

ABSTRACT

Meditamar, Muhd. Odha. *Madrasah Teacher Performance (Analysis of the Effect of Self Esteem, Work Motivation, and Organizational Communication Through Job Satisfaction on Teachers of State Islamic Senior High School Sungai Penuh City).* Supervisor: Prof. Dr. Drs. Ekawarna, M.Psi., Co. Supervisor: Urip Sulistiyo, S.Pd., M.Ed., Ph.D & Dr. Drs. Firman, M.Si.

The purpose of this study was to examine the direct effect of self-esteem, work motivation, and organizational communication on performance, or indirectly through job satisfaction variables. This study used a quantitative approach with a correlational survey method to examine the effect between variables. A total of 123 teachers from 2 schools became the population in this study. Furthermore, this study applied simple random sampling technique and obtained 92 teachers. The instruments used in this study to collect data, including the teacher performance assessment instrument which was developed based on 14 items of teacher competence, namely the Minnesota Satisfaction Questionnaire (MSQ), Rosenberg Self-Esteem Scale (RSE), Multidimensional Work Motivation Scale (MWMS), and Organizational Communication Scale. The research data will be tested using PLS Structural Equation Modeling (SEM).

The results showed that: 1) there was no effect of self-esteem on teacher performance; 2) there was an effect of work motivation on teacher performance by 22,7%; 3) there was an effect of organizational communication on teacher performance by 28,6%; 4) there was an effect of self-esteem on job satisfaction by 42,4%; 5) there was an influence of work motivation on job satisfaction by 22,6%; 6) there was an effect of organizational communication on job satisfaction by 33,1%; 7) there was an effect of job satisfaction on teacher performance by 34,8%; 8) there was an effect of self-esteem on teacher performance through job satisfaction as an intervening variable by 14,7%; 9) there was an effect of work motivation on teacher performance through job satisfaction as an intervening variable by 7,9%; and 10) there was an effect of organizational communication on teacher performance through job satisfaction as an intervening variable by 11,5%.

There were several limitations in this study, such as the limited number of respondents. In addition, the path model that was formulated is not too complex, even though there are still several other factors that affect teacher performance. However, the results of this study have implications for policy making related to improving teacher performance. School managements need to identify the factors that affect teacher performance, then provide interventions to improve teacher performance through both in-job training and off-job training.

Keywords: Teacher Performance, Job Satisfaction, Self-Esteem, Work Motivation, Organizational Communication

ABSTRAK

Meditamar, Muhd.Odha. Kinerja Guru Madrasah (Analisis Pengaruh *Self Esteem*, Motivasi Kerja dan Komunikasi Organisasi Melalui Kepuasan Kerja pada Guru Madrasah Aliyah Negeri Kota Sungai Penuh). Promotor: Prof. Dr. Drs. Ekawarna, M.Psi., Co Promotor: Urip Sulistiyo, S.Pd., M.Ed., Ph.D & Dr. Drs. Firman, M.Si.

Tujuan penelitian ini yakni untuk menguji pengaruh langsung *self-esteem*, motivasi kerja dan komunikasi organisasi terhadap kinerja, maupun tidak langsung melalui variabel kepuasan kerja. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei korelasional untuk menguji pengaruh antar variabel. Sebanyak 123 guru dari 2 sekolah menjadi populasi dalam penelitian ini. Selanjutnya dengan menggunakan teknik *simple random sampling* diperoleh sebanyak 92 guru sebagai sampel. Instrumen yang peneliti gunakan untuk mengumpulkan data di antaranya instrumen penilaian kinerja guru yang peneliti kembangkan berdasarkan 14 butir kompetensi guru, *Minnesota Satisfaction Questionnaire* (MSQ), *Rosenberg Self-Esteem Scale* (RSE), *Multidimensional Work Motivation Scale* (MWMS), dan *Organizational Communication Scale*. Data penelitian akan diuji dengan menggunakan *Structural Equation Modelling* (SEM) PLS.

Hasil penelitian menunjukkan bahwa: 1) tidak terdapat pengaruh *self-esteem* terhadap kinerja guru; 2) terdapat pengaruh motivasi kerja terhadap kinerja guru sebesar 22,7%%; 3) terdapat pengaruh komunikasi organisasi terhadap kinerja guru sebesar 28,6%%; 4) terdapat pengaruh *self-esteem* terhadap kepuasan kerja sebesar 42,4%; 5) terdapat pengaruh motivasi kerja terhadap kepuasan kerja sebesar 22,6%; 6) terdapat pengaruh komunikasi organisasi terhadap kepuasan kerja 33,1%; 7) terdapat pengaruh kepuasan kerja terhadap kinerja guru sebesar 34,8%; 8) terdapat pengaruh *self-esteem* terhadap kinerja guru melalui kepuasan kerja sebagai variabel *intervening* sebesar 14,7%; 9) terdapat pengaruh motivasi kerja terhadap kinerja guru melalui kepuasan kerja sebagai variabel *intervening* sebesar 7,9%; dan 10) terdapat pengaruh komunikasi organisasi terhadap kinerja guru melalui kepuasan kerja sebagai variabel *intervening* sebesar 11,5%.

Terdapat beberapa keterbatasan dalam penelitian ini, seperti jumlah responden yang masih terbatas. Selain itu model jalur yang dirumuskan juga belum terlalu kompleks, padahal masih terdapat beberapa faktor lain yang mempengaruhi kinerja guru. Namun demikian hasil penelitian ini memiliki implikasi terhadap pengambilan kebijakan terkait peningkatan kinerja guru. Pimpinan sekolah perlu mengidentifikasi faktor-faktor yang mempengaruhi kinerja guru, selanjutnya memberikan intervensi peningkatan kinerja guru baik melalui *in-job training* maupun *off-job training*.

Kata kunci: Kinerja Guru, Kepuasan Kerja, *Self-Esteem*, Motivasi Kerja, Komunikasi Organisasi