

The Effect of the Madrasah Principal's Policies on Student Academic Achievement

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ABSTRACT. The purpose of this study is to ascertain how the principal's policies at MTs Negeri 1 in East Bolaang Mongondow Regency affect the academic performance of the students. A quantitative, descriptive research methodology was employed. Questionnaires, recordkeeping, and observation were among the methods used to gather data. All of the students of MTs Negeri 1 East Bolaang Mongondow made up the study's population, and purposive sampling was used to choose the sample. The relationship and contribution of the principal's policies to student academic achievement were examined using data analysis using Pearson's correlation and the coefficient of determination. The findings show a strong correlation between student academic success and the principal's policies. The two variables have a very strong and positive association, as shown by the Pearson correlation coefficient of 0.877. Additionally, the coefficient of determination of 77% shows that changes in student academic achievement are significantly influenced by the principal's policies, with other factors not included in this study accounting for the remaining 23%. These results imply that better academic results can be supported by appropriate policies pertaining to learning facilities, student discipline, teacher professionalism, academic supervision, and the development of a supportive learning environment. Therefore, it can be concluded that the principal's policies play a crucial role in enhancing student academic achievement at MTs Negeri 1 East Bolaang Mongondow Regency. The findings highlight the importance of adaptive, consistent, and participatory leadership in improving the quality of madrasah education.

Keywords: School principal's policy, learning achievement, students, madrasah

INTRODUCTION

Education is one of the most critical sectors in a country's development (Pal, 2023). Student academic achievement serves as a key indicator of the success of a country's education system (Parvin, 2025). As leaders within the school environment, school principals play a vital role in improving student academic achievement (Susanto, 2018). Principal policies are decisions or directives issued by school leadership that serve as the basis for plans to carry out tasks aimed at achieving school objectives (Nindie, 2022). However, in the Indonesian context, the role of principal policies in student academic achievement still requires further study (Maisyaroh et.al, 2025). Differences in the backgrounds, experiences, and competencies of principals across schools can influence the policies implemented and their impact on student academic achievement (Wibowo, 2019). As educators, school principals play a crucial role in mentoring and guiding teachers to ensure that the learning process is effective and of high quality (Ayumi, 2025). This role is carried out through classroom supervision, which involves monitoring and evaluating the learning process conducted by teachers, while also providing guidance to enhance teachers' competencies and mastery of the subject matter (Sari et.al, 2023).

In recent years, education in Indonesia has seen significant progress in efforts to improve the quality of education and student achievement (Widiastuti, 2025). But there are still problems and difficulties that need to be resolved, especially with relation to school administrators' roles in fostering a positive learning environment (Sliwka et al., 2024). On this regard, a number of studies have emphasized the significance of the principal's role on academic achievement (Saputra, 2020). An atmosphere that promotes learning and increases student enthusiasm and involvement in educational activities can be created by appropriate school principle policies (Pratiwi, 2019). Principal policies are a set of strategic choices that provide direction for the administration and growth of the school in both academic and extracurricular areas (Intan et al., 2025). According to Mayasari et al. (2024), these regulations serve as a guide and basis for educators, students, and educational personnel when conducting educational activities in the classroom. The development of a supportive learning environment, enhanced student discipline, efficient classroom administration, and the establishment of a focused and long-lasting learning evaluation system are all strongly impacted by the principal's policies (Arifin, 2026). In actuality, though, the principal's policies don't always improve students' academic performance (Munir, 2023). Many schools have policies that appear good on paper but are not carried out as well as they could be (Agustian et al., 2025).

Education experts have frequently emphasized the significance of the principal's role in fostering a school environment that encourages increases in student academic attainment. Developing successful school policies, such as those pertaining to curriculum development, teacher preparation and professional development, school resource management, and promoting parental involvement in aiding the learning process, is a strategic duty of principals (Santosa A, 2018). It is expected of principals to set clear guidelines, facilitate efficient communication, and guaranty the uniform application of educational regulations. Effective leadership can foster a supportive learning environment where students are inspired to take an active and responsible role in their education and teachers are inspired to perform better. As a result, the principal's policies should cover academic supervision, student discipline, learning facilities, and the creation of a healthy school culture in addition to administrative matters. Principals can improve student academic attainment by fostering greater collaboration between teachers, students, parents, and other stakeholders through well-thought-out and participative policies. Given this context, the purpose of this study is to thoroughly investigate how the principal's policies at State Madrasah Tsanawiyah 1 in East Bolaang Mongondow Regency affect students' academic performance. At the madrasah tsanawiyah level, this study will offer a more thorough knowledge of the principal's role and policies in raising student academic attainment. This study was carried out through legitimate and reliable data analysis because of a number of problems with the way school policies are implemented that may have an impact on students' academic performance. In addition to understanding the connection between the principal's policies and students' academic success, the researcher expects that the study's findings will serve as a foundation for policy changes and raising the standard of instruction at the madrasah.

Additionally, students at State Madrasah Tsanawiyah 1 in East Bolaang Mongondow Regency will participate in this study as responders. The indicators of student academic progress and principal policies that have been studied in earlier research will serve as the basis for the questionnaire items. Therefore, it is anticipated that this study would shed more light on the connection between the policies of the principal and the academic success of the students at this madrasah. Students' participation as responders is crucial since they have firsthand knowledge of how policies are applied in the madrasah setting. Their opinions can offer factual data about how well the principal's policies are carried out and enhance the educational process. Furthermore, the information gathered from students can offer an impartial foundation for assessing the efficacy of current regulations and pinpointing areas in need of additional development.

The aforementioned problems draw attention to the difficulties and barriers that State Madrasah Tsanawiyah 1 in East Bolaang Mongondow Regency must overcome in order to raise student academic progress. It is crucial that the principle and other pertinent parties understand how essential the principal's policies are in fostering a positive learning environment and influencing students' academic success. Clear, consistent, and quantifiable methods should be used to implement effective policies, which should be developed based on the real circumstances and requirements of the madrasah community. In order for policies to be adopted and implemented successfully, the principal must also include teachers and other stakeholders in their implementation and evaluation. Therefore, it is crucial to look at how principal policies affect students' academic performance in order to better understand the current situation and offer useful suggestions for creating more effective educational leadership and raising the standard of instruction at the madrasah. It is envisaged that this study would identify specific and practical policy recommendations for the major and pertinent parties at State Madrasah Tsanawiyah 1 in East Bolaang Mongondow Regency. It is anticipated that these suggestions will act as a basis for the enhancement and creation of more successful and long-lasting educational policies. Additionally, this study is anticipated to provide important information about how school principals' policies affect students' academic performance, especially in the context of madrasahs. Based on the results of initial observations, the researcher identified several issues that piqued the researcher's interest and led to the selection of the thesis article: "The Influence of the Principal's Policies on Student Academic Achievement at State Madrasah Tsanawiyah 1 in East Bolaang Mongondow Regency".

METHOD

This study employs a quantitative descriptive research design. This research design was chosen because it aims to systematically describe and analyze the impact of policies implemented by the school principal on student academic achievement at State Madrasah Tsanawiyah 1 in East Bolaang Mongondow Regency (Mutaqin, 2022). Through this research design, phenomena or facts related to the implementation of the principal's policies and students' academic achievements will be presented objectively based on numerical data collected in the field. The approach used in this study is a quantitative approach with a causal-associative (effect) design. This approach aims to identify and measure the degree of influence of the independent variable the principal's policies on the dependent variable student academic achievement. This approach was applied to assess the extent of the contribution or impact of the principal's policies through statistical analysis of data obtained from research instruments that had been tested for validity and reliability (Nanda, 2025).

Data analysis techniques include several methods: a normality test is conducted to determine whether the data used in the analysis follow a normal distribution; a multicollinearity test is conducted to determine whether there is a strong relationship between the independent variables in the analysis; a heteroscedasticity test is conducted to determine whether the residual variance in the regression model is not constant; a test of independence or autonomy of residuals is used to ensure that the residuals from the regression model do not have a specific pattern or unwanted relationships. Hypothesis testing using simple linear regression is used to determine whether there is an effect between variable X and variable Y.

RESULT AND DISCUSSION

Result

This study aims to determine the effect of the principal's policies on student academic achievement at MTs Negeri 1 in East Bolaang Mongondow Regency. Data were collected from 198 respondents students at MTs Negeri 1 in East Bolaang Mongondow Regency through a questionnaire using a five-point Likert scale. The results of the descriptive analysis of the school

principal's policy variables show that the majority of respondents rated the policies in the "Always" and "Often" categories. This indicates that students believe the policies implemented by the school principal have been working well.

Table 1 Distribution of Respondents' Responses to the Principal's Policy

No.	Answer Categories	Frequency	Presentation
1.	Always	102	51,5%
2.	Often	78	39,4%
3.	Sometimes	10	5,1%
4.	Seldom	4	2,0%
5.	Never	4	2,0%
Amount	198	100%	

Source: Research Data Analysis Results, 2025

Table 1 shows that 39.4% of respondents said the principal's policies are frequently executed, while 51.5% said they are always applied successfully. The extremely low percentages in the "rarely" and "never" categories show that the madrasah's learning process has been constantly supported by the principal's rules. The majority of respondents fall into the high category, according to the findings of the descriptive analysis of the student academic attainment variable. This suggests that the academic performance of students at MTs Negeri 1 in East Bolaang Mongondow Regency is in good shape.

Table 2 Distribution of Student Academic Achievement

No.	Categories	Frequency	Presentation
1.	Always	129	65%
2.	Often	20	10%
3.	Sometimes	10	5%
4.	Seldom	20	10%
5.	Never	19	10%
Amount	198	198	100%

Source: Research Data Analysis Results, 2025

Table 2 shows that most pupils perform well academically, with 65% of respondents falling into the "always" category. This implies that students' academic progress is effectively supported by the learning environment established by school policies.

Pearson's Correlation Test

A correlation coefficient of $r = 0.877$ is revealed by the Pearson correlation analysis results. This number, which is classified as "very strong," shows that student academic achievement and the principal's policies are positively correlated. Put another way, pupils' academic achievement increases with the quality of the principal's policies.

Table 3 Results of the Pearson Correlation Test

Variable	Nilai r	Interpretation
Principal's Policy – Student Academic Achievement	0,877	Very Strong

Simple Linear Regression Test

An equation is produced as a result of basic linear regression analysis:

$$Y = -1,072 + 1,157X$$

According to the formula, student academic achievement will rise by 1.157 units for every unit increase in the principal's policy.

Table 4 Results of the Analysis of the Effect

Analysis	Results
Korelasi Pearson (r)	0,877
Regression Equation	$Y = -1,072 + 1,157X$
Coefficient of Determination (R^2)	0,768 (76,8%)
Hypothesis Decision	H_0 is rejected, H_1 is accepted

Discussion

The study's findings show that student academic progress is significantly impacted by school principals' policies. A Pearson correlation coefficient of 0.877, which shows a very significant and positive association between the two variables, supports this conclusion. Therefore, kids' academic progress increases with the quality of policies that school principals create and implement. These results align with George C. Edwards III's policy implementation theory, which holds that bureaucratic structure, communication, resources, and disposition all affect a policy's success (Pudentiana, 2022). Policies that are effectively articulated and backed by sufficient resources can promote student academic progress in madrasahs by fostering an effective learning environment (Satria et.al, 2026; Fuad et.al, 2023). School principals have a crucial role in influencing the effectiveness of the educational process, as evidenced by the considerable contribution of their policies, which account for 76.8% of the total. It has been demonstrated that policies pertaining to enhancing discipline, encouraging teacher professionalism, monitoring education, providing facilities and infrastructure, and establishing a favorable school atmosphere have a good effect on students' academic attainment. The results of this study corroborate other studies showing that school principals' initiatives improve students' academic performance. According to Lahitania and Muttaqin (2025) and Tunggal et al. (2025), school principals that are able to consistently implement policies will cultivate a positive school culture, increase student motivation, and improve the quality of instruction, all of which will ultimately lead to improved academic accomplishment.

The study's conclusions thus support the idea that the principal's initiatives play a significant role in raising students' academic performance at MTs Negeri 1 in East Bolaang Mongondow Regency. Thus, in order for student academic achievement to keep rising, the principal must keep creating policies that are flexible, inclusive, and centered on raising educational standards. By establishing precise academic standards and methodical oversight, the principal's policies also have an impact on the caliber of the educational process. Principals can guaranty that educational activities are carried out in line with the goals of the madrasah by developing policies based on the real needs of teachers and students. Principals can spot flaws in instructional strategies and give teachers helpful criticism through routine oversight. As a result, greater learning outcomes for students can be directly linked to increases in instructional quality. A key element in determining students' academic success is teacher professionalism, which can be strengthened through the implementation of principal policies. Teachers' pedagogical and professional competencies can be enhanced by policies that encourage them to take part in training, workshops, discussions, and other professional development activities. More skilled educators are better equipped to use learning resources, use effective teaching methods, and adapt to students' varying skill levels. As a result, the principal's policy affects academic attainment both directly and indirectly through improvements in teacher performance.

The significance that school policies have in fostering a disciplined and encouraging learning environment is another crucial factor. Policies pertaining to student engagement, academic responsibility, attendance, punctuality, and classroom discipline can support the development of good learning habits. Students are given clear expectations about their obligations as learners when

these policies are consistently implemented. Students are more likely to develop drive, perseverance, and responsibility when discipline is reinforced by adequate supervision and positive reinforcement. These qualities are critical for improving academic performance. The results also imply that engagement from instructors, students, and other madrasah community members is just as important to the success of primary policies as the policies themselves. Because stakeholders believe their needs and viewpoints are taken into account during the decision-making process, participatory policy-making can boost acceptance and commitment. In this sense, the principle coordinates different stakeholders toward shared educational objectives in addition to serving as an administrative leader. Therefore, the durability and efficacy of policies intended to raise student accomplishment can be strengthened through collaborative implementation.

Lastly, this study's significant contribution and high correlation show that MTs Negeri 1 East Bolaang Mongondow Regency should continue to prioritize developing principle leadership. While a significant amount of the variation in student academic achievement can be explained by the principal's policies, academic outcomes may also be influenced by other factors like student motivation, family support, the learning environment, teacher competency, socioeconomic conditions, and individual abilities. Therefore, future policies should take a complete approach by incorporating stakeholder input, adequate facilities, student assistance, teacher development, and academic monitoring. It is anticipated that this strategy will establish a long-lasting system of quality improvement and give students more chances to perform at their best academically.

CONCLUSION

It is possible to draw the conclusion that the principal's policies have a major impact on students' academic progress based on the findings of a study conducted at MTs Negeri 1 in East Bolaang Mongondow Regency. The principal's policies and student academic progress have a very strong and positive link, as shown by the Pearson correlation coefficient of 0.877. Furthermore, the principal's policies account for 76.8% of student academic accomplishment, with additional factors outside the purview of this study influencing the remaining 23.2%, according to the coefficient of determination (R^2) of 0.768. Therefore, pupils at MTs Negeri 1 in East Bolaang Mongondow Regency succeed more academically the better the principal's plans are enforced. Enhancing the caliber of teachers and the educational process, providing sufficient facilities and infrastructure, conducting regular academic evaluations, and cultivating a disciplined and supportive school environment are all school principal policies that have an impact on improvements in student academic achievement. As a result, school principals have a strategic role as educational leaders in raising student achievement and learning quality.

Clear communication, sufficient resources, constant oversight, and active involvement from educators, students, parents, and other stakeholders are all necessary for the successful implementation of policies. Additionally, in order to respond to shifts in students' academic demands and the evolution of the educational environment, principals must constantly assess and modify current rules. The results also suggest that all members of the madrasah community must work together to improve student academic progress in addition to having a competent principal. Therefore, in order to provide a more thorough understanding of the determinants of academic achievement, future research is encouraged to look at additional factors that may influence student academic achievement, such as teacher competence, student motivation, parental support, learning facilities, and the learning environment.

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