

ABSTRAK

Claranzia, Helvin (2022), *Kontribusi kepemimpinan authentic, kecerdasan emosional, efikasi diri, dan komitmen organisasional terhadap kinerja guru di SMP Negeri 2 Kuta Utara.*

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Kata-kata kunci: kepemimpinan *authentic*, kecerdasan emosional, efikasi diri, komitmen organisasional, kinerja guru.

Penelitian ini bertujuan untuk mengetahui: (1) besaran kontribusi kepemimpinan *authentic* terhadap kinerja guru, (2) besaran kontribusi kecerdasan emosional terhadap kinerja guru, (3) besaran kontribusi efikasi diri terhadap kinerja guru, (4) besaran kontribusi komitmen organisasional terhadap kinerja guru, (5) besaran kontribusi kepemimpinan *authentic*, kecerdasan emosional, efikasi diri, dan komitmen organisasional secara simultan terhadap kinerja guru di SMP Negeri 2 Kuta Utara. Populasi dalam penelitian ini sebanyak 70 orang guru, dengan jumlah sampel sebesar 70 orang guru. Penelitian ini menggunakan rancangan *ex-post facto*. Data dikumpulkan dengan kuesioner menggunakan model skala Likert. Teknik analisis data yang digunakan adalah analisis statistik deskriptif, korelasi sederhana, korelasi parsial, korelasi ganda, regresi ganda. Hasil analisis menunjukkan bahwa terdapat: (1) terdapat korelasi positif dan signifikan antara kepemimpinan *authentic* terhadap kinerja dengan koefisien korelasi *product moment* sebesar 0,797 (r_{yx1}), koefisien korelasi parsial sebesar 0,377 ($r_{y,x1-x2,3,4}$) dan kontribusi kepemimpinan *authentic* terhadap kinerja sebesar 22,15%, (2) terdapat korelasi positif dan signifikan antara kecerdasan emosional terhadap kinerja dengan koefisien korelasi *product moment* sebesar 0,816 (r_{yx2}), koefisien korelasi parsial sebesar 0,312 ($r_{y,x2-x1,3,4}$) dan kontribusi kecerdasan emosional terhadap kinerja sebesar 21,37%, (3) terdapat korelasi positif dan signifikan antara efikasi diri terhadap kinerja dengan koefisien korelasi *product moment* sebesar 0,866 (r_{yx3}), koefisien korelasi parsial sebesar 0,350 ($r_{y,x3-x1,2,4}$) dan kontribusi efikasi diri terhadap kinerja sebesar 30,74%, (4) terdapat korelasi positif dan signifikan antara komitmen organisasional terhadap kinerja dengan koefisien korelasi *product moment* sebesar 0,551 (r_{yx4}), koefisien korelasi parsial sebesar 0,286 ($r_{y,x4-x1,2,3}$) dan kontribusi komitmen organisasional terhadap kinerja sebesar 7,98%, dan (5) Secara simultan terdapat korelasi positif dan signifikan antara kepemimpinan *authentic*, kecerdasan emosional, efikasi diri, dan komitmen organisasional dengan koefisien korelasi ganda $R_y.1234$ sebesar 0,907 dan kontribusi secara simultan kepemimpinan *authentic*, kecerdasan emosional, efikasi diri, dan komitmen organisasional dengan kinerja sebesar 82,2%.

ABSTRACT

Claranzia, Helvin (2022), *The contribution of authentic leadership, emotional intelligence, self-efficacy, and organizational commitment to teacher performance at SMP Negeri 2 Kuta Utara.*

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Key words: Authentic Leadership, Emotional Intelligence, Self-Efficacy, Organizational Commitment, Teacher Performance.

This study aims to identify: (1) the contribution of authentic leadership towards teacher performance, (2) the contribution of emotional intelligence towards teacher performance, (3) the contribution of self-efficacy towards teacher performance, (4) the contribution of organizational commitment towards teacher performance, (5) the contribution of authentic leadership, emotional intelligence, self-efficacy, organizational commitment simultaneously towards the teacher performance at SMP Negeri 2 Kuta Utara. The population and samples of this study were 70 teachers. This study is classified as ex-post-facto with descriptive statistics analysis, simple correlation, partial correlation, multiple correlation, and multiple regression data analysis design. The data for this study were collected by using the Five-point Likert scale questionnaire model. The findings of this research revealed that (1) there is a positive and significant corellation between authentic leadership and teacher performance with 0,797 (r_{yx_1}) product moment coefficient correlation, 0,377 ($r_{y,x1-x2,3,4}$) partial correlation coefficient, and 22,15% contribution of authentic leadership towards teacher performance, (2) There is a positive and significant correlation between emotional intelligence and teacher performance with 0,816 (r_{yx_2}) product moment coefficient correlation, 0,312 ($r_{y,x2-x1,3,4}$) partial correlation coefficient, and 21,37% contribution of emotional intelligence towards teacher performance, (3) There is a positive, but insignificant correlation between self-efficacy and teacher performance with 0, 866 (r_{yx_3}) product moment coefficient correlation, 0,350 ($r_{y,x3-x1,2,4}$) partial correlation coefficient, and 30,74% contribution of self-efficacy towards teacher performance, (4) There is a positive and significant correlation between organizational commitment and teacher performance with 0,551 (r_{yx_4}) product moment coefficient correlation, 0,286 ($r_{y,x4-x1,2,3}$) partial correlation coefficient, and 7,98%, contribution of organizational commitment towards teacher performance, and (5) There is a positive and significant correlation of servant leadership, work climate, work motivation, job satisfaction and work discipline with Ry.1234 multiple correlation coefficient of 0,907 and there is a contribution of servant leadership, work climate, work motivation, job satisfaction and work discipline simultaneously by 82,2%.