ABSTRAK

Reh Malem Ginting, NIM : 025020120. Hubungan Persepsi Guru Terhadap Perubahan Kurikulum dan Pengalaman Mengajar dengan Kinerja Guru SMA di Lubuk Pakam. Tesis. Medan: Program Pascasarjana, Universitas Negeri Medan, Juni 2008.

Penelitian ini bertujuan untuk mengetahui (1) hubungan persepsi guru terhadap perubahan kurikulum dengan kinerja guru SMA di Lubuk Pakam, (2) mengetahui hubungan pengalaman mengajar dengan kinerja guru SMA di Lubuk Pakam, (3) mengetahui hubungan persepsi guru terhadap perubahan kurikulum dan pengalaman mengajar secara bersama-sama dengan kinerja guru SMA di Lubuk Pakam.

Metode penelitian yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan jenis penelitian korelasional karena melihat hubungan antara variabel penelitian. Populasi dalam penelitian ini adalah seluruh guru SMA baik negeri dan swasta yang ada di Lubuk Pakam pada tahun pelajaran 2007/2008 yang berjumlah 373 orang. Sampel penelitian ini sebanyak 44 orang yang diambil berdasarkan *stratified random sampling*. Instrumen pengumpulan data adalah koesioner dan dokumen. Untuk kinerja guru diukur dengan kuesioner yang diisi oleh siswa sedangkan untuk persepsi diukur dengan koesioner yang diisi oleh guru serta untuk pengalaman mengajar diukur dengan dokumen sekolah .Instrumen memiliki keterandalan $r1 = 0,762$ untuk instrumen persepsi guru terhadap perubahan kurikulum, $r2 = 0,938$ untuk instrumen kinerja guru Teknik Analisis yang digunakan adalah regresi linier dan regresi ganda dan korelasi *product moment* dan korelasi ganda serta korelasi parsial.

Temuan penelitian ini adalah : (1) terdapat hubungan yang positif dan signifikan antara persepsi guru terhadap perubahan kurikulum dengan kinerja guru SMA di Lubuk Pakam dengan koefisien korelasi 0,784; (2) Terdapat hubungan yang positif dan signifikan antara pengalaman mengajar dengan kinerja guru SMA di Lubuk Pakam dengan koefisien korelasi 0,582; (3) Terdapat hubungan yang positif dan signifikan antara persepsi guru terhadap perubahan kurikulum dan pengalaman mengajar secara bersama-sama dengan kinerja guru SMA di Lubuk Pakam yang ditunjukkan dengan koefisien korelasi ganda sebesar 0,786. Koefisien determinasi menunjukkan hasil sebesar 0,618. Hal ini berarti 61,8 % variasi kinerja guru SMA di Lubuk Pakam, dapat dijelaskan melalui persepsi guru terhadap perubahan kurikulum dan pengalaman mengajar secara bersama-sama sedangkan sisanya sebesar 38,2 % dapat dijelaskan melalui variabel lain. Bentuk hubungan persepsi guru terhadap perubahan kurikulum dengan kinerja guru SMA di Lubuk Pakam melalui persamaan garis regresi $\hat{Y} = 55,55 + 7,13 X_1$ dan bentuk hubungan pengalaman mengajar dengan kinerja guru SMA di Lubuk Pakam melalui persamaan garis regresi $\hat{Y} = 25 + 1,25 X_2$. Sumbangan efektif persepsi guru terhadap perubahan kurikulum sebesar 57,3 % dan sumbangan efektif pengalaman mengajar 4,6 % terhadap kinerja guru. Berdasarkan temuan dalam penelitian ini, maka guru SMA di Lubuk Pakam perlu mendapatkan pemahaman yang benar tentang perubahan kurikulum melalui diklat dan pelatihan sehingga memiliki persepsi yang baik terhadap perubahan kurikulum yang pada akhirnya dapat meningkatkan kinerja guru SMA di Lubuk Pakam.

ABSTRACT

Reh Malem. Reg. No: 025020120. The relationship between the teacher's perception to the changes of curriculum and the experience of teaching with performance learn SMA in Lubuk Pakam : Post Graduate Program State University of Medan, June 2008.

The objectivities of this research is to know (1) the relationship between The teacher's perception to the changes of curriculum with Performance learn SMA in Lubuk Pakam, (2) the relationship between The experience of teaching with Performance learn SMA in Lubuk Pakam, (3) the relationship between both The teacher's perception to the changes of curriculum and The experience of teaching as together with Performance learn SMA in Lubuk Pakam.

In this study, the writer conduced the data by using descriptive method with the correlation research to figure out the relationship between the variables of the research. The population of the study was all of teacher in SMA Lubuk Pakam at the 2007/2008 as many as 373 cadets. The samples of this study were 44 cadets, selected by using *stratified random sampling*. The instruments of the data were questioner and document. Performance learns and the teacher's perception to the changes of curriculum was measured by using the questioner. The reliability of calculation showed $r_1 = 0,762$ for the teacher's perception to the changes of curriculum instrument, then $r_2 = 0,938$ for performance learn instrument. The study was used linier regression and double regression and *product moment* correlation and double correlation and partial correlation of analysis technique.

The findings of study were: (1) there was a positive correlation between The teacher's perception to the changes of curriculum with Performance learn SMA in Lubuk Pakam which was showed by the coefficient correlation as 0,784; (2) there was a positive correlation between of teaching with performance learn SMA in Lubuk Pakam which was showed by the coefficient correlation as 0,582; (3) there was a positive correlation between both the teacher's perception to the changes of curriculum and the experience of teaching as together with performance learn SMA in Lubuk Pakam shown by coexistence of double coefficient correlation as 0,786. The determination coefficient showed the results 0,618 it meant 61,8 % variation which affected performance learn SMA in Lubuk Pakam, it could be explained by the teacher's perception to the changes of curriculum and the experience of teaching as together and 38,2 % left come from other variable. The result of variants analysis shows that regretion performance learn SMA in Lubuk Pakam at the teacher's perception to the changes of curriculum was $Y = 55,55 + 7,13 X_1$ and regretion performance learn SMA in Lubuk Pakam at the experience of teaching was $Y = 25 + 1,25X_2$ means linier. The teacher's perception to the changes of curriculum contribution reaches 57,3 % and the experience of teaching contribution reach 4,6 %. According to the findings of the research, there teacher SMA in Lubuk Pakam needs good understanding about changes the curriculum by educational training and trainees with the result that good perception to the changes of curriculum to improve performance learn SMA in Lubuk Pakam.