

## ABSTRAK

Ngatmini, NIM : 809131032, **Hubungan Persepsi Guru Tentang Kecerdasan Emosional Kepala Sekolah dan Komitmen Guru dengan Kinerja Guru di SMK Negeri Kota Medan.** Tesis, Administrasi Pendidikan, Sekolah Pascasarjana Universitas Negeri Medan.

Penelitian ini bertujuan untuk mengetahui hubungan: 1) Persepsi Guru tentang Kecerdasan Emosional Kepala Sekolah dengan Kinerja Guru, 2) Komitmen Guru dengan Kinerja Guru, 3) Persepsi Guru tentang Kecerdasan Emosional Kepala Sekolah dan Komitmen Guru secara bersama-sama dengan Kinerja Guru.

Populasi penelitian adalah guru-guru SMK Negeri Kota Medan sebanyak 328 orang. Sampel penelitian sejumlah 76 orang yang diambil secara Stratified Proportional Random Sampling. Metode penelitian adalah kuantitatif jenis deskriptif studi korelasional. Instrumen pengumpulan untuk semua variabel menggunakan angket berskala Likert.

Sebelum instrumen penelitian dipakai untuk mengumpulkan data penelitian terlebih dahulu diujicobakan, dilanjutkan dengan uji validitas dan uji reliabilitas. Untuk perhitungan uji validitas angket digunakan rumus product momen, dan untuk uji reliabilitas angket digunakan rumus alpha. Instrumen angket Persepsi Guru tentang Kecerdasan Emosional Kepala Sekolah diperoleh koefisien reliabilitasnya sebesar 0,889, Komitmen Guru sebesar 0,893, dan Kinerja Guru sebesar 0,892. Dengan demikian instrument angket tersebut termasuk dalam angket yang digunakan tingkat kesasihannya sangat tinggi.

Untuk menguji hipotesis yang diajukan dalam penelitian ini, digunakan teknik korelasi sederhana dan korelasi ganda. Berdasarkan pengujian hipotesis dapat disimpulkan bahwa terdapat hubungan yang positif dan berarti antara : (1) persepsi guru tentang kecerdasan emosional kepala sekolah dengan kinerja guru, besar korelasi  $r_{hitung} > r_{tabel}$  ( $0,397 > 0,227$ ) dan besar  $t_{hitung} > t_{tabel}$  ( $3,720 > 1,67$ ), (2) komitmen guru dengan kinerja guru besar korelasi  $r_{hitung} > r_{tabel}$  ( $0,424 > 0,227$ ) dan besar  $t_{hitung} > t_{tabel}$  ( $4,027 > 1,67$ ), (3) persepsi guru tentang kecerdasan emosional kepala sekolah dan komitmen guru secara bersama-sama dengan kinerja guru, besar korelasi  $R_{hitung} > R_{tabel}$  ( $0,483 > 0,227$ ) dan besar  $F_{hitung} > F_{tabel}$  ( $11,088 > 3,13$ ), maka dapat dikatakan bahwa terdapat hubungan yang positif dan berarti antara persepsi guru tentang kecerdasan emosional kepala sekolah dan komitmen guru secara bersama-sama dengan kinerja guru dapat diterima dan diuji kebenarannya.

Hasil penelitian ini hendaknya berguna bagi para mahasiswa, guru, dan pihak sekolah dalam upaya meningkatkan kinerja gurunya. Kepala sekolah disarankan untuk memperbaiki kecerdasan emosional untuk mengambil kebijakan, sehingga semua kebijakan dapat mengurangi masalah yang muncul dalam manajemen sekolah. Guru disarankan mempunyai tekad untuk melaksanakan komitmen sehingga kinerja guru semakin meningkat.

## ABSTRACT

Ngatmini, 809131032. **The Relationship between the Teachers' perception about Principal's Emotional Intelligence and Teachers' commitment with Teachers' Performance of Vocasional High School in Medan Regency.** Thesis, Pascasarjana. State University of Medan, 2012.

The purpose of this study was to determine (1) the relationship of Teachers' perception about Principal's Emotional Intelligence with teachers' performance, (2) the relationship of Teachers' commitment with teachers' performance (3) the relationship between Teachers' perception about Principal's Emotional Intelligence and Teachers' commitment altogether with the performance of teachers.

The Subjects of this research were teachers of vocational high school in Medan, with the total of 238 teachers and 76 of them were taken as sample by using stratified random sampling. Quantitative research method was the kind of descriptive correlational research with correlative study. Instruments used were questionnaires with Likert Scale for getting Teachers' perception about Headmaster's Emotional Intelligence, teachers' commitment, and teachers' performance and the instrument were first tried. And then the analysis of instruments were used validity and realibility test. For calculation validity test used product moment, and reliability used alpha formula.

Techniques of data analysis used correlation and regression techniques and multiple correlation. The results of this study are presented (1) there is a positive and significant relationship between teachers' perception about Principal's Emotional Intelligence with teacher's performance with correlation coefficient  $r_{\text{calculate}} = 0.397 > r_{\text{table}} = 0.227$  and  $t_{\text{calculate}} = 3.720 > t_{\text{table}} = 1.67$ , (2) there is a positive and significant relationship between teachers' commitment with teacher's performance with  $r_{\text{calculate}} = 0.424 > r_{\text{table}} = 0.227$  and  $t_{\text{hitung}} = 4.027 > t_{\text{table}} = 1.67$ , (3) there is a positive and significant relationship between teachers' perception about Principal's Emotional Intelligence and teachers' commitment altogether with teacher's performance with  $r_{\text{calculate}} = 0.483 > r_{\text{table}} = 0.227$  and  $F_{\text{calculate}} = 11.088 > F_{\text{table}} = 3.13$ . It can be said that there is a positive and meaningful relationships between teacher perceptions of principal emotional intelligence and commitment of teachers together with teacher performance is acceptable and proven true.

The results of this research should be useful for principal, teacher, and school components in an effort to improve performance. Principals are advised to improve emotional intelligence to take the policy, so that all policies can reduce the problems that arise in school management. Teachers are advised to have the determination commitment to increase teacher performance.