Journal of Economics, Finance and Management Studies

ISSN (print): 2644-0490, ISSN (online): 2644-0504

Volume 08 Issue 07 July 2025

Article DOI: 10.47191/jefms/v8-i7-85, Impact Factor: 8.317

Page No: 5000-5009

The Contribution of Principal's Managerial Ability to Teacher's Role in Improving the Quality of Educational Process and Outcomes

Prof. Dr. Sudadio, M. Pd[1], Rudi Repelita[2], Kustantina[3], Rohmawati[4], Tunul Lasniatin[5]

ABSTRACT: The purpose of the study was to determine the relationship between the contribution of the principal's managerial skills and the role of teachers in improving the quality of educational processes and outcomes in State Senior High Schools in Banten Province. The research method used quantitative methods. The research design consisted of correlational design and causal design. The research population was Principals and Teachers of State Senior High Schools in Serang Regency, Serang City and Cilegon City, Banten Province with a total of 27 respondents of Principals and a total of 27 respondents of Teachers. The sampling technique used accidental sampling technique. The research instrument used a questionnaire. Data analysis used correlation analysis and linear regression analysis with the SPSS version 25 programme. The results of the significance test showed that there was no significant relationship between the contribution of the high school principal's managerial skills and the role of teachers in improving the quality of processes and outcomes, where the Sig value (0.065) < alpha (0.05) which was reinforced by the category of relationship between variables in the "weak" category with a correlation coefficient value (pearson correllation) of 0.298. The results of the t test, it is known that the ability of the Principal Manager has no effect on the role of the Teacher in improving the quality of the process and output, where the value of t (count) (1.563) < the value of t (table) (1.703) which is reinforced by the magnitude of the percentage of influence with the R Square value of 0.089 or 8.9% is very small.

KEYWORDS: Teacher's Role, Process and Output Quality, Managerial Skills Principal, State Senior Highschool**.**

INTRODUCTION

Education is the main pillar in the development of quality human resources. The quality of education is not only determined by the curriculum or facilities, but also greatly influenced by school management, in this case the ability of the Principal Manager and the professionalism of teachers as educators. Principals who have good managerial skills can create a conducive learning environment, while competent teachers can deliver learning materials effectively.

In this context, the principal's managerial skills and teacher competencies are strategic factors in improving the quality of the learning process and educational outputs. Various studies have shown that principals who have high managerial skills are able to create a conducive school climate, manage resources optimally, and encourage teacher performance to achieve maximum student learning outcomes. On the other hand, teachers who are professional, innovative and skilled in designing and implementing learning also determine the success of students in achieving targeted competencies.

In Banten Province, efforts to improve the quality of education are supported by regional policies, such as those contained in Banten Province Regional Regulation No. 7/2012 on the Implementation of Education. This regulation emphasises the importance of effective and efficient education management, as well as improving the quality of educators and education personnel.

However, not all schools show uniform educational quality achievements even though the policy has been implemented in the same geographical and administrative areas. This difference in quality indicates variations in the management and implementation of the education process, especially in relation to the roles of school principals and teachers.

The study was conducted in 27 public senior high schools in Serang City, Serang Regency, and Cilegon City, Banten Province. The purpose of this study is to examine the extent of the contribution of the Principal's Managerial skills and Teacher performance to improving the quality of educational processes and outcomes. The results of this study are expected to provide an empirical picture that is useful for the formulation of policies to improve the quality of education at the senior secondary education unit level related to the quality of educational processes and outcomes.

Based on the results of field observations, researchers found problems related to the managerial abilities of the principal and the role of teachers in improving the quality of processes and outcomes, among others:

1. The principal's managerial skills are low. This is indicated by the fact that some principals have not been able to carry out the functions of managers effectively, such as in developing the school's vision and mission, programme management, strategic decision-making, and monitoring the performance of school members.
2. The lack of principal leadership in improving the quality of learning. This is characterised by the principal not fully acting as an instructional leader who actively encourages the improvement of the quality of the learning process and the professional development of teachers.
3. Teachers' inconsistent performance. This is indicated by the inconsistency in the implementation of teachers' duties, especially in designing innovative learning, conducting competency-based evaluations, and guiding students thoroughly.
4. Weak synergy between principals and teachers. This is indicated by the working relationship between principals and teachers that does not reflect productive collaboration in designing and implementing school quality improvement programmes.
5. The learning process is less effective and innovative. This is indicated by the fact that the learning process is still dominated by the lecture method, does not involve students actively, and has not integrated technology optimally.
6. Education outcomes have not been satisfactory. This is indicated by the achievement of student learning outcomes, both academic (test scores, graduation, and achievement) and non-academic (character, skills, and readiness to continue education), which are still below the set standards.

In this study, the researcher formulated the problem as the focus of this research as follows:

1. Is there a significant relationship between the managerial skills of high school principals and the role of teachers in improving the quality of processes and outcomes?
2. Is there a significant influence of the managerial skills of high school principals on the role of teachers in improving the quality of processes and outcomes?

THEORETICAL FRAMEWORK

Principal's Managerial Skills

The success of educational institutions is closely related to the principal's managerial ability in managing the school he leads, which if it can be carried out well, it will have a positive impact on improving the quality of education of the educational institutions he leads (Minsih et al., 2019: 124). Principals with high managerial skills demonstrate strategic planning, teacher coaching, and supervision that have an impact on quality improvement (Glickman, 2009:6) which is explained as follows.

1. Strategic Planning

A competent principal will develop a school work plan that is based on data and real needs. This includes curriculum development, teacher capacity building and strategies to improve student learning outcomes. Schools with well-thought-out work plans tend to show measurable improvements in the quality of the learning process.

2. Resource Management

The principal's ability to manage resources - human, infrastructure and budget - directly affects the smooth running of learning activities. Efficiently managed schools show optimal use of learning facilities and logistical support for students' academic and non-academic activities.

3. Academic Supervision and Teacher Development

The principal's major contribution is seen in the regular implementation of academic supervision to ensure that teachers teach according to the education process standards. Principals who actively conduct coaching encourage teachers to be more professional, innovative and reflective of their learning practices.

4. Creating a Positive School Climate

School principals are responsible for creating a conducive, collaborative and enjoyable working atmosphere for teachers and students. Schools with a positive climate have been shown to increase students' learning motivation and teachers' morale, which has an impact on students' learning outcomes and character.

5. Data-Driven Decision Making

Principals who are able to make evidence-based decision making demonstrate adaptive capabilities in addressing learning problems and improving education outcomes in a sustainable manner.

6. Relationship with School Committee and Community

The principal's contribution is also seen in building partnerships with the school committee, parents and the community. Support from external parties is very important in supporting the quality improvement programme.

The Contribution of Principal's Managerial Ability to Teacher's Role in Improving the Quality of Educational Process and Outcomes

Teacher's role

Teachers have a central role in education as professional educators who not only teach, but also educate, guide, direct, train, assess, and evaluate students (Safhira, D, 2021: 84). According to Law No. 14 of 2005 concerning Teachers and Lecturers, which emphasises that teachers play an important role in all levels of formal education, from early childhood education to secondary education, where the role of the teacher includes:

1. Roles in the Learning Process, Teachers act as:

a. Facilitator and motivator of student learning, the teacher encourages students' active participation in a meaningful, dialogical, and contextual learning process.

b. Learning designers, Teachers develop teaching tools that are in accordance with student characteristics, curriculum, and school conditions.

c. Effective learning implementers, competent teachers use innovative learning methods and media such as active, project-based or technology-based learning models.

d. Evaluator, Teachers conduct authentic assessment to measure students' overall competence achievement.

2. Role in Character and Discipline Building

Teachers not only educate academically, but also foster students' character. Through exemplary behaviour, habituation, and personal approach, teachers shape students' character:

a. Student discipline

b. Responsibility and learning ethics

c. Attitudes of tolerance, mutual cooperation and nationalism

3. Continuous Professional Development

Teachers who actively develop themselves through training, KKG/MGMP, and scientific activities (such as PTK, seminars, teacher competitions) show a positive impact:

a. Quality of teaching and learning process.

b. Learning innovation.

c. Student learning satisfaction.

4. Contribution to Educational Outputs

Professional teachers contribute to:

a. Improved student learning outcomes in school exams, national assessments, and Olympiads.

b. Increased student interest and talent in academic and non-academic fields.

c. Readiness of graduates to continue their education to a higher level or enter the workforce.

Quality of Education Processes and Outputs

In an effort to improve the quality of education, the two main aspects that become the focus are the quality of the learning process and the quality of the output. Nasution (2014: 15) Process quality refers to how teaching and learning activities take place in schools, while output quality reflects the end results of the education process, such as academic achievement, learner character, and graduate competitiveness, which are further explained as follows:

1. Quality of Education Process

The quality of the education process is measured through indicators such as:

a. Systematic and curriculum-appropriate lesson planning.

b. Implementation of active, creative, and fun learning.

c. Appropriate use of learning media and technology.

d. Authentic and continuous evaluation of learning.

e. Teachers' active participation in professional development.

f. Student development and extracurricular activities.

Principals who have high managerial skills tend to exhibit the following behaviours:

a. Good work discipline among teachers.

b. Maximum utilisation of infrastructure.

c. Structured, student-centred learning.

d. Teacher coaching through continuous academic supervision.

Conversely, schools with weak management tend to experience:

a. Teacher attendance rate fluctuates.

b. Less innovative learning implementation.
c. Lack of follow-up on learning evaluation results.

2. Quality of Educational Outputs

Output quality can be seen from:

a. Average score of School Examination and/or Summative Assessment.
b. Graduation rate and continuation of study to tertiary institutions.
c. Student achievements in academic and non-academic fields.
d. Level of discipline and character of learners.
e. Readiness of graduates to enter the world of work (for SMK or vocational classes).

The analysis shows that schools with quality learning processes (supported by effective management and professional teachers) produce better outcomes, such as:

a. The average student score is higher.
b. 100% pass rate.
c. Number of students admitted to public universities increases.
d. Students are more active in competitions

Whereas schools with low process quality tend to have:

a. Inequality of learning outcomes between classes.
b. Students' declining motivation to learn.
c. Low student engagement in self-development activities.

RESEARCH METHOD

This research method uses quantitative methods, namely research that uses research methods to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis with the aim of testing research hypotheses (Sugiyono, 2022:53). The research variables consisted of the principal's managerial ability as an independent variable (variable X) and the role of the Teacher in improving the quality of the process and output as a fixed variable (Y). The research was conducted from May to June 2025. The research population was principals and teachers who taught in public high schools in cities and districts in Banten Province, namely in Serang Regency, Serang City and Cilegon City. The research sample was 27 principals and 27 teachers who were taken with saturated sampling technique.

Data collection techniques were field studies and literature studies. The research instrument used a questionnaire as the primary data source. The scoring of the research instrument used a Likert scale with four (5) alternative answer choices for the principal's managerial ability (variable X), namely weight 1 for Not Always (TS), weight 2 for Always (S), weight 3 for Sometimes (KK), weight 4 for Very Always (SS) and weight 5 for Very Always (SSS). The Likert scale with five (4) alternative answer choices for the role of teachers in improving the quality of processes and outcomes (variable Y), namely weight 1 for No Quality (TB), weight 2 for Low Quality (BR), weight 3 for Medium Quality (BS), and weight 4 for High Quality (BT). The lattice of questionnaire instruments is presented in the following table:

Table 1. Research Instrument Grid

Variables	Question Description	No Item
Principal's Managerial Ability (variable X)	As Principal (KS), I always do strategic planning in order to achieve school quality standards	P1_X
	In my strategic plan as principal, I formulate the vision-mission and objectives to improve the quality of the school.	P2_X
	As principal, I socialise with all teachers about the vision and mission and the goal of improving the quality of school standards.	P3_X
	As Principal, I assess that all teachers have a vision-mission and goal to improve the quality of the school standards that are set up.	P4_X
	As the Principal, I assess that all teachers have worked in accordance with the vision and mission and objectives to improve the quality of the school.	P5_X
Teacher's role in improving process	As a teacher, I play a role in making learning programmes in accordance with the provisions and vision-mission and objectives formulated by the school principal.	P1_Y

Variables	Question Description	No Item
and output quality (variable Y)	As a teacher, I have participated in carrying out quality learning according to the vision-mission and goals formulated by the principal	P2_Y
	As a teacher, I have played a role in carrying out quality learning assessment in accordance with the vision-mission and objectives formulated by the principal and the aim to improve the quality of school standards.	P3_Y
	as a teacher, I have played a role in achieving the graduate competencies of the students I teach in accordance with the learning standards I provide.	P4_Y
	According to my observations as a teacher, the real condition of the achievement of process standards and output standards is good.	P5_Y

Source: Data processed by researchers, 2025

The research data analysis technique uses statistical analysis with the SPSS version 25 programme. The stages include validity and reliability instrument tests, normality tests (classical assumption tests), product moment correlation analysis, linear regression analysis and determination coefficient tests.

The research hypothesis test uses significance test and t test (partial test). The significance test is used to determine whether there is a significant relationship between the independent variable and the fixed variable, while the t test (partial test) is used to determine whether there is an influence of the independent variable on the fixed variable.

The significance test is carried out by comparing the significance value of the variable with the alpha value (0.05). The significance test criteria are as follows:

1. If Sig > alpha (0.05), then H0 is accepted and Ha is rejected, meaning that there is no significant relationship between the contribution of the principal's managerial skills and the role of teachers in improving the quality of processes and outcomes.
2. If Sig < alpha (0.05), then H0 is rejected and Ha is accepted, meaning that there is a significant relationship between the contribution of the principal's managerial skills and the role of teachers in improving the quality of processes and outcomes.

The t test (partial test) is carried out by comparing the t ($_{count}$) value with the t $_{table}$value (1.703). The t test criteria are as follows:

1. If t_{count}< t($_{table}$) (1.703), then H0 is accepted and Ha is rejected, meaning that the principal's managerial ability variable has no significant effect on the role of teachers in improving the quality of processes and outcomes.
2. If t_{count}> t(*table*) (1.703), then H0 is rejected and Ha is accepted, meaning that the principal's managerial ability variable has a significant effect on the role of teachers in improving the quality of processes and outcomes.

RESEARCH OF RESULTS

The results of the research data analysis using the SPSS version 25 programme obtained the following results:

Instrument Test Results

The research instrument test is related to testing the feasibility of the questionnaire as a data collection tool (Sugiyono, 2022:148). The research instrument test stages consist of validity and reliability tests.

The validity test is used to measure the level of validity or accuracy of the research instrument, meaning that the instrument or statement item can be used accurately in measuring the research variable (Sugiyono, 2022:53). The decision of an item is declared valid or accurate if the value of r ($_{count}$) >r($_{table}$) (0.3), but if the value of r ($_{count}$)<r ($_{table}$) (0.3) then the item is declared invalid or inaccurate. The validity test uses the Pearson product moment correlation method using the SPSS Version 23 programme with the results presented in the table as follows:

Table 2. Validity Test of Research Variables

Item Number	r_{count}	r_{table}	Description
Principal Manager Ability (Variable X)			
Statement Item No 1_X	0,950**	0,3	Valid
Statement Item No 2_X	0,948**	0,3	Valid
Statement Item No 3_X	0,982**	0,3	Valid
Statement Item No 4_X	0,962**	0,3	Valid
Statement Item No 5_X	0,937**	0,3	Valid

Item Number	r_{count}	r_{table}	Description
Teacher's role in improving process and output quality (Variable Y)			
Statement Item No 1_Y	0,767**	0,3	Valid
Statement Item No 2_Y	0,743**	0,3	Valid
Statement Item No 3_Y	0,899**	0,3	Valid
Statement Item No 4_Y	0,830**	0,3	Valid
Statement Item No 5_Y	0,797**	0,3	Valid

Source: Processed by researchers, 2025

Based on Table 2, it is known that all items on each variable obtained an r $_{count}$value> r($_{table}$) (0.3), indicating that all items are said to be valid or accurate in measuring the research variables.

Furthermore, the reliability test shows the extent to which the measurement results can be trusted, reliable or consistent in measurement. The reliability test uses Cronbach's alpha. Nunnaly in Ghozali (2021:48) states the criteria in the reliability test, if the Cronbach alpha value> 0.70, then the instrument of a variable is declared reliable or reliable. The reliability test results are presented in the following table:

Table 3. Reliability Test of Research Variables

Variables	Cronbach's Alpha	Reference Value	Description
Principal's Managerial Ability (Var. X)	0,974	0,7	Reliable
Teacher's Role in Improving Process and Output Quality (Var. Y)	0,863	0,7	Reliable

Source: Processed by researchers, 2025

Based on Table 3, it is known that the research variables obtained a Cronbach alpha value for variable X of 0.961 and variable Y of 0.863> 0.70, indicating that the independent variable instrument is declared reliable or reliable in measuring the research variables.

Normality Test Results

Normality test to determine whether in the model, the residual value of the regression has a normal distribution (Ghozali, 2021). The data normality test uses the One Sample Kolmogorov Smirnov test with the following data normality test results:

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardised Residual
N		27
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,37809867
Most Extreme Differences	Absolute	,196
	Positive	,162
	Negative	-,196
Test Statistic		,196
Asymp. Sig. (2-tailed)		,009[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: SPSS *Output* Version 23

Based on Table 4, it is known that the value of Asym.Sig. (2-tailed) value of 0.009< alpha (0.05), then the research data is declared not normally distributed (Ghozali, 2021:161).

The Contribution of Principal's Managerial Ability to Teacher's Role in Improving the Quality of Educational Process and Outcomes

Determination Coefficient Test Results

The coefficient of determination is used to measure the model's ability to explain the variation in the dependent variable. The coefficient of determination is known from the R Square value from the statistical test output (Ghozali, 2021:95). The results of the coefficient of determination test on the model are presented in the following table:

Table 5. Determination Coefficient Test

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,298[a]	,089	,053	,38559
a. Predictors: (Constant), Principal Manager Ability (X)				
b. Dependent Variable: Teachers' Role in Improving Process and Output Quality (Y)				

Source: SPSS *Output* Version 23

Based on Table 5, the R Square value is 0.089. This shows that the variation in the variable of the teacher's role in improving the quality of processes and outcomes (variable Y) can be explained by 8.9% by the principal's managerial ability variable (variable X), while the remaining 91.1% is explained by other variables not studied, such as teacher competence, teaching experience, teacher certification, curriculum, learning infrastructure and so on.

Correlation Analysis Results

Correlation analysis is used to measure the category or degree of relationship of a variable X to variable Y. Correlation analysis uses the pearson product moment correlation method. In this study, correlation analysis was used to determine the category of relationship between the contribution of the principal's managerial ability (variable X) and the Teacher's role in improving the quality of processes and outcomes (variable Y) obtained from the correlation coefficient value (pearson correlation).

The results of the Pearson product moment correlation analysis with a focus on the pearson correlation value in bold are presented in the following table:

Table 6. Correlation Analysis (Pearson Correlation Value)

Correlations			
		Principal's Managerial Ability (X)	Teachers' role in improving process and output quality (Y)
Principal's Managerial Ability (X)	**Pearson Correlation**	1	**,298**
	Sig. (1-tailed)		,065
	N	27	27

Source: SPSS *Output* Version 23

Based on Table 6, it is known that the value of the correlation coefficient (pearson correlation) in bold is 0.298. With reference to Table 3.4 Interpretation of the Correlation Coefficient, the value of the correlation coefficient (pearson correlation) of 0.298 is in the "weak" category, because the value is in the value category 0.200 < 0.298 < 0.399. Thus, the category of the relationship between the principal's managerial ability (variable X) and the Teacher's role in improving the quality of processes and outcomes (variable Y) is in the "weak" category.

Linear Regression Analysis Results

Simple linear regression analysis was used to predict the value of the regression coefficients of the variables of the research model, namely the role of teachers in improving the quality of processes and outcomes (variable Y) with the principal's managerial ability (variable X) as the basis for compiling the mathematical equation of the research model.

The results of simple linear regression analysis are presented in the following table:

Table 7. Linear Regression Analysis

Coefficients[a]						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	**(Constant)**	**3,229**	,290		11,145	,000
	Principal's Managerial Ability (X)	**,103**	,066	,298	1,563	,131
a. Dependent Variable: Teachers' Role in Improving Process and Output Quality (Y)						

Source: SPSS *Output* Version 23

Based on Table 7, the mathematical equation of the research model formed from the bolded value components is as follows:

PG = 3.229 + 0.103 KM + 0.385 e

Description:

PG = Teacher's Role in Improving Process and Output Quality (Var. Y)

α = Constant

β = Regression Coefficient of Independent Variable

KM = Principal's Manager Ability (Var. X)

e = Error

Hypothesis Test Results (Significance Test)

In this study, the hypothesis test uses a significance test which is used to determine whether or not there is a significant contribution relationship between the principal's managerial ability (variable X) and the Teacher's role in improving the quality of processes and outcomes (variable Y). The test is by comparing the significance value with the alpha value (0.05).

The results of the Pearson product moment correlation analysis with a focus on the significance value (1-tailed) in bold are presented again in the table as follows:

Table 8. Correlation Analysis (Significance Value)

Correlations			
		Principal's Managerial Ability (X)	Teachers' role in improving process and output quality (Y)
Principal's Managerial Ability (X)	Pearson Correlation	1	,298
	Sig. (1-tailed)		**,065**
	N	27	27

Source: SPSS *Output* Version 23

Based on Table 8, it is known that the significance value of the variable relationship is 0.065. If the Sig value (0.065) > alpha (0.05) where H0 is accepted and Ha is rejected. This means that there is no significant contribution relationship between the principal's managerial ability (variable X) and the Teacher's role in improving the quality of processes and outcomes (variable Y).

The result of t test (partial test)

Simple linear regression analysis can also be used to determine the value of t_{count} as a basis for being able to do the t test (partial test). The results of simple linear regression analysis are presented in the following table:

Table 9. Linear Regression Analysis

Coefficients[a]						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,229	,290		11,145	,000
	Principal's Managerial Ability (X)	,103	,066	,298	**1,563**	,131

The Contribution of Principal's Managerial Ability to Teacher's Role in Improving the Quality of Educational Process and Outcomes

a. Dependent Variable: Teachers' Role in Improving Process and Output Quality (Y)

Source: SPSS *Output* Version 23

Based on Table 9, it is known that the calculated t value is 1.563 which is printed (bold). It is known that if the t_{count}value (1.563) < $t_{(table)}$ (1.703) then H0 is accepted and Ha is rejected, meaning that the principal's managerial ability does not affect the role of teachers in improving the quality of processes and outcomes.

DISCUSSION

The Relationship between Principal's Managerial Ability Contribution and Teacher's Role in Improving Process and Output Quality

The results showed that there was no significant relationship between the contribution of the principal's managerial skills and the role of teachers in improving the quality of processes and outcomes. This is based on the significance test criteria, where if the sig value (0.065) < alpha (0.05) then H0 is accepted and Ha is rejected. This shows that the principal's managerial ability is a factor that does not have a significant relationship with the role of teachers in improving the quality of processes and outcomes sampled in this study. This means that even principals who have good or low managerial skills are not related to the optimisation of the role of teachers in improving the quality of processes and outcomes, considering the principal as an external factor.

This finding is reinforced by the value of the correlation coefficient (Pearson correlation) of 0.298 which shows the category of the relationship between the principal's managerial ability and the role of teachers in improving the quality of processes and outcomes in the "weak" category.

The Influence of Principal's Managerial Ability on Teacher's Role in Improving Process and Output Quality

The results showed that the principal's managerial skills did not affect the role of teachers in improving the quality of processes and outcomes. This is based on the hypothesis testing criteria, if the $t_{(count)}$ value (1.563) < $t_{(table)}$value (1.703) then H0 is accepted and Ha is rejected. This shows that the principal's managerial ability is not an influential factor in the role of teachers in improving the quality of processes and outcomes sampled in this study. This means that even principals who have good or low managerial skills cannot improve the role of teachers in improving the quality of processes and outcomes, considering the principal as an external factor.

These findings are reinforced by the results of the coefficient of determination test with an R Square value of 0.089 which shows the magnitude of the influence of the principal's managerial ability (variable X) on the role of Teachers in improving the quality of processes and outcomes (variable Y) of 8.9% is very small. This means that the influence of other variables that are not studied has a greater influence of 91.1%. This suggests that there may be other variables, especially those originating from the internal factors of the teacher that are thought to have more influence on the role of the teacher in improving the quality of processes and outcomes, namely teacher competence, teaching experience, and teacher certification as well as other external factors, such as the curriculum and learning infrastructure in schools that are thought to have more influence.

CONCLUSIONS

Based on the results of the research and discussion, the researcher can draw the following conclusions:

1. There is no significant relationship between the contribution of high school principals' managerial skills and the role of teachers in improving the quality of processes and outcomes. This is based on the significance test criteria, if sig (0.065) < alpha (0.05) then H0 is accepted and Ha is rejected. This result is reinforced by the category of relationship between these variables which is in the "weak" category with a correlation coefficient value (pearson correllation) of 0.298.
2. The principal's managerial ability does not affect the role of teachers in improving the quality of processes and outcomes. This is based on the hypothesis testing criteria, if the $t_{(count)}$ value (1.563) < $t_{(table)}$value (1.703) then H0 is accepted and Ha is rejected. This result is reinforced by the percentage of influence between these variables with an R Square value of 0.089 or 8.9% which is classified as very small.

Based on the research findings, the researcher provides suggestions to related parties, among others:

1. Capacity building of school principals through continuous managerial and leadership training to enable them to perform school management functions effectively and adaptively to change.
2. Intensive professional development of teachers, by providing training, workshops, and facilitation of the development of innovative learning methods and media relevant to students' needs.
3. Strengthening academic supervision by school principals to ensure learning quality and constructive feedback to teachers.

4. Schools and education offices need to encourage better synergy between principals and teachers, so that their collaboration can improve the overall quality of education.

REFERENCES

1) Bandura, A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Prentice-Hall.
2) Deci, E. L., & Ryan, R. M. (2000). The "What" And "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. Psychological Inquiry, 11(4), 227–268.
3) Dewantara, K.H. (1962). Pendidikan. Yogyakarta: Majelis Luhur Tamansiswa. (hal. 35).
4) Ghozali, Imam. (2021). Aplikasi Analisis Multivariate Dengan Program IBM Statistik. Semarang. Badan Penerbit Universitas Dipenogoro.
5) Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2009). Supervision and Instructional Leadership: A Developmental Approach. (hal. 5–7).
6) Guskey, T.R. (2002). Professional Development and Teacher Change. Teachers and Teaching: Theory and Practice, 8(3), 381–390.
7) Herzberg, F., Mausner, B., & Snyderman, B. (1959). The Motivation to Work. Wiley.
8) Hoy, W.K., & Miskel, C.G. (2001). Educational Administration: Theory, Research, and Practice. (hal. 185–190).
9) Joyce, B., & Weil, M. (2000). Models of Teaching. Allyn and Bacon. (hal. 5–10).
10) Juran, J.M. (1998). Juran's Quality Handbook. (hal. 2–3).
11) Knowles, M. S. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. Cambridge Books.
12) Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Prentice-Hall.
13) Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. American Psychologist, 57(9), 705–717.
14) Maslow, A. H. (1943). A Theory of Human Motivation. Psychological Review, 50(4), 370–396. https://doi.org/10.1037/h0054346
15) Minsih, M., Rusnilawati, R., & Mujahid, I. (2019). Kepemimpinan Kepala Sekolah Dalam MembangunSekolah Berkualitas Di Sekolah Dasar. Profesi Pendidikan Dasar, 1(1), 29–40. https://doi.org/10.23917/ppd.v1i1.8467
16) Nasution, M.N (2014). Manajemen Mutu Terpadu. Jakarta: Ghalia Indonesia.
17) Peraturan Daerah Provinsi Banten Nomor 7 Tahun 2012 Tentang Penyelenggaraan Pendidikan.
18) Piaget, J. (1972). The Psychology of The Child. Basic Books.
19) Safhira, I.N. Suarmanayasa (2021). Analisis Kepuasan Kerja pada Guru di SMK Negeri 3 Singaraja: Sebuah Kajian Dari Perspektif Manajemen SDM. Bisma: Jurnal Manajemen, Vol. 7 No. 2. pp 185-173.
20) Skinner, B. F. (1953). Science and Human Behavior. Macmillan.
21) Stufflebeam, D.L. (2003). The CIPP Model for Evaluation. (hal. 2–5).
22) Sudadio. (2024). Contribution of Education Costs in Improving the Quality of SMP Examination Results Banten Province in 2023. JEFMS, Volume 7 Issue 07 July 2024.
23) Sudadio. (2024) The Contribution of the Principal's Managerial Function in Improving the Quality of Education Based on School Exam Results in High Schools in Banten Province. Journal of Economics, Management and Finance studies, ISSN 0490 -2644 (print): ISSN (online) 2024-050 Volume 07 Issue 07 July 2024.
24) Sugiyono. (2022). Metode Penelitian Bisnis. Bandung. Alfabeta.
25) Terry, G.R. (1977). Principles of Management. Illinois: Richard D. Irwin, Inc. (hal. 4–5).
26) Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen.
27) Watson, J. B. (1913). Psychology as the behaviorist views it. Psychological Review, 20(2), 158–177.