

ABSTRAK

PENGARUH KEPEMIMPINAN PARTISIPATIF DAN SUPERVISI KEPALA SEKOLAH TERHADAP KINERJA GURU SEKOLAH DASAR (Studi Kasus Di SDN Balaudang Dan SDN Cipedes Di Kecamatan Bojongasih Kab. Tasikmalaya)”.

Peningkatan kinerja guru merupakan faktor penting dalam meningkatkan mutu pendidikan. Kinerja guru dipengaruhi oleh berbagai faktor, di antaranya kepemimpinan partisipatif kepala sekolah dan supervisi akademik. Hasil studi pendahuluan di SDN Balaudang dan SDN Cipedes Kecamatan Bojongasih Kabupaten Tasikmalaya menunjukkan bahwa kinerja guru belum mencapai standar ideal sehingga diperlukan kepemimpinan dan supervisi yang lebih efektif. Penelitian ini bertujuan menganalisis pengaruh kepemimpinan partisipatif kepala sekolah terhadap kinerja guru, pengaruh supervisi kepala sekolah terhadap kinerja guru, serta pengaruh kedua variabel tersebut secara simultan. Penelitian menggunakan pendekatan kuantitatif dengan metode survei eksplanatori (*ex post facto*). Populasi penelitian berjumlah 42 guru yang seluruhnya dijadikan sampel. Data dikumpulkan melalui angket skala Likert yang telah memenuhi uji validitas dan reliabilitas, kemudian dianalisis menggunakan statistik deskriptif dan regresi linier berganda. Hasil penelitian menunjukkan bahwa kepemimpinan partisipatif kepala sekolah dan supervisi kepala sekolah berpengaruh positif dan signifikan terhadap kinerja guru, baik secara parsial maupun simultan. Kedua variabel secara bersama-sama memberikan kontribusi sebesar 74,3% terhadap variasi kinerja guru, sedangkan 25,7% dipengaruhi faktor lain di luar penelitian. Penelitian ini menyimpulkan bahwa penerapan kepemimpinan partisipatif dan supervisi akademik yang berkelanjutan berperan penting dalam meningkatkan kinerja guru.

Kata kunci: kepemimpinan partisipatif, supervisi kepala sekolah, kinerja guru.

ABSTRACT

PENGARUH KEPEMIMPINAN PARTISIPATIF DAN SUPERVISI KEPALA SEKOLAH TERHADAP KINERJA GURU SEKOLAH DASAR (Studi Kasus Di SDN Balaudang Dan SDN Cipedes Di Kecamatan Bojongasih Kab. Tasikmalaya)”.

Improving teacher performance is one of the key factors in enhancing the quality of education. Teacher performance is influenced by various factors, including the principal's participative leadership and academic supervision. Preliminary findings at SDN Balaudang and SDN Cipedes, Bojongasih District, Tasikmalaya Regency, indicated that teacher performance had not yet reached the expected standard, highlighting the need for improvement through effective leadership and supervision. This study aimed to examine the effect of the principal's participative leadership on teacher performance, the effect of the principal's supervision on teacher performance, and the simultaneous effect of both variables on teacher performance. This study employed a quantitative approach using an explanatory survey (ex post facto) method. The population consisted of 42 teachers, all of whom were included as the research sample. Data were collected through a Likert-scale questionnaire that had met the validity and reliability requirements and were analyzed using descriptive statistics and multiple linear regression. The findings revealed that both the principal's participative leadership and supervision had a positive and significant effect on teacher performance, both partially and simultaneously. Together, these two variables accounted for 74.3% of the variance in teacher performance, while the remaining 25.7% was influenced by other factors outside the scope of this study. The study concludes that the effective implementation of participative leadership and continuous academic supervision can significantly improve teacher performance. Future research is recommended to involve a broader research area and incorporate additional variables that may influence teacher performance.

Keywords: *Participative Leadership, Principal Supervision, Teacher Performance.*