

ABSTRAK

Padlianor, NIM. 240211030071. Pengaruh Kompetensi Pedagogik, Motivasi Kerja, Lingkungan Kerja, dan Supervisi Akademik terhadap Semangat Kerja Guru di MAN se-Kota Banjarmasin. Pembimbing I Dr. H. Ahmad Salabi, M.Pd dan Pembimbing II Dr. Lathifaturrahmah, M.Si. Program Studi Manajemen Pendidikan Islam Pascasarjana UIN Antasari Banjarmasin, 2026.

Kata Kunci: Kompetensi Pedagogik, Motivasi Kerja, Lingkungan Kerja, Supervisi Akademik, Semangat Kerja Guru.

Semangat kerja guru merupakan katalisator utama yang menentukan keberhasilan proses pendidikan di madrasah. Tingginya semangat kerja berimplikasi langsung pada peningkatan komitmen, produktivitas, dan kualitas pembelajaran. Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi pedagogik, motivasi kerja, lingkungan kerja, dan supervisi akademik terhadap semangat kerja guru di MAN se-Kota Banjarmasin, baik secara parsial maupun simultan.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain kausal-asosiatif (*ex post facto*). Populasi penelitian berjumlah 210 guru yang tersebar di MAN 1, MAN 2, dan MAN 3 Banjarmasin. Penarikan sampel menghasilkan 138 responden yang ditentukan melalui rumus Taro Yamane dengan teknik *proportionate random sampling*. Pengumpulan data dilakukan melalui kuesioner tertutup berskala Likert empat poin. Data kemudian dianalisis menggunakan *Structural Equation Modeling* (SEM) berbasis *Partial Least Squares* (PLS) dengan bantuan perangkat lunak *SmartPLS 4*.

Hasil analisis statistik membuktikan bahwa secara parsial, kompetensi pedagogik, motivasi kerja, lingkungan kerja, dan supervisi akademik masing-masing berpengaruh positif dan signifikan terhadap semangat kerja guru. Dari keempat determinan tersebut, motivasi kerja teridentifikasi sebagai variabel dengan pengaruh paling dominan terhadap semangat kerja guru. Secara simultan, keempat variabel eksogen tersebut terbukti memberikan pengaruh yang signifikan terhadap semangat kerja guru. Nilai koefisien determinasi R^2 sebesar 0,375 dan *Adjusted R²* sebesar 0,356 mengindikasikan bahwa model ini mampu menjelaskan 35,6% variasi semangat kerja guru, sementara sisanya dipengaruhi oleh faktor eksternal di luar model penelitian.

ABSTRACT

Padlianor, NIM. 240211030071. Pengaruh Kompetensi Pedagogik, Motivasi Kerja, Lingkungan Kerja, dan Supervisi Akademik terhadap Semangat Kerja Guru di MAN se-Kota Banjarmasin. Pembimbing I Dr. H. Ahmad Salabi, M.Pd dan Pembimbing II Dr. Lathifaturrahmah, M.Si. Program Studi Manajemen Pendidikan Islam Pascasarjana UIN Antasari Banjarmasin, 2026.

Keywords: Pedagogical Competence, Work Motivation, Work Environment, Academic Supervision, Teacher Work Morale.

Teacher work morale is a major catalyst that determines the success of the educational process in madrasahs. High work morale has direct implications for increased commitment, productivity, and learning quality. This study aims to analyze the effect of pedagogical competence, work motivation, work environment, and academic supervision on teacher work morale at State Islamic Senior High Schools (MAN) throughout Banjarmasin City, both partially and simultaneously.

This study used a quantitative approach with a causal-associative (*ex post facto*) design. The research population consisted of 210 teachers distributed across MAN 1, MAN 2, and MAN 3 Banjarmasin. The sampling yielded 138 respondents, determined using the Taro Yamane formula with a proportionate random sampling technique. Data collection was conducted using a closed-ended questionnaire with a four-point Likert scale. The data were then analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) assisted by SmartPLS 4 software.

The statistical analysis results prove that partially, pedagogical competence, work motivation, work environment, and academic supervision each have a positive and significant effect on teacher work morale. Among the four determinants, work motivation was identified as the variable with the most dominant influence on teacher work morale. Simultaneously, the four exogenous variables were proven to have a significant effect on teacher work morale. The coefficient of determination (R^2) value of 0.375 and the Adjusted R^2 of 0.356 indicate that this model is capable of explaining 35.6% of the variance in teacher work morale, while the remainder is influenced by external factors outside the research model.