

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh pelatihan terhadap kinerja guru; (2) pengaruh *team teaching* terhadap kinerja guru; (3) pengaruh supervisi pendidikan terhadap kinerja guru; (4) peran motivasi guru dalam memediasi pengaruh pelatihan guru terhadap kinerja guru; (5) peran motivasi guru dalam memediasi pengaruh *team teaching* terhadap kinerja guru; (6) peran motivasi guru dalam memediasi pengaruh supervisi pendidikan terhadap kinerja guru; (7) peran kepemimpinan kepala sekolah dalam memoderasi pengaruh pelatihan guru terhadap kinerja guru yang dimediasi oleh motivasi; (8) peran kepemimpinan kepala sekolah dalam memoderasi pengaruh *team teaching* terhadap kinerja guru yang dimediasi oleh motivasi dan (9) peran kepemimpinan kepala sekolah dalam memoderasi pengaruh supervisi pendidikan terhadap kinerja guru yang dimediasi oleh motivasi. Populasi dalam penelitian ini adalah seluruh guru SMP dan SMA Kolese Kanisius, Jakarta. Sampel dalam penelitian ini sebanyak 81 guru, yang pengambilannya dengan *clustered non random sampling*. Analisis data dengan menggunakan analisis regresi linier berganda, analisis jalur, dan untuk menguji variabel moderasi menggunakan prosedur PROCESS versi 3.5.3 dengan bantuan *software SPSS windows release* versi 25. Hasil penelitian menunjukkan bahwa: (1) Pelatihan guru berpengaruh positif terhadap kinerja guru; (2) *team teaching* tidak berpengaruh positif terhadap kinerja guru; (3) supervisi pendidikan tidak berpengaruh positif terhadap kinerja guru; (4) motivasi memediasi pengaruh pelatihan guru terhadap kinerja guru; (5) motivasi memediasi pengaruh *team teaching* terhadap kinerja guru; (6) motivasi tidak memediasi pengaruh supervisi pendidikan terhadap Kinerja Guru; (7) kepemimpinan kepala sekolah tidak memoderasi pengaruh pelatihan guru terhadap kinerja guru; (8) kepemimpinan kepala sekolah tidak memoderasi pengaruh *team teaching* terhadap kinerja guru; (9) kepemimpinan kepala sekolah tidak memoderasi pengaruh supervisi pendidikan terhadap kinerja guru.

Kata kunci: pelatihan guru, supervisi, *team teaching*, motivasi, kinerja guru

ABSTRACT

This study aims to find out: (1) the influence of training on teacher performance; (2) the influence of team teaching on teacher performance; (3) the effect of educational supervision on teacher performance; (4) the role of teacher motivation in mediating the influence of teacher training on teacher performance; (5) the role of teacher motivation in mediating the influence of team teaching on teacher performance; (6) the role of teacher motivation in mediating the influence of educational supervision on teacher performance; (7) the leadership role of the principal in moderating the influence of teacher training on the performance of teachers mediated by motivation; (8) the role of the principal leadership in moderating the influence of team teaching on teacher performance mediated by motivation and (9) the role of the principal leadership in moderating the influence of educational supervision on teacher performance mediated by motivation. The population in this study is all teachers of SMP and SMA Kolese Kanisius, Jakarta. The sample in this study was 81 teachers, whose retrieval was clustered non random sampling. Data analysis using multiple regression analysis, path analysis, and regression analysis to test moderation variables using process version 3.5.3 with the help of WINDOWS RELEASE SPSS software version 25. The results showed that: (1) Teacher training has a positive effect on teacher performance; (2) team teaching has no positive effect on teacher performance; (3) supervision of education has no positive effect on teacher performance; (4) motivation is able to mediate the relationship of the influence of teacher training on teacher performance; (5) motivation is able to mediate the relationship of the influence of team teaching on teacher performance; (6) motivation is not able to mediate the relationship of the influence of educational supervision on Teacher Performance; (7) the leadership of the principal does not moderate the influence of teacher training on teacher (5) motivation is able to mediate the relationship of the influence of team teaching on teacher performance; (6) motivation is not able to mediate the relationship of the influence of educational supervision on Teacher Performance; (7) the leadership of the principal does not moderate the influence of teacher training on teacher performance (8) The leadership of the principal does not moderate the influence of the teaching team on the performance of the teacher; (9) The leadership of the principal does not moderate the influence of educational supervision on teacher performance.

Keywords: teacher training, supervision, team teaching, motivation, teacher performance