

## ABSTRACT

### **Contribution of Work Motivation Teacher And Supervision Of Principal to the Performance of Elementary School Teachers In District Batang Kapas.**

*Oleh: Yenderi, (AP PPs UNP-2012).*

Based on the observation, it was found that many teachers shown their less capability in preparing a teaching device. Even some of them teach in the classroom without lesson plan. Expected performance of teachers is still low in performing their duties. Lack of teacher performance allegedly due to low motivation and implementation of teacher supervision is less effective principals. Further education will lead to low quality or competence of students in a school.

This research aims to reveal how much contribution Teacher Work Motivation and supervision of school principals on the performance of primary school teachers in the District of Batang Kapas. There are three hypotheses proposed in this research work motivation of teachers to contribute to the performance of teachers, Principal Supervision contribute to teacher performance, teacher motivation and supervision of the Principal contributed to the performance of teacher

The research method used was quantitative correlational study with a population of primary school teachers in the District of Batang Kapas as much as 385 and 121 samples were extracted using proportional stratified random sampling technique by considering the period of employment and educational strata. The instrument used was a questionnaire already tested the reliability and validity with the Monas program, Version 12 (c) 2009 by Dr.H.Nasrullah Aziz. The data are then analyzed using correlation and regression techniques.

The results showed that (1) Work Motivation teachers contribute significantly to the teacher's performance by 17 % (2) Supervision of the Principal contributed significantly to the performance of teachers by 6,4% (3) Work Motivation of Teachers and Supervision jointly contribute significantly of teacher performance by 20.4 %. The results showed that the hypothesis can be empirically acceptable. These findings can be concluded that Teacher Work Motivation and Supervision principals are two factors that contribute to teacher performance. Therefore, it is expected that the relevant parties to consider two factors for teacher performance can be improved

## ABSTRAK

### **Kontribusi Motivasi Kerja Guru Dan Supervisi Kepala Sekolah Terhadap Kinerja Guru SD Negeri Di Kecamatan Batang Kapas.**

*Oleh: Yenderi, (AP PPs UNP-2012).*

Berdasarkan pengamatan kasat mata di lapangan masih banyak guru yang lalai dalam menyiapkan perangkat mengajarnya. Bahkan beberapa dari mereka, mengajar di kelas tanpa menggunakan RPP. Diduga kinerja guru masih rendah dalam melaksanakan tugasnya. Kurangnya kinerja guru diduga karena rendahnya motivasi kerja guru dan pelaksanaan supervisi kepala sekolah yang kurang efektif. Lebih lanjut lagi akan mengakibatkan rendahnya mutu pendidikan atau kompetensi siswa pada suatu sekolah.

Penelitian ini bertujuan untuk mengungkap seberapa besar kontribusi Motivasi Kerja Guru dan supervisi kepala sekolah terhadap kinerja guru SD Negeri di Kecamatan Batang kapas. Terdapat tiga hipotesis yang diajukan dalam penelitian ini yaitu motivasi kerja guru berkontribusi terhadap kinerja guru, Supervisi Kepala Sekolah berkontribusi terhadap Kinerja guru, motivasi kerja guru dan Supervisi Kepala Sekolah berkontribusi terhadap Kinerja kerja guru

Metoda penelitian yang digunakan adalah penelitian kuantitatif korelasional dengan populasi guru SD Negeri di Kecamatan Batang Kapas sebanyak 385 dan sampel penelitian sebanyak 121 orang yang diambil menggunakan teknik *stratified Proportional Random Sampling* dengan mempertimbangkan masa kerja dan strata pendidikan. Instrumen yang digunakan adalah angket yang sudah diuji kehandalan dan kesahihannya dengan program Monas Versi 12 (c) 2009 oleh Dr.H.Nasrullah Aziz.. Data tersebut kemudian dianalisis menggunakan teknik korelasi dan regresi.

Hasil analisis menunjukkan bahwa (1) Motivasi Kerja Guru berkontribusi signifikan terhadap Kinerja guru sebesar 17 % (2) Supervisi Kepala Sekolah berkontribusi signifikan terhadap Kinerja guru sebesar 6,4% (3) Motivasi Kerja Guru dan Supervisi secara bersama-sama berkontribusi signifikan terhadap Kinerja guru sebesar 20,4 %. Hasil penelitian menunjukkan bahwa hipotesis dapat diterima secara empiris. Hasil temuan ini dapat disimpulkan bahwa Motivasi Kerja Guru dan Supervisi kepala sekolah merupakan dua faktor yang berkontribusi terhadap Kinerja guru. Oleh karena itu diharapkan kepada pihak-pihak terkait agar memperhatikan kedua faktor tersebut agar Kinerja guru dapat meningkat.