

ABSTRAK

Suci Damayanti. NIM. 230211030088. Pengaruh Kepemimpinan Akademik Dan Budaya Sekolah Terhadap Kinerja Pembelajaran Guru Sekolah Dasar Negeri Gugus Anggrek Di Kota Banjarbaru. Pembimbing Bapak Dr. Wahyudin, M. Si dan Ibu Dr. Hj. Suraijjah, M.Pd. Pada Program Studi Manajemen Pendidikan Islam Pascasarjana UIN Antasari Banjarmasin. 2025.

Kata Kunci: Kepemimpinan Akademik, Budaya Sekolah, Kinerja Pembelajaran Guru.

Peningkatan mutu pendidikan pada jenjang sekolah dasar sangat bergantung pada kualitas kinerja guru dalam melaksanakan pembelajaran. Kinerja pembelajaran yang optimal tidak hanya ditentukan oleh kemampuan individu guru, tetapi juga dipengaruhi oleh faktor eksternal seperti kepemimpinan akademik kepala sekolah dan budaya sekolah yang terbentuk di lingkungan kerja.

Kepemimpinan akademik yang efektif mampu mengarahkan guru dalam pelaksanaan tugasnya melalui pembinaan, supervisi, dan pengambilan keputusan yang konstruktif. Sementara itu, budaya sekolah yang kondusif menciptakan iklim kerja yang penuh disiplin, tanggung jawab, dan kolaborasi antar warga sekolah. Namun, kenyataannya masih ditemukan permasalahan seperti rendahnya kedisiplinan, keterlambatan penyusunan perangkat ajar, serta kurangnya pengelolaan kelas oleh sebagian guru di Gugus Anggrek Kota Banjarbaru.

Berdasarkan kondisi tersebut, penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan akademik dan budaya sekolah terhadap kinerja pembelajaran guru Sekolah Dasar Negeri di Gugus Anggrek Kota Banjarbaru, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei korelasional. Populasi penelitian terdiri dari 135 guru dengan sampel 101 responden yang ditentukan melalui rumus Slovin dan teknik proportional random sampling. Data dikumpulkan melalui kuesioner berskala Likert dan dianalisis menggunakan uji regresi, dengan bantuan Smart PLS 4. Hasil penelitian diharapkan memberikan kontribusi teoritis dalam pengembangan kajian manajemen pendidikan, sekaligus menjadi rekomendasi praktis bagi kepala sekolah dalam meningkatkan mutu pembelajaran melalui penguatan kepemimpinan dan budaya sekolah.

ABSTRACT

Suci Damayanti. NIM. 230211030088. The Influence of Academic Leadership and School Culture on the Learning Performance of Teachers at Gugus Anggrek Public Elementary School in Banjarbaru City. Advisors: Dr. Wahyudin, M. Si and Dr. Hj. Suraijjah, M.Pd. In the Islamic Education Management Postgraduate Program at UIN Antasari Banjarmasin. 2025.

Kata Kunci: Academic Leadership, School Culture, Teacher Learning Performance.

Improving the quality of education at the elementary school level is highly dependent on the quality of teachers' performance in implementing learning. Optimal learning performance is not only determined by the individual abilities of teachers but is also influenced by external factors such as the academic leadership of the school principal and the school culture formed in the work environment.

Effective academic leadership can guide teachers in carrying out their duties through mentoring, supervision, and constructive decision-making. Meanwhile, a conducive school culture creates a work environment filled with discipline, responsibility, and collaboration among school members. However, in reality, problems such as low discipline, delays in preparing teaching materials, and poor classroom management by some teachers in the Anggrek Cluster of Banjarbaru City are still found.

Based on these conditions, this study aims to analyze the influence of academic leadership and school culture on the learning performance of public elementary school teachers in the Anggrek Cluster of Banjarbaru City, both partially and simultaneously. This study uses a quantitative approach with a correlational survey method. The research population consists of 135 teachers with a sample of 101 respondents determined using the Slovin formula and proportional random sampling technique. Data were collected through a Likert scale questionnaire and analyzed using regression tests, with the help of Smart PLS 4. The results of this study are expected to contribute theoretically to the development of educational management studies, as well as provide practical recommendations for school principals in improving the quality of learning through strengthening leadership and school culture.