

ABSTRACT

Contribution of Working Discipline and Principals' Instructional Leadership toward Teachers' performance.

Oleh: Suharjiman, (AP PPs UNP-2011).

Teachers' performance was tending to be lower everywhere. It was assumed that this was closely related to their working discipline and principals' instructional leadership. This research aimed at revealing the contribution of the teachers' work discipline and principals' instructional leadership toward teachers' performance. To do it, this reseach presented three hypotheses: the first, teachers' working discipline contributed to teachers' performance; second, principals' instructional leadership contributed to teachers' performance, the third, both teachers' working discipline and principals' instructional leadership contributed simultaneously toward the teachers' performance. There were 180 senior high school teachers involved as the population of the research, fifty-nine of them were selected as samples by using stratified proportional random sampling technique. Data were collected by using a questionnaire of Likert scale model and analyzed by means of correlated and regression techniques. The results showed that: (1) teachers' working discipline contributed significantly 47,3% toward the teachers' performance, (2) the principals' instructional leadership contributed significantly 29,9% toward the teachers' performance, and (3) both teachers' working discipline and the principals' instructional leadership simultaneously contributed significantly 60,8% toward the teachers' performance. It can be concluded that the working discipline and the principals' instructional leadership were two factors significantly affecting the teachers' performance. Anyway, there must be some other factors contributing which were not discussed in this study. However, the teachers' working discipline and the principals' instructional leadership had been tested to significantly contributed to the teachers' performance.

ABSTRAK

Kontribusi Disiplin Kerja dan Kepemimpinan Instruksional Kepala Sekolah terhadap Kinerja Guru.

Oleh: Suharjiman, (AP PPs UNP-2011).

Kinerja sebagian guru diduga masih rendah. Hal ini diduga erat hubungan-nya dengan disiplin kerja dan kepemimpinan instruksional kepala sekolah. Penelitian ini bertujuan untuk mengungkapkan kontribusi disiplin kerja dan kepemimpinan instruksional kepala sekolah terhadap kinerja guru. Untuk itu diajukan tiga hipotesis: pertama, disiplin kerja berkontribusi terhadap kinerja guru; kedua, kepemimpinan instruksional kepala sekolah berkontribusi terhadap kinerja guru dan ketiga, disiplin kerja dan kepemimpinan instruksional kepala sekolah secara bersama-sama berkontribusi terhadap kinerja guru. Dari populasi sebesar 180 orang guru digunakan sebanyak 59 orang sebagai responden yang dipilih dengan menggunakan teknik *stratified proportional random sampling*. Data dikumpulkan melalui angket model skala *Likert* dan dianalisis dengan teknik regresi dan korelasi. Hasil penelitian menunjukkan bahwa: (1) disiplin kerja berkontribusi sebesar 47,3% terhadap kinerja guru, (2) kepemimpinan instruksional kepala sekolah berkontribusi sebesar 29,9% terhadap kinerja guru, dan (3) disiplin kerja dan kepemimpinan instruksional kepala sekolah secara bersama-sama berkontribusi secara signifikan sebesar 60,8 % terhadap kinerja guru. Disimpulkan bahwa disiplin kerja dan kepemimpinan instruksional kepala sekolah adalah dua faktor yang secara signifikan ikut mempengaruhi kinerja guru di samping faktor lain yang tidak diungkapkan dalam penelitian ini. Dengan demikian dapat dikatakan bahwa disiplin kerja dan kepemimpinan instruksional merupakan dua faktor yang sangat penting dalam meningkatkan kinerja guru.