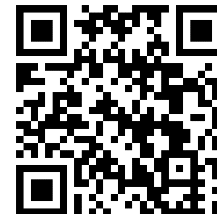


The Contribution of the Principal's Managerial Function in Improving the Quality of Education Based on School Exam Results in High Schools in Banten Province



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ABSTRACT: This study examines the contribution of the principal's managerial function in improving the quality of education in high schools in Banten Province based on school exam results. The challenges faced include disparities in access, the quality of educators, curriculum relevance, availability of facilities, parental involvement, resource management, and the utilization of technology. The research employs a quantitative method with surveys involving principals, teachers, and students from various high schools in Banten. Data were analyzed using SPSS to determine the relationship between principal leadership and exam results. The correlation test results between X (the principal's contribution) and Y (school exams) showed $r_{\text{calculated}} = 0.664$ and $r_{\text{tabel}} = 0.514$. In other words, since $0.664 > 0.514$, H_0 is accepted, indicating a positive relationship between variables X and Y. This demonstrates that the principal's leadership has a significant impact on improving school exam results, particularly in Mathematics and Indonesian Language subjects. These findings underscore the importance of developing principal leadership to enhance the quality of education in Banten Province.

KEYWORDS: Leadership, Education, Quality, School Exams

INTRODUCTION

This study focuses on the contribution of the principal's managerial function in improving the quality of education in high schools in Banten Province based on school exam results. Banten Province faces various educational challenges, including disparities in access, the quality of educators, curriculum relevance, availability of facilities and infrastructure, parental and community involvement, resource management, and the utilization of technology. School exam results are often used as indicators of educational quality, reflecting the effectiveness of the education system in achieving learning objectives.

The role of the principal is crucial in managing schools and designing policies to improve the quality of education, including curriculum planning, supervision of the learning process, resource management, and mentoring of students and teachers. However, research on the contribution of principals in Banten Province is still limited, which can hinder the development of effective strategies to enhance educational quality. This study aims to provide new insights into principal leadership practices and their impact on student learning outcomes, and to support a holistic approach to education to produce graduates who are academically proficient and possess essential life skills.

THEORETICAL FRAMEWORK

School Leadership

The role of a school principal is not just that of an administrator but also as a leader who guides, inspires, and motivates staff members and students in achieving educational goals. The leadership of the principal has a significant impact on school culture, student performance, and academic achievement. With effective leadership, a principal can create an inclusive, innovative, and results-oriented learning environment. Therefore, this introduction will discuss various aspects of school leadership, effective strategies, and the importance of quality leadership in achieving school success. Efforts to improve the quality of an organization are heavily determined by the quality of leadership and effective management, while sustainable support from the bottom will only emerge when the leader is truly quality-oriented and superior (Sudadio, 2024: 211).

Principal leadership, socioeconomic context, and culture are critical determinants of school success, with the latter significantly influencing academic achievement, innovation, and institutional recognition (González-Falcón et al., 2020: 255).

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Principals are key agents in realizing educational change by fostering personal qualities, facilitating delegation, nurturing a positive school culture, and adopting tailored approaches, while effectively managing administrative responsibilities (Mikelsone et al., 2023: 59). Thus, the effectiveness of principal leadership, shaped by socioeconomic and cultural variables, is crucial for enhancing school performance across various academic, innovative, and recognition domains. Principals play a central role in driving educational transformation by nurturing personal attributes, facilitating delegation processes, fostering a conducive school culture, and implementing individualized learning strategies while overseeing administrative functions, emphasizing the importance of appropriate leadership in the educational landscape.

The views held by principals regarding technology leadership, technostress, and ICT proficiency are critical determinants of the effectiveness of educational institutions, given their central role in fostering academic achievement and nurturing a positive school climate (Ata et al., 2023: 153). Additionally, principals have a critical role in the strategic formulation, implementation, and enhancement of educational practices, leading to the development of competent students and the advancement of educational infrastructure (Miranda et al., 2021: 76). Therefore, the significance of principals' perspectives on technology leadership, technostress, and ICT proficiency lies in their profound influence on academic outcomes and the formation of conducive learning environments, while active principal involvement in educational strategies ensures the development of skilled learners and the optimization of educational resources.

The strategic approaches used by principals, including motivation, fostering a supportive school environment, providing resources, and reward mechanisms, are crucial for strengthening instructional leadership within the educational framework (Emine Bozkurt et al., 2020: 2548). Meanwhile, Zaenab Hanım et al. (2023: 981) emphasize the substantial impact of principal leadership and educational funding on junior high school teacher performance, with a combined effect of 66%, of which 38% can be attributed to principal leadership and 55% to educational funding. Thus, principals use targeted strategies to enhance instructional leadership while recognizing the synergistic influence of principal leadership and educational resources on junior high and high school teacher performance.

Leadership is a decision and more the result of a process of character change or internal transformation within an individual. Leadership is not a position or title but a birth from a long process of change within a person (Sudadio, 2024: 24). On the other hand, Kathleen Knight Abowitz et al. (2022: 165) advocate for principals to adopt a democratic leadership style, prioritizing community engagement and effective communication over merely focusing on student achievement. Additionally, Godfrey Khululekani Sihle Memela et al. (2022: 2) highlight the important role of principal leadership in both school management and student academic performance, particularly in South African secondary schools. Furthermore, I. Nasir et al. (2020: 5) note that principals in primary schools employ various leadership strategies, including fostering work discipline, motivating teachers, providing educational supervision, and promoting participation in professional development initiatives to shape teacher professionalism. Consequently, the implementation of democratic leadership by principals, with an emphasis on community engagement and communication, significantly impacts school management and student performance, especially in South African secondary schools, while diverse strategies are used in primary schools to enhance teacher professionalism.

Quality Theory

Quality is a crucial principle in various aspects of life, including education, industry, and public service. This concept refers to the level of excellence or conformity of a product, service, or process with established standards or desired expectations. In the context of education, quality encompasses various elements, ranging from student academic achievement to a satisfying and relevant learning experience for future needs. The importance of quality is not only limited to user or customer satisfaction but also affects the reputation and sustainability of an organization or institution. In this era of globalization, competition is increasingly fierce, so organizations or institutions that can provide high-quality products or services will gain a significant competitive advantage. Achieving high quality requires continuous effort in planning, implementation, evaluation, and improvement. This involves developing quality standards, continuously measuring performance, and actively engaging all stakeholders in decision-making. In education, quality includes a relevant curriculum, effective teaching methods, adequate facilities, holistic student support, and comprehensive evaluation. Improving the quality of education aims not only to enhance student academic achievement but also to prepare students with the skills and knowledge necessary for success in personal and professional life. Education is a strategic investment because it can adapt to changes, and achieving it requires hard work and integrity by involving various sectors healthily (Sudadio, 2024: 2).

Two classic studies, one by Everard van Kemenade et al. (2008: 175) and the other by O. Sozoniuk et al. (2023: 19), illustrate the paradigm shift in the conceptualization of quality in higher education. Van Kemenade et al. (2008: 178) explain a comprehensive quality model, integrating key aspects including objectivity, standards, subjectivity, and axiological considerations,

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thus offering a nuanced view through which current quality issues and managerial innovations can be understood. Similarly, Sozoniuk et al. (2023: 21) emphasize the critical role of quality as a determinant of competitive excellence in the realm of entrepreneurship, thereby presenting a new theoretical framework to explain the dialectics of quality on the philosophical foundation of entrepreneurship. These scholarly contributions collectively illuminate the multifaceted ontogeny of quality in higher education, emphasizing its crucial role not only in addressing contemporary challenges but also in shaping future educational paradigms.

The quality paradigm, as described by Manolescu et al. (2021: 5), establishes two fundamental dimensions: utility and technical aspects, whose interdependence is essential for effective research project management. Conversely, high-quality healthcare, as described by Alenezi et al. (2022: 13), is characterized by rigorous evaluation and the delivery of safe, effective care in a culture filled with excellence, ultimately resulting in the realization of optimal health outcomes. Thus, the quality framework encompasses the inescapable utility and technical aspects for research governance, while high-quality healthcare affirms the importance of ensuring safe and effective care delivery within an excellence framework, with the ultimate goal of optimizing health outcomes.

Quality nursing care, as described by Stavropoulou et al. (2022: 468), reflects a holistic framework that integrates essential components such as effective communication, collaborative teamwork, proficient leadership, and individual commitment, all aimed at optimizing patient outcomes. Meanwhile, the discourse led by Grant et al. (2022: 4) underscores the urgency for a dynamic and context-sensitive definition of quality in medical education, aiming to challenge the hegemony of the global north and facilitate globalization. Thus, the provision of quality nursing care is characterized by the comprehensive integration of diverse elements, while the scholarly conversation around medical education emphasizes the need for adaptability in conceptualizing quality to reduce global disparities and facilitate broader international engagement. The concept of "quality" in accounting systems involves a combination of objective and subjective characteristics, as highlighted by Dr. Jamal Fawaz Al-Omari et al. (2022: 77), emphasizing the crucial role of standardization and audit systems in maintaining objectivity and ensuring the delivery of high-quality reporting. Similarly, Alina Czaplá et al. (2021: 5) emphasize the importance of quality management in driving organizational performance and competitiveness through meticulous management of product attributes, operational processes, and working conditions. Therefore, the concept of "quality" in accounting systems requires the integration of robust standardization and audit protocols, coupled with effective quality management strategies, to optimize performance outcomes and maintain competitive advantage in the realm of management science and business practice. In civil law, the concept of "product quality" involves various criteria, including product designation, consumer suitability, consumption capability, and the presence of consumer properties, as described by E. Y. Rudenko et al. (2020: 2). Thus, this explanation emphasizes the multifaceted nature of product quality assessment within the legal framework.

Quality in education emphasizes the quality of education directed towards the principal as the learning leader and the teacher as the spearhead of education. Enhancing educator competencies and introducing innovative pedagogical methodologies are unavoidable steps to improve the educational landscape in Buleleng Regency, as revealed in the scientific investigation by K. Susiani et al. (2022: 38). Furthermore, the importance of educational quality in enhancing individual well-being and realizing latent potential is emphasized, with a particular focus on the key role of innovative paradigms in higher education, as outlined by E. Lysenko et al. (2021: 5). Thus, optimizing teacher expertise and integrating cutting-edge instructional approaches are essential to improving educational quality in Buleleng Regency, thereby spurring personal growth and achievement, particularly through advancements in higher education methodologies.

E. Bagrova et al. (2021: 4) advocate for formulating a new framework to measure the quality of education, emphasizing the importance of conceptualizing educational quality rather than just focusing on individual educator achievements. Conversely, S. Pandey et al. (2023: 705) emphasize the multifaceted nature of educational quality, highlighting the evaluation of educational levels and the crucial role of stakeholders in ensuring the achievement of expectations. Therefore, there is an urgent need to develop innovative approaches to assess educational quality, based on a comprehensive understanding of educational quality, with a primary focus on advancing the development of basic skills and the provision of relevant training, while actively engaging stakeholders to achieve educational goals. Snezhanka D. Georgieva et al. (2022: 248) outline various strategies to achieve quality education, emphasizing collaboration, commitment, and motivation within pedagogical teams, as well as integrated interaction among participants. Meanwhile, the *International Journal of Business and Technology Management* (2023: 2) asserts the importance of investing in education and improving teaching quality, highlighting teacher training, curriculum design, and technology as crucial components. As a result, the paper emphasizes strategies for quality education, prioritizing collaboration, commitment, and motivation within pedagogical teams, and advocating for integrated interaction among participants, with a primary focus on investing in education and improving teaching quality through teacher training, curriculum design, and

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technology.

Yu. B. Nadtochiy et al. (2021: 4) describe the subjectivity inherent in educational quality, highlighting the dependence on individual experiences and criteria set by society and governments, while Harrison Daka et al. (2020:7) emphasize the significant influence of variables such as average grades and exam dropout rates on students' academic performance and success in entering the job market. Thus, educational quality is shaped complexly by subjective perceptions, societal norms, and government regulations, with average grades and exam dropout rates emerging as important metrics in assessing student performance and vocational readiness. Bakhyt Baitanayeva et al. (2020: 4) emphasize the importance of teacher competence, integration of modern technology, and implementation of quality management systems as key factors in raising educational standards in higher education. Conversely, J. Zajda et al. (2023: 8) advocate for a holistic conceptualization of quality education characterized by a supportive and inclusive learning environment, dynamic relationships between students and teachers, rigorous academic tasks, and fostering critical thinking skills. Therefore, optimizing the quality of education in higher education requires a comprehensive approach encompassing teacher expertise, technological advancements, quality assurance mechanisms, as well as fostering a conducive learning atmosphere, interactive pedagogical dynamics, challenging academic curricula, and fostering critical analytical skills.

Learning Outcome Theory

The quality of learning outcomes is a key element in the world of education that focuses on the suitability and achievement of students with established standards. This involves assessing understanding of material, the ability to apply concepts in practical contexts, and the development of relevant skills and attitudes. Amidst global challenges and increasing competition, improving the quality of learning outcomes becomes crucial to prepare students for increasingly complex and dynamic future demands. Therefore, deep understanding and commitment to improving the quality of learning outcomes are essential in efforts to realize sustainable and inclusive education. Learning outcomes should evolve from being tools for monitoring and auditing to instruments that enhance effective teaching and learning, adopting a flexible and realistic approach that encompasses desired and emergent outcomes (T. Hussey et al., 2003: 357). Currently, predictions of learning outcomes largely stem from the space of student knowledge and learning behavior, with evaluations and forecasts inadequately related to cognitive abilities and levels (Wei Yuan et al., 2021: 3). Therefore, to support effective teaching and learning, it is important to change learning objectives to encompass desired and emergent outcomes, going beyond strict monitoring and auditing frameworks, and recognizing the limitations of current prediction methods that predominantly focus on student knowledge and behavior without adequately considering cognitive abilities and characteristics of thought.

In the realm of higher education, project-based learning has proven its effectiveness in enhancing student learning outcomes in various affective, cognitive, and behavioral domains, as supported by various methodological approaches (Pengyue Guo et al., 2020: 8). Furthermore, the use of artificial neural networks has emerged as a powerful tool for predicting critical indicators of academic achievement, such as cumulative grade point average, student retention, and degree attainment. These forecasts depend on the identification and integration of important predictors, including learning strategies, handling mechanisms, and contextual background information (M. Musso et al., 2020:10). Learning outcome theory is a conceptual framework that examines the processes and factors influencing student achievement in learning. Based on principles of psychology and education, this theory aims to understand how individuals acquire, process, and apply knowledge and skills in learning contexts. Through a deep understanding of learning outcome theory, educators can develop effective teaching strategies and facilitate optimal learning experiences for students. Thus, this introduction will explore various concepts and approaches in learning outcome theory and their relevance in the modern educational context.

Research conducted by I. Kozlinska et al. (2020: 7) introduces an innovative tripartite framework for the comprehensive evaluation of cognitive, skill-based, and affective learning outcomes in entrepreneurship education, using rigorous structural equation modeling techniques. Additionally, empirical investigations led by B. Khampirat et al. (2021: 5) reveal the positive impact of integrated work-based learning and strategic learning approaches on the academic achievement of engineering undergraduate students in Thailand, highlighting the important role played by institutional commitment and objectives in shaping these outcomes. This emphasizes the empirical significance of these factors in optimizing the educational process and student achievement in specified contexts.

Research conducted by Enkelejda Bara et al. (2023: 55) emphasizes the importance of aligning teaching methodologies, assessment strategies, and learning objectives, emphasizing their collective impact in enhancing instructional quality by facilitating more precise and transparent learning outcomes. Additionally, findings from research conducted by Suhaida Abd. Kadir et al. (2021: 17) provide empirical validation for the assertion that effective teaching strategies significantly contribute to beneficial

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learning outcomes and academic performance, thus reinforcing previous scientific investigations. As a result, alignment and coordination among these educational elements not only optimize learning outcomes and instructional efficacy but also highlight the important role of strategic learning approaches in achieving academic success.

Outcome-Based Education (OBE) centers on student learning, emphasizing measurable and assessable outcomes spanning cognitive, affective, and psychomotor domains. This paper introduces a cognitive framework aimed at guiding faculty in assessing and integrating learning objectives into academic curriculum design and teaching practices, with the primary goal of enhancing relevance, clarity, and accountability in higher education. Consequently, the paper advocates for the adoption of OBE principles, emphasizing the importance of clear and measurable learning outcomes across cognitive, affective, and psychomotor domains, while also proposing the utilization of cognitive frameworks to facilitate faculty assimilation and contemplation of these outcomes, thereby enhancing relevance, transparency, and accountability in higher education.

RESEARCH METHODS

The research method used in this study is quantitative. The research approach adopted is a survey approach, where data will be collected through questionnaires distributed to principals, teachers, and high school students in the Province of Banten. This survey will enable the collection of representative data on perceptions related to the managerial functions of principals and their relationship with school exam results.

The population in this study is all high schools in the Province of Banten. The sample will be randomly selected from this population. The sample will consist of principals, teachers, and students in high schools in Serang Regency with 4 schools, Pandeglang Regency with 3 schools, Lebak Regency with 4 schools, and Serang City with 2 schools. The breakdown of the number of teachers and principals is 13 individuals, and the number of students is 495 students.

RESEARCH OF RESULTS

Based on the responses from teachers regarding the contribution of the principal's leadership, the following data were obtained:

Table 1: Principal's Leadership Contribution Data

Responden No.	Instrument No.					Average Score	score
	1	2	3	4	5		
1	4	3	4	3	4	3,60	72
2	5	5	4	5	5	4,80	96
3	4	5	4	4	5	4,40	88
4	3	4	3	3	3	3,20	64
5	5	5	5	5	5	5,00	100
6	5	5	5	5	5	5,00	100
7	4	4	4	5	4	4,20	84
8	5	5	5	5	4	4,80	96
9	4	5	3	4	5	4,20	84
10	3	4	3	3	3	3,20	64
11	5	5	5	5	5	5,00	100
12	5	5	5	5	5	5,00	100
13	5	5	5	5	5	5,00	100
Total Sum							1148
Class Average							88
Highest Score							100
Lowest Score							64

Based on the data above, it can be determined that the number of respondents is 13, with a total score of 1148, an average score of 88, the highest score being 100, and the lowest score being 64. The scores can be grouped as follows.

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Table 2: Interval Scores for Principal's Leadership Contribution

Class	Score	Respondents	Percentage
A	<60	0	0%
B	60-69	2	15%
C	70-79	1	8%
D	80-89	3	23%
E	90-100	7	54%
	Total	13	100,00%

Legend:

- A: No contribution (TB)
- B: Contributes (BK)
- C: Contributes well (BB)
- D: Contributes very well (BBS)
- E: Contributes excellently (BSBS)

Further explanation can be seen in the following graph:

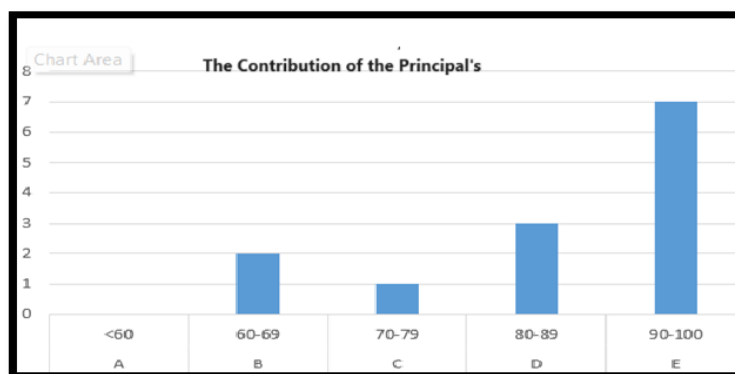


Figure 1: Distribution Graph of Principal's Contribution in Improving School Exam Results

Based on the graph:

- Group A, which scored >60 (Did Not Contribute to improving school exam results), has 0 respondents.
 - Group B, which scored 60-69 (Contributed to improving school exam results), has 2 respondents.
 - Group C, which scored 70-79 (Contributed Well to improving school exam results), has 1 respondent.
 - Group D, which scored 80-89 (Contributed Very Well to improving school exam results), has 3 respondents.
 - Group E, which scored 90-100 (Contributed Excellently to improving school exam results), has 7 respondents.
- Thus, overall, the principal has contributed to improving school exam results.

Data from high school examination results for Indonesian Language and Mathematics subjects in Banten Province (Table 3):

Table 3: Data of School Examination Results

Resp.	Subject		Average	Jml siswa
	Ind	Match		
1	88	83	85,50	35
2	90	92	91,00	46
3	95	88	91,50	38
4	87	87	87,00	40
5	94	90	92,00	37
6	97	95	96,00	37
7	93	91	92,00	38
8	85	80	82,50	35
9	83	81	82,00	35

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10	70	65	67,50	41
11	91	89	90,00	32
12	90	90	90,00	36
13	96	94	95,00	45
Total Sum	1159	1125	1142	495
Class Average	89	87	88	38
Highest Score	97	95	96	46
Lowest Score	70	65	68	32

Based on the data above, it can be observed that the respondents consist of 13 schools with a total of 495 students. The average score is 88, with a total score of 1142. The highest score is 96, and the lowest score is 68. The score data can be grouped as shown in the following table.

Table 4: Interval of School Examination Scores

Class	score	resp	procentage
A	<60	0	0%
B	60-69	1	8%
C	70-79	0	0%
D	80-89	4	31%
E	90-100	8	62%
	total	13	100,00%

Description

A - Low

B - Fair

C - High

D - Very High

E - Exceptional

To understand the distribution of school examination scores, refer to the following graph.

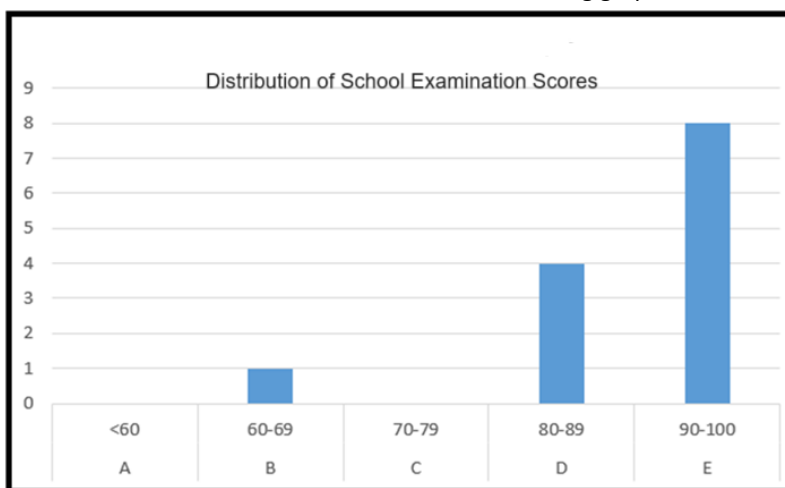


Figure 2: Graph of the Distribution of School Examination Scores

Based on the graph:

Group A with scores >60 (Low Scores) consists of 0 schools.

Group B with scores 60-69 (Fair Scores) consists of 1 school.

Group C with scores 70-79 (Good Scores) consists of 0 schools.

Group D with scores 80-89 (Very Good Scores) consists of 4 schools.

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Group E with scores 90-100 (Exceptional Scores) consists of 8 schools.

Therefore, overall, the school examination results have an excellent average score.

To calculate the correlation between school leadership and the examination scores for Indonesian Language and Mathematics, we need to use Pearson's correlation between the two variables. The first variable is the school leadership score, and the second variable is the school examination score.

The calculation results using SPSS can be seen in the following figure.

Figure 3: SPSS Calculation Results

Correlations		kontribusi kepemimpinan	Hasil Ujian Sekolah
kontribusi kepemimpinan	Pearson Correlation	1	,664*
	Sig. (2-tailed)		,013
	N	13	13
Hasil Ujian Sekolah	Pearson Correlation	,664*	1
	Sig. (2-tailed)	,013	
	N	13	13

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation of Pearson Correlation Test

After conducting the test using SPSS, the results need to be interpreted to determine if the data being tested for correlation have a relationship. Based on the Pearson Correlation test results using SPSS, it can be stated that there is a contribution of the School Principal's Managerial Function in improving the quality of School Examination Results for Indonesian Language and Mathematics subjects in High Schools in Banten Province, with a correlation coefficient of 0.664. The explanation is as follows: the correlation between X (school principal's contribution) and Y (School Examination Results) shows: $r_{\text{calculated}}=0.664$ and $r_{\text{table}}=0.514$. In other words, since $0.664 > 0.514$, H_0 is accepted, meaning there is a positive relationship between variables X and Y.

This research uses a quantitative method with Pearson correlation analysis to test the relationship between variable X (school principal's leadership) and variable Y (quality of school exam results). The significance level used is alpha 0.05. The r_{table} value for alpha 0.05 is 0.514. Based on the statistical calculation, the $r_{\text{calculated}}$ value is 0.664. The comparison between $r_{\text{calculated}}$ and r_{table} is as follows: $r_{\text{calculated}}=0.664 > r_{\text{table}}=0.514$. Because $r_{\text{calculated}} > r_{\text{table}}$ ($0.664 > 0.514$), it can be concluded that there is a significant relationship between school principal's leadership (variable X) and the quality of school exam scores (variable Y). The calculated $r_{\text{calculated}}$ value being greater than r_{table} , r_{table} ($0.664 > 0.514$) indicates that effective school principal leadership has a positive contribution to improving the quality of school exam scores. This research emphasizes the importance of the role of school leadership in efforts to improve education quality. Therefore, the development of school principal leadership should be a priority in education quality improvement programs in Banten Province. Continuous leadership training and development for school principals are expected to improve the quality of school exam scores in various subjects, including Mathematics and Indonesian Language.

Subsequently, the significance test results show the comparison between $r_{\text{calculated}}$ and r_{table} . To find the r_{table} value with the conditions $df(N-2, 0.05)$, 'N' represents the number of data samples tested. After inserting into the formula, then find the r_{table} value in the r_{table} data. $r_{\text{table}} = df(15-2, 0.05) = 0.514$. The significance between X (school principal's leadership) and Y (School Exam Results) is known to have a significance value (2-tailed) of 0.013. The significance value $0.013 < 0.05$ means there is a significant relationship between variable X (school principal's leadership) and variable Y (School Exam Results).

The research shows that school principal leadership has a significant contribution to improving the quality of school exam results in 2023 in Mathematics and Indonesian Language subjects in high schools in Banten Province. The calculated $r_{\text{calculated}}$ value being greater than r_{table} ($0.664 > 0.514$) indicates that effective school principal leadership has a positive contribution to improving the quality of school exam scores. This research emphasizes the importance of the role of school leadership in efforts to improve education quality. Therefore, the development of school principal leadership should be a priority in education quality improvement programs in Banten Province. Continuous leadership training and development for school principals are expected to improve the quality of school exam scores in various subjects, including Mathematics and Indonesian Language.

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Effective school principals can influence various aspects related to improving education quality, including: Clear Vision and Mission: School principals with a clear vision and mission can direct all educators and students to achieve high educational goals, including improving school exam results in Mathematics and Indonesian Language. Improving Teaching Quality: Effective school principal leadership is often followed by efforts to improve teaching quality through professional training and development for teachers. This ensures that the teaching methods used meet students' needs and curriculum developments. Conducive Learning Environment: Good school principals create a conducive learning environment by providing adequate facilities and fostering a positive school culture. A supportive learning environment is crucial for helping students achieve better results. Continuous Monitoring and Evaluation: Effective school principals conduct continuous monitoring and evaluation of the teaching-learning process and student learning outcomes. This evaluation helps in identifying problems and formulating appropriate improvement strategies. Motivation and Support: School principals who can provide motivation and support to teachers and students will encourage better learning spirit and performance. This motivation can be in the form of rewards, recognition, or moral support.

Conclusion

Based on the research results and statistical analysis, it can be concluded that there is a significant relationship between school principal leadership and the quality of school exam results in Mathematics and Indonesian Language subjects in high schools in Banten Province. The research highlights the importance of school exam results as an indicator of education quality and the crucial role of school principals in curriculum planning, overseeing learning, managing resources, and nurturing students and teachers. Further research on the contributions of school principals in Banten Province is necessary to understand their impact on student learning outcomes and education quality. A holistic approach to education, encompassing social, emotional, and cultural aspects, is expected to produce graduates who are academically smart and possess essential life skills. The correlation test with SPSS shows a positive and significant relationship between the principal's contribution and the scores in Indonesian Language and Mathematics subjects, with $r_{\text{calculated}}$ of 0.646 and 0.658, which are greater than r_{table} of 0.514. The significance test also shows a significant relationship, indicating that school principal leadership positively influences the improvement of school exam results. These findings reinforce the understanding that school principal leadership impacts the improvement of education quality in Banten Province.

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