

ABSTRAK

Suyanti: Evaluasi Kinerja Guru pada Sekolah Menengah Pertama sebagai Rintisan Sekolah Bertaraf Internasional di Kota Yogyakarta. **Tesis. Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2009.**

Penelitian ini bertujuan untuk mengevaluasi kinerja guru di SMP rintisan Sekolah Bertaraf Internasional (RSBI) di Kota Yogyakarta, dipandang dari empat kompetensi, yaitu: (1) kompetensi pedagogik, (2) kompetensi kepribadian, (3) kompetensi sosial, (4) kompetensi profesional

Penelitian ini merupakan penelitian evaluasi dengan model *Goal Oriented Evaluation Model*. Subjek penelitian adalah 2 orang kepala sekolah, 54 orang guru kelas RSBI, dan 120 siswa kelas RSBI pada SMPN 5 dan SMPN 8 kota Yogyakarta. Data dikumpulkan menggunakan metode angket, lembar observasi, lembar penilaian, dokumentasi dan wawancara. Validasi instrumen dilakukan dengan validitas isi dan validitas konstruk. Reliabilitas instrumen di analisis menggunakan rumus *Alpha Cronbach*. Indeks/koefisien reliabilitas instrumen data isian guru sebesar 0,941, dan data isian siswa sebesar 0,784. Data hasil penelitian dianalisis menggunakan statistik deskriptif.

Hasil analisis deskriptif kuantitatif menunjukkan bahwa guru SMP RSBI di Kota Yogyakarta memiliki kinerja dengan kategori tinggi. Dari empat kompetensi, tiga kompetensi mendapatkan penilaian tinggi, yaitu kompetensi kepribadian, kompetensi pedagogik, dan kompetensi sosial, sedangkan kompetensi profesional mendapatkan penilaian cukup. Kompetensi kepribadian menurut persepsi siswa termasuk dalam kategori cukup, menurut penilaian diri masuk pada kategori tinggi, dan menurut penilaian kepala sekolah juga berada dalam kategori tinggi. Kompetensi Pedagogik menurut persepsi siswa masuk pada kategori tinggi, menurut penilaian diri masuk pada kategori tinggi, dan menurut penilaian kepala sekolah berada dalam kategori sangat tinggi. Kompetensi sosial menurut persepsi siswa masuk dalam kategori tinggi, menurut penilaian diri masuk pada kategori tinggi, dan menurut penilaian kepala sekolah juga berada dalam kategori tinggi. Kompetensi profesional menurut persepsi siswa masuk pada kategori cukup, menurut penilaian diri juga berada pada kategori cukup, dan menurut penilaian kepala sekolah masuk dalam kategori tinggi. Kendala-kendala yang dihadapi oleh guru dalam melaksanakan tugas profesionalnya, yaitu (a) kemampuan berbahasa Inggris belum memadai baik secara lisan maupun tulis, (b) penguasaan ICT belum memadai, (c) Pemilihan bahan ajar yang belum sesuai untuk siswa kelas RSBI, (d) Koneksi jaringan internet yang belum ada di dalam kelas.

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ABSTRACT

Suyanti: *Evaluation of the Performance of Teachers in Pilot International Standard Junior High Schools in Yogyakarta City.* **Thesis. Yogyakarta: Graduate School Yogyakarta State University, 2009.**

This study aims to evaluate the performance of teachers in Pilot International Standard Junior High Schools (PISJHS) in Yogyakarta City in terms of the four competencies, namely: (1) the pedagogic competency, (2) the personality competency, (3) the social competency, and (4) the professional competency.

This study was an evaluation study employing the Goal Oriented Model of

Evaluation. The research subjects were 2 principals, 54 PISJHS teachers, and 120 PISJHS students in SMPN 5 and SMPN 8 in Yogyakarta City. The data were collected through questionnaires, observation sheets, documents, and interviews. The instrument validity included the content validity and the construct validity. The instrument reliability was assessed by using the Cronbach's Alpha formula. The reliability coefficient of the instrument for teachers was 0.941, and that for the students was 0.784. The research data were analyzed by using the descriptive statistics.

The results of the quantitative descriptive analysis show that the performance of the PISJHS teachers in Yogyakarta City is in the good category. Of the four competencies, three competencies are in the good category, namely the personality competency, the pedagogic competency, and the social competency, while the professional competency is in the moderate category. The personality competence is in the moderate category according to the students, in the high category according to the self-assessment, and in the high category according to the principals. The pedagogic competency is in the high category according to the students, in the high category according to the self-assessment, and in the very high category according to the principals. The social competency is in the high category according to the students, in the high category according to the self-assessment, and in the high category according to the principals. The professional competency is in the moderate category according to the students, in the moderate category according to the selfassessment, and in the high category according to the principals. Obstacles faced by teachers in performing professional tasks, namely (a) the ability to speak English has not been adequate either oral or written, (b) inadequate control of ICT, (c) selection of teaching materials that have not been appropriate to grade students RSBI, (d) Connect the internet that do not have in the classroom