

**PENGARUH IKLIM ORGANISASI SEKOLAH DAN KOMITMEN GURU
TERHADAP PRODUKTIVITAS KERJA GURU SEKOLAH MENENGAH
PERTAMA NEGERI DI GUGUS V KABUPATEN BANDUNG BARAT**

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Abstrak

Tujuan penelitian untuk mengetahui pengaruh antara iklim organisasi sekolah dan komitmen guru terhadap produktivitas kerja guru pada sekolah menengah pertama negeri di Gugus V Kabupaten Bandung Barat. Dengan pendekatan kuantitatif metode deskriptif analisis, sampel sejumlah 100 responden dari populasi 313 orang guru sekolah menengah pertama negeri di Gugus V Kabupaten Bandung Barat. Pengumpulan data menggunakan angket tertutup dengan skala likert, kemudian data diolah dan dianalisis dengan bantuan program spss 21. Hasil penelitian: (1) pengaruh iklim organisasi sekolah terhadap produktivitas kerja guru adalah positif dan signifikan sebesar 36,8%; (2) pengaruh komitmen guru terhadap produktivitas kerja guru adalah positif dan signifikan sebesar 57,2%; (3) pengaruh komitmen guru dan iklim organisasi sekolah secara simultan terhadap produktivitas kerja guru adalah positif dan signifikan sebesar 59,2% sisanya sebesar 40,8% dipengaruhi oleh faktor lain yang tidak dikaji dalam penelitian ini. Disarankan (1) Para kepala sekolah SMP di Gugus V dapat memberikan bantuan terhadap peningkatan produktivitas kerja guru dalam bentuk fasilitas pelatihan atau lokakarya pembuatan PTK, karya tulis ilmiah; (2) Kepala sekolah hendaknya memberikan perlakuan atau upaya untuk meningkatkan komitmen guru melalui dua pendekatan, yaitu pendekatan struktural yang meliputi: otonomi, kebijakan, variasi tugas, signifikansi tugas, identitas tugas serta *feed back*; dan pendekatan proses yakni melakukan berbagai proses keorganisasian. (3) Kepala sekolah selaku pimpinan perlu mensosialisasikan dan mengomunikasikan visi dan misi sekolah secara cermat dan tepat (4) Guru hendaknya senantiasa memelihara dan meningkatkan komitmen serta motivasinya dalam menjalankan tugas profesionalnya agar kemampuan dan keterampilannya senantiasa berkembang dengan mengikuti program-program peningkatan produktivitas kerja seperti MGMP dan program lainnya.

Kata kunci : iklim organisasi sekolah, komitmen guru, dan produktivitas kerja guru.

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THE INFLUENCE OF SCHOOL ORGANIZATIONAL CLIMATE AND TEACHER'S COMMITMENT TOWARDS THE JUNIOR HIGH SCHOOL TEACHER'S WORK PRODUCTIVITY AT GUGUS V BANDUNG BARAT REGION

ABSTRACT

The research objective was to determine the effect of the teacher's commitment and school organizational climate on the productivity of teachers in junior high schools in Cluster V West Bandung regency. This study uses a quantitative approach with the descriptive analysis method. Sampling using random sampling of 100 respondents from a population of 313 junior high school teachers in Cluster V West Bandung regency. The research instrument is closed questionnaire using the Likert scale. The data analysis assisted by SPSS 21 program. The results showed that (1) the influence of teachers' commitment toward the teacher's work productivity is positive and significant of 36.8%; (2) the effect of school organizational climate toward the teacher's work productivity is positive and significant of 52.7%; (3) the effect of teachers' commitment of teachers and school organizational climate simultaneously toward the teacher's work productivity is positive and significant of 59.2%, remaining 40.8% is influenced by other factors which are not examined in this study. Suggested (1) The principal of junior high schools in Cluster V West Bandung regency should always establish harmonious cooperation with the head of a junior high school in Cluster V West Bandung regency, through enhancement and routine monitoring and periodic assistance to supervisors and so heads of junior high school in Cluster V to increase the teacher's work productivity; (2) The principal of junior high schools in Cluster V West Bandung regency should always build a conducive organizational climate by putting attention to the duties and responsibilities, more concern to the teachers' interest of the task, and respect for teachers who excel through gifts or awards (reward) and punish the undisciplined teachers; (3) The principal should provide treatment or an attempt to increase the commitment of teachers through two approaches, which is structural include: autonomy, policy, variety of tasks, task significance, task identity and feed back; and the process approach that perform a variety of organizational processes, (4) Teachers should constantly maintain and increase the commitment and motivation in performing his professional duties so that the capabilities and skills are constantly evolving to follow programs to improve work productivity such as MGMP and other programs.

Keywords: school organizational climate, teacher's commitment, and teacher's work productivity

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