

PENGARUH PERILAKU KEPEMIMPINAN KEPALA SEKOLAH,
KOMUNIKASI SEKOLAH, BUDAYA SEKOLAH DAN KINERJA GURU
TERHADAP KINERJA SEKOLAH

(Pada SDN di Kabupaten Bandung Jawa Barat)

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh faktor-faktor yang berkaitan erat dengan kinerja sekolah, yaitu mencakup faktor ; perilaku kepemimpinan kepala sekolah, komunikasi sekolah , budaya sekolah dan kinerja guru terhadap kinerja sekolah, serta menemukan model alternatif dalam pengembangan kinerja sekolah. Pendekatan yang digunakan pendekatan kuantitatif, melalui metode survey dengan penjelasan yang mendalam (*explanatory survey method*), populasi dalam penelitian ini seluruh Kepala Sekolah sebanyak 1.354 orang dan guru PNS Sekolah Dasar Negeri se-Kabupaten Bandung sebanyak 9.869 orang dengan sampel 93 orang kepala sekolah dan 564 orang guru PNS pada SDN se-Kabupaten Bandung. Penjarangan data menggunakan kuesioner dan dianalisis dengan menggunakan analisis regresi ganda (*multiple regression analysis*). Hasil penelitian menunjukkan bahwa (a) perilaku kepemimpinan kepala sekolah memberikan kontribusi positif dan signifikan terhadap kinerja guru dan kinerja sekolah, (b) komunikasi sekolah memberikan kontribusi positif dan signifikan terhadap kinerja guru dan kinerja sekolah, (c) budaya sekolah memberikan kontribusi positif dan signifikan terhadap kinerja guru dan kinerja sekolah, (d) kinerja guru memberikan kontribusi positif dan signifikan terhadap kinerja sekolah. Melalui penelitian ini diperoleh temuan bahwa peningkatan kinerja guru dan kinerja sekolah dapat dicapai melalui peningkatan perilaku kepemimpinan sekolah, peningkatan komunikasi sekolah, dan peningkatan budaya sekolah. Diperoleh simpulan bahwa kondisi empirik SDN di Kabupaten Bandung menunjukkan : (a) perilaku kepemimpinan kepala sekolah berada pada kategori sangat tinggi, dimensi yang paling menonjol adalah dimensi *selling* sedangkan dimensi yang paling rendah adalah dimensi *consideration*; (b) kondisi empirik komunikasi sekolah berada pada kategori sangat tinggi dimensi yang paling menonjol adalah dimensi fungsi komunikasi sedangkan dimensi keterampilan hubungan manusia menjadi dimensi terendah; (c) kondisi empirik budaya sekolah pada kategori tinggi, dimensi yang paling menonjol adalah dimensi norma sedangkan dimensi yang paling rendah adalah asumsi; (d) kondisi empirik kinerja guru berada pada kategori tinggi dimensi yang paling menonjol adalah dimensi kompetensi profesional sedangkan dimensi yang paling rendah adalah dimensi kompetensi sosial; dan (e) kondisi empirik kinerja sekolah berada pada kategori sangat tinggi, dimensi yang paling menonjol adalah dimensi penilaian sedangkan dimensi terendah adalah dimensi standar sarana dan prasarana. Implikasinya ada lima dimensi yang harus dikembangkan di sekolah yaitu dimensi *consideration* dalam perilaku kepemimpinan kepala sekolah, dimensi *human relation skill* dalam komunikasi sekolah, dimensi *assumption* dalam budaya sekolah, *social competence* dalam kinerja guru dan dimensi *facilities and infrastructure* dalam kinerja sekolah melalui “**Model 4 Sudut Belahketupat Plus**”. Sehingga dapat direkomendasikan sebagai berikut : (1) Para Kepala Sekolah senantiasa menampilkan perilaku kepemimpinan yang berorientasi kepada dimensi konsiderasi. (2) Kepala Sekolah menerapkan model alternatif (4-sudut belah ketupat plus) dalam pengembangan kinerja sekolah. (3) Dinas Pendidikan dan Kebudayaan Kabupaten Bandung hendaknya kebutuhan sarana dan prasarana sekolah sesuai SNP.

Kata Kunci : Perilaku kepemimpinan, komunikasi sekolah, budaya sekolah, kinerja guru dan kinerja sekolah

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Pengaruh Perilaku Kepemimpinan Kepala Sekolah, Komunikasi Sekolah, Budaya Sekolah dan Kinerja Guru Terhadap Kinerja Sekolah

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INFLUENCE BEHAVIOR PRINCIPAL LEADERSHIP, SCHOOL
COMMUNICATION, SCHOOL CULTURE AND TEACHERS
PERFORMANCE TOWARD SCHOOL PERFORMANCE

(At elementary schools in Bandung regency, West Java)

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ABSTRACT

This study aims to assess the influence of factors that are closely related to school performance, which includes factors; the behavior of school leadership, school communication, school culture and teacher performance, the extent of its influence on school performance, as well as finding an alternative model in the development of school performance. The approach used quantitative approach through a survey method with in-depth explanation explanatory survey method), the entire population in this study is as many as 1,354 people, they are Principals and teachers of public elementary school at Bandung regency, accounted as many as 9,869 people with a sample of 93 principals and 564 state teachers at elementary school throughout Bandung regency. Crawl data is using a questionnaire and is analyzed by using multiple regression analysis. The results showed that (a) the behavior of the leadership of the principal contributing positively and significantly to the performance of teachers and school performance, (b) School communication has contributed positively and significantly to the performance of teachers and school performance, (c) School culture has contributed positively and significantly to the performance of teachers and school performance, (d) the performance of teachers has contributed positively and significantly to the school performance. Through this study it is found that that the improved performance of teachers and school performance can be achieved through improved school leadership behavior, an increase in school communications, and improved school culture. It can be concluded that the condition of empirical Elementary School in Bandung regency shows: (a) the behavior of school leadership are at very high category, the dimensions of the most prominent is the dimension of *selling* while the dimensions of the lowest is the dimension of *consideration*; (b) the condition of the empirical school communication is in the category of extremely high dimensional, and the most prominent is the dimension of the communication functions while the dimensions of the human relations skills is the lowest dimension; (c) the condition of the empirical school culture is in the high category, the dimensions of the most prominent is the norm dimension while the lowest dimension is assumption dimension; (d) the condition of empirical performance of teachers is also at the high category, and the most prominent dimension is the dimension of professional competence while the lowest dimension is the dimension of social competence; and (e) the condition of empirical performance of schools is in very high category, the dimensions of the most prominent is the dimension of votes while the lowest dimensions are standard dimensions and infrastructure. This implicitly means there are five dimensions that should be developed in school, that is, the dimensions of *consideration* in the behavior of school leadership, dimensions of *human relations skills* in school communication, dimension of *assumption* in school culture, *social competence* in the performance of teachers and dimensions of *facilities and infrastructure* in the performance of schools through "**model 4 angle rhombus plus**". So it can be recommended as follows: (1) the principals should always display behavior leadership to the dimension of consideration. (2) the principal also should implement alternative models (4-angle rhombus plus) in the development of school performance. (3) Department of Education and culture should suffice the needs of school facilities and infrastructure in accordance with SNP.

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Keywords: *Behavior leadership, schools communication, school culture, teacher performance and school performance*