ABSTRAK

Dyah Pradnya Paramita, Made (2022). Kompetensi Guru IPS Dalam Menerapkan Pembelajaran Abad 21 Pada Sekolah Menengah Pertama Di Kabupaten Buleleng. Tesis, Pendidikan IPS, Program Pascasarjana, Unversitas Pendidikan Ganesha

Tesis ini telah dikoreksi dan diperiksa oleh Pembimbing I: Dr. Drs. I Putu Sriartha, M.S dan Pembimbing II: Dr. Drs. I Wayan Kertih, M.Pd

Kata Kunci: Kompetensi Guru, Iklim Organisasi Sekolah, Motivasi Kerja Guru, Kesejahteraan Guru

Penelitian ini bertujuan untuk mengetahui: 1) tingkat kompetensi Guru IPS SMP di Kabupaten Buleleng, 2) pengaruh iklim organisasi sekolah terhadap tingkat kompetensi guru, 3) pengaruh motivasi kerja guru terhadap tingkat kompetensi guru, 4) pengaruh kesejahteraan guru terhadap tingkat kompetensi guru Populasi penelitian adalah semua guru IPS SMP/MTs di Kabupaten Buleleng yang berjumlah 107 orang guru. Sampel penelitian ditetapkan sebanyak 78 dengan formula Slovin. Responden dipilih dengan teknik proporsional random sampling. Pengumpulan data dilakukan dengan teknik angket dan menggunakan google form. Data penelitian dianalisis dengan teknik statistik regresi linear berganda. Hasil penelitian menunjukkan bahwa faktor iklim organisasi sekolah (X_1), faktor motivasi kerja guru (X_2) dan faktor kesejahteraan guru (X_3) berkontribusi signifikan sebagai penduga terhadap keragaman kompetensi guru IPS (nilai $F=65,914$ dan p $(0,05) = 0,000$). Melalui uji t diketahui bahwa X_1, X_2 dan X_3 berpengaruh nyata terhadap kompetensi guru IPS (Y), dimana ketifa faktor tersebut memberikan sumbangan (R_2) sebesar 72,80%, artinya bahwa ketiga faktor mampu menjelaskan 72,80% variasi kompetensi guru IPS. Faktor motivasi kerja memiliki pengaruh terkuat (nilai $t = 4,595$ sig (p) = 0,000, disusul oleh faktor kesejahteraan guru (nilai $t = 4,137$, sig (p) = 0,000 dan faktor iklim organisasi sekolah (nilai $t=2,567$ sig (p) = 0,012). Implikasi penelitian adalah kompetensi guru IPS dapat ditingkatkan dengan mengembangkan motivasi kerja, meningkatkan kesehteraannya dan menciptakan iklim organisasi sekolah yang kondusif.

ABSTRACT

Dyah Pradnya Paramita, Made (2022). Social Studies Teacher Competence in Implementing 21st Century Learning in Junior High Schools in Buleleng Regency Tesis, Pendidikan IPS, Program Pascasarjana, Unversitas Pendidikan Ganesha.

The Thesis has been corrected and examitted by advisor I: Dr. Drs. I Putu Sriartha, M.S:and advisor II Dr. Drs. I Wayan Kertih, M.Pd.

Key words: Teacher Competence, School Organization, Teacher Motivation, Teacher Welfare

This study aims to determine: 1) the level of competence of social studies teachers in junior high school in Buleleng Regency, 2) the influence of school organization on the level of teacher competence, 3) the influence of teacher motivation on the level of teacher competence, 4) the influence of teacher welfare on the level of teacher competence. The research population was all social studies teachers at SMP/MTs in Buleleng Regency, totaling 107 teachers. The research sample was set at 78 with the Slovin formula. Respondents were selected by proportional random sampling technique. Data collection was done by using a questionnaire technique and using google form. The research data were analyzed using multiple linear regression statistical techniques. The results showed that school organizational factors ($X1$), teacher work motivation factors ($X2$) and teacher welfare factors ($X3$) contributed significantly as an estimator to the diversity of social studies teacher competencies ($F = 65.914$ and p (0.05) = 0.000). Through the t test, it is known that X1, X2 and X3 have a significant effect on the competence of social studies teachers (Y), where these three factors contribute ($R2$) of 72.80%, meaning that the three factors are able to explain 72.80% of the variation of social studies teacher competencies. The work motivation factor has the strongest influence (t value = 4.595 sig (p) = 0.000, followed by teacher welfare factor (t value = 4.137, sig (p) = 0.000 and school organization factor (t value = 2.567 sig (p) = 0.012 The research implication is that the competence of social studies teachers can be improved by developing work motivation, improving their welfare and creating situations conducive school organization