

## ABSTRACT

**JUNITA. 8156114022.** The Effect of Leadership, Organizational Culture, Rewards Giving and Work Motivation to the Performance of Certified Teachers in Junior High Schools in Labuhanbatu Regency, North Sumatra

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This study aims to identify and examine the effect of leadership (X1) on work motivation, the effect of organizational culture (X2) on work motivation, the effect of rewards (X3) on work motivation, the effect of leadership on the performance of certified teachers (X5), the effect of organizational culture on the performance of certified teachers, the effect of rewards on the performance of certified teachers, and the effect of work motivation (X4) on the performance of certified teachers and discover models of the development of certified teacher's performance. This study is an ex post facto research study, and was carried out on SMP certified teachers in Labuhanbatu Regency. The population is all junior high school certified teachers as many as 297 people. The research sample of 165 people was determined by the *cochran* formula. The sample size distribution of each SMP was carried out using proportional random sampling technique. Data were collected using a questionnaire to capture data variables X1, X2, X3, X4, X5. The instrument used was first tested to respondents outside the sample. Validity test uses Product Moment correlation, whereas to test its reliability with the Alpha formula from Cronbach. Before testing the hypothesis, the analysis requirements test is first calculated which includes: data normality test and regression linearity test. Data analysis was performed by descriptive analysis, and path analysis. Interpretation of the results of research data is carried out with a significance level of 0.05. The results of path analysis on sub-structure I found that: leadership (X1) had a direct positive effect on teacher work motivation with a path coefficient of  $\rho_{41}$ : 0.213 and t: 2.624 so that the direct effect of leadership on teacher work's motivation was 0.045. The results of the analysis of sub-structure II found that: organizational culture (X2) has a direct positive effect on work motivation with a large path coefficient  $\rho_{42}$ : 0.249 and t: 3,410 so that the direct effect of organizational culture on teacher work's motivation is 0.062. The results of the analysis of sub-structure III found that the giving of rewards (X3) had a positive direct effect on teacher work's motivation with a path coefficient of  $\rho_{43}$ : 0,272 and t: 3,025 so that the direct effect of giving rewards on teacher work's motivation was 0.074. So that the direct effect of giving rewards on teacher work's motivation: 0.074. The results of the analysis of sub structure IV found that: leadership (X1) has a direct positive effect on the performance of certified teachers with a path coefficient of  $\rho_{51}$ : 0.238 and t: 3.128 so that the direct effect of leadership on teacher performance is at: 0.057. The results of the analysis of sub structure V found that: the path coefficient  $\rho_{52}$  = 0.230 and t = 3.313 so that the direct effect of organizational culture on the performance of certified teachers: 0.053. The results of the analysis of sub-structure VI large path coefficient  $\rho_{53}$  = 0.203 and t = 2.3398 with a significance level of 0.018 so that the direct effect of giving rewards on the performance of certified teachers is 0.042. The results of the analysis of sub-structure VII work motivation has a direct positive effect on the performance of certified teachers, the path coefficient  $\rho_{54}$  = 0.207 and t = 2.871 so that the direct effect of work motivation on the performance of certified teachers is 0.043. Finally, based on the results of the study, it can be concluded that the increase in certified teacher performance can be done in two ways, first, through strengthening leadership, organizational culture, rewarding and work motivation which will then be able to improve the performance of certified teachers and secondly through strengthening leadership, organizational culture, and rewards which in turn will strengthen work motivation, which will then be able to improve the performance of certified Labuhanbatu Regency teachers.

## ABSTRAK

**JUNITA.** Pengaruh Kepemimpinan, Budaya Organisasi, Pemberian Imbalan dan Motivasi Kerja Terhadap Kinerja Guru Bersertifikasi di Sekolah Menengah Pertama Kabupaten Labuhanbatu, Sumatera Utara.

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Penelitian ini bertujuan untuk mengetahui dan mengkaji pengaruh kepemimpinan ( $X_1$ ) terhadap motivasi kerja, pengaruh budaya organisasi ( $X_2$ ) terhadap motivasi kerja, pengaruh pemberian imbalan ( $X_3$ ) terhadap motivasi kerja, pengaruh kepemimpinan terhadap kinerja guru bersertifikasi ( $X_5$ ), pengaruh budaya organisasi terhadap kinerja guru bersertifikasi, pengaruh pemberian imbalan terhadap kinerja guru bersertifikasi, dan pengaruh motivasi kerja ( $X_4$ ), terhadap kinerja guru bersertifikasi dan menemukan model pengembangan kinerja guru bersertifikasi. Penelitian ini merupakan penelitian *ex post facto* research, dan dilaksanakan pada guru bersertifikasi SMP di Kabupaten Labuhanbatu. Populasi adalah semua guru bersertifikasi SMP sebanyak 297 orang. Sampel penelitian sebanyak 165 orang ditentukan dengan rumus Cochran. Distribusi ukuran sampel dilakukan dengan teknik *proportional random sampling*. Data dikumpulkan dengan menggunakan kuisioner untuk menjangkau data variabel  $X_1, X_2, X_3, X_4, X_5$ . Instrumen yang digunakan terlebih dahulu diujicobakan kepada responden di luar sampel. Uji validitas menggunakan korelasi *Product Moment*, sedangkan untuk menguji reliabilitasnya dengan formula *Alpha* dari *Cronbach*. Sebelum dilakukan pengujian hipotesis, terlebih dahulu dihitung uji persyaratan analisis yang mencakup: uji normalitas data dan uji linieritas regresi. Analisis data dilakukan dengan analisis deskriptif, dan analisis jalur. Interpretasi hasil data penelitian dilakukan dengan taraf signifikansi sebesar 0,05. Hasil analisis jalur terhadap sub struktur I ditemukan bahwa: kepemimpinan ( $X_1$ ) berpengaruh langsung positif terhadap motivasi kerja guru dengan besar koefisien jalur  $\rho_{41}:0,213$  dan  $t: 2,624$  sehingga besar pengaruh langsung (*direct effect*) kepemimpinan terhadap motivasi kerja guru adalah 0,045. Hasil analisis terhadap sub struktur II ditemukan bahwa: budaya organisasi ( $X_2$ ) berpengaruh langsung positif terhadap motivasi kerja dengan besar koefisien jalur  $\rho_{42}:0,249$  dan  $t:3,410$  sehingga besar pengaruh langsung (*direct effect*) budaya organisasi terhadap motivasi kerja guru: 0,062. Hasil analisis terhadap sub struktur III ditemukan bahwa pemberian imbalan ( $X_3$ ) berpengaruh langsung positif terhadap motivasi kerja guru dengan besar koefisien jalur  $\rho_{43}:0,272$  dan  $t:3,025$  sehingga besar pengaruh langsung (*direct effect*) pemberian imbalan terhadap motivasi kerja guru: 0,074. Sehingga besar pengaruh langsung (*direct effect*) pemberian imbalan terhadap motivasi kerja guru: 0,074. Hasil analisis terhadap sub struktur IV ditemukan bahwa: kepemimpinan ( $X_1$ ) berpengaruh langsung positif terhadap kinerja guru bersertifikasi dengan besar koefisien jalur  $\rho_{51}:0,238$  dan  $t: 3,128$  sehingga besar pengaruh langsung (*direct effect*) kepemimpinan terhadap kinerja guru di: 0,057. Hasil analisis terhadap sub struktur V ditemukan bahwa: besar koefisien jalur  $\rho_{52} = 0,230$  dan  $t = 3,313$  sehingga besar pengaruh langsung (*direct effect*) budaya organisasi terhadap kinerja guru bersertifikasi: 0,053. Hasil analisis terhadap sub struktur VI besar koefisien jalur  $\rho_{53} = 0,203$  dan  $t = 2,398$  dengan taraf signifikansi 0,018 sehingga besar pengaruh langsung (*direct effect*) pemberian imbalan terhadap kinerja guru bersertifikasi: 0,042. Hasil analisis terhadap sub struktur VII Motivasi kerja berpengaruh langsung positif terhadap kinerja guru bersertifikasi besar koefisien jalur  $\rho_{54} = 0,207$  dan  $t = 2,871$  sehingga besar pengaruh langsung (*direct effect*) motivasi kerja terhadap kinerja guru bersertifikasi: 0,043. Akhirnya, berdasarkan hasil penelitian dapat disimpulkan bahwa peningkatan kinerja guru bersertifikasi dapat dilakukan melalui dua cara yaitu pertama, melalui penguatan kepemimpinan, budaya organisasi, pemberian imbalan dan motivasi kerja secara bersama-sama yang kemudian akan dapat meningkatkan kinerja guru bersertifikasi serta kedua melalui penguatan kepemimpinan, budaya organisasi, dan pemberian imbalan yang selanjutnya akan menguatkan motivasi kerja, yang kemudian akan dapat meningkatkan kinerja guru bersertifikasi Kabupaten Labuhanbatu agar semakin baik.