

The Influence of Madrasah Principal's Leadership, Teacher's Learning Media, and Teacher's Teaching Style on Student's Learning Achievement

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Abstract: This study aims to examine the influence of Madrasah Principal Leadership, Teacher Learning Media, and Teaching Styles on Student Achievement at Madrasah Aliyah in Banyuasin III District. In this study, quantitative methods were used as research methods. The sampling technique was purposive sampling. Data was collected by distributing questionnaires using a 5-point Likert scale to measure 80 statement items. This study shows that 1) the leadership of the madrasa principal has a partial and significant effect on student learning achievement with a t-count value $>$ from t table or $7.721 > 1.9839$ 2) Learning media has a partial and significant effect on student learning achievement with a t-count value $>$ from t table or $21.753 > 1.9839$ 3) the teaching style of the teacher has a partial and significant effect on student learning achievement with a t count value $>$ from t table or $12,247 > 1.9839$ and 4) simultaneously the leadership of the madrasa principal, learning media and teacher teaching style has a positive and significant effect on student achievement with a significance level of $0.00 < 0.05$ with f count $166.575 >$ f table 2.70.

Keywords: Leadership, Learning Achievement, Learning Media, Teacher's Teaching Style

A. Introduction

The procedures that makeup management include organizing, coordinating, planning, and evaluating. Every educational unit uses the curriculum as a reference, which is utilized by organizers and managers alike, particularly by teachers and school principals. The curriculum serves as a roadmap or set of guidelines for the activities involved in teaching and learning. The school is an educational institution that can help produce human resources of high caliber for the benefit of the state, the community, and the country. Schools are run by leaders who possess the fundamentals and qualifications of leadership to enhance education and the caliber of human resources. According to the following educational authority, "Ki Hajar Dewantara": Ing Ngarso Sung Tuladha, Ing Madya Mangun Karso, Tut Wuri

Handayani. A leader who is at the forefront will serve as an example for his followers; if he is in the middle, he must be able to uplift and inspire those around him; and if he is in the rear, he must be able to guide, inspire, or motivate his followers to advance. To improve the standard of education and the academic achievement of students, a leader must be able to set an example, defend those under him, inspire, and mobilize others. This will enable everyone to work as efficiently as possible within the parameters of the job description that has been given. Leadership is the way a leader influences the behavior of subordinates to cooperate and work productively to achieve organizational goals.

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. so that these qualities arise according to the circumstances of implementing leadership. As a result, a leader can occasionally be authoritarian, democratic, or laissez-faire. Even while a leader always aspires to be democratic, circumstances and circumstances can force him to act in ways that are different from his preferred style—for example, authoritarian. Decisions made under authoritarian leadership styles are sometimes made more swiftly (Mulyasa, 2007).

School principals can utilize specific approaches in the course of their duties to effectively accomplish the goals that have been set. The way a leader directs and influences the people under their supervision will demonstrate this tactic (Mantja, 2008). “Planned, directed, and continuous educational reform” refers to actions taken right away to address demands in education (Muslich, 2011). Examining the phenomenon of education under the New Order era, when administrators, not students, decided who was responsible for what in schools. Education is being decoupled from culture and handed over to bureaucracy, causing society to grow more and more disconnected from its responsibility for its education. Moreover, educational procedures have no bearing on the role of the family or society (Tilaar, 2005).

Education is a fascinating topic that is covered in a variety of official and informal forums, covering everything from the foundation of policy to its implementation, implementation, and outcomes. Humans require education throughout their lives. Education is essential for all humans. Education is crucial, wherever and whenever people are found. Because of this, education must truly focus on generating people who are qualified and able to compete, as well as having noble character and excellent morals. Without education, mankind will struggle to advance and may even fall behind (Sutikno, 2007).

The purpose of education is to cultivate skills and mold the culture and character of a respectable country to raise the standard of living in that country. A deliberate

educational method aimed at fostering a learning environment and process; in other words, education cannot be divorced from the learning process. Education focuses on how to attain the outputs or learning processes that occur in children rather than just aiming to accomplish learning outcomes. So, in education, it's important to balance the methods and outcomes. A human being who has only received one of these types of education cannot be completely formed. The goal of the learning environment is to help students reach their full potential Sumatra (Sanjaya, 2013).

One of the educational elements that has the biggest impact on raising educational standards is the principle. The human resource development process needs to touch on a variety of life aspects that are represented in the personalities of leaders, including those in education, like school principals, in the context of regional autonomy and educational decentralization. Thus, raising the standard of human resources is necessary to raise the standard of education, particularly for administrators who serve as instructional leaders in schools (Mulyasa, 2007).

Because imbalanced symptoms can occur during classroom learning activities and have an effect on decreasing student activity and learning outcomes, teachers play a crucial role in ensuring that students are not passive during the learning process and can develop knowledge relevant to the field of study being studied. One of the ultimate aims of learning activities is learning outcomes, which are results that demonstrate strong achievement, comprehension, and application. To teach Sumalia material, teachers must complete the tasks assigned to them and be capable of selecting the best models and learning methodologies (Dimiyati & Mudjiono, 2009).

Learning mediums, learning styles, and learning motivation factors will all become increasingly important as time goes on to enhance students' learning processes. Using learning media to modify the content taught is one way that the use of learning variations might enhance the quality of learning (Kurniawan et al., 2021).

As educators who deliver instructional materials, teachers have a responsibility to focus on each student as an individual who is receiving instruction. 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, applying this method has consequences. That is to say, pupils who are categorized as having slower comprehension speeds would probably find it difficult to retain the information that the teacher is trying to teach them. Alternatively, it may be claimed that these kids struggle to learn.

Learning is a process that involves 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. Thus, 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 (Santayasa, 2007). Learning media plays a significant role as a component of the learning system since learning is a communication process that occurs inside a system. Without media, communication cannot happen, and learning, which is a communication process, cannot proceed as smoothly as it could. An essential part of the learning system is the learning media.

Media serves as a conduit for information in the learning process, moving knowledge from the source—the teacher—to the recipient—the pupils. In the meantime, methods are techniques used to assist pupils in obtaining and processing information to meet learning objectives. Based on the benefits of the media and potential roadblocks to learning, the role of the media in student-environment interaction activities can be determined. Hence, it is imperative to devise educational materials that leverage their advantages while attempting to circumvent potential roadblocks in the process of learning. By doing so, it is envisaged that the greatest possible academic success for students will happen.

Student achievement is included in the form of school output. According to Rohiat (2008), what is included in educational output 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. With particular reference to the caliber of educational output, it can be elucidated that caliber of educational output is defined as follows: (1) academic achievement, measured by daily test scores, portfolio scores, grades, general examinations or achievement of complete competency, national exam, scientific work, academic competitions, and other student works; and (2) non-academic achievements, like faith and piety, honesty, politeness, sports, arts, vocational skills, and so forth. Numerous linked phases of activities (processes), including planning, implementing, and supervising, have an impact on the quality of a school.

As stated by Nurkholis (2006), there have to be expected outcomes in classrooms. 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 outputs include, 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, craft, achievements in sports, arts, and scouting.

Such demands from the Madrasah Head's leadership are difficult to meet because numerous issues arise during the learning process that need to be resolved. As a result, many teachers find themselves working on tasks with only short-term objectives, which causes them to neglect issues that are more important to them. More thorough research is therefore required to determine how the teaching style and leadership of the Madrasah Learning Media teacher affect student learning achievement. This will help the learning process at Madrasah Aliya in the Banyuasin III District by producing learning effectiveness and raising student learning achievement.

The Banyuasin III District's Madrasah Aliya is not operating at its best when it comes to human resources. This is evident in the lack of close collaboration between related fields, the discord in interpersonal relationships, the large number of staff members and teachers who lack task understanding, the lack of prepared teaching materials, the absence of learning media, and the lax enforcement of discipline. Workplace behaviors include leaving the workplace early, not showing up for work without a valid cause, many employees disobeying instructions, breaking rules, not being cautious when performing their duties, and postponing given chores. The madrasah is not operating efficiently as a result.

The condition of Madrasahs is not running effectively due to several factors. According to Wahjosumidjo (2007), several of the factors referred to include: 1) The leadership of the organization has not been able to empower its members; 2) It has not been able to coordinate the activities of its members; and 3) It has not been able to facilitate the wishes of its members so that they cooperate to achieve the organization's goals. It was further explained that an organization loses effectiveness when it does any of the following: 1) does not value every job; 2) does not have a clear vision and mission for the future; 3) does not foster a sense of unity among employees; 4) does not know its coworkers; 5) does not turn every opportunity into a learning opportunity; 6) does not plan carefully; and 7) does not set performance measures.

A leader must actively interact with all parties involved in the operation and coordination of educational institutions, such as madrasahs, whether through downward, upward, or horizontal communication. Aside from that, each employee needs to be capable of handling both development and general government jobs with effectiveness and efficiency. To fulfill the established vision and mission, a madrasah's effectiveness must be addressed. When subordinates and superiors, as well as subordinates and everyone else in the madrasah, work together harmoniously and synergistically, it is considered that the madrasah is successfully doing its obligations. According to Madrasah Aliya researchers' observations in the Banyuasin III subdistrict, as both a public institution and an educational one, the

teachers still exhibit low levels of organizational participation, professional development gaps, and leadership that still requires extensive coaching.

The current low quality of Madrasah Aliyah in Indonesia is the driving force for this research. Data from the Ministry of Religion (2016) indicates that of the 7,843 Madrasah Aliyah in Indonesia, there are 7,080 private Madrasah Aliyah and 763 state Madrasah Aliyah. This data highlights the low quality of Madrasah Aliyah in Indonesia. It turns out that, in the Primary Years Program (PYP) category, only eight Indonesian schools have achieved global recognition (Fatimah, 2016). Low learning achievement is one of the factors contributing to Indonesia's poor educational quality (Widodo, 2015). This is consistent with the findings of Widodo (2015), who claimed that high levels of student achievement both academic and non-academic indicate high-quality school output. Accordingly, one of the traits that can characterize how successful children are in their schoolwork is learning attainment (Stufflebeam & Coryn, 2014).

Low teacher performance can result from a variety of factors, such as instructors' unpleasant and repetitive teaching methods, a lack of management on the part of Madrasah heads, and a failure to employ learning resources. It is clear from the statement above that the primary objective of the school is the learning achievement of the students. A school is considered effective when it meets the needs of both students and all school components. Therefore, student learning accomplishment is the most crucial sign of a good school. According to Komariah & Triatna, (2006), the student in issue has exceptional learning accomplishment not only in cognitive intelligence but also in affective and psychomotor domains (34-35). Suyanto (2006) went on to say that initiatives aimed at enhancing education eventually result in schools, which are the organizations leading the way in executing the educational process. According to this reasoning, schools play a significant role in determining the standard of education in Indonesia; put another way, a high-quality school has a significant impact on the country's educational system. As a result, schools as learning environments can fulfil their educational roles, fostering skill development and raising the standard of living to the best of their abilities (Syah, 2009).

The author's goal in doing this research is to better understand and characterize the factors that influence student learning outcomes, including learning media, teacher style, and the leadership style of the school principal. Students can readily obtain a wealth of knowledge regarding the course topic because their learning styles are now so open-minded due to the advancements in technology and the internet. In this situation, educators and school administrators need to be able to change with the changes by creating breakthroughs in the classroom. Learning films, learning animations, the internet, and multimedia are just a few examples of the abundance of learning resources available. For pupils at Madrasah, the teaching and learning

process to be more advanced, and all of this needs to be handled by teachers and schools.

While the average school exam results show that the highest score is only 9.78 and the lowest is 6.86, and the student's daily test scores are average, it would seem that the number of teaching staff members is sufficient in terms of education level. -an average of 7.80, demonstrating that the Madrasah Head's lack of administrative leadership, Learning Media, and Teacher Teaching Style are to blame for the poor student learning outcomes. Although the heads of Madrasahs and teachers in the Banyuasin III sub-district have made excellent efforts, there are still several issues that contribute to the low learning achievement of the students.

Many teachers in the Banyuasin III sub-district lack the motivation to make changes to improve the quality of instruction, which affects students' learning achievement. Many teachers only use different teaching methods and learning models when a Madrasah head is present. This lack of management by Madrasah heads When teaching under supervision, teachers only use the lecture method if there is no Madrasah head present and supervision is lacking. This lowers student achievement and affects students' motivation to learn.

Inadequate infrastructure and facilities only one madrasah have sufficient learning facilities, according to observations made at 3 Madrasah Aliyah in Banyuasin III District. Nevertheless, many teachers continue to fail to make use of the resources made available by the school to support the teaching and learning process. more captivating. and the two Madrasah Aliya that are presently vacant still lack educational facilities, which affects how well students learn.

The findings of observations at Madrasah Aliya in Banyuasin III District indicate that while teachers' pedagogical approaches have a significant impact on raising student learning achievement, many students in the district continue to fail KKM because many teachers continue to employ antiquated methods in their instruction. Teachers continue to discipline their kids physically; for instance, many still use rattan wood as a form of discipline for inattentive children. Both the pupils' interest in studying and their academic performance are impacted by this.

Students in Madrasah Aliyah schools in the Banyuasin III sub-district exclusively use worksheets in the learning process, which affects student learning achievement. As a result, the lack of learning resources available to the schools has decreased students' interest and learning outcomes. The stated goals of this research are hoped to be accomplished. The goal of increasing and enhancing the learning success of students in the Banyuasin III subdistrict can best be achieved by collaboration between Madrasah Heads and Teachers in the subdistrict. Based on this background, this research is entitled "The Influence of Madrasah Head Leadership, Teacher Learning

Media, and Teacher Teaching Style on the Learning Achievement of Madrasah Aliyah Students in Banyuasin III District”

B. Methods

This research will be carried out at Madrasah Aliyah in Banyuasin III sub-district, Banyuasin Regency. Namely Madrasah Aliya Negeri 1 Banyuasin, Madrasah Aliya Qodratullah, and Madrasah Aliya Nurul Iman Ujung Tanjung. The method used in this research is a quantitative method with an experimental design. The experimental method is a method used to deliberately try to create variables and then control them to see their effect on learning achievement (Arikunto, 2013).

In this study, the population in this study were all teachers at Madrasah Aliyah in the Banyuasin III sub-district. Based on existing data, Madrasah Aliyah Negeri 1 Banyuasin for the 2019/2020 academic year has a total of 53 teachers teaching and a total of 745 students. Madrasah Aliyah Qodratullah for the 2019/2020 academic year has a total of 57 teachers teaching and a total of 890 students. Aliyah Nurul Iman Ujung Tanjung for the 2019/2020 academic year has 31 teachers teaching and a total of 154 students. The sampling technique in this research used a total purposive sampling technique where the sample of teachers at Madrasah Aliyah in Banyuasin sub-district was taken based on a certain percentage, namely 70% for teachers and 22% for students so that a total sample of 100 teachers and 100 students was obtained. In this research, the data collection techniques used by researchers were questionnaires, observation, and documentation.

C. Results and Discussion

Analysis of the Influence of Madrasah Head Leadership on the Learning Achievement of Madrasah Aliyah Students in Banyuasin III District

According to the framework of thought, the learning achievement of Madrasah Aliyah students in Banyuasin III District is influenced by the madrasa head's leadership; therefore, if the madrasa head's leadership improves, so will the students' learning achievement. The data processing results using SPSS version 25 indicate that, at a significance level of $0.00 < 0.05$, the Madrasah Head's leadership has a partially positive and significant effect on student learning achievement. This is indicated by the obtained t count $7.721 > t$ table 1.9839 , meaning that H_{a1} is accepted and H_{o1} is rejected regarding the Madrasah Head's influence on student learning achievement at Madrasah Aliyah in Banyuasin III District. The study aims to evaluate the impact of the madrasa head's leadership on the learning achievement of Madrasah Aliyah students in the strong category. The coefficient of determination yielded a value of 0.378 , indicating that factors other than variable X_1 influence the independent variable. This indicates that the theoretical framework which is

consistent with the empirical work conducted at Madrasah Aliyah in Banyuasin III District that the madrasa head's leadership has an impact on the learning achievement of Madrasah Aliyah students has been successfully proven.

It is possible to conclude that the average leadership value, 4.22, falls into the very good category based on data from the average value of the madrasa head leadership variable indication (X_1) above. Thus, generally, the leadership indicators fall into the very good range, specifically the 4.20–5.00 range. As a result, the Madrasah Aliyah principal at Banyuasin III District, South Sumatra Province, is regarded as having very good leadership.

Hata's (2017) study, which found a significant influence at a significance threshold of $\alpha = 0.05$, lends support to this study. The significant impact that the madrasa head's leadership has on the academic performance of students at MI Nurul Huda in Bengkulu City. According to Ruhayat's (2017) research, teacher performance in achieving high-quality education in madrasas is positively and significantly impacted by both the madrasa supervisor's supervision and the head of the madrasa's leadership.

To persuade people under their care to perform the tasks allocated to them voluntarily, joyfully, with inner delight, and without feeling coerced, leaders must possess a variety of skills and personality attributes, including authority. According to Purwanto (2006), leadership is the implementation of a new structure or process to accomplish organizational goals and objectives or to alter those goals and objectives. For humans to work together toward a common objective, leadership is crucial. Another way to define leadership is as the force behind any team endeavor. Effective supervisors set an example for others to follow, inspire others to want to collaborate, make good use of their sources of influence, communicate and direct, uphold discipline, and inspire employees to work with enthusiasm (Dharma, 2005). The findings of the observations demonstrate the Madrasah Principal's leadership in promoting the academic success of Madrasah Aliyah students in the Banyuasin III District. This is evident in the numerous policies the principal has put in place that genuinely support students' academic progress.

Analysis of the Influence of Learning Media on the Learning Achievement of Madrasah Aliyah Students in Banyuasin III District

According to the framework of thinking, learning media affects the academic performance of Madrasah Aliyah students in Banyuasin III District, and as learning media diversifies, so does the academic performance of Madrasah Aliyah students. With a significance level of $0.00 < 0.05$ and a t count of $21.753 > t$ table 1.9839, the data processing results using SPSS version 25 demonstrate that learning media has a partially positive and significant effect on student learning achievement. As a result,

Ha2 is accepted and Ho2 is rejected, indicating that learning media has an influence on student learning achievement at Madrasah Aliyah in the Banyuasin III District. Thus, hypothesis 2 was successful in verifying the empirical and theoretical. With a correlation value of 0.778 coefficient of determination, the relationship between the two research variables is determined to be strongly influenced. This indicates the quality of the regression model created by the interaction of the independent and dependent variables. The computed coefficient of determination value of 0.828 indicates that the independent variable.

The average value of learning media is 4.19, which falls into the good category, according to data from the average value of the learning media variable indicator (X_2) above. In summary, the learning media metrics fall into the "good" category generally, falling between 3.40 to 4.19. As a result, Madrasah Aliyah in the Banyuasin III subdistrict of the South Sumatra Province is considered to have good learning materials. Ratnasari's (2012) research demonstrates that students' perceptions of teachers' expertise and their use of learning resources have an impact on their ability to understand financial accounting in class.

According to Muhammad Rahmattullah's research, courses that use animated film learning media on student learning achievement differ from those that do not in terms of the increase (gain) in student learning outcomes. According to Hanafiah & Suhana (2010), learning media are any kind of stimulant or tool that educators give pupils to help them learn in a fast, accurate, simple, and verbalism-free manner. Aside from this viewpoint, Prihatin (2008) clarifies that learning media are those that can be utilized to assist students in comprehending and obtaining knowledge that can be perceived by their five senses to maximize the effectiveness of their learning.

The results of the observations made indicate that the presence of different types of aids/media in schools, such as computers, teaching aids, and focus, which are intended to help students better understand the material taught by the teachers at school, has an impact on the learning achievement of Madrasah Aliyah students in Banyuasin III District.

Analysis of the Influence of Teacher Teaching Style on the learning achievement of Madrasah Aliyah students in Banyuasin III District

According to the theory, the learning achievement of Madrasah Aliyah students in Banyuasin III District is influenced by the teaching style of the instructor, and the learning achievement of Madrasah Aliyah students will rise if the teacher's style becomes more diversified. With a significance level of $0.00 < 0.05$ and a t count of $12.247 > t$ table 1.9839, the data processing findings using SPSS version 25 demonstrate that the teacher's teaching style has a positive and significant effect on student learning achievement. As a result, Ho3 is rejected and Ha3 is accepted. It is

acknowledged that at Madrasah Aliyah in the Banyuasin III District, instructors' pedagogical approaches have an impact on students' academic performance. Thus, hypothesis 3 was successful in verifying the empirical and theoretical. With a correlation value of 0.778, the influence of the relationship between the two research variables is classified as strong. According to one interpretation of this number, there is a substantial association between the two research variables. Coefficient of determination, which indicates that 0.605 is the coefficient of determination value found, indicates that the independent variable.

The above instructor teaching style variable indicator (X_3) has an average value of 4.27, falling into the very good range. Thus, the teacher's overall teaching style indicators fall into the very good range, specifically in the 4.20–5.00 range. Thus, the teaching style of teachers at Madrasah Aliyah, Banyuasin III subdistrict, South Sumatra Province is said to be in the good category according to Hanafiah & Suhana (2010). Amelia (2018) research, the average teaching style of economics teachers at SMA Negeri 1 Parangpong is 75%, indicating that the teaching style of these teachers falls into the good category. According to Indrawati's (2017) study, there is no correlation between teaching style and teaching skills (a significance value of $0.670 > 0.05$ suggests that there is) and a negative association between teaching style and teaching skills.

According to Akbar (2014)'s research, learning achievement is influenced by teachers' instructional strategies and students' independence in their learning by 56.9%. With a significance level of less than 1%, the teaching strategies used by teachers and the independence of the student's learning have a considerable positive impact on learning achievement. According to the findings of the observations, many types of teacher characteristics exist in the classroom, which indicates how the teaching style of the teacher affects the learning achievement of Madrasah Aliyah students in Banyuasin III District. Teachers have personas that are connected to the pupils in the school.

Analysis of the Influence of Madrasah Head Leadership, Teacher Learning Media, and Teacher Teaching Styles Together on the Learning Achievement of Madrasah Aliyah Students in Banyuasin III District.

The framework of reasoning holds that the Madrasah Head's Leadership, the Teachers' Teaching Styles, and the Teacher Learning Media all work together to impact the Madrasah Aliyah Students' Learning Achievement in the Banyuasin III District. such that Madrasah Aliyah pupils' learning achievement will rise if the Madrasah Head's Leadership, Teacher Learning Media, and Teacher Teaching Styles all become more varied. The findings of the data processing using SPSS version 25 indicate that, at Madrasah Aliyah in Banyuasin III District, the leadership of the madrasa head, learning media, and teacher teaching style all have a positive and

significant effect on student learning achievement simultaneously. This effect is statistically significant, with a significance level of $0.00 < 0.05$ and calculated $f_{166.575} > f_{table\ 2, 70}$. Therefore, H_03 is rejected and H_a is accepted. Thus, hypothesis 4 was successful in verifying the empirical and theoretical. The correlation value of 0.916 indicates a strong relationship between the two research variables, and the obtained coefficient of determination of 0.839 suggests that the independent variable may be influenced by factors other than variable X.

It is possible to conclude that the average value of student learning accomplishment is 4.33, which falls into the very good category, based on the average value of the variable indicator for student learning achievement (Y) above. Thus, altogether, the student accomplishment indicators fall into the very good range, specifically the 4.20–5.00 range. Thus, student learning achievement at Madrasah Aliyah, Banyuasin III subdistrict, South Sumatra Province is said to be in the very good category. This is predicated on the student learning accomplishment variable's excellent interval category value. The average teaching style of economics teachers at SMA Negeri 1 Parangpong is 75%, indicating that their methods are in the "good" range (Amelia, 2018). Pradita et al., (2015) research enhanced students' academic performance.

According to Harapan, cited by Hamdani (2011), student achievement is a measure of how well pupils understand the material that has been provided to them and how well they are mastering the curriculum's ideals. In the meanwhile, Biggs provides three different definitions of learning in the preface to *Teaching for Learning: institutional, qualitative, and quantitative*. Learning can be defined quantitatively (in terms of numbers) as the process of acquiring as many facts as you can to bolster your cognitive capacities. Accordingly, learning in this instance is measured by the quantity of content that students have acquired (Syah, 2009).

Based on the findings of field observations, there are several ways to enhance students' learning outcomes. These include how the madrasah head guides the madrasah, how media and tools support the teaching and learning process, and how the madrasah's teachers carry out the teaching and learning process.

D. Conclusion

Based on the results of data analysis, the influence of the leadership of the madrasa head, learning media, and teacher teaching style both partially and simultaneously on student learning achievement can be explained as follows:

1. Partially the leadership of the Madrasah Head has a positive and significant effect on student learning achievement with a significance level of $0.00 < 0.05$, obtained $t_{count\ 7.721} > t_{table\ 1.9839}$ so that H_01 is rejected and H_a1 is

- accepted that there is an influence of the Madrasah Head's leadership on student learning achievement at Madrasah Aliyah in Banyuasin III District.
2. Partially learning media has a positive and significant effect on student learning achievement with a significance level of $0.00 < 0.05$ with t calculated $21.753 > t$ table 1.9839 so that H_02 is rejected and H_a2 is accepted that there is an influence of learning media on achievement students' study at Madrasah Aliyah in Banyuasin III District.
 3. Partially the teacher's teaching style has a positive and significant effect on student learning achievement with a significance level of $0.00 < 0.05$ with t count $12.247 > t$ table 1.9839 so that H_03 is rejected and H_a3 is accepted that there is an influence of teaching style teachers on student learning achievement at Madrasah Aliyah in Banyuasin III District.
 4. Simultaneously maintaining leadership of the madrasa head, learning media and teacher teaching style has a positive and significant effect on student learning achievement with a significance level of $0.00 < 0.05$ with calculated f $166.575 > f$ table 2.70 so that H_03 is rejected and H_a It is accepted that there is an influence of the leadership of the madrasah head, learning media and teacher's teaching style on student learning achievement together at Madrasah Aliyah in Banyuasin III District.

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