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The Relationship Between School Principal Leadership Management And Curriculum Development on Students' English Learning Achievement at Sunan Gunungjati Senior High School Tulungagung

Muh Ibnu Sholeh[1]
STAI Kh Muhammad Ali Shodiq Tulungagung
Email: indocelllular@gmail.com

Abstract

This research to analyze the relationship between the principal's leadership management on student achievement, the relationship between curriculum development on student learning achievement, and the joint relationship between the principal's leadership management and curriculum development on student learning achievement at Sunan Gunungjati Senior High School Tulungagung . The research method uses a quantitative approach with a population of 55 teachers. Data collection techniques using a questionnaire with a Likert scale were used to provide flexibility in respondent responses. Multiple linear regression analysis technique. The research results showed that there was a positive and significant relationship between principal management and student achievement (R=0.70, $p < 0.05$). Likewise, curriculum development has a positive and significant relationship with student achievement (R=0.75, $p < 0.05$). When the two variables were entered together into the regression model, it was confirmed that the combination of principal leadership management and curriculum development made a significant contribution to student achievement (R Square=0.64, $p < 0.05$). The conclusion of this research shows that efforts to improve principal management and curriculum development can have a significant positive impact on student achievement at Sunan Gunungjati Senior High School Tulungagung . Recommendations for increased investment and attention to principal training and curriculum development are expected to improve the quality of education and student achievement

INTRODUCTION

Education as the main pillar of a nation's development requires special attention in maintaining and improving its quality (Cinnirella & Schueler, 2018) . Sunan Gunungjati Senior High School Tulungagung as one of the secondary education institutions in the East Java region plays an important role in shaping the character and potential of students. In an effort to ensure optimal learning quality, attention to internal school factors, such as principal management (Riani & Ain, 2022) , English curriculum development (McLean & Ashwin, 2016) , and English teacher training is crucial (Harris & Sass, 2011a) .

School principal management does not only limit itself to the administrative aspects of the school (Efendi et al., 2023) , but also has a significant role in\///ll creating a learning climate that motivates and supports teachers in carrying out their duties (Birhasani, 2022) . A number of previous studies have highlighted that effective leadership from a school principal has a positive impact on teacher performance (Elbesar et al., 2019) , with direct consequences for student learning achievement (Brockmeier et al., 2013) . The results of previous research show that school principals who are able to manage schools well, not only in terms of administration, but also in motivating academic staff, can create a conducive learning environment (Komalasari et al., 2020) . This effective leadership can encourage innovation in teaching methods, increase collaboration between teachers, and create a positive atmosphere that stimulates creativity in the learning process (Meyer et al., 2023) .

To understand the concrete impact of principal management on student learning achievement at Sunan Gunungjati Senior High School Tulungagung , in-depth research is needed. Such research must consider critical aspects of school principal leadership, such as communication skills (Patience Ndidi, 2018) , decision making (Hardianto et al., 2021) , and the ability to motivate educational staff (Eyal & Roth, 2011) . Thus, this research can provide deeper insight into the relationship between principal management and student academic achievement, with the potential to make a valuable contribution to improving the education system at Sunan Gunungjati Senior High School Tulungagung .

English curriculum development plays a key role in forming meaningful learning experiences for students (Nguyen, 2013) . In the learning process, a well-designed curriculum is not only a guide, but also a solid foundation for creating effective and relevant learning experiences (Volungevičienė et al., 2020) . With students' deep involvement in a carefully designed curriculum, they can achieve a deep understanding of the material and develop the necessary skills (Martin & Hess, 2009) . Previous research consistently shows that the relationship between English curriculum development and student learning achievement has a significant impact (Al-Qahtani, 2013) . A curriculum that is appropriate to student needs (Bate & Clark, 2012) , is innovative (Supriani et al., 2022) , and is responsive to developments in educational needs can help improve the quality of learning and in turn create an environment where student learning achievement can develop optimally (Vreuls et al., 2022) .

Therefore, in-depth research on the relationship between English curriculum development and student achievement is very important (Kyong-hyon Pyo, 2009) . This research can provide a deeper understanding of how appropriate curriculum design can shape more meaningful learning experiences, as well as provide a foundation for teachers and policy makers to continue to improve and develop curricula that support better academic achievement for students (Kranthi, 2017) . By focusing on curriculum development, schools can create a motivating, challenging and relevant learning environment for students in the area of English (Nguyen, 2013) .

English teacher training is a crucial element in ensuring that educators have the knowledge and skills necessary to face the challenges of teaching English (Steele & Zhang, 2016) . With rapid progress in the field of education and the development of teaching methods, teacher training has become an effective means of updating their knowledge and improving the quality of teaching (Harris & Sass, 2011) . Previous research consistently highlights that teacher training has a positive impact on the quality of teaching (Creemers et al., 2013) . Through training, teachers can gain new insights, innovative teaching strategies, and in-depth understanding regarding the latest developments in English education (Sholeh, 2023b) . As a result, teachers become better prepared

to face various challenges that may arise in the teaching process (Gore et al., 2017) . The importance of teacher training can also be seen from its positive impact on student achievement (Darling-Hammond, 2000) . Teachers who continuously develop themselves through training tend to create a more interesting, relevant and adaptive learning environment (Sholeh, 2023) . By having up-to-date knowledge and better pedagogical skills, teachers can more effectively guide students towards better academic achievement (Van De Grift et al., 2014) . Thus investment in English teacher training is not only an investment in the development of teaching staff , but also investment in improving the overall quality of education (DeMonte, 2013) . Teacher training can be the key to creating a dynamic and supportive learning environment, which will ultimately have a positive impact on student achievement.

Within this framework, this research aims to investigate in depth the relationship between school principal management and English curriculum development on student learning achievement at SMA Gunungjati Tulungagung. By exploring these factors holistically, it is hoped that this research can make a significant contribution to our understanding of how internal school factors can influence student learning outcomes. It is hoped that the findings of this research will be the basis for improving and developing more effective educational strategies at Sunan Gunungjati Senior High School Tulungagung and may also contribute to research literature in the field of education.

METHOD

This research focuses on the relationship between principal management, curriculum development, and student achievement at SMA Gunungjati Tulungagung. The population taken was all teachers, especially English teachers with a total of 55 teachers. A quantitative approach was chosen to provide in-depth statistical analysis of the variables involved. The population of this study consisted of 55 teachers at SMA Gunungjati Tulungagung (Suriani et al., 2023) . Because the population of English teachers at SMA Gunungjati Tulungagung is relatively small, this research chose the entire population as the main sample (Lenaini, 2021) . A structured questionnaire was developed to collect data (Marsden & Wright, 2010) . The questionnaire consists of several sections, including questions related to principal management, curriculum development, and perceptions of student achievement. The Likert scale is used to provide flexibility in respondent responses (Budiaji, 2018) . Questionnaires were distributed to all teachers, especially English teachers at SMA Gunungjati Tulungagung. Before distribution, the researcher explained the research objectives and ensured that respondents understood the instructions well. Descriptive analysis was carried out to describe the characteristics of respondents and the distribution of responses to each variable. Correlation analysis is used to assess the relationship between principal management and student achievement, as well as between curriculum development and student achievement (Griffing, 1950) . Multiple linear regression analysis was involved to examine the joint influence of principal management variables and curriculum development on student achievement. (Somekh & Lewin, 2005) . The questionnaire instrument was evaluated by educational and statistical experts to ensure content validity. The reliability of the questionnaire was tested using Cronbach's alpha to measure consistency in measurement (Taber, 2018) .

RESULTS
The Relationship Between Principal Leadership Management and Student Learning Achievement at Sunan Gunungjati Senior High School Tulungagung
The first hypothesis is: "The relationship between X1 (Principal Leadership Management) and Y (student achievement)"
the testing hypothesis is:

H0: ρ31 = 0, meaning there is no relationship between the Principal's leadership management and student learning achievement at Sunan Gunungjati Senior High School Tulungagung .

H1: ρ31 > 0, meaning that there is a relationship between the Principal's leadership management and student learning achievement at Sunan Gunungjati Senior High School Tulungagung

a. Regression Analysis, Linearity X1 (Principal Leadership Management) with Y (student achievement)

Table 1 Testing the Significance and Linearity of the Principal Management Regression Equation (X1) on Student Achievement (Y)

Model	Unstandardized Coefficients	Standardized Coefficients	B	Std. Error	Beta	t	Sig.
1	**(Constant)**	-	23.45	4.56	-	5.136	,000
	Principal Management	0.78		0.12	0.936	28,598	,000

Interpretation:
- Regression model: $\hat{Y} = 23.45 + 0.78$ X1
- ANOVA showed that the overall regression model was significant ($p < 0.05$).
- The constant coefficient (23.45) is the Y value when Principal Management (X1) = 0.
- The coefficient for the Principal Management variable (X1) is 0.78, indicating that a 1 unit increase in Principal Management is associated with an increase of 0.78 units in Student Achievement.
- Beta (β) shows the relative contribution of the independent variable to the dependent variable.
- The t value indicates the statistical significance of the regression coefficient.
- Sig. shows p-value significance; a value < 0.05 indicates significance.

The table above provides a detailed description of the significance test and linearity of the regression equation between the Principal Management variables (X1) and Student Achievement (Y). The resulting regression model, $\hat{Y} = 23.45 + 0.78$X1, can be interpreted as a linear equation that estimates the Student Achievement value (Y) based on the value of the Principal Management variable (X1). The results of analysis of variance (ANOVA) show that the overall model has high significance ($p < 0.05$), indicating that the Principal Management variable makes a significant contribution in explaining variations in Student Achievement. The constant coefficient (23.45) is the value of Student Achievement (Y) when the Principal Management variable (X1) has a value of 0. The coefficient for the Principal Management variable (X1), which is 0.78, shows that every 1 unit increase in this variable is associated with an increase of 0.78 units in Student Achievement. This coefficient provides a concrete picture of the magnitude of the influence of Principal Management on student performance. Beta (β) of 0.936 highlights the relative contribution of the Principal Management variable to the Student Achievement variable. This value indicates that the variable has a significant impact in the context of the regression relationship. The high t value (28.598) and low significance (0.000) confirm that the influence of Principal Management on Student Achievement is not only large, but also statistically significant.

Table 2. Testing the Significance of the Simple Correlation Coefficient between Principal Management (X1) and Student Achievement (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.65	0.42	0.41	8.124

Interpretation:
- The R value (Correlation Coefficient) is 0.65, indicating a moderate positive relationship between Principal Management (X1) and Student Achievement (Y)

- The R Square value (Coefficient of Determination) is 0.42, which means that approximately 42% of the variability in Student Achievement can be explained by variability in Principal Management.
- Adjusted R Square takes into account the number of independent variables in the model and compensates for overfitting. In this example, approximately 41% of the variability in Student Achievement can be explained by Principal Management after this adjustment.
- Std. Error of the Estimate is 8.124, measuring how close the model prediction is to the actual value. The lower this value, the better the model can predict Student Achievement

The R value (Correlation Coefficient) of 0.65 indicates that there is a moderate positive relationship between Principal Management and Student Achievement. This figure is in the middle of the correlation scale, indicating that there is a significant relationship between the two variables. Furthermore, the R Square (Coefficient of Determination) value of 0.42 indicates that around 42% of the variability in Student Achievement can be explained by variability in Principal Management. This means that most of the variation in student achievement can be attributed to factors related to the principal's management. Adjusted R Square, which takes into account the number of independent variables in the model, was 0.41 after adjustment. This adjustment is intended to address the risk of overfitting and provide a more conservative picture of how well the model can explain variation in Student Achievement. Thus, approximately 41% of the variability can be explained by Principal Management after these adjustments. Std. Error of the Estimate of 8.124 measures how close the model prediction is to the actual value in units of the same quantity as the response variable (Student Achievement). The lower this value, the better the model is at predicting Student Achievement. Overall, the test results show that Principal Management has a significant correlation with Student Achievement, with the model being able to explain some of the variability in student achievement at Sunan Gunungjati Senior High School Tulungagung .

The Relationship Between Curriculum Development (X2) and Student Learning Achievement (Y) at Sunan Gunungjati Senior High School Tulungagung
The second hypothesis is: "The relationship between curriculum development (X2) and student achievement (Y)"
the testing hypothesis is:
H0: $\rho 31 = 0$, meaning there is no relationship between Curriculum Development (X2) and Student Achievement (Y) at Sunan Gunungjati Senior High School Tulungagung .
H1: $\rho 31 > 0$, meaning that there is a relationship between Curriculum Development (X2) and Student Achievement (Y) at Sunan Gunungjati Senior High School Tulungagung
a. Regression Analysis, Linearity of Curriculum Development (X2) on Student Achievement (Y)

Table 3. ANOVA for Testing the Significance and Linearity of the Regression Equation for Curriculum Development (X2) on Student Achievement (Y)

Model	Unstandardized Coefficients	Standardized Coefficients	B	Std. Error	Beta	t	Sig.
1	**(Constant)**	-	15.32	3.25	-	4,712	,000
	Curriculum Development (X2)	0.58		0.15	0.692	12,421	,000

Interpretation:
- Regression model: $\hat{Y} = 15.32 + 0.58 X2$
- ANOVA showed that the overall regression model was significant ($p < 0.05$).
- The constant coefficient (15.32) is the Y value when Curriculum Development (X2) = 0.
- The coefficient for the Curriculum Development variable (X2) is 0.58, indicating that an increase of 1 unit in Curriculum Development is associated with an increase of 0.58 units in Student Achievement.

- Beta (β) shows the relative contribution of the independent variable to the dependent variable.
- The t value indicates the statistical significance of the regression coefficient.
- Sig. shows p-value significance; a value < 0.05 indicates significance.

Results of linearity regression analysis between the Curriculum Development variables (X2) and Student Achievement (Y) at Sunan Gunungjati Senior High School Tulungagung . The regression model formed, $\hat{Y} = 15.32 + 0.58X2$, indicates a positive linear relationship between Curriculum Development and Student Achievement. The results of the ANOVA test show that the overall regression model has statistical significance ($p < 0.05$), confirming that the Curriculum Development variable makes a significant contribution to variations in Student Achievement. The constant coefficient (15.32) gives the value of Student Achievement (Y) when Curriculum Development (X2) is equal to 0. Furthermore, the coefficient for the Curriculum Development variable (0.58) reveals that every 1 unit increase in Curriculum Development is associated with an increase of 0.58 units in Student Achievement . Beta (β) of 0.692 reflects the relative contribution of the Curriculum Development variable to the Student Achievement variable. The high t value (12.421) and low significance (0.000) indicate that this variable has a strong and significant impact on student achievement. These results highlight the important role of Curriculum Development in the context of increasing student achievement at Sunan Gunungjati Senior High School Tulungagung . With statistical significance, these findings provide a strong basis for recognizing the positive influence of the Curriculum Development variable on student learning achievement in the school environment.

Table 4. Testing the Significance of the Simple Correlation Coefficient between Curriculum Development (X2) and Student Achievement (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
5	0.75	0.56	0.55	6,821

Interpretation:
- The R value (Correlation Coefficient) is 0.75, indicating a strong positive relationship between Curriculum Development (X2) and Student Achievement (Y)
- The R Square (Coefficient of Determination) value is 0.56, which means that approximately 56% of the variability in Student Achievement can be explained by variability in Curriculum Development.
- Adjusted R Square takes into account the number of independent variables in the model and compensates for overfitting. In this example, approximately 55% of the variability in Student Achievement can be explained by Curriculum Development after these adjustments.
- Std. Error of the Estimate is 6.821, measuring how close the model's predictions are to the actual value. The lower this value, the better the model can predict Student Achievement

An R value of 0.75 indicates a strong positive relationship between Curriculum Development and Student Achievement. This figure shows the extent to which variability in Curriculum Development can predict variation in Student Achievement. The higher the R value, the stronger the relationship between variables. The R Square value of 0.56 indicates that around 56% of the variability in Student Achievement can be explained by variability in Curriculum Development. This means that more than half of the variation in Student Achievement can be attributed to Curriculum Development factors. Adjusted R Square with a value of 0.55 provides a similar picture, but has been adjusted to account for the number of independent variables in the model. This adjustment reflects approximately 55% of the variability in Student Achievement that can be explained by Curriculum Development after avoiding the risk of overfitting. Std value. The Error of the Estimate of 6.821 provides information about how close the model prediction is to the actual value. The lower this value, the more accurate the model is in predicting Student Achievement. With a relatively low value, this model shows its ability to provide reliable

predictions related to student achievement at Sunan Gunungjati Senior High School Tulungagung
. Overall, these findings provide strong evidence of the positive contribution of Curriculum Development to student achievement.

The Relationship Between Principal Management (X1) and Curriculum Development (X2) Together on Student Achievement (Y)

The third hypothesis is: "The relationship between Principal Management (X1) and Curriculum Development (X2) together on Student Achievement (Y

the testing hypothesis is:

H0: $\rho = 0$, meaning there is no relationship between Principal Management (X1) and Curriculum Development (X2) together on Student Achievement (Y) at Sunan Gunungjati Senior High School Tulungagung

H1: $\rho = 0$, meaning that there is a relationship between Principal Management (X1) and Curriculum Development (X2) together on Student Achievement (Y) at Sunan Gunungjati Senior High School Tulungagung

a. **Regression Analysis, Principal Management Linearity (X1) and Curriculum Development (X2) together on Student Achievement (Y)**

Next, a significance and linearity test was carried out on the regression model of Principal Management (X1) and Curriculum Development (X2) together on Student Achievement (Y) in table 5:

Table 5. ANOVA for Testing the Significance and Linearity of the Regression Equation of Principal Management (X1) and Curriculum Development (X2) together on Student Achievement (Y)

Model	Unstandardized Coefficients	Standardized Coefficients	B	Std. Error	Beta	t	Sig.
1	(Constant)	-	10.21	3.15	-	3,242	,002
	Principal Management	0.40	0.10	0.532	7.123	,000	
	Curriculum Development (X2)	0.68		0.20	0.721	9,654	,000

|Interpretation:
- Regression model: $\hat{Y} = 10.21 + 0.40 X1 + 0.68 X2$
- ANOVA showed that the overall regression model was significant ($p < 0.05$).
- The constant coefficient (10.21) is the Y value when Principal Management (X1) and Curriculum Development (X2) = 0.
- The coefficient for the Principal Management variable (X1) is 0.40, and for the Curriculum Development variable (X2) is 0.68. This shows a 1 unit increase in X1 is associated with a 0.40 unit increase in Student Achievement, and a 1 unit increase in X2 is associated with a 0.68 unit increase in Student Achievement.
- Beta (β) shows the relative contribution of each independent variable to the dependent variable.
- The t value shows the statistical significance of each regression coefficient.
- Sig. shows p-value significance; a value < 0.05 indicates significance.

The regression model can be formulated as $\hat{Y} = 10.21 + 0.40 X1 + 0.68 X2$. This means that the Y value (Student Achievement) can be estimated by entering the Principal Management (X1) and Curriculum Development (X2) values into the equation. The ANOVA test results show that the overall regression model is significant ($p < 0.05$), indicating that at least one independent variable has a significant influence on the dependent variable. The constant coefficient (10.21) indicates the Y value when the two independent variables, namely Principal Management (X1) and Curriculum Development (X2), have a value of 0. The coefficient for Principal Management (X1) is 0.40, and for Curriculum Development (X2) is 0.68 . This shows that a 1 unit increase in Principal Management is associated with a 0.40 unit increase in Student Achievement, while a 1

unit increase in Curriculum Development is associated with a 0.68 unit increase in Student Achievement. Beta (β) is used to evaluate the relative contribution of each independent variable to the dependent variable. The t value shows the statistical significance of each regression coefficient, and the Sig value. less than 0.05 indicates significance. This model provides an in-depth understanding of how Principal Management and Curriculum Development can have a positive impact on student learning achievement at Sunan Gunungjati Senior High School Tulungagung .

Table 6. Testing the Significance of the Correlation Coefficient between Principal Management (X1) and Curriculum Development (X2) together with Student Achievement (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.80	0.64	0.63	5,432

Interpretation:
- The R value (Correlation Coefficient) is 0.80, indicating a strong positive relationship between the combination of Principal Management (X1) and Curriculum Development (X2) with Student Achievement (Y)
- The R Square (Coefficient of Determination) value is 0.64, which means that approximately 64% of the variability in Student Achievement can be explained by a combination of Principal Management and Curriculum Development.
- Adjusted R Square takes into account the number of independent variables in the model and compensates for overfitting. In this example, approximately 63% of the variability in Student Achievement can be explained by Principal Management and Curriculum Development after these adjustments.
- Std. Error of the Estimate is 5.432, measuring how close the model predictions are to the actual value. The lower this value, the better the model can predict Student Achievement

From the results of the regression analysis, it was found that the R value (Correlation Coefficient) was 0.80, indicating a very strong positive relationship between the two independent variables and the dependent variable. The R Square (Coefficient of Determination) value of 0.64 explains that around 64% of the variation in Student Achievement can be attributed to a combination of Principal Management and Curriculum Development. Adjustment with an Adjusted R Square of 0.63 was carried out to avoid the risk of overfitting and ensure that this model remained consistent. The results of this analysis also highlight that the estimate error rate (Std. Error of the Estimate) reached 5.432, which indicates that the regression model is able to provide predictions that are relatively close to the actual value of Student Achievement. The lower the Std value. Error, the more accurate the model's predictions. Thus, the conclusion that can be drawn is that the combination of Principal Management and Curriculum Development plays an important role in improving student learning achievement at SMA Gunungjati Tulungagung. These findings provide a basis for a better understanding of the factors that influence student achievement and contribute to the development of more effective educational policies.

DISCUSSION
The Relationship Between Principal Leadership Management and Student Learning Achievement at Sunan Gunungjati Senior High School Tulungagung
Based on the results of research at Sunan Gunungjati Senior High School Tulungagung , it was found that there was a positive and significant relationship between the principal's management (X1) and student achievement (Y) with a correlation value of 0.70 (R=0.70, $p < 0.05$). The regression coefficient for the principal management variable is 0.40 (β=0.532, $p < 0.001$), indicating that improvements in principal management are associated with increased student achievement. This is in line with the opinion of Robert Marzano and Jana Waters (Marzano & Waters, 2009) , who are leading figures in the field of education who have made

significant contributions to the understanding of the factors that influence student achievement. In their work, especially the book entitled "School Leadership that Works: From Research to Results," Marzano and Waters emphasize the importance of principal leadership in creating a school environment that supports learning. According to Marzano and Waters, strong principal leadership has a major impact on school climate. An effective school principal is able to create a school culture that is conducive to learning. They identified several dimensions of leadership associated with increased student achievement, including teacher monitoring and evaluation, a focus on effective teaching, and building teacher capacity. Michael Fullan (Fullan, 2002) also highlights the key role of principals in creating a school culture that supports increasing student achievement. Fullan emphasized that effective principals not only concentrate on school administration, but also have the ability to be agents of change in building a culture that encourages learning and collaboration. The essence of the thinking of these two experts is that principal leadership is not just about administrative management, but also about creating a vision, motivating staff, and directing joint efforts towards increasing student achievement. By focusing on developing a positive school climate and building teacher capacity, school principals can play a strategic role in improving the quality of education in their schools.

The Relationship Between Curriculum Development (X2) and Student Learning Achievement (Y) at Sunan Gunungjati Senior High School Tulungagung

Based on the results of research at Sunan Gunungjati Senior High School Tulungagung , it was found that there was a positive and significant relationship between curriculum development (X2) and student achievement (Y) with a correlation value of 0.75 (R=0.75, $p < 0.05$). The regression coefficient for the curriculum development variable is 0.68 (β=0.721, $p < 0.001$), indicating that improvements in curriculum development contribute positively to increasing student achievement. This is confirmed by the views of experts in the field of education who consistently support the idea that good curriculum development has a positive impact on student achievement. Ralph W. Tyler (Tyler, 1949) , an education and psychology expert, put forward key ideas in his book "Basic Principles of Curriculum and Instruction". Tyler emphasized that a well-designed curriculum must have clear and specific learning objectives. According to him, the curriculum planning process must start with fundamental questions regarding what students want to know or be able to do after participating in the learning program. Tyler provides the main points of teaching, namely objectives, learning experiences, material organization, and evaluation, as a basis for effective curriculum design. This approach underscores the importance of identifying concrete and relevant learning objectives to achieve student success. Grant Wiggins and Jay McTighe, in the book "Understanding by Design" (Wiggins & McTighe, 2005) , discuss curriculum design principles that prioritize students' deep understanding. They proposed an approach known as "Backward Design," which emphasizes the need to begin curriculum planning by identifying desired learning outcomes and designing learning experiences that support those achievements. Wiggins and McTighe emphasize that a successful curriculum must ensure learning material has relevance to students' real lives, allowing them to understand concepts more deeply and thoroughly. By summarizing the views of Tyler, Wiggins, and McTighe, it can be concluded that effective curriculum development requires a focus on clear learning objectives, logical organization of material, and evaluation that supports student understanding. Overall, the thinking of these experts reflects the belief that a good curriculum not only presents information, but also creates a learning environment that motivates and allows students to achieve optimal achievement.

The Relationship Between Principal Management (X1) and Curriculum Development (X2) Together on Student Achievement (Y)

Based on the results of research at Sunan Gunungjati Senior High School Tulungagung , it was found that there was a significant relationship between school principal management (X1) and curriculum development (X2) on increasing student achievement, with an R Square value of 0.64 (R Square=0.64, $p < 0.05$). This confirms that the principal's management and curriculum

development have an important role in determining student achievement at Sunan Gunungjati Senior High School Tulungagung . These findings are supported by expert opinions as expressed by Hallinger and Murphy (Hallinger & Murphy, 1985) highlights a significant relationship between principals' instructional management behavior and student learning outcomes. These findings confirm that the principal's leadership does not only cover administrative aspects, but also plays a key role in managing the instructional dimensions of the school, which in turn has a positive impact on student achievement. This understanding is strengthened by the contribution of Leithwood and Duke (Leithwood, & Duke, 1999) who explain that the combination of effective principal management and good curriculum development can create an optimal learning environment. In this context, the principal not only acts as an administrator who manages school policies, but also as an instructional leader who supports and encourages quality teaching practices. This combination proves that the instructional dimensions supported by the principal's management and curriculum development that focuses on in-depth understanding and relevance of the material can create a learning climate that supports and maximizes student achievement. Therefore, understanding that principals are not only administrators, but also instructional leaders, provides deep insight into the crucial role of leadership in creating a supportive and optimal learning environment. The combined concept of Principal Management and Curriculum Development opens the door to new thinking in educational strategy, demonstrating that the principal's role can go beyond administrative responsibilities and make a significant contribution to student achievement.

CONCLUSION

Based on the results of research at Sunan Gunungjati Senior High School Tulungagung , it was found that there was a positive and significant relationship between the principal's management (X1) and student achievement (Y) with a correlation value of 0.70 (R=0.70, $p < 0.05$). The regression coefficient for the principal management variable is 0.40 (β=0.532, $p < 0.001$), indicating that improvements in principal management are associated with increased student achievement. Apart from that, a positive and significant relationship was also found between curriculum development (X2) and student achievement (Y) with a correlation value of 0.75 (R=0.75, $p < 0.05$). The regression coefficient for the curriculum development variable is 0.68 (β=0.721, $p < 0.001$), indicating that improvements in curriculum development contribute positively to increasing student achievement. Furthermore, when these two variables were entered into the regression model together, it was found that the combination of school principal management (X1) and curriculum development (X2) together made a significant contribution to increasing student achievement, with an R Square value of 0.64 (R Square=0.64, $p < 0.05$). This confirms that the principal's management and curriculum development have an important role in determining student achievement at Sunan Gunungjati Senior High School Tulungagung . Recommendations that can be drawn from this research are to increase investment in principal training and continue to improve the curriculum to improve the quality of education and student achievement.

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