

PENGARUH KEPEMIMPINAN INSTRUKSIONAL, PELATIHAN, IKLIM SEKOLAH DAN KOMITMEN ORGANISASIONAL, TERHADAP KINERJA GURU SD NEGERI DI KABUPATEN LOMBOK TENGAH

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan instruksional, pelatihan, iklim sekolah, dan komitmen organisasional terhadap kinerja guru. Kegiatan penelitian dilakukan terhadap guru SD Negeri di Kabupaten Lombok Tengah menerapkan teknik survei menggunakan kuesioner pada 422 sampel diambil dengan teknik random dari 5.685 orang sesuai formula Morgan yang dikoreksi dengan rumus Warwich dan Lininger. Data penelitian dianalisis dengan teknik *Structural Equation Modeling* dengan *Partial Least Squares* (SEM-PLS). Hasil penelitian menunjukkan bahwa; (1) deskripsi kuantitatif variabel kepemimpinan instruksional, pelatihan, iklim sekolah, komitmen organisasional dan kinerja guru pada kategori sangat tinggi. (2) model teoretik yang dibangun dari variabel penelitian membentuk persamaan struktural pada kategori sangat kuat untuk memprediksi hasil analisis. (3) kepemimpinan instruksional berpengaruh langsung positif dan signifikan terhadap komitmen organisasional, (4) kepemimpinan instruksional berpengaruh langsung positif dan signifikan terhadap kinerja guru, (5) pelatihan berpengaruh langsung positif dan signifikan terhadap komitmen organisasional, (6) pelatihan berpengaruh langsung positif dan signifikan terhadap kinerja guru, (7) iklim sekolah berpengaruh langsung positif dan signifikan terhadap komitmen organisasional, (8) iklim sekolah tidak berpengaruh langsung terhadap kinerja guru, (9) komitmen organisasional berpengaruh langsung positif dan signifikan terhadap kinerja guru; (10) kepemimpinan instruksional berpengaruh terhadap kinerja guru melalui komitmen organisasional, (11) pelatihan berpengaruh terhadap kinerja guru melalui komitmen organisasional, (12) iklim sekolah berpengaruh terhadap kinerja guru melalui komitmen organisasional. Temuan penelitian ini adalah komitmen organisasional mampu memediasi pengaruh kepemimpinan instruksional, pelatihan dan iklim sekolah terhadap kinerja guru. Direkomendasikan untuk menerapkan kepemimpinan instruksional, pelatihan, iklim sekolah dan komitmen organisasional yang terbukti berpengaruh secara langsung maupun tidak langsung terhadap kinerja guru.

Kata-kata kunci: kepemimpinan instruksional; pelatihan; iklim sekolah; komitmen organisasional; kinerja guru

**THE INFLUENCE OF INSTRUCTIONAL LEADERSHIP, TRAINING,
SCHOOL CLIMATE, AND ORGANIZATIONAL COMMITMENT ON
TEACHER PERFORMANCE IN PRIMARY SCHOOLS
IN THE DISTRICT CENTRAL LOMBOK**

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ABSTRACT

This research aims to determine the influence of instructional leadership, training, school climate, and organizational commitment on teacher performance. Research activities were carried out on state elementary school teachers in Central Lombok Regency applying survey techniques using questionnaires on 422 samples taken using random techniques from 5,685 people according to the Morgan formula which was corrected by the Warwich and Lininger formula. Research data was analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS) techniques. The research results show that; (1) quantitative description of the variables of instructional leadership, training, school climate, organizational commitment and teacher performance in the very high category. (2) the theoretical model built from the research variables forms a structural equation in the very strong category for predicting the results of the analysis. (3) instructional leadership has a direct positive and significant effect on organizational commitment, (4) instructional leadership has a direct positive and significant effect on teacher performance, (5) training has a direct positive and significant effect on organizational commitment, (6) training has a direct positive and significant effect on teacher performance, (7) school climate has a direct positive and significant effect on organizational commitment, (8) school climate has not a direct positive effect on teacher performance, (9) organizational commitment has a direct positive and significant effect on teacher performance; (10) instructional leadership influences teacher performance through organizational commitment, (11) training influences teacher performance through organizational commitment, (12) school climate influences teacher performance through organizational commitment. The findings of this research are that organizational commitment is able to mediate the influence of instructional leadership, training and school climate on teacher performance. It is recommended to apply instructional leadership, training, school climate and organizational commitment which have been proven to have a direct or indirect influence on teacher performance.

KeyWords: *instructional leadership; training; school climate; organizational commitment; teacher performance*