

## ABSTRAK

**Setyawan, I Gede** (2025), *Kontribusi Supervisi Akademik, Lingkungan Kerja, Komitmen Organisasi dan Kompetensi Pedagogi terhadap Kinerja Guru Sekolah Dasar di Gugus I Gusti Ngurah Rai*. Tesis. Administrasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh: Pembimbing I : Prof. Dr. Kadek Rihendra Dantes, S.T., M.T dan Pembimbing II: Prof. Dr. I Made Yudana, M.Pd

*Kata kunci: supervisi akademik, lingkungan kerja, komitmen organisasi, kompetensi pedagogi, kinerja guru*

Kinerja guru masih merupakan permasalahan yang dihadapi oleh Indonesia saat ini sehingga harus diteliti factor-faktor yang mempengaruhinya. Penelitian ini bertujuan untuk mengetahui kontribusi supervisi akademik, lingkungan kerja, komitmen organisasi dan kompetensi pedagogi terhadap kinerja guru sekolah dasar di Gugus I Gusti Ngurah Rai baik yang terjadi secara parsial maupun simultan. Metode yang digunakan adalah penelitian kuantitatif dengan menggunakan desain penelitian korelasional. Populasi penelitian ini adalah seluruh guru sekolah dasar di Gugus I Gusti Ngurah Rai yang berjumlah 184 orang. Jumlah sampel selanjutnya dipilih dengan aturan Slovin dengan teknik *random sampling* sehingga terpilih 125 orang. Data dalam penelitian dikumpulkan dengan kuesioner dengan Skala Likert. Data selanjutnya dianalisis secara statistik yang mencakup analisis deskriptif, pengelompokan data, uji prasyarat analisis, analisis regresi sederhana ( $\alpha=0,05$ ), analisis regresi ganda 4 prediktor ( $\alpha = 0,05$ ), analisis sumbangan efektif dan analisis sumbangan relatif. Data dianalisis dengan bantuan software SPSS 20 for Windows. Hasil penelitian menunjukkan bahwa (1) supervisi akademik berkontribusi 31,9% secara signifikan terhadap kinerja guru sekolah dasar di Gugus I Gusti Ngurah Rai, (2) lingkungan kerja berkontribusi 31,4% secara signifikan terhadap kinerja guru sekolah dasar di Gugus I Gusti Ngurah Rai, (3) komitmen organisasi berkontribusi 8,5% secara signifikan terhadap kinerja guru sekolah dasar di Gugus I Gusti Ngurah Rai, (4) kompetensi pedagogi berkontribusi 16,8% secara signifikan terhadap kinerja guru sekolah dasar di Gugus I Gusti Ngurah Rai dan (5) secara simultan, supervisi akademik, lingkungan kerja, komitmen organisasi dan kompetensi pedagogi berkontribusi 44,7% secara signifikan terhadap kinerja guru sekolah dasar di Gugus I Gusti Ngurah Rai. Dengan demikian dapat disimpulkan bahwa keempat variabel bebas dapat digunakan sebagai predictor peningkatan kinerja guru. Hasil ini berimplikasi pada peningkatan kinerja guru harus diawali dengan peningkatan supervisi akademik, lingkungan kerja, komitmen organisasi dan kompetensi pedagogi. Saran yang diajukan yakni guru dapat terus meningkatkan kinerja profesionalnya dengan mengembangkan kompetensi pedagogi secara berkelanjutan dengan dukungan kepala sekolah dan dinas pendidikan.

## ABSTRACT

**Setyawan, I Gede** (2025), *The Contribution of Academic Supervision, Working Environment, Organizational Commitment, and Pedagogy Competence on Primary Teachers' Performance in I Gusti Ngurah Rai Cluster*. Thesis. Administration Education, Postgraduate Program, Ganesha University of Education.

*This thesis has been approved and corrected by Supervisor I : Prof. Dr. Kadek Rihendra Dantes, S.T., M.T and Supervisor II: Prof. Dr. I Made Yudana, M.Pd*

**Keywords** : *academic supervision, working environment, organizational commitment, pedagogy competence, teachers' performance*

*Teacher performance remains an issue facing Indonesia today, so the factors that influence it must be studied. This study aims to know the contribution of academic supervision, working environment, organizational commitment, and pedagogical competence to the performance of elementary school teachers in the I Gusti Ngurah Rai Cluster, both partially and simultaneously. The method used is quantitative research using a correlational research design. The population of this study was all elementary school teachers in the I Gusti Ngurah Rai Cluster, with totally 184 people. The sample size was selected using the Slovin formula with random sampling technique, resulting in 125 people selected to be sample. The data in this study were collected using a questionnaire with a Likert scale. The data was then analyzed statistically, including descriptive analysis, data grouping, prerequisite testing, simple regression analysis ( $\alpha=0.05$ ), multiple regression analysis of 4 predictors ( $\alpha = 0.05$ ), effective contribution analysis, and relative contribution analysis. The data were analyzed using SPSS 20 for Windows software. The results of the study show that (1) academic supervision contributes 31,9% significantly to the performance of elementary school teachers in the I Gusti Ngurah Rai Cluster, (2) the work environment contributes 31,4% significantly to the performance of elementary school teachers in the I Gusti Ngurah Rai Cluster, (3) organizational commitment contributes 8,5% significantly to the performance of elementary school teachers in the I Gusti Ngurah Rai Cluster, (4) pedagogical competence contributes 16,8% significantly to the performance of elementary school teachers in the I Gusti Ngurah Rai Cluster, and (5) simultaneously, academic supervision, work environment, organizational commitment, and pedagogical competence contributed 44,7% significantly to the performance of elementary school teachers in the I Gusti Ngurah Rai Cluster. Thus, it can be concluded that the four independent variables can be used as predictors of teacher performance improvement. These results imply that improving teacher performance must be begun from improving academic supervision, work environment, organizational commitment, and pedagogical competence. The suggestion put forward is that teachers can continue to improve their professional performance by developing pedagogical competencies on an ongoing basis with support from the principal and the education office.*