

ABSTRAK

Persebaran Guru IPS Terhadap Kualitas Pembelajaran di SMP Negeri Kabupaten Lampung Tengah; Susiana Universitas Lampung, 2025

Penelitian ini bertujuan untuk menganalisis persebaran guru Ilmu Pengetahuan Sosial (IPS) di SMP Negeri Kabupaten Lampung Tengah serta hubungannya dengan kualitas pembelajaran. Latar belakang penelitian ini berangkat dari kenyataan bahwa masih terdapat ketimpangan jumlah dan kompetensi guru antarwilayah, yang berpotensi memengaruhi mutu pendidikan. Penelitian menggunakan pendekatan kuantitatif deskriptif dengan analisis korelasional. Populasi penelitian mencakup seluruh guru IPS SMP Negeri di Kabupaten Lampung Tengah, dengan sampel yang ditentukan melalui teknik *proportional random sampling*. Data dikumpulkan melalui dokumentasi, angket, dan observasi, kemudian dianalisis menggunakan perhitungan statistik deskriptif serta uji korelasi Pearson.

Hasil penelitian menunjukkan bahwa persebaran guru IPS di Kabupaten Lampung Tengah belum merata. Sekolah-sekolah yang berada di wilayah perkotaan cenderung memiliki jumlah guru yang mencukupi, sedangkan sekolah yang berada di wilayah pinggiran dan terpencil mengalami kekurangan tenaga pendidik. Kualitas pembelajaran IPS di sekolah juga menunjukkan variasi yang berkaitan dengan kondisi persebaran guru tersebut. Analisis korelasi mengindikasikan adanya hubungan kuat dan positif antara pemerataan serta kompetensi guru IPS dengan kualitas proses pembelajaran. Semakin baik distribusi dan kompetensi guru, semakin baik pula mutu pembelajaran yang tercapai.

Berdasarkan temuan tersebut, dapat disimpulkan bahwa pemerataan guru IPS, baik dari sisi jumlah maupun kompetensinya, merupakan faktor penting dalam peningkatan kualitas pembelajaran di SMP Negeri Kabupaten Lampung Tengah. Oleh karena itu, diperlukan kebijakan pemerataan guru berbasis kebutuhan sekolah, peningkatan program pelatihan profesional, serta dukungan pemerintah daerah dalam mengatasi kesenjangan pendidikan antarwilayah.

Kata kunci: persebaran guru, kompetensi guru IPS, kualitas pembelajaran, analisis spasial, korelasi.

ABSTRACT

The Distribution of Social Studies Teachers and Its Impact on the Quality of Learning in Public Junior High Schools in Central Lampung Regency; Susiana, University of Lampung, 2025

This study aims to analyze the distribution of Social Studies (IPS) teachers in public junior high schools (SMP Negeri) in Central Lampung Regency and its relationship with the quality of learning. The background of this research is based on the persistent disparities in the number and competence of teachers across regions, which may affect the overall quality of education. The study employs a descriptive quantitative approach with correlational analysis. The population includes all Social Studies teachers in public junior high schools in Central Lampung, with samples selected using proportional random sampling. Data were collected through documentation, questionnaires, and observations, and were analyzed using descriptive statistics and Pearson's correlation analysis.

The findings reveal that the distribution of Social Studies teachers in Central Lampung Regency is still uneven. Schools located in urban areas tend to have an adequate number of teachers, whereas those in rural and remote regions experience shortages of teaching staff. The quality of Social Studies learning also varies across schools and appears to be related to this uneven distribution. The correlational analysis indicates a strong and positive relationship between equitable teacher distribution and teacher competence with the quality of learning. The more evenly teachers are distributed and the higher their competence, the better the learning outcomes produced.

Based on these findings, it can be concluded that ensuring an equitable distribution of Social Studies teachers—both in terms of quantity and competence—is essential for improving learning quality in public junior high schools in Central Lampung Regency. Therefore, policies on teacher redistribution based on school needs, strengthened professional development programs, and increased support from local government are required to reduce disparities in educational quality across regions.

Keywords: teacher distribution, Social Studies competence, learning quality, spatial analysis, correlation.