

ABSTRAK

Diantara, I Putu Indra Artha (2025). “*Kontribusi Kepemimpinan Situasional, Motivasi Kerja, Etos Kerja, dan Kepuasan Kerja Terhadap Kinerja Guru SMA Negeri 1 Mendoyo Kabupaten Jembrana*” Tesis, Administrasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: Kepemimpinan Situasional, Motivasi Kerja, Etos Kerja, Kepuasan Kerja, Kinerja Guru.

Penelitian ini bertujuan untuk mengetahui besaran kontribusi variabel kontribusi kepemimpinan situasional, motivasi kerja, etos kerja, dan kepuasan kerja terhadap kinerja guru SMA Negeri 1 Mendoyo Kabupaten Jembrana. Jenis Penelitian ini adalah *ex-post facto*. Populasi dalam penelitian ini berjumlah 42 orang. Seluruh populasi dijadikan sampel penelitian sehingga penelitian ini termasuk studi populasi. Pengumpulan data menggunakan kuesioner pilihan tertutup model skala Likert. Hasil penelitian ini menunjukkan bahwa (1) kepemimpinan situasional berkontribusi terhadap kinerja guru sebesar 22,48%, (2) motivasi kerja berkontribusi terhadap kinerja guru sebesar 32,53%, (3) etos kerja berkontribusi terhadap kinerja guru sebesar 22,33%, (4) kepuasan kerja berkontribusi terhadap kinerja guru sebesar 17,76% (5) secara simultan kepemimpinan situasional, motivasi kerja, etos kerja, dan kepuasan kerja berkontribusi terhadap kinerja guru sebesar 94,1%.

ABSTRACT

Diantara, I Putu Indra Artha (2025). "*The Contribution of Situational Leadership, Work Motivation, Work Ethic, and Job Satisfaction on Teacher Performance at SMA Negeri 1 Mendoyo, Jembrana Regency*" Thesis, Educational Administration, Postgraduate Program, Ganesha University of Education.

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Keywords: Situational Leadership, Work Motivation, Work Ethic, Job Satisfaction, Teacher Performance.

This study aims to determine the extent of the contribution of situational leadership, work motivation, work ethic, and job satisfaction variables to teacher performance at SMA Negeri 1 Mendoyo, Jembrana Regency. This research employs an ex-post facto design. The population of this study consists of 42 individuals. The entire population was included as the research sample, making this a population study. Data collection was carried out using a closed-ended questionnaire based on a Likert scale model. The findings indicate that (1) situational leadership contributes 22.48% to teacher performance, (2) work motivation contributes 32.53% to teacher performance, (3) work ethic contributes 22.23% to teacher performance, (4) job satisfaction contributes 17.76% to teacher performance, and (5) situational leadership, work motivation, work ethic, and job satisfaction collectively contribute 94.1% to teacher performance.