

ABSTRAK

Guru merupakan salah satu faktor yang dominan dan penting dalam pendidikan formal. Untuk meningkatkan mutu pendidikan salah satu syarat utamanya adalah meningkatkan kualitas tenaga edukatifnya yaitu guru. Ada banyak hal yang mempengaruhi kinerja guru dan prestasi siswa diantaranya yaitu tingkat pendidikan guru dan pelatihan guru yang pernah di ikutinya. Tujuan penelitian ini adalah (1) menjelaskan pengaruh tingkat pendidikan guru terhadap Kinerja guru di Yayasan Pendidikan As – Syari'ah As – Sa'adah (2) menjelaskan pengaruh pelatihan guru terhadap Kinerja guru di Yayasan Pendidikan As – Syari'ah As – Sa'adah (3) menjelaskan pengaruh tingkat pendidikan guru terhadap Prestasi siswa melalui kinerja guru di Yayasan Pendidikan As – Syari'ah As – Sa'adah (4) menjelaskan pengaruh pelatihan guru terhadap prestasi siswa melalui Kinerja guru di Yayasan Pendidikan As – Syari'ah As – Sa'adah (5) menjelaskan pengaruh tingkat pendidikan dan pelatihan guru terhadap prestasi siswa melalui kinerja guru di Yayasan Pendidikan As – Syari'ah As – Sa'adah. Untuk mencapai tujuan di atas, digunakan pendekatan penelitian kuantitatif dengan jenis penelitian deskriptif. Instrument yang digunakan yaitu berupa angket. Pengujian instrument menggunakan uji validitas dan reabilitas. Sedangkan metode analisis data menggunakan analisis jalur (*path analysis*). Hasil penelitian yang telah dilakukan menyatakan bahwa : (1) Diketahui pengaruh langsung yang diberikan dari Pendidikan Guru terhadap Prestasi Siswa sebesar $-0,139$. (2) Sedangkan pengaruh tidak langsung tidak langsung dari Pendidikan Guru melalui Kinerja Guru terhadap Prestasi Siswa adalah perkalian antara nilai beta Pendidikan Guru terhadap Kinerja Guru dengan nilai beta Kinerja guru terhadap Prestasi Siswa yaitu : $0,252 \times 0,784 = 0,197$, hasil ini menunjukkan bahwa secara tidak langsung Pendidikan Guru melalui Kinerja Guru mempunyai pengaruh yang signifikan terhadap Prestasi Siswa. (3) Diketahui pengaruh langsung yang diberikan dari Pelatihan Guru terhadap Prestasi Siswa sebesar $0,172$. (4) Sedangkan pengaruh tidak langsung dari Pelatihan Guru melalui Kinerja Guru terhadap Prestasi Siswa adalah yaitu : $0,501 \times 0,784 = 0,392$. Dan pengaruh tidak langsung sebesar $0,392$. Secara tidak langsung Pelatihan Guru melalui Kinerja Guru mempunyai pengaruh signifikan terhadap Prestasi Siswa. (5) Dari hasil perhitungan, diperoleh angka F – hitung sebesar $26,109 > F$ – table sebesar $2,96$ sehingga H_0 ditolak dan H_a diterima. Kesimpulannya adalah Pendidikan Guru, Pelatihan Guru dan Kinerja Guru secara simultan mempengaruhi Prestasi Siswa.

Kata kunci : Pendidikan Guru, Pelatihan Guru, Kinerja Guru, Prestasi Siswa

ABSTRACT

The teacher is one of the dominant and important factors in formal education. To improve the quality of education, one of the main requirements is to improve the quality of educative staff, namely teachers. There are many things that affect teacher performance and student achievement, including the level of teacher education and teacher training that has been followed. The objectives of this study were (1) to explain the effect of teacher education level on teacher performance at the As - Syari'ah As - Sa'adah Education Foundation (2) to explain the effect of teacher training on teacher performance at the As Education Foundation - Shari'ah As - Sa ' adah (3) explains the effect of the level of teacher education on student achievement through teacher performance at the As Education Foundation - Syari'ah As - Sa'adah (4) explaining the effect of teacher training on student achievement through teacher performance at the As Education Foundation - Syari'ah As - Sa'adah (5) explains the influence of teacher education and training levels on student achievement through teacher performance at the As Education Foundation - Syari'ah As - Sa'adah. To achieve the above goals, a quantitative research approach is used with descriptive research types. The instrument used is a questionnaire. Testing instruments using validity and reliability tests. While the method of data analysis uses path analysis. The results of the research that have been carried out state that: (1) The direct effect of the Teacher Education on Student Achievement is - 0.139. (2) While the indirect indirect influence of Teacher Education through Teacher Performance on Student Achievement is the multiplication of the beta values of Teacher Education on Teacher Performance with beta scores Teacher performance on Student Achievement, namely: $0.252 \times 0.784 = 0.197$, these results indicate that directly Teacher Education through Teacher Performance has a significant influence on Student Pretsasi. (3) The direct effect given from Teacher Training on Student Achievement is 0.172. (4) While the indirect effects of Teacher Training through Teacher Performance on Student Achievement are: $0.501 \times 0.784 = 0.392$. And indirect effects of 0.392. Indirectly Teacher Training through Teacher Performance has a significant influence on Student Achievement. (5) From the results of the calculation, the number F - count is 26.109 > F - table is 2.96 so H0 is rejected and Ha is accepted. The conclusion is Teacher Education, Teacher Training and Teacher Performance simultaneously affect Student Achievement.

Keywords : Teacher Education, Teacher Training, Teacher Performance, student achievement