

ABSTRAK

**PENGARUH PEMAHAMAN KURIKULUM MERDEKA, KOMPETENSI
PROFESIONAL, DAN PELATIHAN TERHADAP KINERJA GURU
DENGAN KEPUASAN KERJA SEBAGAI VARIABEL MEDIASI
DI SEKOLAH MARSUDIRINI**

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Penelitian ini bertujuan untuk mengetahui dan menganalisis: (1) pengaruh secara langsung pemahaman kurikulum merdeka terhadap kinerja guru, (2) pengaruh secara langsung kompetensi profesional terhadap kinerja guru, (3) pengaruh secara langsung pelatihan terhadap kinerja guru, (4) pengaruh pemahaman kurikulum merdeka terhadap kinerja guru dengan dimediasi kepuasan kerja, (5) pengaruh kompetensi profesional terhadap kinerja guru dengan dimediasi kepuasan kerja, dan (6) pengaruh pemahaman kurikulum terhadap kinerja guru dengan dimediasi kepuasan kerja di SD Marsudirini wilayah Bawen, Ambarawa, Salatiga, Semarang dan Yogyakarta sejumlah 118 orang. Sampel dalam penelitian ini adalah para guru SD Marsudirini di wilayah Bawen, Ambarawa, Salatiga, Semarang dan Yogyakarta. Teknik sampling menggunakan *total sampling* karena pengolahan data *Partial Least Square (PLS)* minimal 100. Pengumpulan data dilakukan dengan penyebaran kuesioner baik secara *online* dan *offline*. Penelitian ini menggunakan pendekatan kuantitatif. Teknik analisis data menggunakan *Partial Least Square (PLS)*, dengan aplikasi *Smart PLS-3*. Hasil penelitian menunjukkan bahwa: (1) Pemahaman kurikulum merdeka tidak berpengaruh secara langsung terhadap kinerja guru. (2) Kompetensi profesional secara langsung berpengaruh terhadap kinerja guru. (3) Pelatihan secara langsung berpengaruh terhadap kinerja guru. (4) Pemahaman kurikulum merdeka tidak berpengaruh terhadap kinerja guru dengan dimediasi kepuasan kerja. (5) Kompetensi profesional berpengaruh terhadap kinerja guru dengan dimediasi kepuasan kerja. (6) Pelatihan berpengaruh terhadap kinerja guru dengan dimediasi kepuasan kerja.

Kata Kunci: Pemahaman kurikulum merdeka, kompetensi profesional, pelatihan, kinerja guru, kepuasan kerja

ABSTRACT

THE INFLUENCE OF UNDERSTANDING THE INDEPENDENT CURRICULUM, PROFESSIONAL COMPETENCE, AND TRAINING ON TEACHER PERFORMANCE WITH JOB SATISFACTION AS A MEDIATING VARIABLE AT MARSUDIRINI SCHOOL

This research aims to determine and analyze: (1) the direct effect of understanding the independent curriculum on teacher performance, (2) the direct effect of professional competence on teacher performance, (3) the direct effect of training on teacher performance, (4) the effect of understanding the independent curriculum on teacher performance mediated by job satisfaction, (5) the effect of professional competence on teacher performance mediated by job satisfaction, and (6) the effect of understanding the curriculum on teacher performance mediated by job satisfaction in Marsudirini elementary schools in the Bawen, Ambarawa, Salatiga, Semarang and Yogyakarta regions totaling 118 people. The samples in this study were teachers of Marsudirini elementary schools in Bawen, Ambarawa, Salatiga, Semarang and Yogyakarta. The sampling technique uses total sampling because Partial Least Square (PLS) data processing is at least 100. Data collection was done by distributing questionnaires both online and offline. This research uses a quantitative approach. The data analysis technique uses Partial Least Square (PLS), with the Smart PLS-3 application. The results showed that: (1) Understanding the independent curriculum has no direct effect on teacher performance. (2) Professional competence directly affects teacher performance. (3) Training directly affects teacher performance. (4) Understanding the independent curriculum has no effect on teacher performance mediated by job satisfaction. (5) Professional competence affects teacher performance mediated by job satisfaction. (6) Training affects teacher performance mediated by job satisfaction.

Keywords: Understanding of independent curriculum, professional competence, training, teacher performance, job satisfaction.

