

ABSTRAK

PENGARUH BUDAYA ORGANISASI, LINGKUNGAN KERJA FISIK, KOMPETENSI PEDAGOGIK DAN MOTIVASI KERJA TERHADAP KINERJA GURU DENGAN KOMITMEN AFEKTIF GURU SEBAGAI VARIABEL MEDIASI

Studi pada Guru Sekolah Eksperimental Mangunan Yogyakarta

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Penelitian ini bertujuan untuk mengetahui dan menganalisis: (1) pengaruh secara langsung budaya organisasi terhadap kinerja guru, (2) pengaruh secara langsung lingkungan kerja fisik terhadap kinerja guru, (3) pengaruh secara langsung kompetensi pedagogik guru terhadap kinerja guru, (4) pengaruh secara langsung motivasi kerja terhadap kinerja guru, (5) peran komitmen guru dalam memediasi pengaruh budaya organisasi terhadap kinerja guru, (6) peran komitmen guru dalam memediasi pengaruh lingkungan kerja fisik terhadap kinerja guru, (7) peran komitmen guru dalam memediasi pengaruh kompetensi pedagogik guru terhadap kinerja guru, dan (8) peran komitmen dalam guru memediasi pengaruh motivasi kerja terhadap kinerja guru. Populasi dari penelitian ini adalah guru TK, SD, dan SMP di Sekolah Eksperimental Mangunan Yogyakarta yang berjumlah 54 guru. Teknik sampling adalah sampling total dimana seluruh anggota populasi dijadikan sampel. Data diperoleh dengan cara menyebar kuesioner kepada para guru. Analisis data menggunakan *Partial Least Square* (PLS) dan pengolahan data menggunakan *software Smart PLS 3*. Hasil penelitian menunjukkan bahwa: (1) budaya organisasi secara langsung tidak berpengaruh terhadap kinerja guru, (2) lingkungan kerja fisik secara langsung berpengaruh positif terhadap kinerja guru, (3) kompetensi pedagogik guru secara langsung berpengaruh positif terhadap kinerja guru, (4) motivasi kerja secara langsung tidak berpengaruh terhadap kinerja guru, (5) komitmen guru tidak memediasi pengaruh budaya organisasi terhadap kinerja guru (*No-effect nonmediation*), (6) komitmen guru tidak memediasi pengaruh lingkungan kerja fisik terhadap kinerja guru (*direct-only nonmediation*), (7) komitmen guru tidak memediasi pengaruh kompetensi pedagogik guru terhadap kinerja guru (*direct-only nonmediation*), dan (8) komitmen guru tidak memediasi pengaruh motivasi kerja terhadap kinerja guru (*No-effect nonmediation*).

Kata kunci: budaya organisasi, lingkungan kerja fisik, kompetensi pedagogik, motivasi kerja, komitmen guru, kinerja guru.

ABSTRACT

THE INFLUENCE OF ORGANIZATIONAL CULTURE, PHYSICAL WORK ENVIRONMENT, PEDAGOGIC COMPETENCE AND WORK MOTIVATION ON TEACHER PERFORMANCE WITH TEACHER AFFECTIVE COMMITMENT AS A MEDIATING VARIABLE

Study on Teacher of Mangunan Experimental School Yogyakarta

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This study aims to find out and analyze: (1) the direct influence of organizational culture on teacher performance, (2) the direct influence of the physical work environment on teacher performance, (3) the direct influence of teacher pedagogic competence on teacher performance, (4) the direct influence of work motivation on teacher performance, (5) the role of teacher commitment in mediating the influence of organizational culture on teacher performance, (6) the role of teacher commitment in mediating the influence of the physical work environment on teacher performance, (7) the role of teacher commitment in mediating the influence of teacher pedagogic competence on teacher performance, and (8) the role of commitment in teachers in mediating the influence of work motivation on teacher performance. The population of this study is kindergarten, elementary, and junior high school teachers at the Mangunan Experimental School Yogyakarta which totals 54 teachers. The sampling technique is total sampling where all members of the population are sampled. Data was obtained by distributing questionnaires to teachers. Data analysis using Partial Least Square (PLS) and data processing using Smart PLS 3 software. The results of the study show that: (1) organizational culture does not directly affect teacher performance, (2) physical work environment directly affects teacher performance, (3) teacher pedagogic competence directly affects teacher performance, (4) work motivation does not directly affect teacher performance, (5) teacher commitment does not mediate the influence of organizational culture on teacher performance (No-effect nonmediation), (6) teachers' commitment not to mediate the influence of the physical work environment on teacher performance (direct-only nonmediation), (7) teacher commitment does not mediate the influence of teacher pedagogic competence on teacher performance (direct-only nonmediation), and (8) teacher commitment does not mediate the influence of work motivation on teacher performance (no-effect nonmediation).

Keywords: organizational culture, physical work environment, pedagogical competence, work motivation, teacher commitment, teacher performance