

# The Influence of School Principal Leadership, Family Environment, and Learning Motivation on Student Learning Outcomes at State Junior High School 1 and 3 Tareran

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## ABSTRACT

Student learning outcomes are the main problem in this research. This research aims to analyze the influence of the principal's leadership, family environment, and learning motivation on student learning outcomes at State Junior High School 1 and 3 Tareran. This type of research uses a survey research method with a quantitative research approach and is analyzed using descriptive data analysis as well as percentages and multiple linear regression. The research population was 283 respondents and the sample was 57 respondents using probability sampling techniques. The data collection technique used consists of distributing questionnaires and documentation of student learning outcomes. The results of the analysis show that there is a significant and positive influence between the variables of principal leadership, family environment, and learning motivation on student learning outcomes in the two secondary schools. The family environment variable has the greatest influence at 20.25%, followed by the principal's leadership at 12.39%. and learning motivation of 7.29%.

**Keywords:** family environment, learning motivation, principal leadership, student learning outcomes

## INTRODUCTION

One area of development in increasing human resources to the maximum is education. Development in the education sector is an important sector that can support and determine the success of national development efforts. In ensuring the development of a country's life in this modern era,

education is very important. Because it is a means to improve the quality of human resources through development in the field of education. In the current era of globalization, competition for the quality of human resources is necessary for everyone to improve their skills in various fields, including development in the field of education. In carrying out teaching and learning activities in schools we are always faced with humans as a dynamic and continuously developing resource. This is considered an important indicator for achieving the quality of an educational program. Therefore, human resources must be considered, maintained, and improved to become useful and quality resources. The quality of human resources can be measured through student learning outcomes as capital for continuing studies, thus becoming a basis for consideration in recruiting new students. In formulating standards, learning outcomes must include the development of intellectual intelligence, attitudes, and abilities. A person is said to have the expected competencies, such as minimum abilities according to national standards, can compete with other schools, and is recognized through the process of providing education locally, nationally, and internationally, then must fulfill cognitive aspects (knowledge including language intelligence and logical intelligence), affective (attitude) and psychomotor (skills).

Based on data on learning outcomes from SMP Negeri 1 Tareran and SMP Negeri 3 Tareran, it can be seen from the mastery of the material which is symbolized by numbers. Learning success includes various aspects both inside and outside students which can encourage students to produce maximum learning results. But in reality, student learning outcomes are not always good and do not meet expectations. Because there are still students whose learning results do not meet the existing criteria. Therefore, low learning outcomes cannot be tolerated because they hurt human resource development which ultimately hinders development and quality in a country. Learning outcomes in the world of education at school can be seen from the results of School Examinations (US), Mid-Semester Examinations (UTS), Final School Examinations (UAS), or report cards. Based on data on the average achievement score for the end-of-semester tests, shows that the average score for the two schools is 69.18. If partial out, it is 67.1 for SMP Negeri 3 Tareran and 71.26 for SMP Negeri 1 Tareran. Of the two schools, there is one class that has a Minimum Completion Criteria (KKM) of more than 75 or above the KKM, namely class IX of SMP Negeri 1 Tareran. So, the average score of the two schools has not reached the Minimum Completeness Criteria (KKM) value determined by each school. This indicates that students following the learning process have not been able to achieve the specified competencies. This situation cannot continue to be ignored and efforts are needed to overcome it by knowing the factors that influence student learning outcomes. Based on the results of initial observations and student data from Dapodik, it turns out that the jobs of the students' parents are mostly farmers, the rest work as ASN, entrepreneurs, private companies, motorbike taxis, and builders, and their highest education is only up to high school. This illustrates that students' learning methods are different and of course, the learning outcomes can also be different. There are three factors identified by researchers in improving learning outcomes, both partially and simultaneously at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran as one unit, namely the principal's leadership, family environment, and learning motivation.

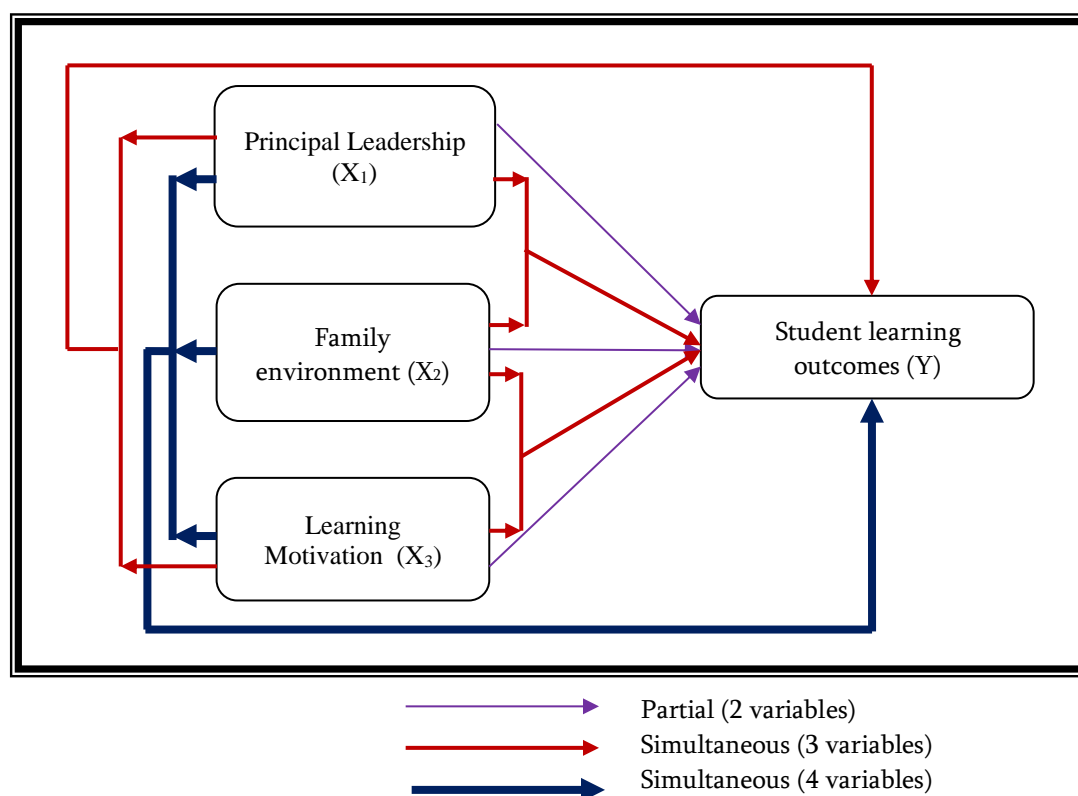
The first independent variable presented is the principal's leadership. The development of the quality of students and professional teachers, the existence of work enthusiasm, good and harmonious cooperation, encouragement of pedagogical development, and a pleasant learning atmosphere are

largely determined by the quality of the principal as a leader in the school. Therefore, school leaders have a very important role in the progress and quality of teachers and students. From the results of observations by researchers from these two schools, the principal's leadership is less creative, does not have great self-confidence in dealing with problems that arise, is not responsible for running the school, and does not show a strong desire for self-development which will prevent the school from progressing and developing. Likewise, supervision and control over students and teachers is still lacking as evidenced by the fact that there are still many teachers and students who are late or do not come to school. The second factor that most likely influences learning outcomes is the family environment. The most influential things in the learning process in a family environment are the way parents educate, the relationships between family members, the atmosphere at home, economic conditions, and cultural background (Slameto, 2015). One important aspect of monitoring negative influences from the environment whose impact causes students to pay less attention to learning, become dependent on teaching and learning activities, and become vulnerable to committing crimes is the family environment. Student bad behavior, such as: for example playing games, forming groups to do something (picnics), enjoying motorbikes, engaging in promiscuity, and so on can have an impact on learning outcomes and make graduation just a dream. Students who feel uncomfortable with their home environment tend to seek attention, affection, and moral support from outside which has a positive or negative impact on students. Because this not only fully involves the school principal, teachers, and students themselves but the role of parents also plays an important role.

The third factor is learning motivation. Motivation is a desire within a person that causes that person to take action (Bangun, 2017). Motivation is important in learning because without high motivation a person will not be able to achieve what he wants optimally. With motivation from the family environment, including parents, older siblings, close relatives, and teachers, students are increasingly motivated to be creative and study harder to achieve better results. Meanwhile, low Learning Motivation can prevent students from getting satisfactory learning results. Seeing that the factors of principal leadership, family environment, and learning motivation have not been well optimized, especially in tracking problems with student learning outcomes, the research title taken is "The Influence of principal leadership, Family Environment, and Learning Motivation on student learning outcomes in SMP Negeri 1 Tareran and SMP Negeri 3 Tareran."

## METHODS

This research was carried out on students of SMP Negeri 1 Tareran and SMP Negeri 3 Tareran in Tareran sub-district, South Minahasa district with implementation time from June to October 2023. This type of research uses survey research methods with a quantitative research approach and explains hypothesis testing. This research uses descriptive data analysis. The analysis used was multiple linear regression analysis. This analysis will be used to test the magnitude of the influence of three independent variables and one dependent variable. The relationship between the research variables can be described in the problem constellation in Figure 1.



**Figure 1.** Constellation Design of Relationships between Research Variables

The population in this study was all junior high school students in Class VII, VIII, and IX in the 2023/2024 academic year, a total of 283 students, based on certain criteria following the research objectives. The sample size is 57 students. The sampling technique used is a probability sampling technique and the sample selection method is purposive cluster random sampling, namely by taking 20% of the students of SMP Negeri 1 Tareran and SMP Negeri 3 Tareran random in each class without determining the characteristics of the students who will be sampled. The data collection methods used in this research included questionnaires, interviews, observation, and documentation. Learning outcomes are measured based on cognitive, affective, and psychomotor following the curriculum in the mid-semester exam at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran with students selected randomly as respondents.

The data analysis techniques used are descriptive analysis and multiple linear regression analysis. Descriptive analysis is used to see an overview of the data for each research variable which is shown through the mean, median, frequency distribution list, and histogram. After that, the magnitude of the influence of the independent variable on the hypothesized dependent variable was calculated through

a multiple linear regression analysis test with the IBM SPSS (Statistical Packages for Social Science) 25 for Windows program. However, beforehand, testing of the analysis requirements consisted of normality, linearity, and significance tests.

## RESULTS AND DISCUSSION

### *Description of Research Data*

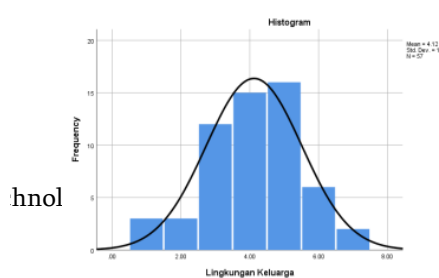
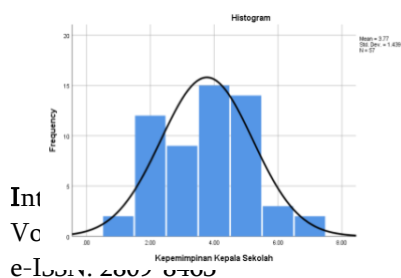
Data description includes data on Principal Leadership variables (X1), Family Environment (X2), Learning Motivation (X3), and Learning Outcomes (Y) as dependent variables using IBM SPSS 25. Table 1 is Results of Descriptive Statistical Analysis of Principal Leadership Variables, Family Environment, Learning Motivation, and Student Learning Outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

**Table 1.** Descriptive Statistical Analysis

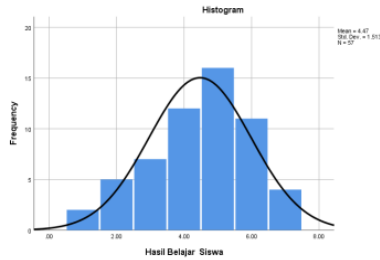
		Statistics			
		Principal Leadership	Family Environment	Learning Motivation	Learning Outcomes
N	Valid	57	57	57	57
	Missing	0	0	0	0
Mean		88.5088	101.5614	99.9298	67.1053
Std. Error of Mean		.76627	.91596	.76657	2.04104
Median		89.0000	102.0000	101.0000	70.0000
Mode		80.00 <sup>a</sup>	95.00	103.00	75.00
Std. Deviation		5.78521	6.91535	5.78749	15.40951
Variance		33.469	47.822	33.495	237.453
Range		22.00	31.00	23.00	65.00
Minimum		78.00	85.00	87.00	30.00
Maximum		100.00	116.00	110.00	95.00
Sum		5045.00	5789.00	5696.00	3825.00

a. Multiple modes exist. The smallest value is shown

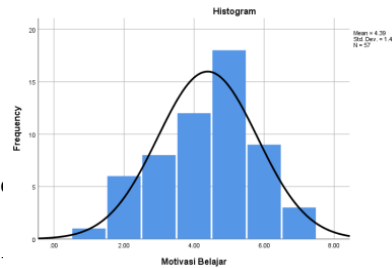
The distribution of principal leadership scores, family environment, learning motivation, and learning outcomes can be seen in Figure 2.



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Frequency distribution of school principal leadership shows that 29 respondents said it was in the very good category with a percentage of 50.88%, and 28 respondents said it was in the good category with a percentage of 49.12%, and none said it was quite good, not good or very not good. The frequency distribution of the family environment shows that 33 respondents said it was in the very good category with a percentage of 57.89%, 24 respondents said it was in the good category with a percentage of 42.11%, and no one said it was quite good, not good or very bad.

Table 2 is Frequency Distribution for Principal Leadership Variables (X1), Family Environment (X2), Learning Motivation (X3) and Learning Outcomes (Y) at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

**Table 2.** Frequency Distribution

No	Persentase Interval	Kategori	Frekuensi Pemilih	Persentase Pemilih	No	Persentase Interval	Kategori	Frekuensi Pemilih	Persentase Pemilih
1	84% - 100%	Sangat Baik	29	50.88%	1	84% - 100%	Sangat Baik	33	57.89%
2	67% - 83%	Baik	28	49.12%	2	67% - 83%	Baik	24	42.11%
3	50% - 66%	Cukup Baik	0	0	3	50% - 66%	Cukup Baik	0	0
4	33% - 49%	Tidak Baik	0	0	4	33% - 49%	Tidak Baik	0	0
5	16% - 32%	Sangat tidak Baik	0	0	5	16% - 32%	Sangat tidak Baik	0	0
Total			57	100%	Total			57	100%
Tertinggi			95.24%		Tertinggi			96.67%	
Terendah			74.29%		Terendah			70.83%	
Rata-rata			84.29%		Rata-rata			84.63%	
Kriteria			Sangat Puas (SP)		Kriteria			Sangat Baik (SB)	

No	Persentase Interval	Kategori	Frekuensi Pemilih	Persentase Pemilih	No	Persentase Interval	Kategori	Frekuensi Pemilih	Persentase Pemilih
1	84% - 100%	Sangat Tinggi	42	73.68%	1	84% - 100%	Sangat Tinggi	9	15.79%
2	67% - 83%	Tinggi	15	26.32%	2	67% - 83%	Tinggi	22	38.60%
3	50% - 66%	Cukup Tinggi	0	0	3	50% - 66%	Cukup Tinggi	19	33.33%
4	33% - 49%	Tidak Tinggi	0	0	4	33% - 49%	Tidak Tinggi	6	10.53%
5	16% - 32%	Sangat tidak Tinggi	0	0	5	16% - 32%	Sangat tidak Tinggi	1	1.75%
Total			57	100%	Total			57	100%
Tertinggi			95.65%		Tertinggi			95.00%	
Terendah			75.65%		Terendah			30.00%	
Rata-rata			86.90%		Rata-rata			67.11%	
Kriteria			Sangat Tinggi (ST)		Kriteria			Sangat Tinggi (ST)	

Frequency distribution of Learning Motivation shows that 42 respondents said it was in the very high category with a percentage of 73.68%, 15 respondents said it was in the high category with a percentage of 26.32%, and no one said it was quite good, not good or very not good. Frequency

distribution of learning outcomes shows that 9 students had learning outcomes in the very high category with a percentage of 15.79%, 22 students stated they were in the high category with a percentage of 38.60%, 19 students stated they were in the quite high category with a percentage of 33.30 %, 6 students said it was in the not high category with a percentage of 10.53%, and five 1 students said it was not very high with a percentage of 1.75%.

### Analysis Requirements Testing

#### *Normality Test of Estimated Error (Residue)*

The basis for making decisions about the normality test is if the sig (significance) value is  $> 0.05$  then accept  $H_0$ , the data are normally distributed, conversely, if the sig value is  $< 0.05$  then reject  $H_0$ , the data is not normally distributed.

Table 3 is Summary of Estimated Error Data Normality Test Results at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran

**Table 3.** Summary of Estimated Error Data Normality Test Results

No.	Variable Relationships	n	p <sub>count</sub>	Result	Conclusion
1	Learning Outcomes (Y) on Principal Leadership (X1)	57	.200 <sup>c,d</sup>	$p_{hitung} > 0,05$	From a normally distributed population.
2	Learning Outcomes (Y) on Family Environment (X2)	57	.190 <sup>c</sup>	$p_{hitung} > 0,05$	From a normally distributed population.
3	Learning Outcomes (Y) on Learning Motivation (X3)	57	.200 <sup>c,d</sup>	$p_{hitung} > 0,05$	From a normally distributed population.

#### *Significance Test and Regression Linearity*

The second requirement that must be met in carrying out, the analysis is the significance and the linearity of the regression of endogenous variables on exogenous variables. The results of the significance and linearity test calculations are as follows: Table 4 is a summary of the results of the significance and linearity tests of regression at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

**Table 4.** summary of the results of the significance and linearity tests

No.	Variable Relationships	n	p <sub>count</sub>	Regression Equations	Results	Conclusion
1	Learning Outcomes (Y) on Principal Leadership (X1)	57	.257	$\hat{Y} = -140.763 + 2.354X_1$	$p_{hitung} > 0,05$	has a significant linear relationship.
2	Learning Outcomes (Y) on Family Environment (X2)	57	.509	$\hat{Y} = -153.648 + 2.170X_2$	$p_{hitung} > 0,05$	has a significant linear relationship.
3	Learning Outcomes (Y) on Learning Motivation (X3)	57	.563	$\hat{Y} = -184.144 + 2.513X_3$	$p_{hitung} > 0,05$	has a significant linear relationship.

## Inferential Analysis

After the prerequisite tests have been fulfilled, inferential analysis is then used to determine the influence of several independent variables on the dependent variable.

### 1. Multiple Regression Analysis

The results of the multiple linear regression analysis, research above show the multiple linear regression equation:

$$Y = -166.758 + .768X_1 + .766X_2 + .881X_3$$

with the results can be described as follows:

1. Constant ( $\alpha$ ) = -166,758, meaning that if the principal's leadership ( $X_1$ ), family environment ( $X_2$ ), and learning motivation ( $X_3$ ) have a value of 0, then student learning outcomes ( $Y$ ) have a value of -166,758.
2. Regression coefficient for the principal leadership variable ( $X_1$ ) = 0.768. This means that if the value of the other independent variables remains constant and the principal's leadership increases by one unit, student learning outcomes ( $Y$ ) will increase by 0.768.
3. Learning environment linear regression coefficient ( $X_2$ ) = 0.766. This means that if the value of other independent variables remains constant and the learning environment increases by one unit, student learning outcomes ( $Y$ ) will increase by 0.766.
4. Multiple linear regression coefficient for learning motivation ( $X_3$ ) = 0.881. This means that if the value of other independent variables remains constant and learning motivation increases by one unit, student learning outcomes ( $Y$ ) will increase by 0.881.

### 2. Hypothesis Testing

Hypothesis testing is carried out after all requirements have been met regarding the data obtained which has been tested in the field.

- a. There is a positive and significant influence of the principal's leadership on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.  
Based on the results of partial test data analysis (t-test), the significance value was less than 0.05, namely  $.036 < 0.05$ , and the B value in the Unstandardized Coefficients column was 0.768. This means that  $H_1$  which states "there is a positive and significant influence of the principal's leadership on student learning outcomes can be accepted."
- b. There is a positive and significant influence of the family environment on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.  
Based on the results of partial test data analysis (t-test), the significance value was less than 0.05, namely  $.012 < 0.05$ , and the B value in the Unstandardized Coefficients column was 0.766. This means that  $H_1$  which states "there is a positive and significant influence of the family environment on student learning outcomes can be accepted."



- c. There is a positive and significant influence of learning motivation on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.  
Based on the results of the partial test data analysis (t-test), the significance value was less than 0.05, namely  $0.007 < 0.05$ , and the B value in the Unstandardized Coefficient column was 0.881. This means that H1 which states "there is a positive and significant influence of learning motivation on student learning outcomes is acceptable.
- d. There is a positive influence of the principal's leadership and the family environment together on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.  
Based on the results of simultaneous test data analysis (F test), the value  $F = 388.334$  and  $\text{sig} = .000b < 0.05$  was obtained, indicating that the combination of the significance values of the principal's leadership and the family environment together on student learning outcomes had a positive influence.
- e. There is a positive influence of the principal's leadership and learning motivation together on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.  
Based on the results of simultaneous test data analysis (F test), the value  $F = 400,660$  and  $\text{sig} = 0.000b < 0.05$  was obtained, indicating that the combination of the significance values of the principal's leadership and learning motivation together on student learning outcomes had a positive influence.
- f. There is a positive influence of the family environment and motivation to learn together on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.  
Based on the results of simultaneous test data analysis (F test), the value  $F = 423.707$  and  $\text{sig} = .000b < 0.05$  was obtained, indicating that the combination of the significance of the family environment and learning motivation together on student learning outcomes had a positive influence.
- g. There is a positive influence of the principal's leadership, family environment, and learning motivation together on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.  
Based on the results of simultaneous test data analysis (F test), the value  $F = 312,720$  and  $\text{sig} = .000b < 0.05$ , shows that the combination of the significance values of the principal's leadership, family environment, and learning motivation together on student learning outcomes has a positive influence, accepted. See table 5.

**Table 5.** Summary of hypothesis testing results with IBM SPSS 25.

Regression between variables	Combined Junior High School		Tareran 1 State Junior High School		Tareran 3 State Junior High School	
	p-value	Conclusion	p-value	Conclusion	p-value	Conclusion
X <sub>1</sub> Against Y	.036	.036< 0,05; Accepted	.008	.008< 0,05; Accepted	.005	.005< 0,05; Accepted
X <sub>2</sub> Against Y	.012	.012< 0,05;	.001	.001< 0,05;	.011	.011< 0,05;

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X <sub>3</sub> Against Y	.007	Accepted .007 < 0,05; Accepted	.046	Accepted .046 < 0,05; Accepted	.085	Accepted .085 < 0,05; Rejected
X <sub>1</sub> : X <sub>2</sub> Against Y	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted
X <sub>1</sub> : X <sub>3</sub> Against Y	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted
X <sub>2</sub> : X <sub>3</sub> Against Y	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Diterima	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted
X <sub>1</sub> : X <sub>2</sub> : X <sub>3</sub> Against Y	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted	.000 <sup>b</sup>	.000 <sup>b</sup> < 0,05; Accepted

### 3. Coefficient of Determination Test

#### a. Simultaneous Coefficient of Determination (R<sup>2</sup>)

Calculations carried out using the IBM SPSS 25 program show an R Square value of 0.958 or 95.8%. This shows that 95.8%. The learning outcome variable is explained by the magnitude of the influence of the principal's leadership variables (X<sub>1</sub>), family environment (X<sub>2</sub>), and learning motivation (X<sub>3</sub>) on learning outcomes (Y) and the remaining 4.2%.

#### b. Partial Determination Coefficient Test (r<sup>2</sup>)

The partial value of the principal's leadership (X<sub>1</sub>) is 0.342 so the magnitude of the influence of the principal's leadership variable on learning outcomes is 0.352 (2) x 100% = 12.38%. The partial value of the family environment (X<sub>2</sub>) is 0.403, so the magnitude of the influence of the family environment on teacher learning outcomes is 0.450 (2) x 100% = 20.23%. The partial value of work motivation (X<sub>3</sub>) is 0.433, so the influence of the learning motivation variable on learning outcomes is .270 (2) x 100% = 7.29%. Based on these calculations, it can be seen that the family environment variable has the greatest influence on learning outcomes compared to the principal leadership and learning motivation variables. See Table 6.

**Table 6.** Combined Partial Determination Coefficient Test Results and Individual Schools

No.	Variables	Combined Junior High School		Tareran 1 State Junior High School		Tareran 3 State Junior High School	
		Partial Corelation	% Regression Score	Partial Corelation	% Regression Score	Partial Corelation	% Regression Score
1	Principal Leadership	0.352	12.39%	0.342	11.70%	0.684	<b>46.79%</b>
2	Family environment	0.45	<b>20.25%</b>	0.403	16.24%	0.638	40.70%
3	Learning motivation	0.27	7.29%	0.433	<b>18.75%</b>	-0.459	21.07%

***The principal's leadership has a positive and significant influence on student learning outcomes***

Based on the research results and analysis of hypothesis testing (H1), it is proven that the regression coefficient of the influence of the principal's leadership variable (X1) on student learning outcomes (Y) is 0.768, meaning that if the principal's leadership variable (X1) experiences an increase of one unit while the everything else is considered constant, then the student learning outcome variable (Y) will increase by 0.768. The regression coefficient value means that a high principal leadership variable (X1) will improve student learning outcomes (Y). Likewise, the significance value of 0.036 is smaller than 0.05, so it can be concluded that the better the principal's leadership, the better the student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

Then, based on the results of the descriptive analysis, the percentage of principal leadership variables has an average of 84.29%, meaning that the principal leadership variable is in the very good (SB) criteria with five indicators, namely personality competence, managerial competence, entrepreneurial competence, supervision competence, and social competence. The average value of each indicator is 87.16%, 84.12%, 82.63%, 82.98%, and 85.44%, respectively.

The highest number of principal leadership variables is indicated by the statement "Mr/Mrs. The principal is open to accepting criticism and suggestions in carrying out his/her duties and functions as a leader." This shows that the principals at these two junior high schools accept criticism and suggestions in carrying out their duties in an open manner so that the statement on the principal's personality competency is considered very good.

***The family environment has a positive and significant influence on student learning outcomes***

Based on the research results and analysis of hypothesis testing (H2), it is proven that the regression coefficient of the influence of the family environment variable (X2) on student learning outcomes (Y) is 0.766, meaning that if the family environment variable (X1) increases one unit while the other variables considered constant, then the student learning outcome variable (Y) will increase by 0.766. The regression coefficient value means that a high family environment variable (X1) will improve student learning outcomes (Y). Likewise, the significance value of 0.012 is smaller than 0.05, so it can be concluded that the better the family environment, the better the learning outcomes of student teachers at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

Then, based on the results of the descriptive analysis, the percentage of family environment variables has an average of 84.63% in the tabulation, meaning that the family environment variables are in the very good (SB) criteria with 8 indicators, namely positive parental attitudes, parental perceptions of success, parental support, parents' way of educating children, relationships between family members, home atmosphere, family economic situation, learning facilities. The average value of each indicator is 88.19%, 85.03%, 85.44%, 85.15%, 83.27%, 84.33%, 84.09%, and 86.08%, respectively.

The highest number of family environment variables is indicated by the statement "You don't need parental help when you have difficulty in making assignments or in the learning process." This shows that working parents are no longer a barrier to learning outcomes and that Parental Support is considered very good.

***Work motivation has a positive and significant influence on student learning outcomes***

Based on the research results and analysis of hypothesis testing (H1), it is proven that the regression coefficient of the influence of the learning motivation variable (X3) on student learning outcomes (Y) is 0.881, meaning that if the learning motivation variable (X3) experiences an increase of one unit while the other variables are considered remains constant, then the student learning outcome variable (Y) will increase by 0.881. The regression coefficient value means that a high learning motivation variable (X3) will improve student learning outcomes (Y). Likewise, the significance value of 0.007 is smaller than 0.05, so it can be concluded that the better the learning motivation, the better the learning outcomes of student teachers at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

Then, based on the results of the descriptive analysis, the percentage of principal leadership variables has an average of 87.06% in the tabulation, meaning that the learning motivation variable is in very high criteria (ST) with five indicators, namely the desire and desire to succeed, the encouragement and need. in learning, there are hopes and aspirations for the future, there is an appreciation for learning, and there are interesting activities in learning. The average value of each indicator is 88.00%, 87.46%, 86.14%, 86.81%, and 86.88%, respectively.

The highest number of learning motivation variables is shown by the statements "video tutorials are needed when studying" and "diversity in reading, assignments, illustrations, and so on is needed in learning". This shows that the existence of interesting activities in learning such as learning videos helps students in learning and the encouragement and need for learning in the form of a variety of reading, forms of assignments, and illustrations are very interesting for students.

***Principal Leadership and Family Environment with Student Learning Outcomes***

The research results show that there is a positive influence of the principal's leadership and family environment on student learning outcomes. This is proven by the significance value of the principal's leadership and the family environment together on student learning outcomes of less than 0.05, namely  $0.000b < 0.05$  with an F value of 388.334. This means that the better the leadership of the school principal and the supportive family environment, the better the learning outcomes obtained by the students.

Taken together, the principal's leadership and the students' family environment are in the very good category, namely having average presentation scores of 84.29% and 84.63% respectively. This proves that the principal's leadership and family environment are good and can influence student learning outcomes. If these two variables are taken simultaneously, being open to receiving criticism and suggestions in carrying out your duties is part of the principal's personality competence and you don't need parental help when you have difficulty in making assignments or in the learning process, resulting in good learning results. However, if a school principal does not have entrepreneurial instincts and students' needs are always met, this does not add value to good learning outcomes.

From the description above, it can be concluded that the leadership of the school principal and the student's family environment, both partially and simultaneously, have a significant influence on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

***Principal Leadership and Learning Motivation with Student Learning Outcomes***

The research results show that there is a positive influence of the principal's leadership and learning motivation on student learning outcomes. This is proven by the significance value of the principal's leadership and Learning motivation together on student learning outcomes of less than 0.05, namely  $0.000b < 0.05$  with an F value of 400,000. This means that the better the principal's leadership and Learning motivation, the better the learning outcomes obtained by these students are also good.

Taken together, the principal's leadership and students' learning motivation are in the very good category, namely having average presentation scores of 84.29% and 87.06% respectively. This proves that the principal's leadership and learning motivation are good and can influence student learning outcomes. If these two variables are taken simultaneously, being open to receiving criticism and suggestions in carrying out duties is part of the principal's personality competence, and "learning does not fully guarantee success, and learning is so broad that it is difficult to understand what makes good learning outcomes." However, if a school principal lacks entrepreneurial instincts in managing school production/service activities as a source of student learning, students still think that learning does not fully guarantee success and that learning is very extensive, then it does not add value to learning outcomes but makes students increasingly stressed and tends not to Study.

From the description above, it can be concluded that the principal's leadership and student learning motivation, both partially and simultaneously, have a significant influence on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

#### ***Family Environment and Learning Motivation with Student Learning Outcomes***

The research results show that there is a positive influence of the family environment and learning motivation on student learning outcomes. This is proven by the significance value of the family environment and learning motivation together on student learning outcomes of less than 0.05, namely  $.000b < 0.05$  with an F value of 423,707. This means that the better the family environment and motivation to learn, the better the learning outcomes obtained by the student.

Taken together, the family environment and students' learning motivation are in the very good category, namely having average presentation scores of 84.63% and 87.06% respectively. This proves that the family environment and learning motivation are good and can influence student learning outcomes. If these two variables are taken simultaneously, students need help from their parents when they have difficulty in making assignments or the learning process in the learning process using video tutorials is needed and there is diversity in reading, assignments, illustrations and so on which makes learning outcomes better. However, if all your needs are always met by your parents without any guidance and learning from parents, and there is the idea that learning does not fully guarantee success, learning that is very extensive will cause students to decline.

From the description above, it can be concluded that the family environment and student learning motivation, both partially and simultaneously, have a significant influence on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

#### ***Principal Leadership, Family Environment, and Learning Motivation with Student Learning Outcomes***

Based on the results of the coefficient of simultaneous determination, it was found that the contribution made by the variety of principal leadership, family environment, and Learning motivation

to student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran was simultaneously 95.8%. This means that the principal's leadership, family environment, and learning motivation influence student learning outcomes by 95.8%, while the remaining 4.2% is influenced by other factors not examined in this research.

This is proven by the significance value of the principal's leadership, family environment, and learning motivation together on student learning outcomes of less than 0.05, namely  $0.000b < 0.05$  with an F value of 312.720. This means that the better the principal's leadership, family environment, and learning motivation, the better the learning outcomes obtained by the students.

Taken together, the principal's leadership, family environment, and students' learning motivation are in the very good and very high categories, namely having average presentation scores of 84.29%, 84.63%, and 87.06% respectively. This proves that the principal's leadership, family environment, and learning motivation are good and can influence student learning outcomes. Looking at these three variables, the biggest influence at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran is the family environment variable at 20.25%. Then followed by the leadership of the school principal at 12.36%. and finally learning motivation was 7.29%. This means that a high learning environment will have a big influence on student learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran.

## CONCLUSION

The conclusions obtained from research carried out at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran are: The principal's leadership significantly influences student learning outcomes with Unstandardized Coefficients of 0.768 and a significance value of  $0.036 < 0.05$ . The family environment significantly influences student learning outcomes with Unstandardized Coefficients of 0.766 and a significance value of  $0.012 < 0.05$ . Learning motivation significantly influences student learning outcomes with Unstandardized Coefficients of 0.881 and a significance value of  $0.007 < 0.05$ . The principal's leadership and the family environment jointly and significantly influence student learning outcomes with an R Square of 0.955 or 95.5%, an F value of 388.334, and a significance of  $0.000b < 0.05$ . The principal's leadership and learning motivation jointly and significantly influence student learning outcomes with an R Square of 0.956 or 95.6%, an F value of 400,660, and a significance of  $0.000b < 0.05$ . Family environment and learning motivation jointly and significantly influence student learning outcomes with an R Square of 0.958 or 95.8%, an F value of 423,707, and a significance of  $0.000b < 0.05$ . Learning outcomes are influenced by the leadership of the school head, family environment, and learning motivation with an R Square of 0.958 or 95.8%, an F value of 312.720, and a significance of  $0.000b < 0.05$ .

### *Suggestions*

Based on the research results and conclusions, the following suggestions can be put forward:

1. The principal's leadership is the variable that has the greatest influence on student learning outcomes regarding the principal's personality competence, especially his open attitude in accepting criticism and suggestions in carrying out his duties and functions as a leader at SMP Negeri 3 Tareran. Therefore, it is necessary to increase or open more opportunities and time together with students in accommodating all students' aspirations and desires in school development or bringing in psychologist teachers in junior high schools.
2. The family environment is the variable that has the greatest influence on student learning outcomes, especially regarding parental support. In particular, parental help is not needed when you have difficulty in making assignments or the learning process. This shows that working parents in general are no longer a barrier to learning outcomes at SMP Negeri 1 Tareran and SMP Negeri 3 Tareran. Because the simultaneous success of these two junior high schools lies in the family environment.
3. Learning motivation is the variable that has the greatest influence on student learning outcomes regarding the encouragement and need for learning, especially if there are pictures or examples shown in the learning material so that it is interesting to learn and interesting activities in learning, especially video tutorials, are very much needed when studying. Therefore, it is necessary to improve and improve the RPP and try to ensure that the learning process is accompanied by pictures or examples in learning materials that are interesting to study and increase the number of video tutorials when studying.
4. School principals should maximize the monitoring or supervision process for all student activities. This is because if monitoring is not improved then students will not be motivated in the learning process. Meanwhile, to improve the quality of school principal education, it is necessary to innovate leadership models and master leadership patterns or models in leading schools that are appropriate to the conditions of students and the family environment.

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