

ABSTRACT

Iwan Sunarya Panjaitan. NIM. 8136132065. The Effect of Supervision Approach and the Type of Teacher's Personality on Pedagogical Competence of State Senior High School Teachers in Medan. Thesis. Medan: Postgraduate Program, State University of Medan, 2015.

This research is aimed to analyze and find out whether : (1) The pedagogical competence of teachers who are supervised under collaborative approach is higher than the pedagogical competence of teachers who are supervised under directive approach, (2) The pedagogical competence of teachers with extrovert personality is higher than the pedagogical competence of teachers with introvert personality, (3) There is any interaction between supervision approach and type of personality with pedagogical competence.

This research applied quasi experimental method and the research design was ANAVA factorial 2 x 2 design. The sample in this research was thirty (30) teachers of SMA N 8 Medan who were supervised with collaborative supervision approach and thirty (30) teachers of SMA N 6 Medan who were supervised with directive supervision approach. The data were gathered with questioner for the teachers' type of personality and multiple choice test to measure the teachers' pedagogical competence. The requirement of Anava design is that the data must be distributed normally with liliefors and the data must have homogeneous population variance with Bartlett test and Fisher test. The data were analyzed with two-way variance analysis and continued with Scheffe test.

The result showed (1) The pedagogical competence of teachers who were supervised under collaborative approach was better than the pedagogical competence of teachers who were supervised under directive approach. Based on the analysis done on the teachers of State Senior High School in Medan, it was found F_{sum} was 15,22 ($F_{table} = 4,02$, $\alpha = 0,05$). This result showed that $F_{sum} > F_{table}$, (2) The pedagogical competence of teachers with extrovert personality was better than the pedagogical competence of teachers with introvert personality. It was found that F_{sum} was 7,86 ($F_{table} = 4,02$, $\alpha = 0,05$). This result showed that $F_{sum} > F_{table}$, and (3) There was interaction between supervision approach with the teachers' type of personality to improve the result of pedagogical competence of the teachers, it was found that F_{sum} was 32,90 ($F_{table} = 4,02$, $\alpha = 0,05$). This result showed that $F_{sum} > F_{table}$.

Based on the findings above, it can be concluded that supervision approach and type of personality affect the pedagogical competence of teachers. Therefore, it is suggested that school supervisors apply collaborative supervision on teachers with extrovert personality and directive supervision on teachers with introvert personality.

ABSTRAK

Iwan Sunarya Panjaitan. NIM. 8136132065. Pengaruh Pendekatan Supervisi dan Tipe Kepribadian Guru Terhadap Kompetensi Pedagogik Guru SMA Negeri Di Kota Medan. Tesis. Medan : Program Pascasarjana Universitas Negeri Medan, 2015.

Penelitian ini bertujuan untuk menganalisis dan mengetahui : (1) Apakah kompetensi pedagogik guru yang disupervisi dengan pendekatan kolaboratif lebih tinggi daripada guru yang disupervisi dengan pendekatan direktif, (2) Apakah kompetensi pedagogik guru yang memiliki kepribadian ekstrovert lebih tinggi dari yang memiliki kepribadian introvert, (3) Apakah terdapat interaksi antara pendekatan supervisi dan tipe kepribadian terhadap kompetensi pedagogik.

Penelitian ini menggunakan metode *quasi eksperiment*, dengan desain penelitian adalah ANAVA faktorial 2 x 2. Sampel dalam penelitian ini berjumlah 30 orang di SMA N 8 Medan yang disupervisi dengan pendekatan supervisi kolaboratif dan 30 orang di SMA N 6 Medan yang disupervisi dengan pendekatan direktif. Data dikumpulkan dengan kuesioner untuk tipe kepribadian guru dan tes pilihan ganda untuk mengukur kompetensi pedagogik guru. Syarat Anava adalah data harus berdistribusi normal dengan lilifors dan data harus memiliki varians populasi homogen dengan uji Bartlett dan uji Fisher. Data dianalisis dengan analisis varians dua jalur dan dilanjutkan dengan uji Scheffe.

Hasil yang diperoleh (1) Kompetensi pedagogik guru yang disupervisi dengan pendekatan kolaboratif lebih baik daripada guru yang disupervisi dengan pendekatan direktif para guru SMA Negeri di Kota Medan, diperoleh F_{hitung} sebesar 15,22 ($F_{tabel} = 4,02$, $\alpha = 0,05$). Hasil ini menunjukkan bahwa $F_{hitung} > F_{tabel}$, (2) Hasil kompetensi pedagogik guru yang memiliki kepribadian ekstrovert lebih baik dari yang memiliki kepribadian introvert, diperoleh F_{hitung} sebesar 7,86 ($F_{tabel} = 4,02$, $\alpha = 0,05$). Hasil ini menunjukkan bahwa $F_{hitung} > F_{tabel}$, dan (3) Terdapat interaksi antara pendekatan supervisi dengan tipe kepribadian guru untuk meningkatkan hasil kompetensi pedagogik guru, diperoleh F_{hitung} sebesar 32,90 ($F_{tabel} = 4,02$, $\alpha = 0,05$). Hasil ini menunjukkan bahwa $F_{hitung} > F_{tabel}$.

Berdasarkan temuan di atas dapat disimpulkan bahwa ada pengaruh pendekatan supervisi dan tipe kepribadian terhadap kompetensi pedagogik guru. Dengan demikian disarankan pada pengawas sekolah menerapkan supervisi kolaboratif bagi guru yang memiliki tipe kepribadian ekstrovert, dan supervisi direktif bagi guru yang memiliki tipe kepribadian introvert.