PENGARUH SUPERVISI KEPALA SEKOLAH DAN MOTIVASI BERPRESTASI GURU TERHADAP KINERJA MENGAJAR GURU DI KECAMATAN KERTASARI KABUPATEN BANDUNG

ABSTRAK

Penelitian ini dilatarbelakangi oleh masih belum optimalnya kinerja mengajar guru Sekolah Dasar di Lingkungan Dinas Pendidikan dan Kebudayaan Kecamatan Kertasari Kabupaten Bandung. Hal tersebut berdasarkan data tahunan dari supervisi yang dilakukan pengawas TK dan SD di Lingkungan Dinas Pendidikan dan Kebudayaan kecamatan Kertasari Kabupaten Bandung yang menyebutkan bahwa perlu ada peningkatan lebih terhadap kinerja guru, baik dari perencanaan pembelajaran, pelaksanaan pembelajaran, dan penilaian bagi peserta didik.

Tujuan penelitian ini adalah untuk mengetahui (1) gambaran Supervisi Kepala Sekolah (2) gambaran Motivasi Berprestasi Guru; (3) gambaran Kinerja Mengajar Guru;(4) pengaruh Supervisi Kepala Sekolah terhadap Motivasi Berprestasi Guru, (5) pengaruh Motivasi Berprestasi Guru terhadap Kinerja Mengajar Guru, (6) pengaruh Supervisi Kepala Sekolah terhadap Kinerja Mengajar Guru, (7) Pengaruh Supervisi Kepala Sekolah dan Motivasi Berprestasi Guru terhadap Kinerja Mengajar Guru.

Subjek penelitian adalah 200 guru SD Negeri di Lingkungan Dinas Pendidikan Kecamatan Kertasari Kabupaten Bandung. Teknik analisis data menggunakan *SEM* (*structural equation model*) dengan menggunakan program SIMPLIS *(SIMPLE LISREL)*. Data pada penelitian ini diolah melalui dua cara, yaitu: (1) analisis model pengukuran (analisis faktor) dan (2) analisis model struktural.

Hasil penelitian menunjukkan bahwa (1) Supervisi Kepala Sekolah berada pada kategori baik, (2) Motivasi Berprestasi Guru berada pada kategori baik, (3) Kinerja Mengajar Guru berada pada kategori baik,(4) Supervisi Kepala Sekolah (X) berpengaruh positif terhadap Motivasi Berprestasi Guru (Y_1), (5) Motivasi Berprestasi Guru (Y_1) berpengaruh positif terhadap Kinerja Mengajar Guru (Y_2), (6) Supervisi Kepala Sekolah (X) berpengaruh positif terhadap Kinerja Mengajar Guru (Y_2), (7) Supervisi Kepala Sekolah (X) dan Motivasi Berprestasi Guru (Y_1) secara bersama-sama berpengaruh positif terhadap Kinerja Mengajar Guru (Y_2).

Rekomendasi dari penelitian ini yaitu: (1) Para guru dalam kegiatan supervisi hendaknya dilibatkan sebagai rekan dan sahabat bagi kepala sekolah, (2) kepala sekolah hendaknya melaksanakan supervisi dengan rutin dan berkesinambungan, (3) para guru hendaknya menjadikan rencana pelaksanaan pembelajaran yang telah dibuat sebagai acuan, (4) para guru hendaknya menyiapkan teknik dan instrumen penilaian yang tepat.

PRINCIPAL EFFECT OF SUPERVISION
ACHIEVEMENT MOTIVATION AND PERFORMANCE OF TEACHERS
TEACHING TEACHERS IN DISTRICT KERTASARI
BANDUNG

ABSTRACT

This research is motivated by the performance is still not optimal teaching elementary school teacher in the Environment Department of Education and Culture Kertasari District of Bandung Regency. It is based on annual data from regulatory supervision conducted in kindergartens and primary schools in the Environment Department of Education and Culture Kertasari districts of Bandung Regency stating that there needs to be improvement over the performance of teachers, both in the planning of learning, teaching practices, and assessment for learners.

The purpose of this study was to determine (1) description of the Principal Supervision (2) description of the Achievement Motivation of Teachers; (3) description of Teachers' Teaching Performance, (4) the effect of the Principal Supervision of the Teacher Achievement Motivation, (5) the effect of Achievement Motivation on the Performance of Teachers Teaching Teachers, (6) the effect of the Principal Supervision of the Teacher's Teaching Performance, (7) effect of Supervising Principal and Achievement Motivation of Teachers to Teaching Performance of Teachers.

Subjects were 200 elementary school teachers in the State Education Department of Environmental Kertasari District of Bandung Regency. Analysis using SEM (structural equation model) with the SIMPLIS program (SIMPLE LISREL). The data in this study is processed in two ways, namely: (1) analysis of the measurement model (factor analysis) and (2) the analysis of structural models.

The results showed that (1) Supervising Principal are in the good category, (2) Achievement Motivation of Teachers are in the good category, (3) Teaching Performance of Teachers are in the good category, (4) Supervising Principal (X) positive effect on Achievement Motivation Teacher (Y_1), (5) Teacher Achievement Motivation (Y1) positive effect on the Performance of Teaching Teachers (Y_2), (6) Supervising Principal (X) positive effect on the Performance of Teaching Teachers (Y_2), (7) Supervising Principal (X) and Achievement Motivation Teacher (Y_1) is jointly positive effect on the Performance of Teaching Teachers (Y_2).

Recommendations from this study are: (1) The teachers in supervision activities should be involved as a partner and friend of the principal, (2) the principal should undertake a regular and continuous supervision by, (3) the teachers should make learning implementation plans have been made as a reference, (4) the teacher should provide techniques and appropriate assessment instruments.