

ABSTRAK

Budiadnya, Komang (2025). Pengaruh Kepemimpinan Instruksional, Pemahaman Nilai Tri Kaya Parisudha, Motivasi Kerja, Dan Komitmen Kerja Terhadap Kinerja Guru di SMA Negeri Se-Kecamatan Banjar Buleleng.

Tesis. Program Studi Administrasi Pendidikan, Pascasarjana. Universitas Pendidikan Ganesha

Tesis ini sudah disetujui dan diperiksa oleh pembimbing I: Dr. Ni Luh Gede Erni Sulindawati, S.E., Ak., M.Pd dan pembimbing II: Dr. Basilius Redan Werang, S.S., S.Sos., JCL.

Kata kunci: kepemimpinan instruksional, Tri Kaya Parisudha, motivasi kerja, komitmen kerja, kinerja guru

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan besaran pengaruh kepemimpinan instruksional kepala sekolah, pemahaman nilai Tri Kaya Parisudha, motivasi kerja, dan komitmen kerja terhadap kinerja guru dalam pelaksanaan pembelajaran pada SMA Negeri se-Kecamatan Banjar, Kabupaten Buleleng. Kajian ini dilandasi pentingnya peningkatan kinerja guru sebagai indikator mutu pendidikan yang dipengaruhi faktor struktural, kultural berbasis kearifan lokal, dan psikologis dalam perspektif administrasi pendidikan. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan *ex post facto* korelasional. Penelitian dilaksanakan pada SMA Negeri se-Kecamatan Banjar dengan responden sebanyak 103 guru melalui teknik sensus. Data dikumpulkan menggunakan kuesioner tertutup berdasarkan indikator teoritis masing-masing variabel. Instrumen telah memenuhi uji validitas isi dan validitas empiris serta reliabilitas dengan koefisien yang memenuhi kriteria penelitian kuantitatif. Analisis data menggunakan regresi linier sederhana untuk mengetahui kontribusi parsial, regresi linier berganda untuk kontribusi simultan, dan uji signifikansi korelasi parsial pada taraf signifikansi $\alpha = 0,05$. Hasil penelitian menunjukkan bahwa secara parsial seluruh variabel berpengaruh positif dan signifikan dengan kinerja guru, yaitu kepemimpinan instruksional ($R^2 = 52,0\%$; sumbangan efektif 19,18%), pemahaman nilai Tri Kaya Parisudha ($R^2 = 57,4\%$; sumbangan efektif 22,06%), motivasi kerja ($R^2 = 64,7\%$; sumbangan efektif 21,15%), dan komitmen kerja ($R^2 = 42,3\%$; sumbangan efektif 11,90%). Secara simultan, keempat variabel berkontribusi signifikan dengan koefisien determinasi sebesar 74,3%. Disimpulkan bahwa kinerja guru dipengaruhi secara multidimensional oleh faktor kepemimpinan, nilai budaya, dan faktor psikologis, sehingga disarankan penguatan kepemimpinan instruksional, pembudayaan nilai Tri Kaya Parisudha, serta peningkatan motivasi dan komitmen profesional guru secara berkelanjutan.

Abstract

Budiadnya, Komang (2025). The Influence of Instructional Leadership, Understanding of Tri Kaya Parisudha Values, Work Motivation, and Work Commitment on Teacher Performance in Public Senior Secondary Schools throughout Banjar District, Buleleng.

Thesis. Educational Administration Study Program, Postgraduate. Ganesha University of Education

This thesis has been approved and examined by supervisor I: Dr. Ni Luh Gede Erni Sulindawati, S.E., Ak., M.Pd and supervisor II: Dr. Basilius Redan Werang, S.S., S.Sos., JCL.

Keywords: instructional leadership, Tri Kaya Parisudha, work motivation, work commitment, teacher performance, educational administration.

This study aims to analyze and describe the magnitude of the influence of principals' instructional leadership, understanding of Tri Kaya Parisudha values, work motivation, and work commitment on teacher performance in the implementation of learning at Public Senior Secondary Schools throughout Banjar District, Buleleng Regency. The study is grounded in the significance of improving teacher performance as an indicator of educational quality, which is shaped by structural, cultural particularly local wisdom-based and psychological factors within the perspective of educational administration. This study employed a quantitative approach with a correlational ex post facto design. The research was conducted at Public Senior Secondary Schools throughout Banjar District, involving 103 teachers as respondents selected through a census technique. Data were collected using closed-ended questionnaires developed based on theoretical indicators for each variable. The instruments satisfied content validity, empirical validity, and reliability requirements, with coefficients meeting the established criteria for quantitative research. Data analysis employed simple linear regression to determine partial contributions, multiple linear regression to examine simultaneous contributions, and partial correlation significance testing at a significance level of $\alpha = 0.05$. The findings reveal that, partially, all variables exerted a positive and significant influence on teacher performance: instructional leadership ($R^2 = 52.0\%$; effective contribution = 19.18%), understanding of Tri Kaya Parisudha values ($R^2 = 57.4\%$; effective contribution = 22.06%), work motivation ($R^2 = 64.7\%$; effective contribution = 21.15%), and work commitment ($R^2 = 42.3\%$; effective contribution = 11.90%). Simultaneously, the four variables contributed significantly to teacher performance, with a coefficient of determination of 74.3%. It is concluded that teacher performance is influenced multidimensionally by leadership, cultural

values, and psychological factors. Accordingly, it is recommended that schools strengthen instructional leadership practices, cultivate Tri Kaya Parisudha values within the school culture, and continuously enhance teachers' professional motivation and commitment.

