

## ABSTRACT

MAEL RITONGA. NIM. 8106132033. Relations Teacher Perceptions of Transformational Leadership Against Principal, Compensating, and Climate Work With Teachers In Junior High Performance Private District of South Labuhanbatu Torgamba District. Thesis. Graduate Program, State University of Medan. 2014

This study aimed to determine: (1) The relationship of the teacher's perception of transformational leadership principals with teacher performance. (2) The relationship of teacher compensation to performance. (3) Relationship with teacher performance work climate. (4) The relationship of teachers' perceptions of the principal's transformational leadership, compensation, and work climate together with teacher performance. The subjects were junior high school teachers of the District Public Private Torgamba South Labuhanbatu with a total sample of 144 people. Sampling was done by proportionate stratified random sampling. Descriptive research method that aims to obtain information about something symptoms in the study. Before the study was conducted prior research instruments tested, followed by validation testing and reliability testing. Questionnaire instrument teacher performance is taken from the Ministry of National Education (DEPDIKNAS) in 2012, namely Performance Gauges Teachers (APKG) which consists of 14 competencies. Teacher performance instrument valid questionnaires obtained 27 of the 30 items questionnaire items were tested, and a reliability coefficient of 0.877. Questionnaire instrument to the teacher's perception of transformational leadership principals obtained 27 valid items from the 30 item questionnaire were tested, and a reliability coefficient of 0.886. Instrument compensation valid questionnaires obtained 26 of the 30 items questionnaire items were tested, and a reliability coefficient of 0.900. Instrument valid work climate questionnaire obtained 25 of the 30 items questionnaire items were tested, and a reliability coefficient of 0.893 based on hypothesis testing can be concluded: 1) there is a significant relationship between teachers' perceptions of the principal's transformational leadership with teacher performance by  $r_{y1.23} > r_{tabel}$  ( $0.334 > 0.176$ ) and  $t_{count} > t_{table}$  ( $4.224 > 1.645$ ). 2) there is a significant relationship between teachers' compensation to the performance of  $r_{y2.13} > r_{tabel}$  ( $0.334 > 0.176$ ) and  $t_{count} > t_{table}$  ( $6.871 > 1.645$ ). 3) there is a significant relationship between work climate for teacher performance  $r_{y3.12} > r_{tabel}$  ( $0.336 > 0.176$ ) and  $t_{count} > t_{table}$  ( $6.612 > 1.645$ ). 4) there is a significant relationship between teachers' perceptions of the principal's transformational leadership, compensation, and work climate with teacher performance by  $R_{y123} > r_{tabel}$  ( $0.304 > 0.176$ ) and  $F_{count} > F$  ( $20.437 > 2.65$ ). The results were obtained teachers' perceptions of the principal's transformational leadership, compensation, and work climate jointly contribute to the performance by 55.19%, and the remainder other specified circumstances.

## ABSTRAK

MAEL RITONGA. NIM. 8106132033. Hubungan Persepsi Guru Terhadap Kepemimpinan Transformasional Kepala Sekolah, Pemberian Kompensasi, Dan Iklim Kerja Dengan Kinerja Guru Di SMP Swasta Se-Kecamatan Torgamba Kabupaten Labuhanbatu Selatan. Tesis. Program Pasca Sarjana Universitas Negeri Medan. 2014

Penelitian ini bertujuan untuk mengetahui : (1) Hubungan persepsi guru terhadap kepemimpinan transformasional kepala sekolah dengan kinerja guru. (2) Hubungan pemberian kompensasi dengan kinerja guru. (3) Hubungan iklim kerja dengan kinerja guru. (4) Hubungan persepsi guru terhadap kepemimpinan transformasional kepala sekolah, pemberian kompensasi, dan iklim kerja secara bersama-sama dengan kinerja guru. Subjek penelitian ini adalah guru-guru SMP Swasta se-Kecamatan Torgamba Labuhanbatu Selatan dengan jumlah sampel sebanyak 144 orang. Pengambilan sampel dilakukan dengan *proportionate stratified random sampling*. Metode penelitian bersifat deskriptif yang bertujuan untuk memperoleh informasi tentang sesuatu gejala pada penelitian. Sebelum penelitian ini dilakukan instrumen penelitian terlebih dahulu diujicobakan, dilanjutkan dengan uji validasi dan uji reliabilitas. Instrumen angket Kinerja guru diambil dari Departemen Pendidikan Nasional (DEPDIKNAS) tahun 2012 yaitu Alat Pengukur Kinerja Guru (APKG) yang terdiri dari 14 Kompetensi. Instrumen angket kinerja guru yang valid diperoleh 27 Butir dari 30 butir angket yang diujicobakan, dan koefisien reliabilitasnya sebesar 0.877. Instrumen angket persepsi guru terhadap kepemimpinan transformasional kepala sekolah yang valid diperoleh 27 Butir dari 30 butir angket yang diujicobakan, dan koefisien reliabilitasnya sebesar 0.886. Instrumen angket pemberian kompensasi yang valid diperoleh 26 Butir dari 30 butir angket yang diujicobakan, dan koefisien reliabilitasnya sebesar 0.900. Instrumen angket iklim kerja yang valid diperoleh 25 Butir dari 30 butir angket yang diujicobakan, dan koefisien reliabilitasnya sebesar 0.893 berdasarkan pengujian hipotesis dapat disimpulkan : 1) terdapat hubungan yang berarti antara persepsi guru terhadap kepemimpinan transformasional kepala sekolah dengan kinerja guru sebesar  $r_{y1.23} > r_{tabel}$  ( $0,334 > 0,176$ ) dan  $t_{hitung} > t_{tabel}$  ( $4,224 > 1,645$ ). 2) terdapat hubungan yang berarti antara pemberian kompensasi dengan kinerja guru sebesar  $r_{y2.13} > r_{tabel}$  ( $0,334 > 0,176$ ) dan  $t_{hitung} > t_{tabel}$  ( $6,871 > 1,645$ ). 3) terdapat hubungan yang berarti antara iklim kerja dengan kinerja guru sebesar  $r_{y3.12} > r_{tabel}$  ( $0,336 > 0,176$ ) dan  $t_{hitung} > t_{tabel}$  ( $6,612 > 1,645$ ). 4) terdapat hubungan yang berarti antara persepsi guru terhadap kepemimpinan transformasional kepala sekolah, pemberian kompensasi, dan iklim kerja dengan kinerja guru sebesar  $R_{y(123)} > r_{tabel}$  ( $0,304 > 0,176$ ) dan  $F_{hitung} > F_{tabel}$  ( $20,437 > 2,65$ ). Hasil penelitian diperoleh persepsi guru terhadap kepemimpinan transformasional kepala sekolah, pemberian kompensasi, dan iklim kerja secara bersama-sama memberikan sumbangan sebesar 55,19 % terhadap kinerja, dan sisanya ditentukan keadaan lain.