

ABSTRAK

KONTRIBUSI PERSEPSI GURU TENTANG KEPEMIMPINAN KEPALA SEKOLAH, KOMPENSASI DAN MOTIVASI KERJA TERHADAP KINERJA GURU DI SMA NEGERI 1 SAPURAN, WONOSOBO

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Penelitian ini bertujuan untuk mengetahui seberapa besar kontribusi persepsi guru tentang kepemimpinan kepala sekolah, kompensasi dan motivasi kerja terhadap kinerja guru di SMA Negeri 1 Sapuran, Wonosobo.

Penelitian ini merupakan penelitian eksplanatif. Dengan teknik sampling jenuh, dan diperoleh 33 guru di SMA Negeri 1 Sapuran Wonosobo. Untuk menguji kontribusi persepsi guru digunakan analisis regresi berganda.

Hasil pengujian hipotesis menunjukkan bahwa kontribusi kepemimpinan kepala sekolah sebesar 52,49% dengan $p(0,000) < 0,05$. Kontribusi kompensasi sebesar 26,90% dengan $p(0,001) < 0,05$. Kontribusi motivasi kerja sebesar 20,15% dengan $p(0,011) < 0,05$. Dari hasil tersebut dapat disimpulkan semakin baik kepemimpinan kepala sekolah akan mengakibatkan semakin baik kinerja guru dan sebaliknya. Semakin baik kompensasi akan mengakibatkan semakin baik kinerja guru dan sebaliknya. Semakin tinggi motivasi kerja akan mengakibatkan semakin baik kinerja guru dan sebaliknya.

ABSTRACT

THE CONTRIBUTION OF TEACHER'S PERCEPTIONS ON THE SCHOOL PRINCIPAL'S LEADERSHIP, COMPENSATION, AND WORKING MOTIVATION TOWARDS THE TEACHER'S PERFORMANCE IN SMA NEGERI 1 SAPURAN, WONOSOBO

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This study aims to determine the contribution of teacher's perceptions on school principal's leadership, compensation, and working motivation to work towards the teacher's performance in SMA Negeri 1 Sapuran, Wonosobo.

This is an explanative research. The population of this study were 45 teachers. By using saturation sampling technique, 33 teachers in SMAN 1 Sapuran, Wonosobo, were obtained. Before analyzing the research instrument data, validity and reliability tests were conducted. The technique of data analysis in this research was multiple regression analysis.

The results of hypothesis testing showed that: the contribution of school principal's leadership towards the teacher's performance of 52.49% with $p(0.000) < 0.05$; the contribution of compensation towards the teacher's performance of 26.90% with $p(0.001) < 0.05$; and the contribution of working motivation towards the teacher's performance of 20.15% with $p(0.011) < 0.05$. From these results it could be concluded that the better school principal's leadership would lead to the better teacher's performance and vice versa; the better the compensation would lead to the better teacher's performance and vice versa; and the higher the working motivation would lead to the better the teacher's performance and vice versa. The school principal's leadership, compensation, and teacher's working motivation could explain the variable of the teacher's performance of 18.4 %.