

**STUDY MIXED METHOD SEQUENTIAL EXPLANATORY TENTANG
KONTRIBUSI KEPEMIMPINAN TRANSFORMASIONAL,
KEPEMIMPINAN STRATEGIS, DAN KEPEMIMPINAN VISIONER
TERHADAP KINERJA GURU PRODUKTIF DALAM IMPLEMENTASI
KURIKULUM MERDEKA BELAJAR BERBASIS DUDIKA DI SMK
NEGERI KABUPATEN BANGLI**

**I PUTU PUSPAYANA
ABSTRAK**

Penelitian ini bertujuan untuk menganalisis dan menjelaskan kontribusi kepemimpinan transformasional, kepemimpinan strategis dan kepemimpinan visioner terhadap kinerja guru produktif. Desain penelitian ini adalah *mixed method* dengan pendekatan *explanatory research* dilakukan pada guru SMK Negeri di kabupaten Bangli. Populasi penelitian ini sebanyak 122 orang dan pengambilan sampel menggunakan teknik Slovin kemudian dikonfirmasi dengan formula Warwick dan Lininger diperoleh sampel sebanyak 110 orang. Pengumpulan data menggunakan kuesioner selanjutnya dikonfirmasi dengan hasil wawancara. Analisis data menggunakan regresi sederhana, korelasi parsial, dan regresi berganda. Hasil penelitian menemukan: (1) deskripsi kuantitatif variabel kepemimpinan transformasional, kepemimpinan strategis, kepemimpinan visioner dan Kinerja guru produktif berada pada kategori sangat tinggi. (2) kepemimpinan transformasional Berkontribusi positif dan signifikan terhadap kinerja guru produktif pada persamaan regresi $\hat{Y} = 61,305 + 0,602 X_1$ dengan koefisien 0,555 dan kontribusi sebesar 6,11%. (3) kepemimpinan strategis Berkontribusi positif dan signifikan terhadap kinerja guru produktif pada persamaan regresi $\hat{Y} = 40,254 + 0,723 X_2$ dengan koefisien 0,718 dan kontribusi sebesar 34,82%. (4) kepemimpinan visioner Berkontribusi positif dan signifikan terhadap kinerja guru produktif pada persamaan regresi $\hat{Y} = 44,965 + 0,740 X_3$ dengan koefisien 0,707 dan kontribusi sebesar 24,81%. (5) kepemimpinan transformasional, kepemimpinan strategis dan kepemimpinan visioner secara simultan Berkontribusi positif dan signifikan terhadap kinerja guru produktif pada persamaan regresi berganda $\hat{Y} = 41,029 + 0,119X_1 + 488X_2 + 0,368X_3$ dengan nilai koefisien 0,732 dan uji F adalah 40,740 serta *sig.* adalah 0,000 dengan total kontribusi atau sumbangan efektif (SE) sebesar 65,74%. (6) kepemimpinan transformasional berkontribusi signifikan terhadap kinerja guru produktif, kepemimpinan strategis berkontribusi signifikan dan sangat kuat kontribusinya terhadap kinerja guru produktif dan kepemimpinan visioner Berkontribusi signifikan terhadap kinerja guru produktif. Kepemimpinan kepala sekolah pada ketiga jenis tersebut menunjukkan adanya perubahan manajemen sekolah yang lebih baik, terwujudnya program yang sangat strategis dalam rangka pengembangan sekolah dengan visi menyiapkan para lulusan dengan kebutuhan dunia kerja. Strategis program kepala sekolah dalam mencapai tujuan dilakukan dengan cara membangun kolaborasi dan melibatkan dunia industri terutama untuk meningkatkan kompetensi guru produktif dalam melaksanakan pembelajaran yang mengutamakan skill yang nyata sesuai kebutuhan dunia kerja. Temuan penelitian menyatakan bahwa kepemimpinan strategis memiliki Kontribusi paling tinggi terhadap kinerja guru produktif. Direkomendasikan dalam meningkatkan mutu pendidikan di SMK Negeri di Provinsi Bali agar kepala sekolah menerapkan kepemimpinan transformasional, kepemimpinan strategis dan kepemimpinan visioner yang terbukti Berkontribusi terhadap kinerja guru produktif.

Kata-kata kunci: *kepemimpinan transformasional, kepemimpinan strategis, kepemimpinan visioner, Kinerja guru produktif*

**A SEQUENTIAL EXPLANATORY MIXED METHOD STUDY ON THE
CONTRIBUTION OF TRANSFORMATIONAL, STRATEGIC, AND
VISIONARY LEADERSHIP TO THE PERFORMANCE OF PRODUCTIVE
TEACHERS IN THE IMPLEMENTATION OF THE INDEPENDENT
LEARNING CURRICULUM BASED ON INDUSTRY AND BUSINESS
(DUDIKA) AT PUBLIC VOCATIONAL SCHOOLS IN BANGLI REGENCY**

I PUTU PUSPAYANA

ABSTRACT

This study aims to analyse and explain the influence of transformational leadership, strategic leadership and visionary leadership on teacher performance. The design of this study is a mixed method with an explanatory research approach conducted on teachers of State Vocational High Schools in Bangli Regency. The population of this study was 122 people and sampling using the Slovin technique was then confirmed with the Warwick and Lininger formula, obtaining a sample of 110 people. Data collection using a questionnaire was then confirmed with the results of the interview. Data analysis used simple regression, partial correlation, and multiple regression. The results of the study found: (1) quantitative descriptions of the variables of transformational leadership, strategic leadership, visionary leadership and teacher performance were in the very high category. (2) transformational leadership has a positive and significant effect on teacher performance in the regression equation $\hat{Y} = 61.305 + 0.602 X_1$, with a coefficient of 0.555 and a contribution of 6.11%. (3) strategic leadership has a positive and significant effect on teacher performance in the regression equation $\hat{Y} = 40.254 + 0.723 X_2$ with a coefficient of 0.718 and a contribution of 34.82%. (4) visionary leadership has a positive and significant effect on teacher performance in the regression equation $\hat{Y} = 44.965 + 0.740 X_3$ with a coefficient of 0.707 and a contribution of 24.81%. (5) transformational leadership, strategic leadership and visionary leadership simultaneously have a positive and significant effect on teacher performance in the multiple regression equation $\hat{Y} = 41.029 + 0.119X_1 + 488X_2 + 0.368X_3$ with a coefficient value of 0.732 and the F test is 40.740 and sig. is 0.000 with a total contribution or effective contribution (SE) of 65.74%. (6) Transformational leadership has a significant effect on teacher performance, strategic leadership has a significant and very strong effect on teacher performance and visionary leadership has a significant effect on teacher performance. The leadership of the principal in the three types shows a change in better school management, the realization of a very strategic program in the framework of school development with a vision of preparing graduates with the needs of the world of work. The principal's strategic program in achieving goals is carried out by building collaboration and involving the industrial world, especially to improve the competence of productive teachers in implementing learning that prioritizes real skills according to the needs of the world of work. The research findings state that strategic leadership has the highest influence on teacher performance. It is recommended that in improving the quality of education at State Vocational Schools in Bali Province, the principal implements transformational leadership, strategic leadership and visionary leadership which have been proven to have an effect on teacher performance.

Keywords: transformational leadership, strategic leadership, visionary leadership, productive teacher performance