

**HUBUNGAN TINGKAH LAKU KEPIMPINAN PENGAJARAN
GURU BESAR DENGAN KEAFIATAN SEKOLAH, KOMITMEN
ORGANISASI, EFIKASI DAN KEPUASAN GURU
SEKOLAH RENDAH DI SURAKARTA**

SUKARMIN

**DOKTOR FALSAFAH
UNIVERSITI UTARA MALAYSIA
APRIL 2010**

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DI SURAKARTA**

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**TESIS YANG DIKEMUKAKAN KEPADA KOLEJ SASTERA DAN SAINS,
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IJAZAH DOKTOR FALSAFAH (PENGURUSAN PENDIDIKAN)**

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Kolej Sastera dan Sains
(UUM College of Arts and Sciences)
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Permohonan untuk kebenaran membuat salinan atau lain kegunaan, sama ada keseluruhan atau sebahagiannya, boleh dibuat dengan menulis kepada :

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ABSTRAK

Tujuan utama kajian ini ialah untuk mengenal pasti hubungan antara tingkah laku kepimpinan pengajaran guru besar dengan keafiatan sekolah, komitmen organisasi, efikasi dan kepuasan guru. Lima instrumen telah digunakan untuk mengumpul data kajian ini iaitu *Principal Instruction Management Rating Scale* (PIMRS); *Organizational Health Inventory* (OHI-E); *Organizational Commitment Questionnaire* (OCQ); *Teacher Satisfaction Scale* (TSS); dan *Teacher Efficacy Scale* (TES). Semua instrumen ini mempunyai tahap kesahan dan kebolehpercayaan yang tinggi. Berdasarkan kajian rintis pekali kebolehpercayaan alpha Cronbach adalah masing-masing PIMRS: .92, OHI-E: .82, OCQ: .85, TSS: .86 dan TES: .79. Seramai 350 orang guru sekolah rendah negeri di bandar Surakarta telah dipilih sebagai responden kajian ini dengan kaedah rawak sederhana. Sebanyak 330 set soal selidik atau 94% berjaya dipungut. Walaupun begitu hanya 320 set soal selidik sahaja yang memenuhi syarat-syarat untuk dianalisis dalam kajian ini. Data kajian ini dianalisis dengan menggunakan perisian AMOS versi 6.0 untuk menganalisis *Confirmatory Factor Analysis* (CFA), dan *Structural Equation Modeling* (SEM). Dapatan kajian ini menunjukkan bahawa model struktural yang dibina penyelidik adalah baik (Probabiliti=.00; RMSEA=.04; GFI=.94; AGFI=.91; CMIN/DF=1.52). Dapatan lain dalam kajian ini menampakkan bahawa (1) kepimpinan pengajaran guru besar mempunyai hubungan langsung yang signifikan dengan keafiatan sekolah, (2) keafiatan sekolah mempunyai hubungan langsung yang signifikan dengan komitmen organisasi, efikasi dan kepuasan guru, (3) kepimpinan pengajaran guru besar tidak mempunyai hubungan langsung yang signifikan dengan komitmen organisasi, efikasi dan kepuasan guru. Namun demikian, kepimpinan pengajaran guru besar mempunyai hubungan tidak langsung dengan komitmen organisasi, efikasi dan kepuasan guru melalui pengantara keafiatan sekolah. Dengan kata lain, keafiatan sekolah merupakan pengantara (*mediator*) kepada hubungan antara kepimpinan pengajaran guru besar dengan komitmen organisasi, efikasi dan kepuasan guru. Berdasarkan hasil dapatan kajian ini, beberapa cadangan yang relevan telah dikemukakan.

**THE RELATIONSHIP BETWEEN THE INSTRUCTIONAL
LEADERSHIP BEHAVIOR OF THE PRINCIPAL WITH THE SCHOOL
HEALTH, TEACHER ORGANIZATIONAL COMMITMENT, TEACHER
EFFICACY AND TEACHER SATISFACTION IN ELEMENTARY
SCHOOLS IN SURAKARTA**

ABSTRACT

The main purpose of this research was to determine the relationship between the instructional leadership behavior of principal with the school health, teachers' organizational commitment, teachers' efficacy and teachers' satisfaction. Five instruments were utilized to collect data namely the Principal Instructional Management Scale (PIMRS); the Organizational Health Inventory (OHI-E), the Organizational Commitment Questionnaire (OCQ), the Teachers' Satisfaction Scale (TSS) and the Teacher Efficacy Scale (TES). All the instruments were valid and reliable. The result of the pilot test showed that the Cronbach's alpha coefficient for PIMRS was .92, OHI-E was .82, OCQ was .85, TSS was .86, and TES was .79. Three hundred and fifty elementary school teachers were selected using simple random sampling to participate in the study. Three hundred and thirty sets of questionnaires or 94% were returned. Only 320 sets were fulfilling the requirement for analysis. The AMOS version 6.0 was used to analyze Confirmatory Factor Analysis and Structural Equation Modeling (SEM). The result of the research showed that the Structural Model was fit (probability = .00; RMSEA = .04, GFI = .94, AGFI = .91; and CMNI/DF = 1.52). Other findings revealed that (1) the principal's instructional leadership directly relationship the school health significantly, (2) the school health directly relationship the organizational commitment, efficacy, and teacher's satisfaction significantly and (3) the principal's instructional leadership does not directly relationship significantly the organizational commitment, efficacy, and teacher's satisfaction. However, the principal's instructional leadership indirectly relationship the organizational commitment, efficacy, and teacher's satisfaction through the school health. In other words, the school health served as a mediator of the relationship between the instructional leadership behavior of principal with the organizational commitment, efficacy and teacher's satisfaction. Based on the research findings, some relevant recommendations have been proposed.

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BAB I

PENDAHULUAN

1.1. Pengenalan

Penyelenggaraan pendidikan nasional yang didasarkan kepada Pancasila dan Undang Undang Dasar 1945 adalah bertujuan untuk mempertingkatkan kehidupan bangsa dan mengembangkan rakyat Indonesia seutuhnya, yaitu melahirkan rakyat yang sehat jasmani dan rohani, beriman dan bertaqwa kepada Tuhan yang Maha Esa, berbudi pekerti luhur, memiliki pengetahuan dan keterampilan, keberibadian yang mantap dan mandiri serta memiliki rasa tanggung jawab kemasyarakatan dan kebangsaan (Undang Undang Sistem Pendidikan Nasional Indonesia, 2003).

Bagi melahirkan profil rakyat seutuhnya sebagaimana dinyatakan dalam tujuan pendidikan nasional Indonesia, pemerintah Indonesia, melalui Departemen Pendidikan Nasional, mempunyai tugas dan kewajiban menyelenggarakan proses pendidikan dengan baik yang boleh menjayakan tujuan pendidikan nasional Indonesia. Penentu utama dalam meningkatkan pendidikan nasional adalah melalui pencapaian murid-murid di pelbagai tahap pendidikan (Pusbangsijian, 1999). Namun demikian perkara ini belum dilaksanakan secara baik, sehingga timbul satu masalah yang sungguh serius, iaitu masih rendahnya pencapaian murid-murid di pelbagai tahapan pendidikan. Pencapaian yang rendah ini dapat ditunjukkan melalui rendahnya Nilai Evaluasi Murni (NEM) atau Ujian Penilaian Sekolah (UPS). Ketepatan nilai yang tercantum dalam Senerai NEM sering kali

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