

Analisis hubungan supervisi kepala sekolah dan kualifikasi akademik guru terhadap kompetensi guru dalam proses belajar mengajar di SMPN satu atap se-kabupaten Indramayu = Analysis of the relationship of school principles supervision and teachers academic qualification toward teachers competency in teaching learning process at SMPN Satu Atap in Indramayu regency

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Abstrak

Guru merupakan komponen paling menentukan dalam sistem pendidikan secara keseluruhan, harus mendapat perhatian sentral, karena figur guru senantiasa menjadi sorotan strategis ketika berbicara masalah pendidikan, karena guru selalu terkait dengan komponen manapun dalam sistem pendidikan.

Penelitian ini menganalisis pengaruh supervisi kepala sekolah dan kualifikasi akademik guru sebagai variabel bebas terhadap kompetensi guru dalam proses belajar mengajar sebagai variabel terikat. Metode yang digunakan adalah eksplanatif. Pendekatan dalam penelitian ini adalah pendekatan kuantitatif yang didasarkan pada paradigma positivisme. Teknik pengumpulan data menggunakan kuesioner dan studi literatur.

Teknik analisis data menggunakan analisis regresi. Dari hasil analisis regresi menunjukkan bahwa secara parsial variabel supervisi kepala sekolah mempunyai pengaruh yang signifikan terhadap kompetensi guru dalam proses belajar mengajar. Variabel kualifikasi akademik guru secara parsial tidak mempunyai pengaruh signifikan terhadap kompetensi guru dalam proses belajar mengajar. Sedangkan berdasarkan analisis regresi ganda hanya variabel supervisi kepala sekolah yang mempengaruhi secara signifikan terhadap variabel kompetensi guru dalam proses belajar mengajar.

.....Teacher is the most determinant component in the education system in a whole, should be the central attention because teacher's figure always become the strategic focus when we are talking about education problems since the teacher is always related with any other components in education system.

This research analyzes the influence of school principal supervision and teacher's academic qualification as independent variable toward teacher's competency in teaching and learning process as dependent variable. The method used in this research is explanative. The approach of this research is quantitative which was based on the positivism paradigm. The technique of data gathering is through questionnaire and literature study.

The data analysis technique by using regression. The result of regression analysis shows that school principal supervision partially has significant influence toward teacher's competency in teaching and learning process. Teacher's academic qualification partially has not significant influence toward teacher's competency in teaching and learning process. While based on multiple regression analysis only school principal supervision variable has significant influence toward teacher's competency in teaching and learning process.