

ABSTRAK

PENGARUH KEPEMIMPINAN KEPALA SEKOLAH DAN DISIPLIN KERJA GURU TERHADAP KINERJA GURU

Survei pada Guru-Guru di SMK Bidang Keahlian Bisnis dan Manajemen Se-Kota
Yogyakarta, Provinsi Daerah Istimewa Yogyakarta

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Penelitian ini bertujuan untuk mengetahui adakah pengaruh positif kepemimpinan kepala sekolah dan disiplin kerja guru terhadap kinerja guru. Jenis penelitian ini adalah penelitian survei. Penelitian dilaksanakan pada tanggal 5 Maret - 20 April 2015. Populasi penelitian ini adalah seluruh guru SMK Bidang Keahlian Bisnis dan Manajemen se-Kota Yogyakarta yang berjumlah 353 guru. Sampel penelitian sebanyak 203 guru. Teknik penarikan sampel adalah *Purposive Sampling*. Teknik pengumpulan data adalah kuesioner. Teknik analisis data menggunakan analisis deskriptif dan *Chi Square*.

Hasil penelitian menunjukkan bahwa: (1) ada pengaruh positif kepemimpinan kepala sekolah terhadap kinerja guru. Derajat asosiasi rendah ($C=0,180$; $C_{max}=0,816$; $r=0,22$ berada pada rentang $0,20 < r \leq 0,40$); (2) ada pengaruh positif disiplin kerja guru terhadap kinerja guru. Derajat asosiasi rendah ($C=0,178$; $C_{max}=0,816$; $r=0,22$ berada pada rentang $0,20 < r \leq 0,40$)

ABSTRACT

THE CONSEQUENCE OF THE PRINCIPAL LEADERSHIP AND TEACHER DISCIPLINE TOWARD TEACHER'S PERFORMANCE

A Survey on Teachers in Vocational High School of Business and Management
Program in Yogyakarta Special Region

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This research aims to know the positive consequence of principal leadership and teacher discipline toward teacher's performance. The type of this research is a survey research. This research was carried out from 5 March to 20 April 2015. The population of this research were 353 teachers of Vocational High Schools Business and Management program in Yogyakarta. The research samples were 203 teachers. The technique of taking samples was Purposive Sampling. Data collection technique was questionnaires. Data were analyzed by using descriptive analysis and Chi Square.

The result of the research indicates that: (1) there is a positive consequence of principal leadership toward teacher's performance. Have a low degree of association ($C=0,180$; $C_{max}=0,816$; $r=0,22$ was in the range of $0,20 < r \leq 0,40$); (2) there is a positive consequence of teacher's discipline toward teacher's performance ($C=0,178$; $C_{max}=0,816$; $r=0,22$ was in the range of $0,20 < r \leq 0,40$).