

A B S T R A K

Syarifuddin. 2006. *Hubungan antara Strategi Manajemen Konflik Organisasi oleh Kepala Sekolah, Iklim Sekolah, Insentif Guru, dan Motivasi Berprestasi Guru dengan Kinerja Guru Sekolah Menengah Negeri di Sulawesi Selatan*. Disertasi, Program Studi Manajemen Pendidikan, Program Pascasarjana Universitas Negeri Malang. Pembimbing: (1) Prof. Dr. Willem Mantja, M.Pd, (II) Prof. H. Ahmad Sonhadji K.H., M.A., Ph.D., (III) Prof. Dr. H. Hendyat Soetopo, M.Pd.

Kata-kata kunci: Strategi, manajemen konflik, iklim sekolah, insentif, motivasi berprestasi, kinerja guru.

Keberhasilan suatu organisasi yang merupakan wadah kerjasama ditentukan oleh peran dan fungsi para guru, kepala sekolah yang bersangkutan karena mereka merupakan pusat dari segala proses penggunaan dan pemberdayaan segala sumber daya organisasi. Berarti sekolah adalah salah satu bentuk ikatan kerjasama sekelompok orang yang bermaksud mencapai suatu tujuan yang disepakati bersama. Berbagai faktor yang turut mempengaruhi keefektifan suatu organisasi dalam mewujutkan tujuannya, diantaranya adalah strategi manajemen konflik organisasi oleh kepala sekolah, iklim sekolah, insentif guru, dan motivasi berprestasi guru dengan kinerja guru Sekolah Menengah Kejuruan Negeri (SMKN) di Sulawesi Selatan. Beberapa penelitian yang telah dilakukan lebih banyak di sekolah-sekolah umum dengan pendekatan kualitatif. Sedangkan penelitian yang spesifik mengenai strategi manajemen konflik organisasi oleh kepala sekolah, iklim sekolah, insentif guru, dan motivasi berprestasi guru dengan kinerja guru SMKN di Sulawesi Selatan ditinjau dari proses internal selama ini belum banyak dikaji.

Penelitian ini bertujuan untuk: (1) mendeskripsikan hubungan langsung yang signifikan antara strategi manajemen konflik organisasi oleh kepala sekolah; (2) iklim sekolah; (3) insentif guru; (4) motivasi berprestasi guru dengan kinerja guru; (5) memperoleh gambaran hubungan langsung antara strategi manajemen konflik organisasi oleh kepala sekolah; (6) iklim sekolah; (7) insentif guru; (8) motivasi berprestasi guru dengan kinerja guru; (9) memperoleh gambaran hubungan tidak langsung yang signifikan antara strategi manajemen konflik organisasi oleh kepala sekolah; (10) iklim sekolah; dan (11) insentif guru dengan kinerja guru SMKN di Sulawesi Selatan.

Penelitian ini didasarkan pada model desain survei deskriptif yang bersifat korelasional, menggunakan pendekatan kuantitatif dengan menggunakan analisis jalur (*path analysis*). Subjek yang dijadikan populasi adalah para guru SMKN di Sulawesi Selatan yang berjumlah 2484 orang. Dari populasi tersebut kemudian ditentukan sampel sebanyak 333 orang. Pengumpulan data dilakukan dengan menggunakan lima jenis angket, selanjutnya data yang terkumpul dianalisis dengan teknik analisis deskriptif dan teknik analisis jalur.

Hasil analisis menunjukkan bahwa strategi manajemen konflik organisasi oleh kepala sekolah, iklim sekolah, insentif guru, dan motivasi berprestasi guru masih relatif agak sesuai. Sedangkan kinerja guru berada pada kategori sangat tidak sesuai.

Hasil analisis juga menunjukkan bahwa: (1) ada hubungan langsung yang signifikan antara strategi manajemen konflik organisasi oleh kepala sekolah dengan kinerja guru, hasil penelitian ini menunjukkan bahwa kepala sekolah yang kurang melaksanakan atau tidak mampu melakukan strategi manajemen konflik organisasi, kinerja guru tidak maksimal. Sebaliknya

kepala sekolah yang melaksanakan strategi manajemen konflik organisasi yang mampuni, menunjukkan semakin baik pula kinerja guru; (2) ada hubungan langsung yang positif tetapi tidak signifikan antara iklim sekolah dengan kinerja guru, hasil penelitian ini menunjukkan bahwa semakin baik iklim sekolah semakin maksimal kinerja guru; (3) ada hubungan langsung yang positif tetapi tidak signifikan antara insentif guru dengan kinerja guru, hasil penelitian ini menunjukkan bahwa semakin baik insentif guru, semakin baik pula kinerja guru; (4) ada hubungan langsung yang positif tetapi tidak signifikan antara motivasi berprestasi guru dengan kinerja guru, hasil penelitian ini menunjukkan bahwa motivasi berprestasi guru yang baik, semakin baik pula kinerja guru; (5) ada hubungan tidak langsung yang signifikan antara strategi manajemen konflik organisasi oleh kepala sekolah dengan kinerja guru melalui motivasi berprestasi guru sebagai variabel antara; (6) ada hubungan tidak langsung yang signifikan antara iklim sekolah dengan kinerja guru melalui motivasi berprestasi guru sebagai variabel antara; (7).ada hubungan tidak langsung yang signifikan antara insentif guru dengan kinerja guru melalui motivasi berprestasi guru sebagai variabel antara; (8) ada hubungan langsung antara strategi manajemen konflik organisasi oleh kepala sekolah dengan motivasi berprestasi; (9) ada hubungan langsung antara iklim sekolah dengan motivasi berprestasi guru; dan (10) ada hubungan langsung antara insentif guru dengan motivasi berprestasi guru.

Dari hasil atau temuan penelitian, disarankan hal-hal sebagai berikut: (1) kepada para kepala SMKN, para pengawas, para kepala dinas pendidikan Kabupaten/Kota dan Provinsi, para pembuat kebijakan, terutama pemerintah daerah Kabupaten/Kota bahwa dalam proses pembuatan keputusan tentang pendidikan di era otonomi daerah lebih memberikan perhatian yang serius atau kesempatan kepada para guru SMKN mengikuti pelatihan atau pendidikan lanjut untuk meningkatkan kinerja guru SMKN. Hal ini sangat penting sehubungan dengan hasil penelitian yang menunjukkan bahwa kinerja guru sangat tidak sesuai; (2) kepada para guru SMKNdi Sulawesi Selatan disarankan selalu berusaha meningkatkan kemampuan profesionalnya, khususnya kinerja guru; (3) dunia akademik adalah merupakan salah satu karakteristik dinamika pada suatu sekolah, oleh karena itu disarankan kepada masing-masing instansi terkait atau pemerintah Kabupaten/Kota di era otonomi tidak kehilangan karakteristiknya; dan (4) bagi para peneliti yang lainnya disarankan variabel penelitian lainnya dapat dikembangkan, karena variabel lainnya dapat berpengaruh ke variabel kinerja guru.

ABSTRACT

Syarifuddin. 2006. *The correlation between strategy of conflict management by the headmaster, school condition, teacher incentive, and motivation for achievement with teacher performance in SMKN of South Sulawesi.* Dissertation, The Study Program of Education Management, Graduate Program of State University of Malang. Counselor: (I) Prof. Dr. Willem Mantja, M.Pd, (II) Prof. H. Ahmad Sonhadji K.H., M.A., Ph.D., (III) Prof. Dr. H. Hendyat Soetopo, M. Pd.

Key words: **strategy**, conflict management, school condition, incentive, motivation for achievement, teacher performance.

The success of an organization which is a place for cooperation is determined by the role and the function of teachers and the headmaster because they are the center of all the processes of using and empowering all the sources in the organization. It means that the school is one of the cooperation-bound organizations with some people who have the same goals and willing to attain them. One of the various factors which influence the effectivity of a certain organization in attaining its goals is strategy of conflict management in organization by the headmaster, school situation, teacher incentive, and teacher motivation for achievement with teacher work in State Vocational School (SMKN) in South Sulawesi is observed from internal process that all this time has never been studied.

This research has a purpose to: (1) describe the direct relation which is significant between the strategy of conflict management in organization by the headmaster, school situation, teacher performance; (2) describing a significant direct relation between school condition with teacher performance; (3) describing a significant direct relation between teacher intive with teacher performance; (4) describing a significant direct relation between teacher's motivation for achievement with teacher performance; (5) obtaining a description of direct relation between the strategy of conflict management of organization by the headmaster with teacher performance; (6) obtaining a description of direct relation between school condition with teacher performance; (7) obtaining a description of direct relation between teacher incentive with teacher performance; (8) obtaining a description of direct relation between teacher motivation for achievement with teacher performance; (9) obtaining a description of direct relation between the strategy of conflict management in organization by the headmaster with teacher performance; (10) obtaining a description of direct relation between school condition with teacher performance; (11) obtaining a description of the significant indirect relation teacher incentive with teacher performance of SMKN in South Sulawesi.

This research is based on the design model of descriptive survey which is correlational, use the quantitative approach by applying path analysis. The subjects of the population are 2484 teachers of SMKN in South Sulawesi. From the population, 333 people are taken as sample. Data collection is done by using five types of questionnaire, then the collected data to be analyzed by using descriptive analysis technique and path analysis technique.

The analysis result shows that the strategy of conflict management in organization done by the headmaster, school situation, teacher incentive, and teacher motivation for achievement is incoherent.

The analysis result also shows that: (1) there is direct relation which significant between the conflict strategy done by the headmaster with teacher work, this research shows that the

headmasters which cannot do or imperfectly do the conflict strategy in organization do not have maximal result in their teacher works. In contrast, the headmasters which do the conflict strategy in organization correctly have good teacher works; (2) there is a positive direct relation between school situation with teacher work, but it is not so significant, this research shows that the better the schools situation the better the teacher work; (3) there is a positive direct relation but not so significant between teacher incentive with teacher work, this research shows that the better the teacher incentive the better the teacher work; (4) there is a positive direct relation but not so significant between teacher motivation for achievement with teacher work, this research shows that the better the teacher motivation for achievement the better the teacher work; (5) there is a significant positive direct relation between the conflict strategy in organization done by the headmaster and teacher work through the teacher motivation for achievement as the relation variable; (6) there is a significant indirect relation between school situation and teacher work through the teacher motivation for achievement as the relation variable; (7) there is a significant indirect relation between teacher incentive and teacher work through the teacher motivation for achievement as the relation variable; (8) there is a direct relation between the conflict strategy in organization done by the headmaster and motivation for achievement; (9) there is a direct relation between school situation and teacher motivation for achievement; and (10) there is a direct relation between teacher incentive and teacher motivation for achievement.

From the research result, it is suggested that: (1) the headmasters of SMKN, the inspectors, the heads of Board of Education of Province/Regency, policy makers, especially the government of province/regency should know that the policy making process about education in province autonomy era should pay serious attention or chances to the teachers of SMKN to join advanced training or education to integrate their work; (2) the teachers of SMKN in South Sulawesi should try to improve their professional capabilities, especially their work as teachers; (3) academic field is one of the dynamic characteristics of schools, that is why it is suggested to each related institution or province/regency government to maintain their characteristics in autonomy era; and (4) the other researchers are suggested to develop other variables of research.