

The Influence of Instructional Leadership of School Principles and The Development of Learning Media Through Teacher Performance With Student's Learning Achievement In Junior High School, Alalak District, Barito Kuala Regency

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Abstract

This study aims to analyze the direct and indirect influence of the principal's instructional leadership, the development of learning media and teacher performance on student achievement in SMP the State of Alalak Barito Kuala District. This research is quantitative by using inferential research method. The research population was 119 teachers from 5 schools and 92 respondents were taken as research samples with Proportional Random Sampling. Collecting data using a questionnaire instrument and data analysis using descriptive analysis, classical assumption test, multiple linear regression analysis and *path analysis*. The conclusion of this study is that there is a significant direct effect of instructional leadership, development of learning media and teacher performance on teacher discipline. There is an indirect influence on instructional leadership and the development of learning media through teacher performance on student achievement at SMPN Alalak District. Suggestions for future researchers can analyze research on student achievement in more depth by using more variables.

Keywords: Instructional, Media, Performance, Student Achievement.

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I. INTRODUCTION

The government has made many efforts to improve the quality of education, including curriculum renewal, improvement of educational facilities and infrastructure, improvement of procurement and reading books, teacher upgrading and teacher certification. From this effort, many results have been achieved but there is still a need for improvement in order to achieve good quality standards. This is in accordance with Getol's opinion (2015: 12) that the learning process can run well if the components in the school are used as much as possible. The school components include school principals, teachers, staff, curriculum, infrastructure and learning objectives, funding, management and evaluation. While in the learning process, the reference point for student success in learning is measured by student achievement which can be seen in the values of student learning outcomes.

Teachers are said to be successful in carrying out their learning programs if some or more of the number of students have achieved both instructional goals and instructional objectives. For students, learning achievement is a benchmark that serves to measure the level of ability to learn success, whether experiencing positive changes or negative changes. According to Sardiman (2014: 56) every student who learns always experiences changes in behavior or appearance with a series of activities. Due to the process of shrinkage and reduction a new pattern of behavior emerges which is relatively permanent and automatic. Student achievement can be known after an evaluation is held. The results of the evaluation can show the high or low student achievement.

There is no student who does not want a good learning achievement, but to get all of that is not easy because considering the differences between each

individual both in terms of hard work attitudes, and the learning discipline possessed by each student. Achievement of learning achievement is influenced by the learning process. Some indications of an optimal learning process are that students learn with enthusiasm, are active, dare to express their opinions, are able to be enthusiastic in following lessons, and are actively involved in problem solving (Uno & Koni, 2016).

Based on the results of initial observations through observations and some data from junior high school principals in Alalak Barito Kuala District, it appears that the level of student achievement still needs to be improved, this can be seen from the acquisition of grade 9 (nine) grades in SMP Negeri in Alalak sub-district in 4 subjects that are used as references. the value of the National Examination (UN) for the 2019/2020 school year is still low and below the average desired by educational units from junior high schools throughout the Alalak Barito Kuala District. Effort improvements that can be made in improving achievement in schools, one of which is by examining various factors that may affect student achievement at school.

Many factors affect student achievement, one of which is the leadership of the principal, leadership is one of the competencies that must be possessed by a school principal. The relationship between student achievement and principals' leadership can be seen from the leadership model applied in various organizations/institutions, both for-profit and non-profit, in this case the most suitable leadership to be applied in schools is instructional leadership or leadership for improved learning. . Several studies such as Suriansyah and Suhaimi (2020), Aslamiah (2018) and Margarita (2017) conclude that principals who focus on learning leadership produce better student learning achievements than principals who focus less on learning leadership. Ironically, most schools do not apply the learning leadership model.

The next factor influencing student achievement is the problem of developing learning media. In accordance with the results of Andriyani's (2018) research, Rojiman (2019) and Arya (2020) in their respective conclusions, they state that learning media actually has an important function, apart from helping students understand the material which can later affect their learning outcomes. Susilo's research (2017) the results of his research mention an increase in the affective aspect of 86.10%, an increase in the psychomotor aspect of 31.92%, and an increase in the cognitive aspect of 69.78%. Based on the results of these studies, it can be concluded that there is an increase in learning achievement when the learning process uses learning media.

The next factor that can have an influence on student achievement is teacher performance. This

statement is in accordance with the research results Windham (2014: 96) found that there is a positive and significant relationship between teacher performance and student learning outcomes. While the results in the research journal Junardi (2017:109) state that the skills of teachers in using teaching media in a school can affect student achievement in schools.

Kirana (2015:27) explains that teacher performance in teaching and learning activities can be seen from the teacher's ability to make the learning atmosphere comfortable and interesting, but also must be able to create learning media to make it easier for students to understand the material presented by a teacher. Looking at the current reality, there are still many teachers who have not made good use of the media. The teachers are only fixated on the contemporary learning process (teacher center), namely the teacher explains that students are listening without involving students in the learning process. In addition, the lack of teacher creativity in creating learning media and the low motivation of teachers in developing teaching media in the world of education are also problems for teachers in improving the quality of student learning outcomes.

With this research, it is expected that student learning outcomes will increase more than expected. With more intensive training for teachers regarding the use of learning media and the function of media in the learning process, it is hoped that teachers will use learning media more often because the use of learning media will be very beneficial for students and in understanding the subject matter.

Several studies that support the theory that there is a relationship between teacher performance and increased student achievement, such as the results of Karyono's research (2019) which took the respondents as teachers at SMPN Tabanan District, it is known that the value of Sig. of $0.000 < 0.05$ and $6.442 > 1.972$, this indicates a positive influence of teacher performance on student achievement. The results of this study are corroborated by Maimunah (2019) in researching the performance of SDN teachers in the District of North Banjarmasin, one of the results of his research mentions that there is a positive influence of teacher skills in developing learning media on teacher student learning outcomes, this is evidenced by the results of the R^2 (R Square) value. or the coefficient of determination of 0.286 means that 28.6% of changes in student learning outcomes variables can be explained by the variable of teacher skills in developing learning media.

Based on the description above, researchers are interested in conducting research with the title "The Influence of Principal Instructional Leadership and Development of Learning Media Through Teacher Performance on Student Learning Achievement in SMP Negeri Alalak District, Barito Kuala Regency".

II. METHOD

The type of research used is quantitative associative research. The research method used is the inferential research method, which is a combination of verification and description (testing the truth of an existing knowledge, describing an object or event by describing the problem raised). In this study, the population were teachers and students at SMP Negeri Alalak District. The sampling technique used in this study was Proportional Random Sampling. The research instrument includes the variables that will be observed in the study, which is designed in the form of a questionnaire or questionnaire which includes assessment and questionnaire observations of each variable. This study tries to reveal causality in the form of the relationship between the principal's instructional leadership, the development of instructional media and teacher performance on student achievement at SMP Negeri Alalak District which is formulated into a direct or indirect path analysis model.

III. RESULT AND DISCUSSION

This research was conducted in 5 schools, namely SMPN 1 Alalak, SMPN 2 Alalak, SMAN 3 Alalak, SMAN 4 Alalak and SMAN 5 Alalak with the number of respondents being 92 teachers who were taken using Proportional Random Sampling technique at each school. Then carry out validity and reliability tests by distributing instrument questionnaires to 30 teachers who were not included in the research sample. After all the instruments were declared valid, then the questionnaire was distributed to 92 SMPN teachers in Alalak District as the actual research sample.

1. Descriptive Statistics Test

- a. Principal Instructional Leadership Variable (X_1)
Based on the principal's instructional leadership data, the results of the analysis show the results as shown in table 1.

Table-1 Descriptive Statistics of Principal Instructional Leadership Variables

Descriptive Statistics						
	N	Range	Minimum	Maximum	mean	Std. Deviation
Instructional Leadership	92	46.00	87.00	133.00	110.7391	11.77898
Valid N (listwise)	92					

Based on the table above, the highest score obtained is 133 from a maximum ideal score of 140 and the lowest score is 87 from an ideal minimum score of

35. Furthermore, based on the calculation results, a table on the frequency distribution can be made as follows:

Table-2 Frequency Distribution of Instructional Leadership Variables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	87 - 93	8	8.7	8.7	8.7
	94-100	10	10.9	10.9	19.6
	101-107	19	20.7	20.7	40.2
	108-114	19	20.7	20.7	60.9
	115-121	14	15.2	15.2	76.1
	122-128	16	17.4	17.4	93.5
	129-135	6	6.5	6.5	100.0
	Total	92	100.0	100.0	

Based on the categorization calculation, it can be seen that the level of principal's instructional leadership at SMPN Alalak District, Barito Kuala Regency, the majority is included in the high category with a percentage of 57.6%, while including the very high category, namely 17.4% and respondents with the results of the answers including the medium category, namely 25% . So it can be concluded that the level of

instructional leadership at SMPN Alalak District, Barito Kuala Regency is at a high level, with 53 respondents or a percentage of 57.6%.

b. Learning Media Development Variables

Based on the descriptive results of the frequency analysis of learning media development variables are as follows:

Table-3 Descriptive Statistics of Teaching Media Variables

Descriptive Statistics						
	N	Range	Minimum	Maximum	mean	Std. Deviation
Teaching Media	92	38.00	78.00	116.00	96.6848	9.34201
Valid N (listwise)	92					

Based on the table above, the highest score obtained is 116 of the maximum possible score of 120

and the lowest score is 78 of the minimum possible score of 30. Based on the results of the above

calculations, a table can be made regarding the frequency distribution of work learning media

development as follows:

Table-4Frequency Distribution of Teaching Media Variables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78-82	7	7.6	7.6	7.6
	83-87	9	9.8	9.8	17.4
	88-92	14	15.2	15.2	32.6
	93-97	21	22.8	22.8	55.4
	98-102	17	18.5	18.5	73.9
	103-107	12	13.0	13.0	87.0
	108-116	12	13.0	13.0	100.0
	Total	92	100.0	100.0	

Based on the categorization calculation, the variable category of learning media development can be seen that the level of development of learning media for teachers at SMP Negeri Alalak District is mostly included in the high category with 58 respondents (63%), the results of the level of learning media development in the very high category are 24 respondents (26.1%) and the results of respondents in the medium category were 10 respondents (10.9%).

Based on the above calculations, it can be concluded that the teachers of SMP Negeri Alalak Subdistrict who acted as the research sample had a high level of learning media development with a percentage of 63%.

c. Teacher Performance Variables

The results of data calculations can be seen in the following table:

Table-5Descriptive Statistics of Teacher Performance Variables

Descriptive Statistics						
	N	Range	Minimum	Maximum	mean	Std. Deviation
Teacher Performance	92	17,00	37,00	54.00	45.0652	3,99396
Valid N (listwise)	92					

Based on the table above, the highest score obtained is 54 of the maximum possible score of 56 and the lowest score is 37 of the minimum possible score of

14. Based on the results of the above calculation, a table about the distribution can be made.

Table-6Frequency Distribution of Teacher Performance Variables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37-39	8	8.7	8.7	8.7
	40-41	11	12.0	12.0	20.7
	42-43	14	15.2	15.2	35.9
	44-45	17	18.5	18.5	54.3
	46-47	17	18.5	18.5	72.8
	48-49	12	13.0	13.0	85.9
	50-54	13	14.1	14.1	100.0
	Total	92	100.0	100.0	

Based on the categorization calculation, the teacher performance category can be seen that the level of teacher performance is mostly in the high category with 59 respondents (64.1%), teacher performance in the very high category is 25 respondents (27.2%) and teacher performance is in the medium category 8 respondents (8.7%). Based on the calculations and the table above, it can be concluded that the level of

performance of the teachers at SMP Negeri Alalak Subdistrict who acted as the research sample was only in the high category with a percentage of 64.1%.

d. Student Achievement Variable

The results of data calculations can be seen in the following table:

Table-7Descriptive Statistics of Student Achievement Variables

Descriptive Statistics						
	N	Range	Minimum	Maximum	mean	Std. Deviation
Student achievement	92	28.00	70.00	98.00	85.7500	6.80921
Valid N (listwise)	92					

Based on the table above, the highest score obtained is 98 of the maximum possible score of 100 and the lowest score is 70 of the minimum possible

score of 25. Based on the calculation results can be made a table about the frequency distribution as follows:

Table-8Frequency Distribution of Achievement Variables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70-73	3	3.3	3.3	3.3
	74-77	6	6.5	6.5	9.8
	78-81	19	20.7	20.7	30.4
	82-85	15	16.3	16.3	46.7
	86-89	19	20.7	20.7	67.4
	90-93	14	15.2	15.2	82.6
	94-98	16	17.4	17.4	100.0
	Total	92	100.0	100.0	

Based on the calculation of categorization, it can be seen that the level of student achievement is mostly in the very high category with 49 respondents (53.3%) and student achievement in the high category is 43 respondents (46.7). Based on the calculations and table above, it can be concluded that the level of student achievement in Alalak District Junior High School is in the very high category with a percentage of 53.3%.

resulted in data deviations from the linear line (deviation from linearity) > 0.05 and a significance value < 0.05 , it can be concluded that the data is in the form of a linear function. The linearity test in model 2 shows that the variable produces data deviations from the linear line (deviation from linearity) > 0.05 and a significance value < 0.05 , so it can be concluded that the data is in the form of a linear function.

2. Analysis Prerequisite Test Results

a. Normality Test Results

Regression Normality Model 1 is the result of testing the level of normality of the principal's instructional leadership variable data (X1), learning media development (X2), teacher performance (Z) and student achievement variable (Y). Based on the Kolmogorov-Smirnov Z (Asymp Sig 2-Tailed) significance test for the variables of instructional leadership, learning media development, teacher performance and teacher performance variables, $0.200 > (0.05)$ so that the data distribution is normally distributed.

b. Linearity Test Results

Based on the linearity test through the SPSS program, it can be seen that in model 1 it can be seen that the Instructional Leadership variable, the development of learning media and teacher performance on the student achievement variable

c. Multicollinearity Test Results

Based on the multicollinearity test through the SPSS program, it can be seen that in model 1 the Instructional Leadership variable, the development of learning media and teacher performance on the student achievement variable produces a tolerance value > 0.10 and a VIF value < 10 , it is concluded that the regression model does not occur multicollinearity. The multicollinearity test in model 2 shows the Instructional Leadership variable, and the development of learning media on the teacher performance variable produces a tolerance value > 0.10 , and a VIF value < 10 , it is concluded that the regression model does not occur multicollinearity, so it can be concluded that the data is non-multicollinear in the regression model.

3. Hypothesis Test Results

a. Multiple Regression Test Results of Structure 1 (X1, X2, Z \rightarrow Y)

Table-9Summary of Structure Regression Analysis Test Results 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,371	3.109		5,910	,000
	Instructional Leadership	,265	0.054	,259	4,898	,000
	Teaching Media	,280	0.059	,247	3.066	,003
	Teacher Performance	,458	,149	,568	3.064	,001
a. Dependent Variable: Student Achievement						
b. R Square: 0.865						

1) Regression Line Equation

Based on the table above, the constant value (a) is 18.371, which means that if there is no principal's instructional leadership, teaching media development and teacher performance, the student achievement variable has a consistent value of 18.371. Based on the multiple regression equation above, it can be seen that:

- The higher the principal's instructional leadership will increase or improve student achievement.
- meaning that the higher the development of learning media will increase or improve student achievement.
- This means that the higher the teacher's performance will increase or improve student achievement.

2) Significance Test (t Test)

- The Direct Effect of the Principal's Instructional Leadership Variable (X_1) on Student Achievement (Y) at SMP Negeri Alalak

There is a direct influence of instructional leadership on student achievement. Thus it can be concluded that H_0 is rejected.

- The Influence of Learning Media Development (X_2) on Student Achievement (Y) at SMP Negeri Alalak

There is the development of learning media on student achievement, so the higher the development of learning media, the higher the student achievement produced. Thus it can be concluded that H_0 is rejected.

- The Effect of Teacher Performance (Z) on Student Achievement (Y) at SMP Negeri Alalak

There is a significant effect of teacher performance on student achievement, so the higher the teacher's performance, the higher the student's achievement will be. It can also be seen from the calculated T value of $3.064 > 1.662$ (T_{table}). Thus it can be concluded that H_0 is rejected.

- Simultaneous Test (F-Test).

Table-10 Summary of Simultaneous Test Results (F-test) Model 1

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3650,129	3	1216,710	18,133	,000 ^b
	Residual	569,121	88	6,467		
	Total	4219,250	91			
a. Dependent Variable: Student Achievement						
b. Predictors: (Constant), Teacher Performance, Teaching Media, Instructional Leadership						

There is a significant effect of the principal's instructional leadership variable (X_1), the variable of learning media development (X_2) and teacher performance (Z) on teacher performance (Y) together

(simultaneously) on student achievement (Y). Thus, it can be concluded that H_0 is rejected

- Coefficient of Determination

Table-11: Model 1 Determination Test Results

Variable	Standardized Coefficients Beta	Pearson Correlation (r _{xy})	R Square
Instructional Leadership	,259	0.907	0.947
Learning Media Development	,247	0.864	
Teacher Performance	,568	0.879	

The criteria for the analysis of the coefficient of determination *R Square* of 0.947 included in the category of correlation has high closeness.

Table-12 Coefficient of Determination of Partial Structure 1

Variable	Coefficient of Determination		Total	
	Effective Contribution (SE)	Relative Contribution (SR)	SE	SR
X1 - Y	23.49%	24.79%	94.76%	100%
X2 - Y	21.34%	22.52%		
Z - Y	49.93%	52.68%		

Based on the results of the partial termination test, it is known that the effective determination of the principal's instructional leadership variable on student achievement is 23.49%, the effective determination of

the learning media development variable on student achievement is 21.34% and the effective determination of the teacher's performance variable on student achievement is 49.93, so that the total effective

determination of the independent variable on the dependent variable is 94.76 students, the effective contribution of other variables apart from this research.

The relative contribution is based on 3 variables affecting student achievement, so the

determination of the principal's instructional leadership is 24.79%, the development of learning media is 22.52% and the teacher's performance is 55.68% so that the total relative contribution is 100%.

b. Structure Regression Test Results 2 ($X_1, X_2, \rightarrow Z$)

Table-13 Summary of Regression Analysis Test Results Model 2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,244	1,977		4,676	,000
	Instructional Leadership	,212	,031	,625	6,793	,000
	Teaching Media	,428	,039	,699	3,246	,002
a. Dependent Variable: Teacher Performance						
b. R Square: 0.800						

1) Regression Line Equation

Based on the table above, it shows the constant value (a) of 16,438 which means that if there is no influence by the instructional leadership variable and the development of learning media, the teacher performance variable has a consistent value of 7.938. Based on the multiple regression equation above, it can be seen that:

- There is a significant effect of the principal's instructional leadership variable on the performance of teachers in SMP Negeri Alalak District. Thus H_0 is rejected.
- There is a significant effect of learning media development variables on teacher performance at SMP Negeri Alalak District. Thus H_0 is rejected.

2) Significance Test (t Test)

- The Direct Effect of the Principal's Instructional Leadership Variable (X_1) on Teacher Performance (Z).

There is a significant effect of the principal's instructional leadership variable on teacher performance, so the higher the principal's instructional leadership, the higher the teacher's performance. Thus it can be stated that **H_0 is rejected.**

- Direct Effect of Learning Media Development (X_2) on Teacher Performance (Z). There is a direct influence of the variable of learning media development on teacher performance (Z), so the higher the development of the principal's learning media, the higher the teacher's performance. Thus it can be stated that **H_0 is rejected.**

3) Simultaneous Test (F-Test)

Table-14: Simultaneous Test Results (F-test) Model 2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1161,580	2	580,790	17,224	,000 ^b
	Residual	290.029	89	3,259		
	Total	1451,609	91			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Teaching Media, Instructional Leadership						

According to the basis of the F-Test decision making, there is a simultaneous influence of the principal's instructional leadership variable and the development of learning media on teacher performance.

- Correlation Coefficient and Determination Coefficient

Table-15 Results of Model 2 Determination Test

Variable	Standardized Coefficients Beta	Pearson Correlation (r _{xy})	R Square
Instructional Leadership	,625	0.881	0.800
Learning Media Development	,699	0.835	

The criteria for the analysis of the coefficient of determination *R Square* of 0.800 is included in the

category of correlation has high closeness.

Table-16 Results of Partial Determination of Structure 2

Variable	Coefficient of Determination		Total	
	Effective Contribution (SE)	Relative Contribution (SR)	SE	SR
X1 – Y	55.06%	68.82%	80%	100%
X2 – Y	24.94%	31.17%		

Based on the results of the partial termination test, it is known that the effective determination of the principal's instructional leadership variable on teacher performance is 55.06% and the effective determination of the learning media development variable on teacher performance is 24.94% so that the total effective determination of the independent variable on the dependent variable is 80%. effective contribution of other variables apart from in this study .

The relative contribution is based on 2 variables affecting student achievement, the determination of the principal's instructional leadership is 68.82% and the development of learning media is 31.17% so that the total relative contribution is 100%.

4. Analysis Results (Path Analysis)

Overall path analysis (*path analysis*) based on the value of regression analysis are:

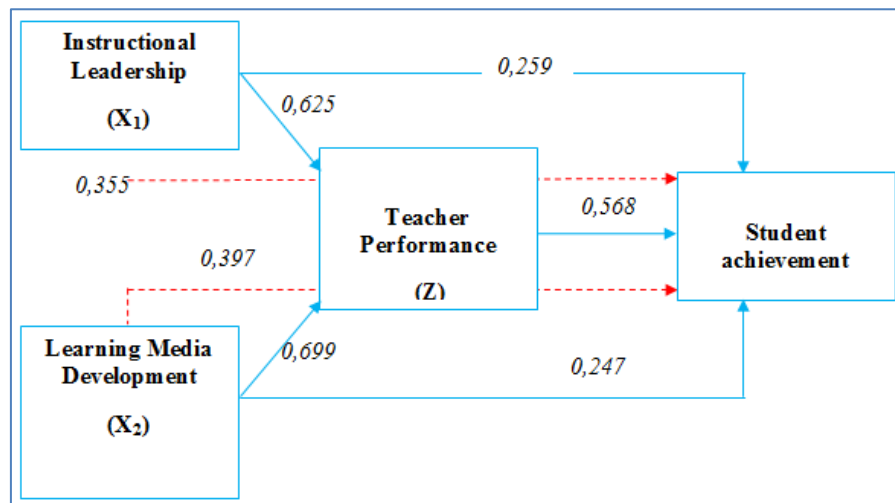


Fig-1: Summary of Path Analysis Regression Analysis Test Results

The summary of the calculation of the direct and indirect influence of the principal's instructional leadership (X_1), the development of learning media (X_2) on student achievement (Y) through teacher performance (Z) is written in the path coefficient summary table as follows:

Table-17 Summary of Path Analysis Regression Analysis Test Results

Variable Effect	Direct Influence	Indirect Influence	Information
Instructional Leadership (X_1) – Student Achievement (Y)	0.259	-	Significant
Instructional Leadership (X_1) – Teacher Performance (Z)	0.625	-	Significant
Learning Media Development (X_2) – Student Achievement (Y)	0.247	-	Significant
Learning Media Development (X_2) – Teacher Performance (Z)	0.699	-	Significant
Teacher Performance (Z) – Student Achievement (Y)	0.568	-	Significant
Instructional Leadership (X_1) – Teacher Performance (Z) – Student Achievement (Y)	-	0.355	Significant
Learning Media Development (X_2) – Teacher Performance (Z) – Student Achievement (Y)	-	0.357	Significant

Based on Table 4.28 above, the results of the *path analysis regression analysis* are able to answer the hypotheses in this study, namely:

- There is a direct influence of the principal's instructional leadership on student achievement in SMP Negeri Alalak Barito Kuala.
- There is a direct influence of the principal's instructional leadership on teacher performance at SMP Negeri Alalak Barito Kuala.
- There is a direct influence on the development of learning media on student achievement at SMP Negeri Alalak Barito Kuala
- There is a direct influence on the development of instructional media on teacher performance at SMP Negeri Alalak Barito Kuala
- There is a direct influence of teacher performance on student achievement at SMP Negeri Alalak Barito Kuala
- There is an indirect effect of the principal's instructional leadership through teacher performance on student achievement at SMP Negeri Alalak Barito Kuala
- There is an indirect influence on the development of learning media through teacher performance on student achievement at SMP Negeri Alalak Barito Kuala.

DISCUSSION

A. Direct Influence of Instructional Leadership on Student Achievement at SMP Negeri Alalak Barito Kuala

The results of this study can be seen from the significance value of $0.000 < 0.05$, which means that there is a direct influence of the principal's instructional leadership on student achievement. It can also be seen from the $T_{\text{count value}}$ of $4.898 > 1.662 (T_{\text{table}})$, meaning that there is a direct influence of instructional leadership on student achievement. Heystek & Emekako (2020) and Leithwood et al (2018) confirm that the sincerity of achievement as well as the willingness and ability of school principals to apply quality leadership will facilitate the growth and development of teacher performance as well as determine student success to the fullest.

Instructional leadership is very important to be implemented in schools because it contributes to student learning achievement, is able to provide encouragement and direction to school members, is able to focus on school community activities towards achieving the school's vision, mission, and goals. The principal's instructional leadership variable can affect student achievement with a regression coefficient of 0.259, which means that if the instructional leadership variable increases by 1 point, student achievement will increase by 0.259 points. The value of the regression coefficient is positive, so the correlation coefficient has a positive direction, which means that the higher the principal's instructional leadership will increase or improve student achievement.

The results of the questionnaire respondents assumed that instructional leadership was very important in increasing school effectiveness, especially in improving student achievement, as seen from the variable of principal's instructional leadership according to the teacher's assumption at SMPN Alalak District, Barito Kuala Regency, which was 3.16 included in the high category.

The results of the partial termination test showed that the effective determination of the principal's instructional leadership variable on student achievement was 23.49% and the relative determination was 24.79%. This means that the school's instructional leadership has an influence on student achievement. Direct instructional leadership in the form of leadership practices that can have an impact on student achievement includes direct principal activities in improving the quality of the teaching and learning process such as direct communication with students is an important thing to do by an instructional leader in order to absorb and accommodate student aspirations.

Many studies prove that principals who are actively focused on instructional programs have higher student achievement such as Elisabet, (2018) entitled "The Effect of Principal Instructional Leadership on Teacher Performance and High School Student Achievement in Manggarai NTT". The results of the research show that the coefficient of determination of student achievement is 0.741, which means that the variance of changes in student achievement variables that can be explained by the principal's instructional leadership variable and teacher performance is 74.1%. The results of Widodo's research (2017) entitled "The Influence of Teacher Instructional Leadership and Classroom Facilities on Learning Achievement through Learning Motivation at SMA Muhammadiyah 1 Pati". Because $t_{\text{count}} > t_{\text{table}}$ ($3.430 > 1.6787$) which means that the teacher's instructional leadership has a significant effect on student achievement at SMA Muhammadiyah 1 Pati.

B. The Direct Effect of Instructional Leadership on Teacher Performance at SMP Negeri Alalak Barito Kuala

Based on the results of hypothesis testing, obtained a significance value of $0.000 < 0.05$ and seen from the $T_{\text{count value}}$ of $6.793 > 1.662 (T_{\text{table}})$, meaning that there is a significant effect of the principal's instructional leadership variable on teacher performance. While the results of the path regression test show that the regression coefficient of the principal's instructional leadership variable is 0.625, which means that if the principal's instructional leadership variable increases by 1 point, the teacher's performance variable will increase by 0.625 points. So the higher the principal's instructional leadership will increase or increase the teacher's performance variable.

The results of this study are supported by research by Khalil (2020) concluding that the higher the implementation of the principal's learning leadership, the higher the teacher's performance. Conversely, the lower the quality of the principal's learning leadership, the lower the teacher's performance and research by Gazali (2017). The coefficient of determination on the teacher performance variable is 79.7% of the variance in teacher performance can be explained by the principal's instructional leadership. While Wibowo (2014) that this instructional leadership is beneficial for students, teachers, schools that use learning leadership, parents, graduate users and also the principal himself.

C. Teaching Media Development on Student Achievement at SMP Negeri Alalak Barito Kuala

Based on the results of hypothesis testing, it can be seen that the development of learning media can affect student achievement with a regression coefficient value of 0.247, which means that if the learning media development variable increases by 1 point, student achievement will increase by 0.247 points. The value of the regression coefficient is positive, so the coefficient relationship has a positive direction, which means that the higher the development of learning media will increase or improve student achievement.

This research supports previous research conducted by Ibrahim. (2019) and Junardi. (2017) based on the results of data analysis there is a significant influence between organizational culture on teacher performance, besides the results of Andriyani's research. (2018) entitled "Development of Computer-Based Interactive Learning Media for Students ". The results of the study stated that learning media had an effect on increasing students' motivation and interest in learning so that they could think and analyze the subject matter given by the teacher well with a pleasant learning situation and could understand the lesson easily. The teachers at SMP Negeri Alalak District in making learning media have high practical values such as communicative, creative and media simplicity. In accordance with the opinion of Kustandi and Sutjipto (2013: 43) one of the characteristics of learning media is that the media contains and carries messages or information to the recipients, namely students. Some media can process messages and student responses so that the media is often called interactive media. Messages are simple and can be messages that are very complex. However, the most important thing is that the media is prepared to meet the learning needs and abilities of students, and students can actively participate in the teaching and learning process

Several previous research results are in line with the results of this study, such as the results of this study. The results of this study are also in line with the results of Wahyu and Matnuh (2014) who conducted research on the *relationship between the use of learning*

media and Civics learning outcomes in Class X and XI students at SMA Muhammadiyah 1 Banjarmasin. This study concludes that there is a relationship between the use of learning media and student learning outcomes. This is also in line with the results of Fauzyiah's research (2019) which concludes that the use of learning media has an effect on learning achievement, which is 0.551 or 55%. In line with research conducted by Nurrita (2018), it shows the results of developing teaching media can improve student achievement.

D. The Direct Effect of Teaching Media Development on Teacher Performance at SMP Negeri Alalak Barito Kuala

Based on the results of the hypothesis test, it can be seen that there is a significant effect of the learning media development variable on teacher performance at SMPN Alalak District. This is evidenced by the regression coefficient value of the learning media development variable of 0.699, which means that if the learning media development variable increases by 1 point, the teacher's performance variable will increase by 0.699 points. So the higher the development of learning media will increase the teacher's performance variable.

This study supports previous research conducted by Nurrita (2018), based on the results of data analysis there is a significant influence between the development of learning media on teacher performance. This is also supported by the research of Wahyu and Matnuh (2014), that the use of learning media is positively related to teacher performance. One of the factors that have an influence on the use of learning media is the creativity and skills of teachers. An appropriate learning media with learning materials and student characteristics will have a positive impact on the motivation of teacher performance in delivering learning.

Based on the results of the respondents above, it can be seen that teachers use their creativity and skills in teaching by using learning media. Moehersono (2013:20) defines performance as the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set. So in this case the teacher must have a number of competencies or master a number of knowledge, attitudes, and skills related to their field of work. The performance of a teacher is a combination of ability, effort, and opportunity that can be assessed from the results of his work.

E. The Direct Effect of Teacher Performance on Student Achievement at SMP Negeri Alalak Barito Kuala

Based on the results of hypothesis testing, it can be seen that there is a significant influence of work discipline variables on the work motivation of SDN

teachers in East Banjarmasin District. This is evidenced by several test results such as the regression coefficient value of 0.330 which shows a positive value, which means that if the work culture increases by 1 point, the teacher's job satisfaction will increase by 0.330 points. The equation above illustrates that if the work culture is more positive or better, it will increase or increase teacher job satisfaction.

The results of the study are in line with this, this research supports previous research conducted by Amelia (2020), based on the results of data analysis there is a significant influence between teacher performance on student learning outcomes. This is also supported by research by Novianto and Eko (2018) the results of research have a positive and significant effect between teacher performance on interest in learning with a determination coefficient of 80.8%. Gita (2020), that teacher activities are positively related to learning outcomes.

F. The Indirect Effect of Principal's Instructional Leadership on Student Achievement Through Teacher Performance at SMP Negeri Alalak Barito Kuala

The calculation of the value of the indirect influence of the principal's instructional leadership variable through teacher performance on student achievement is by looking at the results of the multiplication of path 2 with path 3 which is $0.625 \times 0.568 = 0.355$. This value indicates that the value is positive, meaning that there is a positive indirect effect of the principal's instructional leadership through teacher performance on student achievement at SMP Negeri Alalak District. This shows that the principal's instructional leadership is carried out in accordance with what is expected or needed, to provide a better influence in order to improve teacher performance which has an impact on increasing student achievement.

Then compare t arithmetic with t table according to the level of significance, if t count $>$ t table then the mediation coefficient is significant. The calculation results show that t count (2.779) $>$ t table (1.662). The results of the Sobel test show that the t -count value is greater than the t -table (5%), so it can be concluded that the mediating variable of teacher performance is significant. The results of testing the hypothesis prove that there is a significant influence between the principal's instructional leadership on student achievement through the performance of teachers at SMP Negeri Alalak Barito Kuala.

Many factors affect student achievement, as some research results, such as: Fauzi (2017), Wahyu and Matnuh (2014), Fauzyiah (2019), Ibrahim (2019), and Irianto (2020). From the results of this study, it was stated that the variables or factors that influence student achievement include the leadership of the principal, teacher performance, and learning media.

G. Indirect Effects of Learning Media Development on Student Achievement through Teacher Performance at SMP Negeri Alalak Barito Kuala

The calculation of the value of the indirect influence of the learning media development variable on student achievement through the teacher performance variable is to look at the results of the multiplication of path 2 with path 3, namely $0.699 \times 0.568 = 0.397$. This value indicates that the value is positive, meaning that there is a positive indirect influence from the development of learning media on student achievement through the performance of teachers at SMP Negeri Alalak District.

These results are corroborated by previous studies such as Emanuel (2013), Ibrahim . (2019), Junardi. (2017) and Rasyidah. (2019) which both concluded that teacher performance was able to strengthen the influence of the use of learning media on increasing student achievement. In order to increase student achievement, it is very closely related to teacher performance, namely learning media, which is a driving factor in giving the best at work.

The results showed that t count (2,9486) $>$ t table (1,662). The results of the Sobel test show that the t -count value is greater than the t -table (5%), so it can be concluded that the mediating variable of teacher performance is significant, thus there is a significant indirect effect between the development of learning media through teacher performance on student achievement in junior high school. State of the District of Alalak.

Arsyad (2014:62) explains how important teaching media is because. Instructional media bring and generate a sense of fun and joy for students and renew their enthusiasm, help solidify knowledge in the minds of students and bring lessons to life. Learning media are everything that can be used to channel messages (learning materials), so that they can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals. Learning media is a tool for delivering learning material. Learning Media is everything that can be used by teachers to help facilitate the teaching and learning process.

IV. CONCLUSION

Based on the results of the analysis and discussion in this study, several conclusions can be drawn from this study, namely:

1. Principal's instructional leadership, development of learning media and teacher performance at SMP Negeri Alalak Barito Kuala are included in the high category, while student achievement. included in the very high category.
2. There is a direct influence of the principal's

- instructional leadership on student achievement in SMP Negeri Alalak District. Barito Kuala.
3. There is a direct influence of the principal's instructional leadership on the performance of teachers in SMP Negeri Alalak District. Barito Kuala.
4. There is a direct influence on the development of learning media on student achievement in SMP Negeri Alalak District. Barito Kuala.
5. There is a direct influence on the development of learning media on the performance of teachers in SMP Negeri Alalak District. Barito Kuala.
6. There is a direct influence of teacher performance on student achievement in SMP Negeri Alalak District, District. Barito Kuala.
7. There is an indirect influence on the principal's instructional leadership through teacher performance on student achievement in SMP Negeri Alalak District. Barito Kuala.

There is an indirect influence on the development of learning media through teacher performance on student achievement in SMP Negeri Alalak District. Barito Kuala.

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