

ABSTRAK

Sufri Helmi Tanjung. (2022). Pengaruh Kepemimpinan, Pembiayaan dan *Continuing Professional Development* (CPD) Terhadap Kinerja Guru Dalam Meningkatkan Mutu Pendidikan Pada Sekolah SMKN 1 Merangin. Program Studi Magister Manajemen Pendidikan, Pascasarjana, Universitas Jambi. Pembimbing 1 dan 2 Ibu Dr. Dra. Hj. Muazza, M.Si dan Ibu Dr. Siti Syuhada, S.Pd., ME

Kinerja guru merupakan salah satu faktor yang sangat menentukan keberhasilan pendidikan. Oleh karena itu kinerja guru perlu ditingkatkan terus menerus agar diperoleh sumber daya manusia yang bermutu dalam arti yang sebenarnya, yaitu dapat memenuhi tuntutan pekerjaannya. Tujuan penelitian ini adalah 1) Untuk mengetahui gambaran kepemimpinan, pembiayaan, CPD (*Continuing Profesional Development*) terhadap kinerja guru dalam meningkatkan mutu pendidikan., 2) Untuk mengetahui pengaruh kepemimpinan terhadap kinerja guru dalam meningkatkan mutu pendidikan., 3) Untuk mengetahui pengaruh pembiayaan pendidikan terhadap kinerja guru dalam meningkatkan mutu pendidikan, dan 4) Untuk mengetahui pengaruh CPD (*Continuing Profesional Development*) terhadap kinerja guru dalam meningkatkan mutu pendidikan.

Penelitian ini merupakan penelitian kuantitatif dan desain penelitian adalah metode survey, sebuah metode penelitian yang bersifat induktif, obyektif dan ilmiah dimana data yang diperoleh berupa angka (skor, nilai) atau pernyataan yang dinilai dan dianalisa dengan analisis statistik Sampel penelitian berjumlah 93 orang. Variabel yang diteliti yaitu Kepemimpinan Kepala Sekolah, Pembiayaan dan CPD (*Continuing Profesional Development*) sebagai variabel bebas, dan Kinerja Guru sebagai variabel terikat. Pengumpulan data dilakukan melalui angket dan di analisis secara deskriptif presentase dan analisis linier berganda baik secara parsial dan simultan.

Hasil penelitian menunjukkan bahwa terdapat pengaruh antara Kepemimpinan Kepala Sekolah terhadap Kinerja Guru dengan probabilitas signifikan $0.00 < \alpha = 0.05$. Terdapat pengaruh positif dan signifikan antara Pembiayaan Terhadap Kinerja Guru dengan probabilitas signifikan $0.00 < \alpha = 0.05$, dan terdapat pengaruh CPD (*Continuing Profesional Development*) terhadap kinerja guru dengan probabilitas signifikan $0.00 < \alpha = 0.05$. Dan terdapat pengaruh positif dan signifikan antara Kepemimpinan Kepala Sekolah, Pembiayaan dan CPD (*Continuing Profesional Development*) Terhadap Kinerja Guru di SMKN 1 Merangin dengan nilai F-hitung sebesar 626.77 dengan probabilitas signifikan $0.00 < \alpha = 0.05$ atau f-hitung $> f\text{-tabel}$ yaitu $626.77 > 3.09$. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa ada pengaruh positif dan signifikan antara Kepemimpinan Kepala Sekolah, Pembiayaan dan CPD (*Continuing Profesional Development*) Terhadap Kinerja Guru di SMKN 1 Merangin secara simultan. Dari penelitian ini dapat disarankan guru agar mempertahankan dan meningkatkan kinerja yang telah dicapai.

Kata Kunci : Kepemimpinan, Pembiayaan, CPD (*Continuing Profesional Development*) dan Kinerja Guru

ABSTRACT

Sufri Helmi Tanjung. (2022). The Effect of Leadership, Financing and Continuing Professional Development (CPD) on Teacher Performance in Improving the Quality of Education at SMKN 1 Merangin. Educational Management Masters Program, Postgraduate, Jambi University. Advisor 1 and 2 Dr. Dra. Hj. Muazza, M.Si and Dr. Siti Syuhada, S.Pd., ME.

Teacher performance is one of the factors that determine the success of education. Therefore, teacher performance needs to be improved continuously in order to obtain quality human resources in the true sense, namely being able to meet the demands of their work. The purposes of this study are 1) To determine the description of leadership, financing, CPD (Continuing Professional Development) on teacher performance in improving the quality of education., 2) To determine the effect of leadership on teacher performance in improving the quality of education., 3) To determine the effect of education financing. on teacher performance in improving the quality of education, and 4) To determine the effect of CPD (Continuing Professional Development) on teacher performance in improving the quality of education.

This research is a quantitative research and the research design is a survey method, a research method that is inductive, objective and scientific in which the data obtained are in the form of numbers (scores, scores) or statements that are assessed and analyzed by statistical analysis. The research sample totaled 93 people. The variables studied were Principal Leadership, Financing and CPD (Continuing Professional Development) as independent variables, and Teacher Performance as the dependent variable. Data was collected through a questionnaire and analyzed by descriptive percentage and multiple linear analysis both partially and simultaneously.

The results showed that there was an influence between the Principal's Leadership on Teacher Performance with a significant probability of $0.00 < = 0.05$. There is a positive and significant effect between financing on teacher performance with a significant probability of $0.00 < = 0.05$, and there is an effect of CPD (Continuing Professional Development) on teacher performance with a significant probability of $0.00 < < = 0.05$. And there is a positive and significant influence between Principal Leadership, Financing and CPD (Continuing Professional Development) on Teacher Performance at SMKN 1 Merangin with an F-count value of 626.77 with a significant probability of $0.00 < = 0.05$ or f-count $> f$ -table, namely $626.77 > 3.09$. Based on the results of this study, it can be concluded that there is a positive and significant influence between the Leadership of the Head of Financing and CPD (Continuing Professional Development) on Teacher Performance at SMKN 1 Merangin simultaneously. From this research, it can be suggested that teachers should maintain and improve the performance that has been achieved.

Keywords: Leadership, Financing, CPD (Continuing Professional Development) and Teacher Performance