

ABSTRAK

RIVOLAN PRIYANTI Ph., Hubungan antara Penguasaan Kompetensi dan Motivasi Kerja Guru dengan Unjuk Kerja Guru dalam Implementasi KBK pada SMK Negeri Se-Kota Medan. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, Agustus 2006.

Penelitian ini bertujuan untuk mengetahui (1) hubungan penguasaan kompetensi dan unjuk kerja guru dalam implementasi KBK, (2) hubungan motivasi kerja dengan unjuk kerja guru dalam implementasi KBK, dan (3) hubungan antara penguasaan kompetensi dan motivasi kerja secara bersama-sama dengan unjuk kerja guru dalam implementasi KBK pada SMK Negeri di Medan.

Penelitian ini adalah penelitian korelasional. Populasi adalah guru SMK Negeri Bidang Keahlian Bisnis dan Manajemen di Medan yaitu SMK Negeri 1, SMK Negeri 6, dan SMK Negeri 7 yang berjumlah 75 orang, serta sampel sebanyak 65 orang atau 84% dari populasi yang diambil dengan menggunakan teknik acak proporsional berstrata. Instrumen pengumpulan data adalah tes untuk variabel penguasaan kompetensi guru dengan koefisien reliabilitas $r_{11} = 0,946$; angket untuk motivasi kerja guru dengan koefisien reliabilitas $r_{11} = 0,862$, dan lembar observasi untuk unjuk kerja guru dalam implementasi KBK dengan koefisien reliabilitas $\rho_r^2 = 0,798$. Teknik analisis data dengan statistik deskriptif untuk menyajikan data dan statistik inferensial untuk menguji hipotesis penelitian. Data penguasaan kompetensi guru $\bar{X} = 32,1$; $S = 4,46$ dan $S^2 = 19,90$; motivasi kerja guru $\bar{X} = 88,53$; $S = 4,92$ dan $S^2 = 24,06$; unjuk kerja guru dalam implementasi KBK $\bar{X} = 129,72$, $S = 6,76$ dan $S^2 = 45,64$. Selanjutnya sebelum dilakukan pengujian hipotesis dilakukan uji persyaratan yaitu uji normalitas galat taksiran \hat{Y} atas X_1 , $L_o = 0,0400 < L_{tabel} = 0,1099$ dan galat taksiran \hat{Y} atas X_2 , $L_o = 0,0378 < L_{tabel} = 0,1099$; uji linieritas Y atas X_1 , $F_{hitung} = 0,56 < F_{tabel} = 1,83$ dan Y atas X_2 , $F_{hitung} = 1,47 < F_{tabel} = 1,82$. dan uji kebarartian Y atas X_1 , $F_{hitung} = 32,62 > F_{tabel} = 3,99$ dan Y atas X_2 , $F_{hitung} = 14,63 > F_{tabel} = 3,99$ pada taraf signifikansi $\alpha = 0,05$.

Hasil penelitian ini adalah (1) Terdapat hubungan positif dan signifikan antara penguasaan kompetensi guru dengan unjuk kerja guru dalam implementasi KBK dengan koefisien korelasi $r_{y_1} = 0,584$ pada persamaan regresi $\hat{Y} = 100,322 + 0,902X_1$ serta sumbangan relatif sebesar 73,954% dan sumbangan efektif sebesar 28,472%, (2) Terdapat hubungan positif dan signifikan antara motivasi kerja guru dengan unjuk kerja guru dalam implementasi KBK dengan koefisien korelasi $r_{y_2} = 0,434$ pada persamaan regresi $\hat{Y} = 76,425 + 0,596X_2$ serta sumbangan relatif sebesar 26,046% dan sumbangan efektif sebesar 10,028%, serta (3) Terdapat hubungan positif dan signifikan antara penguasaan kompetensi guru dan motivasi kerja guru secara bersama-sama dengan unjuk kerja guru dalam implementasi KBK, diperoleh koefisien korelasi $R_{y_{12}} = 0,621$ dengan persamaan regresi $\hat{Y} = 77,017 + 0,753X_1 + 0,317X_2$. Koefisien determinasi menunjukkan hasil 0,385, hal ini

berarti 38,5% variasi yang mempengaruhi unjuk kerja guru dalam implementasi KBK dapat dijelaskan oleh penguasaan kompetensi guru dan motivasi kerja guru secara bersama-sama.

Penelitian ini menyimpulkan, bahwa penguasaan kompetensi guru dan motivasi kerja guru harus ditingkatkan agar dapat meningkatkan unjuk kerjanya dalam mengimplementasikan KBK, yang akhirnya akan meningkatkan mutu hasil pendidikan (lulusan), sehingga lulusan SMK siap pakai di dunia usaha dan dunia industri. Saran dari peneliti kepada kepala sekolah dan instansi yang terkait agar mengupayakan kegiatan/program serta fasilitas yang dapat mendukung dan meningkatkan penguasaan kompetensi guru dan motivasi kerja guru, karena guru merupakan ujung tombak dalam implementasi KBK sehingga mutu pendidikan akan meningkat.



ABSTRAC

RIVOLAN PRIYANTI Ph., The relationship between Competen Mastery and Work Motivation with Teacher Performance in Implementation of CBC at State Vocational High School of Medan. Thesis. Medan: Graduate Program of State University of Medan, August 2006

The aims of this research are to know (1) the relation of competen mastery and teacher performance in implementation of CBC (Competency Based Curriculum), (2) the relation of work motivation and teacher performance in implementation of CBC, and (3) the relation between competence mastery and work motivation together with teacher performance in implementation of CBC at Vocational High School State in Medan.

This Research is correlational research. Population in this research was teacher of State Vocational High School of Business and Management Specialist Area in Medan that is State Vocational High School at 1, State Vocational High School at 6, and State Vocational High School at 7, totally 75 people, and also sampel in this research as much 65 people or 84% from population taken by using proportional stratified random sampling. Instrument of collected the data was by test for the variable of teacher competence mastery with reliability coefficient $r_{11} = 0,946$; questionnaire for teacher work motivation with reliability coefficient $r_{11} = 0,862$; and observation sheet for teacher performance in implementation of CBC with reliability coefficient $\rho_1^2 = 0,798$. The technique analysis of data is descriptive statistical to present the data and inferensial statistical to test the hypothesis. Data of teacher competence mastery $\bar{X} = 32,1$; $S = 4,46$ and $S^2 = 19,90$, teacher work motivation $\bar{X} = 88,53$; $S = 4,92$ and $S^2 = 24,06$; teacher performance in implementation of CBC $\bar{X} = 129,72$, $S = 6,76$ and $S^2 = 45,64$. Next before doing to test the hypothesis, condition test done that are normality test of error estimation \hat{Y} at X_1 , $L_o = 0,0400 < L_{tabel} = 0,1099$ and error estimation \hat{Y} at X_2 , $L_o = 0,0378 < L_{tabel} = 0,1099$; lincerity test Y at X_1 , $F_{hitung} = 0,56 < F_{tabel} = 1,83$ dan Y at X_2 , $F_{hitung} = 1,47 < F_{tabel} = 1,82$. and then meaning test Y at X_1 , $F_{hitung} = 32,62 > F_{tabel} = 3,99$ and Y at X_2 , $F_{hitung} = 14,63 > F_{tabel} = 3,99$ at level significant $\alpha = 0,05$.

Result of this research were: (1) There are positive and significant relationship between competence mastery and teacher performance in implementation of CBC with the correlation coefficient $ry_1 = 0,584$ for regresion equation = $100,322 + 0,902X_1$ and also relative contribution equal to 73,954% and effective contribution equal to 28,472%, (2) There are positive and significant relationship between work motivation and teacher performance in implementation of CBC with the correlation coefficient $ry_2 = 0,434$ at regresion equation = $76,425 + 0,596X_2$ and also relative contribution equal to 26,046% and effective contribution equal to 10,028%, and also (3) There are positive and significant relationship between competence mastery and work motivation with teacher performance in implementation of CBC, with multiple correlation coefficient $Ry_{12} = 0,621$ for regresion equation = $77,017 + 0,753X_1$

+ 0,317X2. Determination coefficient show the result 0,385, it's mean that 38,5% variation that influence teacher performance can be explained by teacher competence mastery and teacher work motivation are together.

This research conclude, that competence mastery and work motivation the teacher must be increased because it can increase their performance in implementation CBC, what finally will upgrade result of education (graduate), Therefore graduate Vocational High School ready to work in corporate and industrial. The writer suggest to the headmaster and relevant institution to be striving activity/program and also facility which can support and increase the mastery competency and work motivation for the teachers, because they are furerunner in implementation of CBC until the quality of education will be increasing

