

ABSTRAK

Hidayat. 2024. Pengaruh *Coercive Power* dan *Reward Power* Kepala Sekolah terhadap Kinerja melalui Motivasi dan Kepuasan Kerja Guru SMK Negeri di Provinsi Jambi

Penelitian ini bertujuan untuk mengetahui pengaruh *coercive power* dan *reward power* kepala sekolah terhadap kinerja guru SMK Negeri di Provinsi Jambi, dengan motivasi dan kepuasan kerja sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian korelasi. Populasi dalam penelitian ini terdiri dari 3.465 orang guru SMK Negeri di Provinsi Jambi, dengan jumlah ukuran sampel yang digunakan sebanyak 341 orang guru berdasarkan penggunaan tabel Krejcie & Morgan. Teknik pengambilan sampel menggunakan *simple random sampling*. Instrumen yang digunakan dalam pengumpulan data berupa angket tertutup dengan format skala Likert. Data yang telah diperoleh dianalisis dengan *Structural Equation Modelling* (SEM) berbasis *partial least squares path modeling* (PLS-SEM). Hasil analisis statistik membuktikan bahwa; (1) *coercive power* dan *reward power* secara langsung berpengaruh positif dan signifikan terhadap motivasi guru, (2) *coercive power* dan *reward power* secara langsung berpengaruh positif dan signifikan terhadap kepuasan kerja guru, (3) *coercive power* dan *reward power* secara langsung berpengaruh positif dan signifikan terhadap kinerja guru, (4) motivasi dan kepuasan kerja secara langsung berpengaruh positif dan signifikan terhadap kinerja guru, (5) *coercive power* dan *reward power* secara tidak langsung berpengaruh positif dan signifikan terhadap kinerja guru, melalui motivasi, dan (6) *coercive power* dan *reward power* secara tidak langsung berpengaruh positif dan signifikan terhadap kinerja guru, melalui kepuasan kerja. Terdapat beberapa keterbatasan dalam penelitian ini, seperti penelitian ini tidak dilakukan pada guru SMK swasta. Selain itu, model jalur yang dirumuskan juga belum terlalu kompleks. Namun demikian hasil penelitian ini memiliki implikasi terhadap upaya penggunaan *coercive power* dan *reward power* oleh kepala sekolah secara seimbang, adil, dan bijaksana agar dapat meningkatkan motivasi, kepuasan kerja, dan kinerja guru.

Kata Kunci : *coercive power*, *reward power*, motivasi, kepuasan kerja, kinerja guru

ABSTRACT

Hidayat. 2024. The Influence of Principal's Coercive Power and Reward Power on the Teacher Performance of Public Vocational High School in Jambi Province through Motivation and Job Satisfaction.

This study aims to determine the effect of the principal's coercive power and reward power on the teachers performance of public vocational high school in Jambi Province, with motivation and job satisfaction as mediating variables. This research uses a quantitative approach with a correlational research type. The population in this study consists of 3,465 teachers of public vocational high school in Jambi Province, with a sample size of 341 teachers determined using the Krejcie & Morgan table. The sampling technique employed is simple random sampling. The instrument used for data collection is a questionnaire with a Likert scale format. The data obtained were analyzed using Structural Equation Modeling (SEM) based on partial least squares path modeling (PLS-SEM). The statistical analysis results indicate that: (1) coercive power and reward power directly have a positive and significant effect on teacher motivation, (2) coercive power and reward power directly have a positive and significant effect on teacher job satisfaction, (3) coercive power and reward power directly have a positive and significant effect on teacher performance, (4) motivation and job satisfaction directly have a positive and significant effect on teacher performance, (5) coercive power and reward power indirectly have a positive and significant effect on teacher performance through motivation, and (6) coercive power and reward power indirectly have a positive and significant effect on teacher performance through job satisfaction. There are several limitations in this study, such as it was not conducted on private vocational high school teachers. Additionally, the formulated path model is not very complex. However, the findings of this study have implications for the balanced, fair, and wise use of coercive power and reward power by principals to enhance teacher motivation, job satisfaction, and performance.

Kata Kunci : coercive power, reward power, motivation, job satisfaction, teacher performance