

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi, komitmen organisasi, dan kompetensi pedagogik terhadap kinerja guru sekolah dasar yang tergabung dalam Kelompok Kerja Guru (KKG) Kecamatan Teluk Sebong. Penelitian ini dilatarbelakangi oleh data awal penilaian kinerja guru yang menunjukkan rata-rata capaian sebesar 69% dengan beberapa kendala pada aspek inovasi pembelajaran, pemanfaatan teknologi, serta tingkat partisipasi dalam kegiatan KKG. Metode penelitian menggunakan pendekatan kuantitatif dengan teknik sampling jenuh, melibatkan seluruh 112 guru sebagai responden. Data dikumpulkan melalui kuesioner berskala Likert dan dianalisis menggunakan regresi linier berganda dengan bantuan SPSS. Hasil penelitian secara parsial menunjukkan bahwa motivasi berpengaruh positif dan signifikan terhadap kinerja guru (t hitung = 3,768; $\text{sig} = 0,000$), komitmen organisasi berpengaruh positif dan signifikan terhadap kinerja guru (t hitung = 2,093; $\text{sig} = 0,039$), dan kompetensi pedagogik berpengaruh positif dan signifikan terhadap kinerja guru (t hitung = 3,059; $\text{sig} = 0,003$). Secara simultan, ketiga variabel berpengaruh signifikan terhadap kinerja guru (F hitung = 9,153; $\text{sig} = 0,000$). Koefisien determinasi menunjukkan nilai R Square sebesar 0,203, yang berarti 20,3% variasi kinerja guru dapat dijelaskan oleh motivasi, komitmen organisasi, dan kompetensi pedagogik, sedangkan 79,7% dipengaruhi faktor lainnya di luar model penelitian ini. Temuan ini menegaskan bahwa peningkatan kinerja guru dapat dioptimalkan melalui penguatan motivasi, komitmen, serta kompetensi pedagogik dalam kegiatan pembinaan profesional melalui KKG.

Kata Kunci: motivasi, komitmen organisasi, kompetensi pedagogik, kinerja guru, kkg.

ABSTRACT

This study aims to analyze the influence of motivation, organizational commitment, and pedagogical competence on the performance of elementary school teachers who are members of the Teacher Working Group (KKG) in Teluk Sebong District. The study was motivated by preliminary assessment data indicating that teachers' performance only reached an average score of 69%, with weaknesses found in teaching innovation, technology utilization, and participation in KKG development programs. The research employed a quantitative approach with a saturated sampling technique, involving all 112 teachers as respondents. Data were collected using a Likert-scale questionnaire and analyzed using multiple linear regression through SPSS software. The partial test results show that motivation has a positive and significant effect on teachers' performance ($t = 3.768$; $\text{sig} = 0.000$), organizational commitment has a positive and significant effect on teachers' performance ($t = 2.093$; $\text{sig} = 0.039$), and pedagogical competence has a positive and significant effect on teachers' performance ($t = 3.059$; $\text{sig} = 0.003$). Simultaneously, the three variables significantly affect teachers' performance ($F = 9.153$; $\text{sig} = 0.000$). The determination coefficient indicates an R Square value of 0,203, meaning that 20,3% of the variation in teachers' performance can be explained by motivation, organizational commitment, and pedagogical competence, while the remaining 79,7% is influenced by other factors outside this model. These findings highlight that improving teachers' performance can be achieved through strengthening motivation, commitment, and instructional competencies within professional development activities facilitated through KKG programs.

Keywords: motivation, organizational commitment, pedagogical competence, teacher performance, teacher working group.