

**INTERAKSI KEPIMPINAN DAN PERSEKITARAN  
PEMBELAJARAN DENGAN KEPUASAN DAN KOMITMEN  
GURU DI BANJARMASIN, KALIMANTAN**

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2014**

## **Kebenaran Mengguna**

Penyerahan tesis ini, bagi memenuhi syarat sepenuhnya untuk ijazah lanjutan Universiti Utara Malaysia, saya bersetuju bahawa Perpustakaan Universiti boleh secara bebas membenarkan sesiapa saja untuk memeriksa. Saya juga bersetuju bahawa penyelia saya atau jika ketiadaannya, Dekan Awang Had Salleh Graduate School Art and Science, diberi kebenaran untuk membuat salinan tesis ini dalam sebarang bentuk, sama ada keseluruhannya atau sebahagiannya, bagi tujuan kesarjanaan. Adalah tidak dibenarkan sebarang penyalinan atau penerbitan atau kegunaan tesis ini sama ada sepenuhnya atau sebahagian daripadanya bagi tujuan keuntungan kewangan/komersial, kecuali setelah mendapat kebenaran bertulis. Juga dimaklumkan bahawa pengiktirafan harus diberi kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan kesarjanaan terhadap sebarang petikan daripada tesis saya.

Sebarang permohonan untuk menyalin atau mengguna mana-mana bahan dalam tesis ini, sama ada sepenuhnya atau sebahagiannya hendaklah dialamatkan kepada:

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## Abstrak

Kepuasan kerja guru dan komitmen yang tidak memberangsangkan dan ketidaktekalan kajian lalu menjadi sebab utama kajian ini dijalankan. Oleh itu kajian ini dilakukan untuk mengenal pasti interaksi kepemimpinan dan persekitaran pembelajaran dengan kepuasan dan komitmen guru di sekolah rendah berprestasi unggul dan sekolah rendah berprestasi merosot di bandar Banjarmasin. Kajian ini dijalankan dengan menggunakan reka bentuk tinjauan rentasan dan soal selidik terpiawai digunakan untuk memungut data. 261 orang guru sekolah rendah di bandar Banjarmasin yang dipilih secara rawak telah terlibat dalam kajian ini. Alat ukur *Multifactor Leadership Questionnaire* yang dibangunkan oleh Bass dan Avolio dalam tahun 2004, *School Level Environment Questionnaire* yang dibangunkan oleh Johnson et al. Pada tahun 2007, *Organizational Commitment Questionnaire* yang dibangunkan oleh Allen dan Meyer pada tahun 1990 dan *Teaching Satisfaction Scale* yang dibina oleh Ho dan Au pada tahun 2006 digunakan untuk mengukur kepemimpinan transformasional guru besar, persekitaran pembelajaran, komitmen guru kepada organisasi dan kepuasan kerja guru. Keputusan ujian menunjukkan tidak terdapat perbezaan amalan kepemimpinan transformasional guru besar dan persekitaran pembelajaran sama ada di sekolah rendah berprestasi unggul atau sekolah rendah berprestasi merosot. Kajian ini juga mendapati kepemimpinan transformasional guru besar mempunyai pengaruh yang signifikan kepada persekitaran pembelajaran. Walau bagaimanapun kepemimpinan transformasional guru besar tidak mempunyai pengaruh yang signifikan kepada kepuasan kerja dan komitmen guru terhadap organisasi. Selain itu, kajian ini mendapati persekitaran pembelajaran mempunyai pengaruh yang kuat ke atas kepuasan kerja dan komitmen terhadap organisasi. Dapatan kajian ini dapat menambah pengetahuan dalam bidang kepemimpinan transformasional, persekitaran pembelajaran, kepuasan kerja dan komitmen terhadap organisasi. Kajian ini turut menyumbang kepada pembentukan polisi berkaitan dengan pengurusan pendidikan di Indonesia, khususnya di Kalimantan.

**Kata kunci:** Kepimpinan transformasional, Persekitaran pembelajaran, Kepuasan kerja, Komitmen guru.

## Abstract

This study was instigated by the issues pertaining to teachers' job satisfaction and commitment towards organizations that were not encouraging, and coupled with the mixed findings in previous studies. Its primary purpose was to determine the relationships between the transformational leadership of head masters and their school learning environments, and job satisfaction and commitment towards the organization among teachers from performing and non-performing primary schools in Banjarmasin City. A cross-sectional survey design was used and a standardized questionnaire administered to collect data from selected respondents. A total of 261 primary school teachers from Banjarmasin City were randomly selected to participate in this study. The instruments used in the study were the Multifactor Leadership Questionnaire developed by Bass and Avolio in 2004, the School Level Environment Questionnaire developed by Johnson et al. in 2007, the Organizational Commitment Questionnaire developed by Allen and Meyer in 1990, and the Teaching Satisfaction Scale constructed by Ho and Au in 2006. The findings showed that the transformational leadership of head masters, learning environments, teachers' job satisfaction and commitment were at a high level. The findings also highlighted the significant contributions of the headmasters' transformational leadership to the learning environment. However, transformational leadership did not have a significant influence on the teachers' job satisfaction and their commitment toward the organization. The learning environment had a strong influence on teachers' job satisfaction and their commitment toward the organization. The findings are consistent with some previous findings, especially with regard to the researchers' recommendations that Western theories should be tested prior to their adoption in practice. Additionally, the findings will contribute more knowledge to the role of transformational leadership, and insights into its impact on the learning environment, and teachers' job satisfaction and commitment towards the organization. This study also contribute to the development of policy related to educational management in Indonesia, especially in Kalimantan.

**Keywords:** Transformational leadership, Learning environment, Job satisfaction, Teacher commitment.

## **Penghargaan**

Dengan memanjatkan puji syukur ke Allah SWT, kerana dengan rahmat, karnia dan kekuatan yang diberikan-Nya, maka tesis tentang: Interaksi kepemimpinan dan persekitaran pembelajaran dengan kepuasan dan komitmen guru di Banjarmasin, Kalimantan Selatan dapat diselesaikan. Laporan kajian ini dapat diselesaikan adalah kerana berkat bantuan dan dukungan pelbagai pihak. Oleh itu dalam kesempatan ini dihulurkan ucapan terima kasih dan penghargaan yang sebesar-besarnya kepada:

1. Naib Canselor Universiti Utara Malaysia, yang berkenan menerima penyelidik sebagai mahasiswa UUM program kajian pengurusan pendidikan.
2. Rektor Universiti Lambung Mangkurat Banjarmasin, yang telah memberikan pelbagai kemudahan, bantuan dan izin kepada penyelidik untuk menyelesaikan program Doktor Falsafah di Universiti Utara Malaysia.
3. Dr Ruzlan Md Ali sebagai penyelia yang memberikan input, arahan, bimbingan serta dorongan kepada penyelidik, sehingga lahir motivasi yang kuat untuk menyelesaikan penyelidikan dan menyelesaikan serta menyajikannya dalam laporan ini.
4. Bapak Dr. Ishak Sin sebagai penyelia yang memberikan input, arahan, bimbingan serta dorongan kepada penyelidik, sehingga lahir motivasi yang kuat untuk menyelesaikan penyelidikan dan menyelesaikan serta menyajikannya dalam laporan ini.
5. Dekan FKIP Universiti Lambung Mangkurat, yang memberikan izin kepada penyelidik untuk melanjutkan pendidikan pada Universiti Utara Malaysia.
6. Semua kakitangan program kajian Pendidikan Guru Sekolah Rendah Universiti Lambung Mangkurat Banjarmasin, yang memberikan dukungan dan dorongan untuk menyelesaikan kajian ini.
7. Seluruh guru besar dan guru-guru sekolah rendah di Bandar Banjarmasin, yang bersedia memberikan maklumat yang penyelidik perlukan dalam kajian ini.
8. Drs. Ahmad Suriansyah, M.Pd., Ph.D yang turut memberikan dorongan, motivasi dan bantuannya dalam berbagai aktiviti selama masa penyusunan sehingga dapat diselesaikannya penyusunan laporan tesis ini.

9. Kedua orang tua Muhammad Ismail Ahmadi (alm) dan Norjamah (almh), yang telah mendoakan penyelidik dengan tak henti-hentinya sepanjang masa hidupnya, sehingga penyelidik berhasil menyelesaikan kajian ini.
10. Suami tercinta Muhammad Syakerani Noor (alm) dan kedua anak tersayang Muhammad Rizki Noor Ridha, S. Kom, dan Nida Amelia yang mendukung dan turut mendo'akan ibunya untuk menyelesaikan laporan kajian ini.
11. Adik-adik tersayang, Dra. Hj. Rukayah, Hj. Aisyah, Hj. Afra Ubaidah, LC., MA, Noor Izzati, LC., S.Pd. dan Huda, S.Pd. yang selalu berdoa untuk kejayaan penulis dalam menyelesaikan laporan kajian ini

Semoga amal baik bapak/ibu/tuan/puan yang turut memberikan dukungan dan bantuan dalam penyelesaian laporan ini mendapatkan redha dan ganjaran Allah SWT, serta bermanfaat bagi penambahbaikan pendidikan di Kalimantan Selatan, khususnya sekolah rendah.

Banjarmasin, 21 April 2013

Penyelidik

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# **BAB SATU**

## **PENGENALAN**

### **1.1 Pendahuluan**

Undang-undang Republik Indonesia, Nombor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Bab II, Fasal 3, menyatakan bahawa, “Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”. Melalui undang-undang ini pengurusan sekolah menengah dan sekolah rendah akan dilaksanakan melalui pengurusan berasaskan sekolah (*school-based management*) di mana pengurus sekolah diberi autonomi dalam pengurusan sekolah. Langkah-langkah ini dilakukan bertujuan untuk mempertingkatkan mutu pendidikan Indonesia. Bagi mencapai matlamat ini Kementerian Pendidikan Indonesia melancarkan Pelan Strategik Kementerian Pendidikan Nasional 2005-2009 (Kementerian Pendidikan Nasional, 2005). Tindakan-tindakan ini menggambarkan bahawa beberapa usaha telah dilakukan untuk mengubah paradigma pengurusan sekolah (Firman & Tola, 2008). Usaha-usaha ini adalah demi mencapai Visi Indonesia 2020 yang berbunyi: “Visi Indonesia 2020 adalah terwujudnya masyarakat Indonesia yang religius, manusiawi, bersatu, demokratis, adil, sejahtera, maju, mandiri, serta baik dan bersih dalam penyelenggaraan Negara”.

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