

ABSTRAK

Dewi, Luh Gede Arie Kumara (2025), *Kontribusi Kepemimpinan Transformasional, Supervisi Akademik, Komitmen Organisasional, dan Etos Kerja terhadap Kinerja Guru SMP di Kecamatan Mengwi Badung*. Tesis. Administrasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh: Pembimbing I : Prof. Dr. Anak Agung Gede Agung, M.Pd dan Pembimbing II: Prof. Dr. I Putu Wisna Ariawan, M.Si

Kata kunci: kepemimpinan transformasional, supervisi akademik, komitmen organisasional, etos kerja, kinerja guru

Penelitian ini bertujuan untuk mengetahui kontribusi kepemimpinan transformasional, supervisi akademik, komitmen organisasional, dan etos kerja terhadap kinerja guru SMP di Kecamatan Mengwi Badung baik yang terjadi secara parsial maupun simultan. Populasi penelitian ini adalah seluruh guru SMP Negeri di Kecamatan Mengwi, Kabupaten Badung yang berjumlah 348 orang. Sampel selanjutnya dipilih dengan aturan Slovin dan Warwick & Linenger dengan teknik random sampling sehingga terpilih 218 orang. Data dalam penelitian dikumpulkan dengan kuesioner dengan Skala Likert. Data selanjutnya dianalisis secara statistic yang mencakup analisis deskriptif, pengelompokan data, uji prasyarat analisis, analisis regresi sederhana ($\alpha=0,05$), analisis regresi ganda 4 prediktor ($\alpha = 0,05$), analisis sumbangan efektif dan analisis sumbangan relatif. Data dianalisis dengan bantuan software SPSS 20 for Windows. Hasil penelitian menunjukkan bahwa (1) kepemimpinan transformasional berkontribusi signifikan terhadap kinerja guru dengan t-hitung sebesar 11,66, sumbangan relatif sebesar 15,50% dan sumbangan efektif sebesar 9,80%, (2) supervisi akademik berkontribusi signifikan terhadap kinerja guru dengan t-hitung sebesar 10,81, sumbangan relatif sebesar 22,60% dan sumbangan efektif sebesar 14,30%, (3) komitmen organisasional berkontribusi signifikan terhadap kinerja guru dengan t-hitung sebesar 5,19, sumbangan relatif sebesar 4,80% dan sumbangan efektif sebesar 3,00%, (4) etos kerja berkontribusi signifikan terhadap kinerja guru dengan t-hitung sebesar 16,31, sumbangan relatif sebesar 57,20% dan sumbangan efektif sebesar 36,00% dan (5) secara simultan kepemimpinan transformasional, supervisi akademik, komitmen organisasional, dan etos kerja berkontribusi signifikan terhadap kinerja guru dengan F-hitung sebesar = 93,65 dan kontribusi 63,10% . Dengan demikian dapat disimpulkan bahwa keempat variabel bebas dapat digunakan sebagai prediktor peningkatan kinerja guru. Hasil ini berimplikasi pada peningkatan kinerja guru harus diawali dengan peningkatan kepemimpinan transformasional, supervisi akademik, komitmen organisasional, dan etos kerja.

ABSTRACT

Dewi, Luh Gede Arie Kumara (2025), *The Contribution of Transformational Leadership, Academic Supervision, Organizational Commitment and Working Ethics on Junior High School Teachers' Performance in Mengwi Sub-District Badung*. Thesis. Education Administration, Post Graduate Program, Ganesha University of Education.

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Keywords: transformational leadership, academic supervision, organizational commitment, working ethics, teachers' performance

This research aims at knowing the contribution of transformational leadership, academic supervision, organizational commitment and working ethics on junior high school teachers' performance which happen partially and simultaneously. The population of this research was government junior high school teachers in Mengwi Sub-District, Badung Regency. Number of sample was selected by Slovin formula and Warwick and Linenger formula and the sample was selected by using simple random sampling so it was selected 218 teachers. Data of this research were collected by using questionnaire with Likert Scale. The obtained data were analyzed by using statistical method including descriptive analysis, data grouping tendency, prerequisite test, simple regression ($\alpha = 0.05$), multiple regression with 4 predictors ($\alpha = 0.05$), effective contribution, and relative contribution. Data analysis was done by using SPSS 20 for Windows. The results of this research were (1) transformational leadership contributed significantly on teacher's performance with t-counted = 11.66, relative contribution = 15.50% and effective contribution = 9.80%, (2) academic supervision contributed significantly on teacher's performance with t-counted = 10.81, relative contribution = 22.60% and effective contribution = 14.30%, (3) organizational commitment contributed significantly on teacher's performance with t-counted = 5.19, relative contribution = 4.80%, effective contribution = 3%, (4) working ethics contributed significantly on teacher's performance with t-counted = 16.31, relative contribution = 57.20% and effective contribution = 36.00% and (5) simultaneously, transformational leadership, academic supervision, organizational commitment and working ethics contributed significantly on teachers' performance with F-counted = 93.65 and contribution of 63.10%. By this result, it can be concluded that all independent variables can be used as predictor of teachers' performance improvement. This research implied that the improvement of teachers' performance should be preceded by the improvement of transformational leadership, academic supervision, organizational commitment and working ethics.