

ABSTRAK

PENGARUH PENDIDIKAN GURU PENGGERAK, KEPEMIMPINAN DAN DISIPLIN KERJA TERHADAP KINERJA GURU PENGGERAK DENGAN MODERASI MOTIVASI KERJA PADA JENJANG PENDIDIKAN MENENGAH DI KOTA BANDAR LAMPUNG

Oleh :

Roniansyah

roniansyah.2422311061P@mail.darmajaya.ac.id, roniansyahtendik@gmail.com

Transformasi pendidikan di Indonesia diwujudkan melalui Program Pendidikan Guru Penggerak yang diluncurkan Kemdikbudristek pada 2020. Program ini bertujuan membekali guru dengan kompetensi kepemimpinan pedagogis, motivasi, dan disiplin kerja agar mampu memimpin perubahan di sekolah. Penelitian ini bertujuan menganalisis pengaruh pendidikan guru penggerak, kepemimpinan, dan disiplin kerja terhadap kinerja guru penggerak dengan motivasi kerja sebagai variabel moderasi.

Penelitian menggunakan pendekatan kuantitatif dengan populasi 122 guru penggerak di Kota Bandar Lampung dan sampel 100 responden yang ditentukan melalui rumus Slovin. Instrumen penelitian berupa kuesioner skala Likert, sedangkan analisis data dilakukan melalui uji validitas, reliabilitas, regresi, dan uji moderasi.

Hasil penelitian menunjukkan bahwa: (1) pendidikan guru penggerak berpengaruh positif dan signifikan terhadap kinerja ($t = 4,534$; $\text{sig. } 0,000 < 0,05$); (2) kepemimpinan tidak berpengaruh signifikan ($t = 0,933$; $\text{sig. } 0,353 > 0,05$); (3) disiplin kerja berpengaruh positif dan signifikan ($t = 2,880$; $\text{sig. } 0,005 < 0,05$); (4) motivasi kerja memperkuat hubungan pendidikan guru penggerak, kepemimpinan, dan disiplin kerja terhadap kinerja, dengan koefisien regresi tertinggi 0,371 ($\text{sig. } 0,000 < 0,05$) dan beta standar 0,566.

Secara simultan, keempat variabel berkontribusi meningkatkan kinerja guru penggerak, ditunjukkan oleh nilai uji F 17,896 ($\text{sig. } 0,000 < 0,05$) dan koefisien determinasi (R^2) 0,565. Hal ini membuktikan bahwa 56,5% variasi kinerja guru dapat dijelaskan oleh model, sedangkan 43,5% dipengaruhi faktor lain di luar penelitian.

Kata Kunci: pendidikan guru penggerak, kepemimpinan, disiplin kerja, motivasi kerja, kinerja guru

ABSTRACT

THE INFLUENCE OF THE TEACHER LEADERSHIP PROGRAM, LEADERSHIP, AND WORK DISCIPLINE ON TEACHER PERFORMANCE WITH WORK MOTIVATION AS A MODERATING VARIABLE AT THE SECONDARY EDUCATION LEVEL IN BANDAR LAMPUNG

By:

Roniansyah

roniansyah.2422311061P@mail.darmajaya.ac.id, roniansyahtendik@gmail.com

Educational transformation in Indonesia has been realized through the Teacher Leadership Program (Pendidikan Guru Penggerak) launched by the Ministry of Education, Culture, Research, and Technology in 2020. This program aims to equip teachers with pedagogical leadership, motivation, and work discipline to lead changes in schools. The study seeks to analyze the effects of the Teacher Leadership Program, leadership, and work discipline on teacher performance, with work motivation as a moderating variable.

This quantitative research involved 122 teacher leaders in Bandar Lampung, with a sample of 100 respondents determined using Slovin's formula. Data were collected through a Likert-scale questionnaire and analyzed using validity, reliability, regression, and moderation tests.

The findings reveal that: (1) the Teacher Leadership Program has a positive and significant effect on performance ($t = 4.534$; sig. $0.000 < 0.05$); (2) leadership shows no significant effect ($t = 0.933$; sig. $0.353 > 0.05$); (3) work discipline positively and significantly affects performance ($t = 2.880$; sig. $0.005 < 0.05$); and (4) work motivation strengthens the relationship among the Teacher Leadership Program, leadership, and work discipline toward performance, with the highest regression coefficient of 0.371 (sig. $0.000 < 0.05$) and standardized beta of 0.566.

Simultaneously, the variables contribute to improving teacher performance, as indicated by an F-test value of 17.896 (sig. $0.000 < 0.05$) and a coefficient of determination (R^2) of 0.565. This result confirms that 56.5% of performance variance is explained by the model, while the remaining 43.5% is influenced by other factors outside the study.

Keywords: Teacher Leadership Program; Leadership; Work Discipline; Work Motivation; Teacher Performance