

ABSTRAK

Kontribusi Kecerdasan Emosional Dan Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja Guru SD Negeri Di Kecamatan Batang Kapas

Oleh: Zainal Efendi, (AP PPs UNP-2012)

Berdasarkan pengamatan kasat mata di lapangan ditemukan bahwa guru kurang bergairah dalam melaksanakan tugasnya. Hal tersebut diduga karena adanya faktor kekurangpuasan guru. Kurang puasnya guru di duga karena dipengaruhi faktor kecerdasan emosionalnya dan kepemimpinan kepala sekolah. Jika kondisi ini dibiarkan, dikawatirkan akan berpengaruh terhadap peningkatan mutu pendidikan di Kecamatan Batang Kapas Kabupaten Pesisir Selatan.

Penelitian ini bertujuan untuk mengungkapkan seberapa besar kontribusi kecerdasan emosional guru dan kepemimpinan kepala sekolah terhadap kepuasan kerja guru SD Negeri di Kecamatan Batang kapas. Terdapat tiga hipotesis yang diajukan dalam penelitian ini yaitu Kecerdasan Emosional berkontribusi terhadap kepuasan kerja guru, Kepemimpinan Kepala Sekolah berkontribusi terhadap kepuasan kerja guru, Kecerdasan Emosional dan kepemimpinan Kepala Sekolah berkontribusi terhadap kepuasan 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 dengann 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) Kecerdasan emosional berkontribusi signifikan terhadap kepuasan kerja guru sebesar 15,6 % (2) Kepemimpinan Kepala Sekolah berkontribusi signifikan terhadap kepuasan kerja guru sebesar 4,6% (3) kecerdasan emosional dan kepemimpinan secara bersama-sama berkontribusi signifikan terhadap kepuasan kerja guru sebesar 17,9%. Hasil penelitian menunjukkan bahwa hipotesis dapat diterima secara empiris. Hasil temuan ini dapat disimpulkan bahwa kecerdasan emosional dan kepemimpinan kepala sekolah merupakan dua faktor yang berkontribusi terhadap kepuasan kerja guru. Oleh karena itu diharapkan kepada pihak-pihak terkait agar memperhatikan kedua faktor tersebut agar kepuasan guru dapat meningkat.

ABSTRAK

Contribution of Emotional Intelligence And Leadership Against Principal Elementary School Teacher Job Satisfaction In the District of Batang Kapas

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Based on field observations in the visible is found that the teacher is less enthusiastic in performing their duties. This was allegedly due to a lack of satisfaction in the teacher factor. Less satisfied teachers in suspect because intelligence is influenced by emotional and leadership of school principals. If this condition is left, worried would affect the quality improvement of education in the District of Batang Kapas, District of Pesisir Selatan.

This research aims to reveal how large the contribution of emotional intelligence and leadership of the principal teacher of primary school teachers' job satisfaction in the District of Batang Kapas. There are three hypotheses proposed in this research that Emotional Intelligence contributes to job satisfaction of teachers, the Principal Leadership contributing to teacher job satisfaction, Emotional Intelligence and leadership of the Principal contributed to teachers' job satisfaction

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 by 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) Emotional intelligence contributes significantly to job satisfaction of teachers by 15.6% (2) Principal Leadership contribute significantly to job satisfaction of teachers by 4.6% (3) emotional intelligence and leadership together to contribute significantly teacher job satisfaction at 17.9%. The results showed that the hypothesis can be empirically acceptable. These findings can be concluded that emotional intelligence and leadership of school principals are two factors that contribute to teacher job satisfaction. Therefore, it is expected that the relevant parties to consider both factors of satisfaction for teachers to increase.