

The Influence of Teacher Leadership and Interests on Student Achievement

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ABSTRACT

This study aims to determine; The influence of teacher leadership, student interest on social studies learning achievement. The study used a survey method with correlational techniques. The population of this study were students from three schools, namely MTs Swasta Al Ahsan, MTs Swasta Tarbiyatusshibyan and MTs Al Hamidy in Bogor City, totaling 604 students. The sample in this study was 60 randomly selected students. The results of the research have been carried out, there is a significant effect of the teacher leadership variable on the social studies learning achievement variable for private MTs students in the city of Bogor. It is proven that the value of Sig = 0.00 < 0.05, t-test = 3.905. Then there is the influence of learning interest in learning on the Social Studies learning achievement of students. There is a value of Sig = 0.00 < 0.05, t-test = 4.904. Furthermore, there is a significant influence on the independent variables of teacher leadership and interest in learning together on the social studies learning achievement of students. This is evidenced by the value of Sig = 0.011 < 0.05 and F-test = 23.062.

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1. INTRODUCTION

The development of science, technology and politics, economy and art, requires all to work together to adapt. Based on Permendikbud No. 65 of 2013: the learning process is carried out in a participatory, active, interactive, creative, effective and fun way. Students are given motivation and space by the teacher to actively participate in learning activities to achieve achievement (Amini & Kemal, 2021). Students who excel are shown by liking to solve problems independently, there are results obtained and get satisfaction for what they are doing (Uno and Lamatenggo, 2016). To be able to meet these expectations, teachers as educators are required to have qualified leadership, and students have an interest in learning to achieve learning achievement. Teachers who have leadership

can improve the learning process, teachers play an active role in determining the success of students in receiving knowledge that can develop critical, creative, independent, innovative thinking skills and can apply the knowledge gained in social life, so that the knowledge gained can provide benefits for the community. future life of students.

Efforts to achieve success in learning, in addition to teacher leadership, students' interest in the subject matter is needed. Students' interest in learning activities can grow from within and from outside themselves. To be able to grow the interest of students from within, a strong stimulus from the teacher is needed that can stimulate students' interest in learning. Muhammad (2017) teacher leadership in the classroom can be seen from the behavior of students who are interested and focused on the learning objectives presented by the teacher. Wirawan (2013), explained that teachers are also leaders in education and learning in the classroom, teachers must be able to influence students so that they can participate in learning activities. Rahayu and Susanto, (2018), Basically teacher leadership is very important in learning, especially facilitating students about learning needs. Chairunnisa (2016) leadership is a person's ability to influence his subordinates to behave by the instructions given to his subordinates. Widiaworo (2018), explains that teacher leadership is classroom management by implementing a management function by compiling a learning implementation plan (RPP).

Priansa (2014) teacher as a leader has several characteristics of agile, calm, comfortable social interaction, achievement motivation, does not like to be alone, communicative, and personally pleasant. Teachers who have high leadership will be able to encourage, motivate and direct their students to actively participate in learning to achieve the learning objectives that have been set in the learning implementation plan (Sari, Sindang; Hendro, 2017).

Slameto (2010) explains: "*Interest is persistent tendency to pay attention to and enjoy the same activities and or content.*" ("Interest is a persistent tendency to pay attention and reminisce about some activity."). Ahmadi (2009) "Interest is the attitude of a person's soul including the three functions of his soul (cognition, conation, and emotion), which is focused on something and in that relationship a strong element of feeling". Djaali (2008) "there is a sense of interest and compulsion to do certain activities. Bloom in Ahmad Susanto (2013) "Interest is what he calls *subject-related affect* which includes interests and attitudes towards subject matter."

Skinner in Walgito (2010) explains "*Learning is a process of progressive behavior adaptation*". Prayitno & Amti (2013) "a person's interest develops because of the interaction with the environment. According to Whittaker in Djamarah (2011) formulating that "learning is a process in which behavior is generated or changed through practice or experience". Muhibin (2010) explains "Interest, tendency and high excitement or great desire for something. Simbolon (2014) interest in learning is the excitement of receiving lessons that are presented with fun strategies. Syah (2011) interest is a high tendency and excitement or a great desire for something. YunitasarI & Hanifah (2020) Students' learning interest is influenced by conditions, such as places to study, study partners and learning strategies. For example, distance learning situations lead to boredom for students because they have to study from home without friends.

Avita Nurhidayah, D. (2015) Learning achievement is a result of what someone has done in learning so it can be said that students can get learning achievement if they have done and done the learning tasks that are followed. Lase, S. (2018) To find out student learning outcomes, measurements are needed both with tests and non-tests, measurements are carried out by giving several questions, both open essays and closed essays that must be done by students in the allotted time.

Rahmayanti, V. (2016) that achievement can be interpreted as the result of the teaching and learning process, namely mastery, emotional changes or changes in behavior. According to Sholeh, B., & Sa'diah, Hamdah (2018). Learning achievement is a learning result that is mastered by students during learning. The learning achievement is known by the teacher through the process of evaluation, assessment and measurement.

Purnaningtyas., & Suharto, S. (2010) student learning outcomes can be seen from the achievement of competencies indicated by attitudes in the learning process and ability to complete

tasks to the maximum and it is evident from the results of tests conducted by the school. Junita, J., & Siregar, M. (2019) achievement is the achievement of competence obtained by students in learning activities. The competence achievement obtained by students can be influenced by various factors, one of which is the learning method presented by the teacher. Learning achievement can be done by assessment and measurement.

Muhammad Fathurrahman, and Sulistyorini, (2012) Learning achievement is the result of what is done. Zaenal Arifin (2009) suggests that learning achievement is generally related to aspects of knowledge, while learning outcomes include aspects of the formation of the character of students. Siti Maesaroh (2013) explains that "learning achievement is the result of learning activities or the result of effort, training and experience carried out by someone, where these achievements will not be separated from the influence of factors outside the learner's self".

Winkel as quoted by Noor Komari Pratiwi (2015) is "evidence of the success that has been achieved by someone. Thus, learning achievement is the maximum result achieved by someone after making learning efforts. A student has learning achievement if he achieves completeness in learning and manages to get the maximum value. Learning achievement is known to carry out assessments and measurements both through tests and non-tests.

Social Sciences (IPS) is a social study that is integrated with the social sciences and humanities needed in learning activities (Barr et al., 1978). Numan Somantri (2001) Basically, Social Studies Education is presented to make it easier for students at both elementary and secondary levels to understand the social sciences.

According to Trianto (2010) Social Science is a combination of several social sciences such as: geography, history, sociology and economics, then coupled with a combination of political science, law, and culture which can be presented in citizenship and state administration subjects at the school level. upper middle. Ministry of Education and Culture (2013), Social Science Learning is developed by *integrative social studies* to develop students' critical thinking patterns, the ability to interact through social science and foster a sense of togetherness as a nation and love for the Republic of Indonesia, Djahiri in Ahmad Susanto (2012) able to become a human being who understands values and norms and demonstrates behavior with integrity, is responsible for maintaining social relations to create harmony between community members with one another.

Social Sciences is a collection of studies from several social sciences that are designed in an integrated manner from several social sciences to make it easier for teachers to present Social Science learning related to symptoms that occur in social life and direct students both at the elementary and secondary levels. medium to be able to apply social science in their lives as members of society (Supardi, 2011).

2. METHODS

This study uses survey research methods with correlational techniques, namely to see and examine the relationship between variables (Sugiono, 2016, Wiyono, 2007). Then to complete the questionnaire that was distributed to students, the writer added data by conducting interviews to find out in depth about the problems that occurred (Sugiyono., 2009), interviews were conducted with 4 social studies teachers. The study was conducted to obtain the influence of teacher leadership (X1), learning interest (X2) on Social Studies learning achievement (Y), with teacher leadership (X1) and student learning interest (X2). The population of this study were students from three schools, namely MTs Swasta Al Ahsan, MTs Private Tarbiyatusshibyan and MTs Al Hamidy in Bogor City, totaling 604 students. The sample in this study was 60 randomly selected students.

The data analysis technique used descriptive analysis, then tested the hypothesis using the *product moment*, namely the teacher leadership variable (X1) with learning achievement (Y), and learning interest (X2) with learning achievement (Y). Furthermore, multiple correlation test is used to test the relationship of X1, X2 and X3 together. All analisis calculations were carried out with the help of the SPSS (software program *Statistical Product and Service Solutions*) version 24.0.

3. FINDINGS AND DISCUSSION

Based on the results of descriptive analysis related to indicators of teacher leadership, interest in learning and learning achievement of private MTs students in Bogor City. The population in this study were students of private MTs Al Ahsan, private MTs Tarbiyatussshibyan and MTs Al Hamidy in Bogor City, it can be seen based on table 1 as follows:

Table 1. Description of Research Data Statistics

		Teacher Leadership	Interest to Learn	Learning Achievement
N	Valid	60	60	60
	Missing	0	0	0
Mean		92,20	88,07	17,30
Median		93,00	88,00	17,50
Mode		85	77 ^a	15
Std. Deviation		12,093	9,377	3,752
Minimum		48	67	9
Maximum		119	110	24

a. Multiple modes. exit. The smallest value is shown

For teacher leadership scores, an average of 92.20 was obtained with a standard deviation of 12.093, the median was 93.00, the minimum score was 48 and the maximum score was 119. Based on the data above, it can be seen that the average value and the mean value are almost close, namely 92.20 and 93.00 where this is This shows that the interest in learning scores is quite representative and the maximum value is more than the minimum value where it shows that those who have teacher leadership are more than those who do not have teacher leadership.

For interest in learning scores, obtained an average of 88.07 with a standard deviation of 9.377, median 88.00, minimum score of 67 and maximum score of 110. Based on these data, it can be seen that the average value and mean value are almost the same, namely 88.07 and 88.00 where it shows that the score of interest in learning is quite representative and the maximum value is far more than the minimum value where it shows that those who have an interest in learning are more than those who do not have an interest in learning.

For Social Studies learning achievement scores, obtained an average of 17.30 with a standard deviation of 3752, median 17.50, minimum score of 9 and maximum score of 24. Based on the data above, it can be seen that the average value and mean value are almost the same, namely 17.30 and 17.50 where the value shows that the social studies achievement score is quite representative and the maximum value is far more than the minimum value, which shows that social studies learning achievement is high.

3.1. Data Normality Test

This study uses SPSS 24 to help calculate the normality of the data and the method *Kolmogorov-Smirnov* for testing the normality of the data with the condition that if the *p value (sig) > 0.05* then H_0 is accepted or 0.05 or means the data is normally distributed. The *p value (sig)* itself is the number listed in the column *sig* in the table of normality calculation results in the SPSS program. The calculation results can be seen in Table 2.

Table 2. Recapitulation of Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
Teacher Leadership	,092	60	,200	,964	60	,074
Interest in Learning	,072	60	,200	,991	60	,952
Learning Achievement	,081	60	,200*	,967	60	,103

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 2, it can be seen that the values in the sig. greater than 0.05, so Ho is accepted, in other words, all data from all samples in this study are normally distributed.

Table 3. Recapitulation of Test Results For Linearity of Regression Lines Between Variables X₁ With Y

ANOVA Table						
		Sum of Squares	Df	Mean Square	F	Sig
Learning Achievement	Between Groups	378,983	29	13,068	,868	,647
* Teacher Leadership	Linearity Deviation from Linearity	177,759	1	177,759	11,808	,002
	Within Groups	201,224	28	7,187	,477	,974
	Total	451,617	30	15,054		
	Total	830,600	59			

To test the linearity of the regression line, there is a basis for decision making, namely if the significance value of *Deviation from Linearity* > α (0.05) then the value is linear. Based on table 3, it can be seen that the values in the sig. line *deviation from linearity* is 0.974 where $0.974 > 0.05$ so Ho is accepted, in other words, the regression line of the relationship between variable X₁ and variable Y is linear.

Table 4. Recapitulatio of Test Results for Linearity of Regression Lines Between Variable X₂ and Variable Y

ANOVA Table						
		Sum of Squares	Df	Mean Square	F	Sig.
Learning Achievement*	Between Groups	566,833	29	19,546	2,223	,017
Interest to Learnn	Linearity Deviation from Linearity	248,672	1	248,672	28,283	,000
	Within Groups	318,162	28	11,363	1,292	,246
	Total	263,767	30	8,792		
	Total	830,600	59			

To test the linearity of the regression line, there is a basis for decision making, namely if the significance value of *Deviation from Linearity* > α (0.05) then the value is linear. Based on table 4, it can be seen that the values in the sig. line *deviation from linearity* is 0.246 where $0.246 > 0.05$ so H_0 is accepted, in other words, the regression line of the relationship between variable X_2 and variable Y is linear.

Table 5. Calculation of The Correlation Coefficient Effect of Variables X_1 dan X_2 on Variabel Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,669 ^a	,447	,428	2,838
a. Predictors (Constant), Minat Belajar Kepemimpinan guru				
b. Dependent Variabel Prestasi Belajar				

Table 6. Recapitulation of Calculation Results of Regression Line Equation Effect of Variables X_1 dan X_2 terhadap Variabel Y

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	-11,044	4,191		-2,635	,011		
	Teacher Leadership	,121	,031	,389	3,905	,000	,977	1,023
	Interest to Learn	,195	,040	,489	4,904	,000	,977	1,023

a. Dependent Variable: Prestasi Belajar

Table 7. Recapitulation of Calculation Results of Significance Testing of Regression Coefficient Effect o Variable X_1 dan X_2 with Y

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	371,499	2	185,750	23,062	,000 ^b
	Residual	459,101	57	8,054		
	Total	830,600	59			

a. Dependent Variable: Prestasi Belajar

b. Predictors: (Constant), Kepemimpinan Guru, Minat Belajar

From the three tables above, three hypotheses will be tested at once, namely:

To prove the hypothesis is to pay attention to the values / numbers listed in the t column or the column Sig for the teacher leadership row (Variable X_1) in table 6. The significance of the regression is

"if $t_{count} > t_{table}$ then H_0 is rejected" or "if $Sig < 0.05$ then H_0 is rejected", it means that there is a significant effect of the independent variable X 1 on Y. The value of Sig is the number listed in column Sig for the teacher leadership row (Variable X₁) in Table 6. The value $t_{calculated}$ is the number listed in column t for the teacher leadership row (Variable X₁) in Table 6. While the t_{table} value is the value of the t distribution table for the significance level 5 % with degrees ($df = n - 2$) = 58 where n is the number of respondents.

From Table 6. It can be seen that the value of $Sig = 0.00 < 0.05$, $t_{count} = 3.905$, then H_0 is rejected, which means that there is a significant influence of teacher leadership on social studies learning achievement.

From the results of the regression test, it can be concluded that there is a significant influence of the independent variable of teacher leadership on the dependent variable of social studies learning achievement.

The Influence of Teacher Leadership on Social Studies Learning Achievement

Based on the data collected and analyzed using SPSS, the results can be presented as shown in the following table.

Correlations				
		Y	X1	
Y	Pearson Correlation	1	,463**	
	Sig. (2-tailed)		,000	
	N	60	60	
X1	Pearson Correlation	,463**	1	
	Sig. (2-tailed)	,000		
	N	60	60	

** . Correlation is significant at the 0.01 level (2-tailed).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,547 ^a	,299	,287	3,16753

a. Predictors: (Constant), X2

The Influence of Learning Interest (X₂) on Social Studies Learning Achievement (Y)

Based on the data obtained and then analyzed using SPSS, the following results were obtained.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1,981	3,894		-,509	,613
	X2	,219	,044	,547	4,978	,000

a. Dependent Variable: Y

From the results of the analysis obtained constant a = -1.981 coefficient of the variable interest in learning 0.219. So the linear regression equation $Y = -1.981 + 0.219 X_2$.

To prove this hypothesis, by paying attention to the values / numbers listed in the t column and the column Sig for the learning interest row (Variable X₂) in Table 6. According to existing provisions,

the regression significance criterion is "if $t_{\text{count}} > t_{\text{table}}$ then H_0 is rejected" or "if $\text{Sig} < 0.05$ then H_0 is rejected", it means that there is a significant effect of the independent variable X_2 on the dependent variable Y . The value of Sig is the number listed in the column Sig for the row of interest in learning (Variable X_2) in Table 6. The value of t_{count} is the number listed in column t for the row of interest in learning (Variable X_2) in Table 6. While the value of t_{table} is the value of the t distribution table for the 5% significance level with a degree of confidence ($df = n - 2$) = 58 where n is the number of respondents.

From Table 6. it can be seen that the value of $\text{Sig} = 0.00 < 0.05$, $t_{\text{count}} = 4.904$. then H_0 is rejected, which means there is significant influence of independent variables on the dependent variable interest in studying social studies achievement.

From the results of the regression test, it can be concluded that there is a significant effect of interest in learning on social studies learning achievement.

The Influence of Techer Leadership (X_1) and Learning Interest (X_2) on Social Studies Learning Achievement (Y)

Based on the data collected and the results of the analysis listed in Table 6, it shows that the double correlation coefficient, teacher leadership and student interest in learning together on social studies learning achievement is 0.669. This shows a very strong and significant relationship. The coefficient of determination of 0.447 indicates that the contribution of leadership and interest in learning together to social studies learning achievement is 44.7% while the remaining 55.3% is influenced by other factors.

The effect of teacher leadership and student learning interest together on social studies learning achievement is shown in the double linear equation = $-11.044 + 0.121 X_1 + 0.195 X_2$. This multiple regression equation can be interpreted as the influence of teacher leadership on positive and significant achievement. Likewise, students' interest in learning social studies towards positive and significant achievement. The constant number shows is -11.044, it can be interpreted if the teacher does not have the ability to lead and there is no interest in student learning, then there is no achievement and even negative in nature.

Based on the significance criteria "if $\text{Sig} < 0.05$ then H_0 is rejected" or "if $F_{\text{count}} > F_{\text{table}}$ then H_0 is rejected", which means that the regression coefficient is significant. In this study where $n = 60$, $k = 2$, $(nk-1) = 47$, and $\alpha = 5\%$. The results of the analysis obtained $F_{\text{count}} = 23.062$ with a value of $\text{sig} = 0.011 < 0.05$. Because $\text{sig} < 0.05$ then H_0 is rejected. This means that the influence of teacher leadership and interest in learning together on social studies learning achievement is significant.

Discussion

The Influence of Teacher Leadership on Social Studies Learning Achievement

Based on the results of data processing using SPSS, the correlation coefficient of teacher leadership with social studies learning achievement with $r = 0.463$. This means that the correlation of teacher leadership on social studies learning achievement is positive and strong. While the equation $Y = 4.066 + 0.144X_1$. This means that the better the teacher's leadership, the better the student's learning achievement. Based on the results of hypothesis testing where from testing the value of $\text{Sig} = 0.00 < 0.05$, and $t_{\text{count}} = 3.905$ then H_0 is rejected, meaning that there is a significant influence of teacher leadership on social studies learning achievement.

Thus teachers must always improve leadership skills. Teachers prepare lesson plans well, recognize student characteristics so that classroom and learning management can be optimal and achieve learning outcomes. When viewed from the constant of 4.066, it means that it has a positive value where the students themselves already have initial abilities that can be developed again so that they can become achievers. The results of research by Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2020) The relationship between teacher leadership and student achievement has not been well established so that student achievement cannot be optimal. In line with the research of

Sebastian, J., Allensworth, E., & Huang, H. (2016) principals provide authority and empower teachers to improve leadership in managing the classroom in the learning process. Students are the focus of learning and students already have talent and the teacher just needs to motivate students so that achievement can be improved continuously.

The Effect of Interest in Learning on Social Studies Learning Achievement

Based on the results of data processing using SPSS, the correlation coefficient of teacher leadership on social studies learning achievement with $r = 0.547$. This means that the correlation between interest in learning and social studies learning achievement is positive and strong. While the equation $Y = -1.981 + 0.219X_2$. This means that the higher the student's interest in learning, the better the student's learning achievement. When viewed from the constant of -1.981, it means that if there is no interest in learning students will not succeed. Students' interest in learning can arise from within and from external factors. The inner interest can arise from the desire of students to excel, while the interest of students that arise from other factors can be influenced by the encouragement of the teacher's leadership in presenting learning.

The results of the hypothesis test where the value of $Sig = 0.000 < 0.05$ and $t_{count} = 4.904$ then H_0 is rejected, meaning that the influence of teacher leadership on social studies learning achievement is significant. Interest in learning is an encouragement in students themselves to have the willingness and pleasure to learn without being forced by teachers, parents, or others (Leone, AF, Schumacher, SM, Krotish, DE, & Eleazer, GP: 2012; Galloway, K.: 2013). Learning outcomes show changes in attitudes and behaviour, changes in knowledge, and skills (Paolini, A.: 2015; Kleebbua, C., & Siriparp, T., 2016).

The Influence of Teacher Leadership and Student Interest in Learning Together on Social Studies Learning Achievement.

Based on the data collected and the results of the data analyzer can be obtained $r = 0.669$. This means that teacher leadership and student interest in learning together on positive social studies learning achievement is very strong and significant. The regression equation is $= -11.044 + 0.121 X_1 + 0.195 X_2$. Constant value = -11.044 without teacher leadership and without interest in learning students will not achieve. This is in line with the research of Sinha, S., & Hanuscin, DL (2017) research was carried out in three schools the learning process was carried out by teachers but there was no interest in learning so students would not succeed. The coefficient of leadership variable is 0.121, meaning that the influence of teacher leadership on student achievement is positive. The coefficient of interest in learning variable is 0.195, meaning that the effect of student interest in learning on achievement is positive.

Based on the significance test, the value of $Sig = 0.011 < 0.05$ and $F_{count} = 23.062$. This means that it is proven that there is a significant influence of teacher leadership and interest in learning together on social studies learning achievement.

4. CONCLUSION

Based on the data obtained and the results of data analysis using SPSS, it can be concluded that there is a positive and significant effect of teacher leadership and mutual interest on social studies learning achievement of private MTs students in the city of Bogor. This is indicated by the regression equation, namely $Y = -11.044 + 0.121 X_1 + 0.195 X_2$ and the value of $Sig = 0.00 < 0.05$, $t_{count} = 3.905$.

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