

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh supervisi kepala sekolah, disiplin kerja, dan kompetensi guru terhadap kinerja guru, baik secara langsung maupun tidak langsung melalui komitmen organisasi sebagai variabel mediasi di lingkungan Yayasan Salib Suci, sebuah lembaga pendidikan Katolik yang saat ini menaungi 70 unit sekolah di Jawa Barat. Penelitian menggunakan pendekatan kuantitatif dengan desain penelitian eksplanatori dan teknik pengambilan sampel menggunakan *proportional stratified random sampling* berdasarkan jenjang sekolah. Pengumpulan data melalui kuesioner dengan skala Likert dari responden yang ditentukan menggunakan *proportional stratified random sampling*. Analisis data menggunakan *Partial Least Squares Structural Equation Modeling* (PLS-SEM) dengan bantuan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa model memiliki kemampuan penjelasan yang kuat dengan nilai R^2 komitmen organisasi sebesar 0,614 dan kinerja guru sebesar 0,690. Secara langsung supervisi kepala sekolah ($\beta = 0,087$; $p = 0,044$), disiplin kerja ($\beta = 0,197$; $p = 0,006$), dan kompetensi guru ($\beta = 0,380$; $p = 0,000$) masing – masing berpengaruh positif dan signifikan terhadap kinerja guru, dengan kompetensi guru menjadi faktor yang paling dominan. Sementara itu komitmen organisasi terbukti memediasi pengaruh disiplin kerja ($\beta = 0,135$; $p = 0,000$) dan kompetensi guru ($\beta = 0,082$; $p = 0,002$) terhadap kinerja guru, namun tidak terbukti memediasi pengaruh supervisi kepala sekolah ($\beta = 0,025$; $p = 0,087$) terhadap kinerja guru. Temuan ini memberikan implikasi strategis bagi Yayasan Salib Suci dalam merumuskan kebijakan pengembangan sumber daya manusia yang mengintegrasikan penguatan kompetensi profesional, budaya disiplin dan komitmen organisasi yang selaras dengan nilai – nilai spiritualitas pendidikan Katolik.

Kata Kunci : supervisi kepala sekolah, disiplin kerja, kompetensi guru, komitmen organisasi, kinerja guru, PLS-SEM, Yayasan Salib Suci

ABSTRACT

This study aims to examine the direct and indirect influence of principal supervision, work discipline, and teacher competence on teacher performance, with organizational commitment serving as a mediating variable. The study was conducted in Yayasan Salib Suci a Catholic educational foundation that manages 70 schools in West Java, Indonesia. Data were collected through a Likert-scale questionnaire distributed to teachers selected using proportional stratified random sampling. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. The results show that the model has strong explanatory power, with R^2 values of 0.614 for organizational commitment and 0.690 for teacher performance. Direct effect analysis indicates that principal supervision ($\beta = 0.087$; $p = 0.044$), work discipline ($\beta = 0.197$; $p = 0.006$), and teacher competence ($\beta = 0.380$; $p = 0.000$) all have a positive and significant effect on teacher performance. Among these variables, teacher competence is the strongest predictor. the mediation analysis reveals that organizational commitment significantly mediates the effects of work discipline ($\beta = 0.135$; $p = 0.000$) and teacher competence ($\beta = 0.082$; $p = 0.002$) on teacher performance. However, organizational commitment does not significantly mediate the relationship between principal supervision and teacher performance ($\beta = 0.025$; $p = 0.087$). These findings suggest that improving teacher competence, strengthening work discipline, and fostering organizational commitment are important strategies for enhancing teacher performance in Yayasan Salib Suci.

Keywords: principal supervision, work discipline, teacher competence, organizational commitment, teacher performance, PLS-SEM, Yayasan Salib Suci