

ABSTRAK

Tesis dengan judul “Pengaruh Kompetensi Manajerial, Supervisi Kepala Madrasah, dan Budaya Madrasah Terhadap Kinerja Guru MTs Negeri se-Kota Kendari.” Ini ditulis oleh Hadira. R dengan bimbingan oleh Prof. Dr. Prim Masrokan Mutohar, M.Pd dan Prof. Dr. Ahmad Tanzeh, M.Pd.I

Kata Kunci: Kompetensi Manajerial, Supervisi, Budaya Madrasah, dan Kinerja Guru

Penelitian ini dilatarbelakangi oleh sebuah fenomena melemahnya kinerja guru. Guru melaksanakan tugasnya masih kurang persiapan materi dan metode pengajaran yang digunakan masih kurang bervariasi. Kompetensi manajerialnya kepala madrasah dalam upaya peningkatan mutu madrasah masih perlu peningkatan dan supervisinya masih perlu terapkan dengan baik dalam upaya meningkatkan kinerja guru. Untuk mencapai hasil yang diharapkan yaitu pendidikan dan pembelajaran yang berkualitas tinggi, maka kepala madrasah perlu melakukan penilaian terhadap kinerja guru agar menjadi bahan introspeksi bagi guru untuk memperbaiki kualitas pembelajarannya.

Rumusan masalah dalam penulisan tesis ini adalah: 1) bagaimana deskripsi kompetensi manajerial di MTs Negeri se-Kota Kendari?, 2) bagaimana deskripsi supervisi kepala madrasah di MTs Negeri se-Kota Kendari?, 3) bagaimana deskripsi budaya madrasah di MTs Negeri se-Kota Kendari?, 4) bagaimana deskripsi kinerja guru di MTs Negeri se-Kota Kendari?, 5) apakah ada pengaruh kompetensi manajerial terhadap supervisi kepala madrasah di MTs Negeri se-Kota Kendari?, 6) apakah ada pengaruh kompetensi manajerial terhadap budaya madrasah di MTs Negeri se-Kota Kendari?, 7) apakah ada pengaruh supervisi kepala madrasah terhadap budaya madrasah di MTs Negeri se-Kota Kendari?, 8) apakah ada pengaruh kompetensi manajerial terhadap kinerja guru di MTs Negeri se-Kota Kendari?, 9) apakah ada pengaruh supervisi kepala madrasah terhadap kinerja guru di MTs Negeri se-Kota Kendari?, 10) apakah ada pengaruh budaya madrasah terhadap kinerja guru di MTs Negeri se-Kota Kendari?, 11) apakah ada pengaruh secara tidak langsung antara kompetensi manajerial terhadap budaya madrasah melalui supervisi kepala madrasah di MTs Negeri se-Kota Kendari?, 12) apakah ada pengaruh secara tidak langsung antara kompetensi manajerial terhadap kinerja guru melalui supervisi kepala madrasah di MTs Negeri se-Kota Kendari?, 13) apakah ada pengaruh secara tidak langsung antara kompetensi manajerial terhadap kinerja guru melalui budaya madrasah di MTs Negeri se-Kota Kendari?, 14) apakah ada pengaruh secara tidak langsung antara supervisi kepala madrasah terhadap kinerja guru melalui budaya madrasah di MTs Negeri se-Kota Kendari?

Tujuan Penelitian: 1) menjelaskan kompetensi manajerial di MTs Negeri se-Kota Kendari, 2) menjelaskan supervisi kepala madrasah di MTs Negeri se-Kota Kendari, 3) Menjelaskan budaya madrasah di MTs Negeri se-Kota Kendari, 4) menjelaskan kompetensi kinerja guru di MTs Negeri se-Kota Kendari, 5) menjelaskan pengaruh kompetensi manajerial terhadap supervisi kepala madrasah di MTs Negeri se-Kota Kendari, 6) menjelaskan pengaruh kompetensi manajerial terhadap budaya madrasah di MTs Negeri se-Kota Kendari, 7) menjelaskan pengaruh supervisi kepala madrasah terhadap budaya madrasah di MTs Negeri se-Kota Kendari, 8) menjelaskan pengaruh kompetensi manajerial terhadap kinerja guru di MTs Negeri se-Kota Kendari Provinsi Sulawesi Tenggara, 9) menjelaskan pengaruh supervisi kepala madrasah terhadap kinerja guru di MTs Negeri se-Kota Kendari, 10) menjelaskan pengaruh budaya madrasah terhadap kinerja guru di MTs Negeri se-Kota Kendari, 11) menjelaskan pengaruh secara tidak langsung antara kompetensi manajerial terhadap budaya madrasah melalui supervisi kepala madrasah di MTs Negeri se-Kota Kendari, 12) menjelaskan pengaruh secara tidak langsung antara kompetensi manajerial terhadap kinerja guru melalui supervisi kepala madrasah di MTs Negeri se-Kota Kendari, 13) menjelaskan pengaruh secara tidak langsung antara kompetensi manajerial terhadap kinerja guru melalui budaya madrasah di MTs Negeri se-Kota Kendari, 14) menjelaskan pengaruh secara tidak langsung antara supervisi kepala madrasah terhadap kinerja guru melalui budaya madrasah di MTs Negeri se-Kota Kendari.

Penelitian ini menggunakan pendekatan kuantitatif dengan populasi MTs Negeri se-Kota Kendari yang berjumlah 108 guru. Untuk memperkaya jumlah subjek dalam penelitian ini diambil subjek 108. Variabel bebas kompetensi manajerial, supervisi kepala madrasah, dan budaya madrasah. Variabel terikat kinerja guru. Sumber data responden dan dokumen. Teknik pengumpulan data angket. Teknik analisis data yaitu uji variabel realibilitas, normative, linear, dan analisis jalu dengan bantuan *SPSS for 23.0* dan *SPSS for 16.0*.

Hasil penelitian: 1) deskripsi kompetensi manajerial dengan rata-rata 70.25 nilai tengah 71.00, nilai yang sering muncul 73.00 simpangan baku 4.152, varians 17.236, rentang 19.00, skor terendah 61.00, dan skor tertinggi 80.00. Distribusi frekuensi tertinggi untuk kategori 2 (baik) terdiri atas 42 responden berada pada rentang 76-73, 2) deskripsi supervisi kepala madrasah dengan rata-rata 72.0093 nilai tengah 73.0000, nilai yang sering muncul 74.00 simpangan baku 2.95921, varians 8.757, rentang 15.00, skor terendah 62.00, dan skor sebesar 77.00. Distribusi frekuensi tertinggi berada pada kategori 1 (sangat baik) dengan frekuensi 42 responden pada rentang 74-77. 3) deskripsi budaya madrasah dengan nilai rata-rata 69.126 nilai tengah 69.0000, nilai yang sering muncul 68.00 simpangan baku 3.56539, varians 12.712, rentang 15.00, skor terendah 60.00, dan skor tertinggi

sebesar 75.00. Distribusi frekuensi tertinggi berada pada kategori 1 (sangat baik) dengan frekuensi 33 responden pada rentang 72-75, 4) deskripsi kinerja guru dengan rata-rata 84.7963 nilai tengah 85.0000, nilai yang sering muncul 86.00 simpangan baku 2.20771, varians 4.874, rentang 10.00, skor terendah 78.00, dan skor tertinggi 88.00. Distribusi frekuensi tertinggi berada pada kategori 1 (sangat baik) dengan frekuensi 50 responden pada rentang 60-68, 5) terdapat pengaruh signifikan kompetensi manajerial terhadap supervisi kepala madrasah yang ditunjukkan oleh nilai $t_{hitung} 4.605 > t_{tabel} 1.982$ dan signifikan $0.000 > 0.05$ sehingga H_0 diolak H_a diterima. Besar kontribusi pengaruhnya adalah 16.8%. Artinya semakin baik kompetensi manajerial maka semakin baik pula supervisi kepala madrasah, 6) terdapat pengaruh signifikan kompetensi manajerial terhadap budaya madrasah yang ditunjukkan oleh nilai $t_{hitung} 3.084 > t_{tabel} 1.982$ dan signifikan $0.000 > 0.05$ sehingga H_0 diolak H_a diterima. Besar kontribusi pengaruhnya adalah 7.8%. Artinya semakin baik kompetensi manajerial maka semakin baik pula budaya madrasah, 7) terdapat pengaruh signifikan supervisi kepala madrasah terhadap budaya madrasah yang ditunjukkan oleh nilai $t_{hitung} 3.771 > t_{tabel} 1.982$ dan signifikan $0.000 > 0.05$ sehingga H_0 diolak H_a diterima. Besar kontribusi pengaruhnya adalah 11.7%. Artinya semakin baik supervisi kepala madrasah maka semakin baik pula budaya madrasah, 8) terdapat pengaruh signifikan kompetensi manajerial terhadap kinerja guru yang ditunjukkan oleh nilai $t_{hitung} 2.130 > t_{tabel} 1.982$ dan signifikan $0.000 > 0.05$ sehingga H_0 diolak H_a diterima. Besar kontribusi pengaruhnya adalah 3.6%. Artinya semakin baik kompetensi manajerial maka semakin baik pula kinerja guru, 9) terdapat pengaruh signifikan supervisi kepala madrasah terhadap kinerja guru yang ditunjukkan oleh nilai $t_{hitung} 1.988 > t_{tabel} 1.982$ dan signifikan $0.000 > 0.05$ sehingga H_0 diolak H_a diterima. Besar kontribusi pengaruhnya adalah 3.8%. Artinya semakin baik supervisi kepala madrasah maka semakin baik pula kinerja guru, 10) erdapat pengaruh signifikan budaya madrasah terhadap kinerja guru yang ditunjukkan oleh nilai $t_{hitung} 3.874 > t_{tabel} 1.982$ dan signifikan $0.000 > 0.05$ sehingga H_0 diolak H_a diterima. Besar kontribusi pengaruhnya adalah 13.9%. Artinya semakin baik budaya madrasah maka semakin baik pula kinerja guru, 11) terdapat pengaruh secara tidak langsung kompetensi manajerial dengan budaya madrasah melalui supervisi kepala madrasah yang ditunjukkan oleh $PX_2X_1 \times PX_3X_2 = 0.408 \times 0.343 = 0.139$. Nilai $0.139 > 0.05$ sehingga nilai ini menunjukkan lebih besar dari signifikan 0.05 dan H_a diterima, 12) terdapat pengaruh secara tidak langsung antara kompetensi manajerial terhadap kinerja guru melalui supervisi kepala madrasah yang ditunjukkan oleh $X_2X_1 \times PYX_1 = 0.408 \times 0.192 = 0.078$. Nilai $0.078 > 0.05$ sehingga nilai ini menunjukkan lebih besar dari signifikan 0.05 dan H_a diterima, 13) terdapat pengaruh secara tidak langsung antara kometensi manajerial terhadap kinerja guru melalui budata madrasah yang ditunjukkan oleh $X_3X_1 \times PYX_3 = 0.281$

$\times 0.374 = 0.105$. Nilai $0.105 > 0.05$ sehingga nilai ini menunjukkan lebih besar dari signifikan 0.05 dan H_a diterima, 14) terdapat hubungan tidak langsung antara supervisi kepala madrasah terhadap kinerja guru melalui budaya madrasah yang ditunjukkan oleh $X_3X_2 \times PYX_3 = 0.343 \times 0.374 = 0.128$. Nilai $0.128 > 0.05$ sehingga nilai ini menunjukkan lebih besar dari signifikan 0.05 dan H_a diterima.

ABSTRACT

Thesis with the title “The Influence of Managerial Competence, Supervision of Madrasah Principals, and Madrasah Culture on the Performance of State MTs Teachers in Kendari City.” This was written by Harira. R with guidance from Prof. Dr. Prim Masrokan Mutohar, M.Pd and Prof. Dr. Ahmad Tanzeh, M.Pd.I

Keywords: Managerial Competence, Supervision, Madrasah Culture, and Teacher Performance

This research is motivated by a phenomenon of weakening teacher performance. Teachers carrying out their duties still lack material preparation and the teaching methods used are still less varied. The managerial competence of the madrasa head in efforts to improve the quality of madrasahs still needs improvement and their supervision still needs to be applied properly in an effort to improve teacher performance. To achieve the expected results, namely high quality education and learning, the madrasah head needs to evaluate teacher performance so that it becomes introspective material for teachers to improve the quality of their learning.

The formulation of the problems in writing this thesis are: 1) what is the description of managerial competence in State MTs in Kendari City?, 2) what is the description of the supervision of madrasa principals in Public MTs in Kendari City?, 3) what is the description of madrasa culture in State MTs in Kendari City?, 4) what is the description of teacher performance in State MTs in Kendari City?, 5) is there any influence of managerial competence on the supervision of madrasa principals in State MTs in Kendari City?, 6) is there an effect of managerial competence on madrasa culture in Public MTs in Kendari City?, 7) Is there an effect of the supervision of madrasa heads on madrasa culture in State MTs in Kendari City?, 8) is there an effect of managerial competence on teacher performance in public MTs in Kendari City?, 9) is there an effect of the supervision of madrasa heads on teacher performance in State MTs in Kendari City?, 10) is there an influence of madrasa culture on the performance of teachers in public MTs in Kendari City?, 11) is there an indirect effect between managerial competence on madrasah culture through the supervision of madrasa heads in State MTs in Kendari City?, 12) is there any influence indirectly between managerial competence on teacher performance through head supervision madrasahs in State MTs in Kendari City?, 13) is there an indirect effect between managerial competence on teacher performance through madrasa culture in State MTs in Kendari City?, 14) is there an indirect effect between the supervision of madrasa heads on teacher performance through madrasa culture at public MTs in Kendari City?

Research Objectives: 1) explain managerial competencies in public MTs in Kendari City, 2) explain the supervision of madrasa heads in State MTs in Kendari City, 3) Explain the culture of madrasahs in Public MTs in Kendari City, 4) explaining the competence of teacher performance in State MTs in Kendari City, 5) explaining the effect of managerial competence on the supervision of madrasa

heads in State MTs in Kendari City, 6) explaining the effect of managerial competence on madrasa culture in Public MTs in Kendari City, 7) explains the influence of the supervision of the madrasa head on madrasa culture in State MTs in Kendari City, 8) explains the effect of managerial competence on teacher performance in Public MTs in Kendari City, 9) explains the influence of the supervision of the madrasah head on teacher performance in State MTs in Kendari City, 10) explains the influence of madrasa culture on teacher performance in State MTs in Kendari City, 11) explains the indirect effect between managerial competence on madrasa culture through the supervision of madrasa heads in state MTs in Kendari City, 12) explains the indirect effect of managerial competence on teacher performance through supervision of madrasa heads in State MTs in Kendari City, 13) explain the indirect effect of managerial competence on teacher performance through madrasa culture in State MTs in Kendari City, 14) explain the indirect effect between the supervision of madrasa heads on teacher performance through madrasa culture in State MTs in Kendari City.

This study used a quantitative approach with a population of 108 teachers in State MTs throughout Kendari City. To enrich the number of subjects in this study, 108 subjects were taken. The independent variables were managerial competence, supervision of the head of the madrasa, and culture of the madrasa. The dependent variable is teacher performance. Respondent data sources and documents. Questionnaire data collection techniques. Data analysis techniques are reliability, normative, linear, and path analysis with assistance *SPSS for 23.0* and *SPSS for 16.0*.

Research results: 1) description of managerial competence with an average of 70.25, a median of 71.00, a value that often occurs 73.00, a standard deviation of 4.152, a variance of 17.236, a range of 19.00, the lowest score is 61.00, and the highest score is 80.00. The highest frequency distribution for category 2 (good) consists of 42 respondents in the range 76-73, 2) description of the supervision of the madrasa principal with an average of 72.0093, the median value is 73.0000, the value that occurs frequently is 74.00, the standard deviation is 2.95921, the variance is 8.757, the range is 15.00, the lowest score is 62.00, and a score of 77.00. The highest frequency distribution is in category 1 (very good) with a frequency of 42 respondents in the 74-77 range. 3) description of madrasa culture with an average value of 69.126, a median of 69.0000, a value that occurs frequently 68.00, a standard deviation of 3.56539, a variance of 12.712, a range of 15.00, the lowest score of 60.00, and the highest score of 75.00. The highest frequency distribution is in category 1 (very good) with a frequency of 33 respondents in the range 72-75, 4) a description of teacher performance with an average of 84.7963, the mean value is 85.0000, the value that occurs frequently is 86.00, the standard deviation is 2.20771, the variance is 4.874, the range is 10.00, the lowest score is 78.00, and the highest score is 88.00. The highest frequency distribution is in category 1 (very good) with a frequency of 50 respondents in the range 60-68, 5) there is a significant effect of managerial competence on the supervision of madrasa principals as indicated by the t value $t_{\text{count}} 4.605 > t_{\text{table}} 1.982$ and significant $0.000 > 0.05$ until H_0 rejected H_a accepted. The amount of influence contribution is 16.8%. This means that the

better the managerial competence, the better the supervision of the madrasa head, 6) there is a significant effect of managerial competence on the culture of the madrasa which is indicated by the value of $t_{\text{count}}3.084 > t_{\text{table}}1.982$ and significant $0.000 > 0.05$ so that H_0 rejected H_a accepted. The amount of influence contribution is 7.8%. This means that the better the managerial competence, the better the madrasah culture, 7) there is a significant influence of the supervision of the madrasa head on the culture of the madrasa which is indicated by the value of $t_{\text{count}}3.771 > t_{\text{table}}1.982$ and significant $0.000 > 0.05$ so that H_0 rejected H_a accepted. The amount of influence contribution is 11.7%. This means that the better the supervision of the head of the madrasa, the better the culture of the madrasa, 8) there is a significant effect of managerial competence on teacher performance as indicated by the t value $t_{\text{count}}2.130 > t_{\text{table}}1.982$ and significant $0.000 > 0.05$ so that H_0 rejected H_a accepted. The magnitude of the influence contribution is 3.6%. This means that the better the managerial competence, the better the teacher's performance, 9) there is a significant effect of the supervision of the madrasa head on teacher performance as indicated by the t value $t_{\text{count}}1.988 > t_{\text{table}}1.982$ and significant $0.000 > 0.05$ so that H_0 rejected H_a accepted. The amount of influence contribution is 3.8%. This means that the better the supervision of the madrasah head, the better the teacher's performance, 10) there is a significant influence of madrasah culture on teacher performance as indicated by the t value $t_{\text{count}}3.874 > t_{\text{table}}1.982$ and significant $0.000 > 0.05$ so that H_0 rejected H_a accepted. The amount of influence contribution is 13.9%. This means that the better the culture of the madrasa, the better the performance of the teachers, 11) there is an indirect effect of managerial competence on the culture of the madrasa through the supervision of the head of the madrasa shown by $PX_2X_1 \times PX_3X_2 = 0.408 \times 0.343 = 0.139$. Value $0.139 > 0.05$ so that this value indicates greater than significant 0.05 and H_a is accepted, 12) there is an indirect effect between managerial competence on teacher performance through the supervision of the madrasah head indicated by $X_2X_1 \times PYX_1 = 0.408 \times 0.192 = 0.078$. The value of $0.078 > 0.05$ so that this value indicates greater than the significance of 0.05 and H_a is accepted, 13) there is an indirect effect of managerial competence on teacher performance through the madrasa culture indicated by $X_3X_1 \times PYX_3 = 0.281 \times 0.374 = 0.105$. Value $0.105 > 0.05$ so that this value indicates greater than significant 0.05 and H_a is accepted, 14) there is an indirect relationship between the supervision of the madrasa head on teacher performance through the madrasa culture indicated by $X_3X_2 \times PYX_3 = 0.343 \times 0.374 = 0.128$. The value of $0.128 > 0.05$ so that this value indicates a significant greater than 0.05 and H_a is accepted.