
KEPIMPINAN INSTRUKSIONAL PENGETUA DAN MOTIVASI GURU

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Abstrak

Abstrak: Kepimpinan instruksional pengetua di sekolah menengah merupakan antara fokus Kementerian Pendidikan Malaysia (KPM) untuk memastikan kualiti kepimpinan sekolah menjadi faktor kedua terpenting, selepas kualiti guru dalam proses menentukan keberhasilan murid. Kajian ini merupakan kajian kuantitatif kerana menggunakan soal selidik skala likert lima poin sebagai instrumen untuk mengumpulkan data dan menggunakan Saiz Persampelan Krejcie dan Morgan (1970) untuk mewakili populasi yang dipilih. Lokasi kajian merupakan lima buah sekolah menengah terletak di Pusat Bandaraya Seremban, Negeri Sembilan Darul Khusus. Data dianalisis menggunakan perisian Statistical Package for Social Sciences (SPSS) Version 26. Objektif pertama iaitu mengenal pasti tahap amalan kepimpinan instruksional pengetua mengikut persepsi guru. Konstruk ini memperoleh 26.2% responden yang menyatakan Sangat Sangat Setuju (SSS) tentang tahap amalan kepimpinan instruksional pengetua menerusi persepsi guru manakala hanya 5.6% jumlah responden Sangat Tidak Setuju (STS). Objektif kedua pula mengenal pasti tahap motivasi guru. Konstruk ini mendapat 35.5% responden yang menyatakan Sangat Sangat Setuju (SSS) tentang tahap motivasi guru akan meningkat dan hanya 6.1% jumlah responden Sangat Tidak Setuju (STS). Objektif ketiga pula mengenal pasti hubungan kepimpinan instruksional pengetua dan motivasi guru dan memperoleh 42.5% responden yang menyatakan Sangat Sangat Setuju (SSS) hubungan kepimpinan instruksional pengetua dan tahap motivasi guru akan meningkat dan hanya 4.2% jumlah responden Sangat Tidak Setuju (STS). Hasil kajian ini didapati kepimpinan instruksional pengetua dan motivasi guru mempunyai tahap hubungan yang tinggi. Pengetua yang mempunyai tahap amalan kepimpinan instruksional yang tinggi akan mempengaruhi tahap peningkatan motivasi guru dalam melaksanakan tugas.

Kata kunci: Kepimpinan Instruksional, Instruksional, Motivasi

Abstract:

Abstract: The instructional leadership of principals in secondary schools is one of the focuses of the Malaysian Ministry of Education (KPM) to ensure that the quality of school leadership becomes the second most important factor, after the quality of teachers in the process of determining student success. This study is a quantitative study because it uses a five-point likert scale questionnaire as an instrument to collect data and uses the Krejcie and Morgan (1970) Sampling Size to represent the selected population. The location of the study is five secondary schools located in Seremban City Center, Negeri Sembilan Darul Khusus. The data was analysed using the Statistical Package for Social Sciences (SPSS) Version 26 software. The first objective was to identify the level of the principal's instructional leadership practice according to the teacher's perception. This construct obtained 26.2% of respondents who expressed Strongly Agree (SSS) about the level of the principal's instructional leadership practice through teacher's perception while only 5.6% of total respondents Strongly Disagree (STS). The second objective is to identify the level of teacher motivation. This construct got 35.5% of respondents who expressed Strongly Agree (SSS) that the level of teacher motivation will increase and only 6.1% of total respondents Strongly Disagree (STS). The third objective is to identify the relationship between the principal's instructional leadership and teacher motivation and obtained 42.5% of respondents who stated that they strongly agree (SSS) that the relationship between principal's instructional leadership and teacher motivation will increase and only 4.2% of respondents strongly disagree (STS). The results of this study found that the principal's instructional leadership and teacher's motivation have a high level of relationship. Principals who have a high level of instructional leadership practice will influence the level of increased teacher motivation in carrying out assignments.

Keywords: Instructional, Instructional, Motivational Leadership
