

ABSTRAK

Profesionalisme guru merupakan salah satu faktor penting dalam meningkatkan mutu pendidikan di sekolah dasar. Peningkatan profesionalisme guru dipengaruhi oleh berbagai faktor, di antaranya pendampingan dan motivasi yang diberikan oleh kepala sekolah. Penelitian ini bertujuan untuk menganalisis dan membuktikan pengaruh pendampingan kepala sekolah dan motivasi kepala sekolah, baik secara parsial maupun simultan, terhadap profesionalisme guru SD di Kecamatan Cipatujah Kabupaten Tasikmalaya.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Populasi penelitian berjumlah 234 guru ASN SD di Kecamatan Cipatujah, sedangkan sampel penelitian sebanyak 70 guru yang dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan melalui kuesioner dengan skala Likert, sedangkan analisis data menggunakan regresi linear berganda dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa a) Terdapat pengaruh pendampingan kepala sekolah terhadap profesionalisme guru dengan koefisien regresi sebesar 0,324, nilai t sebesar 3,951, dan signifikansi 0,000, b) Terdapat pengaruh motivasi kepala sekolah terhadap profesionalisme guru dengan koefisien regresi sebesar 0,618, nilai t sebesar 8,583, dan signifikansi 0,000, c) Terdapat pengaruh pendampingan dan motivasi kepala sekolah secara simultan terhadap profesionalisme guru dengan nilai signifikansi 0,000 serta koefisien determinasi (R^2) sebesar 82,2%, yang menunjukkan bahwa sebagian besar variasi profesionalisme guru dapat dijelaskan oleh kedua variabel tersebut.

Berdasarkan hasil penelitian dapat disimpulkan bahwa kepala sekolah perlu mengoptimalkan fungsi pendampingan akademik serta memberikan motivasi yang berkelanjutan guna mendukung peningkatan kualitas pembelajaran di sekolah dasar.

Kata kunci: Motivasi Kepala Sekolah, Pendampingan Kepala Sekolah, Profesionalisme Guru, Regresi Linear Berganda.

ABSTRACT

Teacher professionalism is a key factor in improving the quality of education in elementary schools. The enhancement of teacher professionalism is influenced by various factors, including the guidance and motivation provided by school principals. This study aimed to analyze and examine the partial and simultaneous effects of principal guidance and principal motivation on the professionalism of elementary school teachers in Cipatujah District, Tasikmalaya Regency.

This study employed a quantitative approach using a correlational research method. The population consisted of 234 state civil servant (ASN) elementary school teachers in Cipatujah District, while the sample comprised 70 teachers selected through purposive sampling. Data were collected using a Likert-scale questionnaire and analyzed through multiple linear regression with the assistance of SPSS software.

The findings revealed that: a) principal guidance had a positive and significant effect on teacher professionalism, with a regression coefficient of 0.324, a t-value of 3.951, and a significance value of 0.000; b) principal motivation also had a positive and significant effect on teacher professionalism, with a regression coefficient of 0.618, a t-value of 8.583, and a significance value of 0.000; and c) principal guidance and principal motivation simultaneously had a positive and significant effect on teacher professionalism, with a significance value of 0.000 and a coefficient of determination (R^2) of 82.2%. These results indicate that most of the variation in teacher professionalism can be explained by the two independent variables.

In conclusion, school principals should optimize their academic guidance role and continuously provide motivation to support the improvement of teaching quality and teacher professionalism in elementary schools.

Keywords: Principal Guidance, Principal Motivation, Teacher Professionalism, Multiple Linear Regression.