. For this reason, there needs to be more in-depth research related to leadership, teacher attitudes, and behavior so that it can contribute to teacher leadership behavior in the learning process in elementary schools to produce high effectiveness. The East Prabumulih Cluster 11 State Elementary School is not operating at its best when it comes to human resources. This can be seen from the lack of close cooperative relationships between existing fields, less harmonious relationships between individuals, many teachers/staff who do not understand the details of their duties, teaching without preparing teaching tools, lack of guidance in various lines, and not enforcing work discipline such as: going home before time, many employees ignoring orders, not obeying regulations, not being careful in carrying out their duties, delaying assigned tasks, frequently leaving the office or even not coming to work without a clear reason. The madrasah is not operating efficiently as a result.

The school’s condition is not running effectively “due to several factors. According to Wahjosumidjo (2002), for several of these factors, the East Prabumulih Cluster 11 State Elementary School is not operating at its best when it comes to human resources. This can be seen from the lack of close cooperative relationships between existing fields, less harmonious relationships between individuals, many teachers/staff who do not understand the details of their duties, teaching without preparing teaching tools, lack of guidance in various lines, and not enforcing work discipline such as: going home before time, many employees ignoring orders, not obeying regulations, not being careful in carrying out their duties, delaying assigned tasks, frequently leaving the office or even not coming to work without a clear reason. The madrasah is not operating efficiently as a result.

A leader must actively interact with all parties to carry out the coordination and operation of educational institutions, including schools. This communication must be horizontal, upward, and downward. Every employee must also be capable of performing development and general government activities. both successful and productive. To fulfill the established vision and goal, a school’s efficacy must be addressed. The indicator that a school is said to be successful in carrying out its work duties is if there is harmonious and synergistic cooperation between superiors and subordinates and from subordinates to superiors and with everyone in it. The teachers in the East Prabumulih 11 cluster continue to have an inadequate level of organizational participation, a professional level that needs to be improved, and a level of leadership that still really needs development,” as noted by state elementary school researchers, despite their status as both an educational institution and a public service thorough.

Based on observations made by five teachers at the Gugus 11 East Prabumulih State Elementary School, it is known that during the teaching and learning process, teachers do not exhibit a professional attitude. This is demonstrated by the fact that 60% of teachers have never used and demonstrated the curriculum, while 40% of teachers have done so. According to organizational data, 70% of students are ready to learn, but teachers' learning or teaching activities are not at their best when it comes to teaching preparation. Within and outside of the classroom, teachers have not made maximum use of existing teaching resources (carrying out the learning management function, 50%).

Apart from that, it is evident from the fact that there are less harmonious cooperative relations between the deputy heads of madrasas, less harmonious relations between teachers and employees such as the existence of individual groups, and a large number of teachers and employees who do not understand the details of their duties, lack of guidance in various lines, and non-enforcement of work discipline" such as going home early, leaving the office or classroom unannounced, or even failing to show up for work without an assignment or a clear explanation. The aforementioned factors all contribute to the lower effectiveness of performance in East Prabumulih Cluster 11 public elementary schools.

Thus, efforts to raise teacher quality are required to raise Student Achievement to improve the quality of education in East Prabumulih Cluster 11 State Primary Schools. The irony is that despite these numerous efforts—which include, among other things, increasing teacher training, enhancing teacher quality, acquiring books and educational resources, enhancing facilities and infrastructure, and enhancing school leadership and management—the quality of elementary school instruction in East Prabumulih Cluster 11 varies less than ideal. Based on this background, this research is entitled *The Influence of Principal Management and Learning Media on Student's Achievement at SD Negeri Gugus 11 Prabumulih Timur*.

## **B. Methods**

The place of this research is at SD Negeri Cluster 11 Prabumulih Timur. The type of research used in this research is quantitative research with a descriptive approach. Sugiyono (2013) argues that quantitative research methods can be understood as research methods grounded on the positivist ideology. The population of this study was all teachers at SD Negeri Cluster 11 Prabumulih Timur. The sample obtained was 89 respondents. The number of samples that have been obtained is then used as a sample. Data collection carried out by researchers includes: Observation, Interview, Questionnaire, and Documentation. This method consists of a set of methodically structured questions or statements that are sent to respondents to complete (Bungin, 2005).

### **C. Results and Discussion**

#### **The Influence of Principal Management (X1) on Student Learning Outcomes (Y)**

Based on the test results, the principal management variable shows that it partially and significantly influences student learning outcomes. The higher the principal's management values, the higher the student learning outcomes and vice versa.



**Figure 1. SD Negeri 20 Prabumulih**

Thus, efforts to raise teacher quality are required to raise “Student Achievement to improve the quality of education in East Prabumulih Cluster 11 State Primary Schools.” The irony is that despite these numerous efforts which include, among other things, increasing teacher training, enhancing teacher quality, acquiring books and educational resources, enhancing facilities and infrastructure, and enhancing school leadership and management, the quality of elementary school instruction in East Prabumulih Cluster 11 varies less than ideal.

As a result, the principal of the school makes every effort to establish a favorable and productive work atmosphere. Controlling all tasks and responsibilities assigned to teachers, supervising and monitoring their activities, evaluating the performance of subordinates, including teachers, and setting assessment criteria and work standards are additional responsibilities that the principal can carry out in the areas of supervision and evaluation. The school principal can keep an eye on the community's work processes through supervision and assessment. This way, it will be possible to determine whether or not the program has been executed and whether or not the outcomes meet the intended goals. It is hoped that doing this will improve the learning outcomes for the students. later on.

This is consistent with research published in 2020 under the title *Managerial Implementation of the Principal in Elementary School* Electronic Research Journal of Social Sciences and Humanities Vol. 2: Issue II by Muhaimin et al. (2020). According



to the study's findings, the principals of SD Negeri 24 Pulau Rimau had excellent managerial implementation skills when it came to organizing, directing, and supervising.

The study "The Influence of Principal's Leadership and Teacher's Performance on Students' Achievement," published in the *International Journal of Progressive Sciences and Technologies (IJPSAT) International Journals of Sciences and High Technologies* Vol. 20 No. April 1, 2020, pp. 247-254, was conducted by Sukmaswati et al. (2020). The study's findings indicated that: 1) the principal's leadership had a significant impact on students' achievement; 2) teachers' performance had a significant impact on students' achievement; and 3) the principal's leadership and teachers' performance had a significant joint impact on students' achievement.

The study "The Influence of Principal Supervision and Organizational Climate toward Teacher's Performance," published in the *Electronic Research Journal of Social Sciences and Humanities* Vol. 2: Issue II, by Budiyo et al. (2020), is another that is relevant. The findings indicate that the performance of high school teachers is positively and significantly impacted by the principal's supervision, by the organizational climate, and by the combination of the administrative supervision of the school principal and the organizational climate.

### **Influence of Teacher Learning Media (X2) on Student Learning Outcomes (Y)**

The teacher learning media variable demonstrates that it partially and considerably affects student learning outcomes based on test results. The higher the value of the teacher's learning medium, the higher the student learning outcomes and vice versa. The techniques and educational resources employed have a big impact on how well people learn and teach. The two are connected in that the kind of medium that is used will depend on the method selected. In the sense that the two have to line up for the learning objectives to be achieved. However, other factors, such as the learning context, the learner's qualities, and the task or reaction expected of them, all need to be taken into account when choosing media.

Utilizing media in the classroom can inspire and stimulate learning activities, lead to the development of new interests and aspirations, and even have a psychological impact on pupils. Teachers should use a variety of learning media in light of changes in education over time. Learning materials can serve as tools for cognitive, emotional, attentional, and compensatory processes. Visual aids have the power to draw students' attention and focus on the subject matter of the lesson. Students' "enjoyment" of learning (reading) pictorial texts serves as a good indicator of the emotive function of visual media. In this situation, pupils' feelings and attitudes can be evoked by pictures or visual symbols. The sensory organs are significantly impacted by the use of media in instructional and learning activities. It makes sense

to say that using media will guarantee that pupils comprehend the instructional material more fully.

Sumardi (2019) study, *Improving Learning Outcomes Through the Use of Interactive Multimedia-Based Media in Economics Subjects at Sma Pgri 4 Palembang*, is consistent with this research. Because it satisfies the requirements for classical completeness, which is an average of 75%, the use of interactive multimedia-based learning can result in grades that meet the KKM set by the teacher. Therefore, interactive media can be one of the learning media that is required. can be applied to economics education.

An additional study that supports the 2019 research of Suryaningsih (2020) *Social Media's Effect on Students' Academic Performance September 2019* Social media plays a significant role in helping students support their academic success. A learning outcome that is attained following participation in the process of learning activity is called learning achievement. Learning achievement can also be expressed numerically or as grades, and it takes the greatest amount of work to attain learning achievement. Furthermore, for the environment surrounding pupils to develop and motivate them to continue studying, it is necessary to manage and organize it during teaching and learning activities. It is greatly anticipated that parents and instructors in the classroom to assist pupils in setting social media usage limits. According to an additional study, the following conclusions can be drawn from the findings: 1) Learning motivation influences learning achievement (Tohol et al., 2020).

### **The Influence of Principal Management and Teacher Learning Media (X) Together on Student Learning Outcomes (Y)**

The test results indicate that there is a simultaneous and considerable influence on student learning outcomes from the principal's management variables and the teacher's learning medium. Student learning outcomes increase with the value of the principal's management factors and the teacher's learning resources, and vice versa. The computed F value of 34.486 and the regression coefficient value of 0.452 both demonstrate this. 3.10 is the F table for N = 89. > is the computed t value, which comes from the t table of 34.486. 3.10 and the significance level is less than the 0.000 < 0.05 predetermined significance level.

To effectively and efficiently manage human resources and other resources to achieve school goals, a principal must be able to use management inputs by carrying out management functions, such as planning, organizing, coordinating, supervising, and assessing. This managerial skill demonstrates the manager-like behavior of the principal. Three crucial elements associated with the principle of a manager are the process, exploitation of all organizational resources, and accomplishing the organizational goals to be attained. A process is an organized method of

accomplishing a task. This method refers to the use of management inputs, which include tasks, plans, programs, and regulations (provisions, limitations, work procedures, and so on), that the principal of the school must put into practice.

The distribution of information (messages and lesson content) at that moment will be greatly aided by the usage of instructional media. It is also claimed that the use of media in the classroom improves student comprehension, makes knowledge easier to understand, and presents statistics and information in an engaging and trustworthy manner. Thus, it is said that in this instance, the media serves as a tool for educational activities.

It is envisaged that student learning achievement will increase by streamlining the way school principals and instructors collaborate while using instructional media. According to a study conducted in 2005 and published under the title *Teacher Leadership in Science Education Reform: Learning from Australian-led Best Practice in the Philippines*, by Beasley & Butler (2005), this is consistent with the qualities of thinking, school leadership, and quality of thinking a lesson in knowledge utilization. Knowledge along with altered conduct. Characters have long been seen as significant components of American culture.

Next, a study using a descriptive analysis approach was conducted by Atep (2010) and titled "The Contribution of Principal Management and Personnel Information Systems to Teacher Teaching Performance". Research findings indicate that the teaching performance of teachers in the medium category is significantly influenced by the principal's management ability (45.1%), and the teaching performance of teachers in the low category (61.6%) is influenced by the personnel information system. Based on statistical tests, it is known that there is an influence of principal management and the personnel information system on teachers' teaching performance with a probability value ( $p\_value = 0.05$ ). The combined effect of the PIS and teachers' performance is in the medium category (65.3%).

According to additional research, the efficiency of the teaching methods was also determined by observing instructor activities including the use of learning media, and the average evaluation of these activities fell into the category of very effective. (Subekti et al., 2020). In cycle I, the percentage of students studying through audio-visual mediums climbed to 47%, with an average score of 70. In cycle II, this percentage increased to 93%, with an average class achievement of 86.3. It is evident from the discussion of learning enhancement research findings that audio-visual materials can enhance the learning outcomes of SD Negeri 210 Palembang class VI pupils (Alamsyah et al., 2020).

## **D. Conclusion**

Based on the results of data analysis, the influence of the principal's management and teacher learning media both partially and simultaneously on student learning outcomes can be explained as follows:

1. The student learning results are somewhat and greatly influenced by the supervision of the school administrator. Thus, at SD Negeri Gugus 11 Prabumulih Timur, South Sumatra Province, the management of the principal has a partial and considerable impact on the learning outcomes of the students. The fact that the t value determined by the management of the principal is higher than the t table serves as evidence for this. The determined t value is > from the t table or 6.950. > 1.9876 such that the principal's administration affects student learning results. As of right now, the significance level is less than the  $0.000 < 0.05$  designated significance level.
2. The students' learning outcomes are somewhat and greatly influenced by the teacher's instructional materials. Thus, at SD Negeri Gugus 11 Prabumulih Timur, South Sumatra Province, the management of the principal has a partial and considerable impact on the learning outcomes of the students. The teacher's learning media's computed t value, which is higher than the t table or, serves as evidence for this. Since the computed t value is > from the t table, or  $3.285 > 1.9876$ , the administration of the principal affects the learning outcomes of the students. As of right now, the significance level is less than the  $0.000 < 0.05$  designated significance level.
3. Student's learning results are concurrently and strongly impacted by the administration of the principal and the learning resources used by the teachers. In this approach, the administration of the principal and the learning resources used by the teachers at SD Negeri Gugus 11 Prabumulih Timur, South Sumatra Province, both concurrently and significantly affect the learning outcomes of the students. This is demonstrated by the computed f value exceeding the 34.486 calculated F value from the t table. 3.10 is the F table for N = 89. The calculated t value is > from the t table of 34.486. > 3.10 so that the principal's management and teacher's learning media influence simultaneously/simultaneously on student learning outcomes. Meanwhile, the significance level is smaller than the specified significance level, namely  $0.000 < 0.05$ .

## **E. Acknowledgement**

We thank the principal of SD Negeri 67 Palembang, Rector and lecturers of Universitas PGRI Palembang and also respondents in this study.

## References

- Alamsyah, M., Fahri, Z., & Fitria, H. (2020). *Efforts to Improve Student Learning Outcomes Using Audio Visual Media in Class VI of SD Negeri 210 Palembang*. Universitas PGRI Palembang.
- Atep, Y. (2010). Managerial Contribution of School Principals and Systems Personnel Information on Teacher Teaching Performance. *Jurnal Penelitian Pendidikan*, 11(2), 60–72.
- Beasley, W., & Butler, J. (2005). *Teacher Leadership in Science education reform: Learning from Australian-led best practice in the Philippines*.
- Budiyono, Lian, B., & Fitria, H. (2020). The Influence of Principal Supervision and Organizational Climate Toward Teacher's Performance. *Electronic Research Journal of Social Sciences and Humanities*, 2(II), 172–187. [https://www.eresearchjournal.com/wp-content/uploads/2020/04/16.Eresearch\\_Budiyono.pdf](https://www.eresearchjournal.com/wp-content/uploads/2020/04/16.Eresearch_Budiyono.pdf)
- Bungin, B. (2005). *Quantitative Research Methods*. Prenada Media Grup.
- Djam'an, S. (2008). *Teaching Profession*. Universitas Keguruan.
- Hamdani. (2011). *Teaching and Learning Strategies*. Pustaka Setia.
- Mantja, W. (2008). *Professionalization of Education Personnel: Educational Management and Teaching Supervision*. Penerbit Elang Emas.
- Muhaimin, Lian, B., & Wardiah, D. (2020). Managerial Implementation of the Principal in Elementary School. *Electronic Research Journal of Social Sciences and Humanities*, 2(May). [www.eresearchjournal.com](http://www.eresearchjournal.com)
- Mulyasa. (2009). *Become a Professional School Principal*. Remaja Rosdakarya.
- Muslich, M. (2008). *KTSP: Competency-Based and Contextual Learning*. Bumi Aksara.
- Nurkholis. (2006). *School-Based Management: Theory, Models and Applications*. Grasindo.
- Rohiat. (2008). *School Management; Basic Theory and Practice*. PT Refika Aditama.
- Sadiman. (2008). *Educational Media, Definition, Development and Use*. PT Raja Grafindo Persada.
- Setiaji, B. (2008). *Guide to Research Using a Quantitative Approach*. BPFE Yogyakarta.
- Slameto. (2003). *Learning and Influencing Factors*. Rineka Cipta.
- Subekti, erni A., Nubaiti, M., & Fitria, H. (2020). *Utilization of Video Conferencing as an Interactive Learning Media in Productive Subjects in Vocational High Schools*. Universitas PGRI Palembang.
- Sugiyono. (2013). *Qualitative Quantitative Research Methods and R&D*. Alfabeta.
- Suharsimi, A. (2006). *Procedure. Research a Practice Approach*. Bumi Aksara.
- Sukmaswati, I., Lian, B., & Wardiah, D. (2020). The Influence of Principal's Leadership and Teacher's Performance on Student Achievement. *International Journal of Progressive Sciences and Technologies*, 20(1). <https://doi.org/10.52155/ijpsat.v20.1.1749>
- Sumardi. (2019). *Improving Learning Outcomes Through the Use of Interactive Multimedia-Based Media in Economics Subjects at SMA PGRI 4 Palembang*.

*Jurnal Neraca*, 3(1).

- Suryaningsih, A. (2020). The Impact of Social Media on Learning Achievement in Students. *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi*, 7(1). <https://doi.org/10.47668/edusaintek.v7i1.45>
- Sutikno, S. (2007). *Initiate Effective and Meaningful Learning*. NTP Press.
- Syah, M. (2003). *Educational Psychology*. PT Teen Rosdakarya Offset.
- Tilaar, H. A. R. (2008). *National Education Management, Future Education Studies*. Remaja Rosdakarya.
- Tohol, S., Harapan, E., & Kesumawati, N. (2020). Determinant Factors that Influence Student Learning Achievement. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 5(2). <https://doi.org/10.31851/jmksp.v5i2.3770>
- Wahjosumidjo. (2002). *Principal Leadership Theoretical Review and Problems*. PT. Raja Grafindo Persada.