

ABSTRAKS

Penelitian ini bertujuan untuk: (1) mengetahui gambaran persepsi guru tentang praktik supervisi; (2) mengetahui gambaran komitmen pengembangan diri guru; (3) mengetahui gambaran minat guru berkonsultasi kepada pengawas; (4) mengetahui pengaruh stimultan persepsi guru tentang praktik supervisi dan komitmen pengembangan diri terhadap minat berkonsultasi kepada pengawas guru PAI SMP di Kota Yogyakarta.

Penelitian yang dilakukan merupakan penelitian korelasional dan bersifat *expost facto*. Penelitian dilakukan di SMP negeri dan swasta di wilayah Kota Yogyakarta, populasi penelitian adalah seluruh guru PAI SMP berjumlah 90 orang. Sampel sejumlah 62 ditentukan berdasarkan tabel penentuan sampel dengan teknik *random sampling*. Data dikumpulkan dengan inventori, wawancara dan dokumentasi. Validasi isi dilakukan dengan *expert judgment*. Validitas konstruk dilakukan dengan analisis faktor dan reliabilitas ditentukan dengan rumus *Alpha Cronbach*. Data dianalisis dengan analisis kualitatif dan analisis kuantitatif yakni analisis deskriptif dan analisis regresi berganda. Interpretasi hasil analisis kuantitatif menggunakan taraf sig. 0,05.

Hasil analisis deskriptif menunjukkan bahwa persepsi guru tentang praktik supervisi, komitmen pengembangan diri dan minat berkonsultasi kepada pengawas termasuk dalam kategori tinggi. Uji hipotesis menunjukkan terdapat pengaruh stimultan persepsi guru tentang praktik supervisi dan komitmen pengembangan diri terhadap minat berkonsultasi kepada pengawas. Kedua variabel tersebut memiliki daya prediksi 54.8% untuk menjelaskan variasi minat berkonsultasi kepada pengawas. Sumbangan efektif variabel persepsi tentang praktik supervisi 51%, Sedangkan variabel komitmen pengembangan diri berkontribusi sebesar 4%. Ukuran 4% sangat kecil untuk dikatakan bermakna. Hal ini diperkuat dengan temuan statistik uji t yang menunjukkan bahwa koefisien regresi dari hubungan komitmen pengembangan diri terhadap minat berkonsultasi kepada pengawas dinyatakan tidak signifikan ($b = 0.108$). Sehingga dapat dipahami bahwa kontribusi komitmen pengembangan diri terhadap keragaman minat berkonsultasi kepada pengawas dalam kategori lemah atau kecil.

Kata Kunci: Persepsi Tentang Praktik Supervisi, Komitmen Pengembangan Diri, Minat Berkonsultasi Kepada Pengawas

ABSTRACTION

This study aims: (1) to know the description of a teachers' perception about supervision practices; (2) to know the description about a self-development commitment of teacher; (3) to know the description about consulted interest of teacher to supervisor; (4) to know the effect of teacher's simultaneous perception about supervision practices and self-development commitment in consulted interest to islamic religion teacher's supervisor, Junior High School in Yogyakarta.

The research conducted is a correlational research which is ex post facto. The research was conducted in public and private junior high school in Yogyakarta, the research's population is all islamic religion teachers in Junior High School, totaled 90 people. A number of the 62 sample is determined based on the sampling table with a random sampling technique. Data are collected by the inventory, interview and documentation. The content of validity is done by expert judgment. The construct validity is done by factor analysis and reliability determined by cronbach alpha formula. Data are analyzed with analysis of qualitative and quantitative analysis which is the descriptive analysis and multiple regression analysis. the result's interpretation of quantitative analysis using the level of sig. 0.05.

The result of descriptive analysis showed that teacher's perception about supervision practices, self-development commitment and consulted interest to the supervisor is in the high category. Hypothesis testing showed there was stimulatory effect of teachers' perceptions about supervision practices and self-development commitment in consulted interest to supervisor. Both of these variables have predictive power 54.8% to account for variation in consulted interest to the supervisor. The effective contribution of the variable perceptions of supervision practices 51%, while the variable self-development commitments accounted for 4%. The 4% is too small size to be meaningful . This is reinforced by the findings of the t-test statistic that indicates the regression coefficient from the correlation of self-development commitment in consulted interest to supervisor is not significant ($b = 0108$). Thus, it can be understood that the contribution of self-development commitment in the diversity of consulted interest to the supervisor is in the weak or small category.

Keywords: Perceptions about the supervision practices, Self-development Commitment, Consulted interests to supervisor.