

## ABSTRAK

**Yani, Nurul April (2022),** *Kontribusi Kepemimpinan Transformasional, Religiusitas, Budaya Sekolah, Dan Kecerdasan Emosional Terhadap Kinerja Guru SMA Muhammadiyah di Bali.*

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Kata kunci: budaya sekolah, kecerdasan emosional, kepemimpinan transformasional, kinerja guru, religiusitas

Penelitian ini bertujuan untuk mengetahui: (1) kontribusi kepemimpinan transformasional terhadap kinerja guru, (2) kontribusi religiusitas terhadap kinerja guru, (3) kontribusi budaya sekolah terhadap kinerja guru, (4) kontribusi kecerdasan emosional terhadap kinerja guru, (5) kontribusi kepemimpinan transformasional, religiusitas, budaya sekolah dan kecerdasan emosional secara bersama-sama terhadap kinerja guru SMA Muhammadiyah di Bali. Populasi dalam penelitian ini sebanyak 46 orang guru. Penelitian ini menggunakan rancangan ex-post facto. Instrumen pengumpulan data berupa kuesioner dengan 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 1) terdapat korelasi positif dan signifikan antara kepemimpinan transformasional dan kinerja guru dengan koefisien korelasi product moment sebesar 0,464 ( $r_{yx1}$ ), koefisien korelasi parsial sebesar 0,324 ( $r_{y.x1-x2,3,4}$ ) dan kontribusi kepemimpinan transformasional terhadap kinerja guru sebesar 12,94%, 2) terdapat korelasi positif dan signifikan antara religiusitas dan kinerja guru dengan koefisien korelasi product moment sebesar 0,546 ( $r_{yx2}$ ), koefisien korelasi parsial sebesar 0,354 ( $r_{y.x2-x1,3,4}$ ) dan kontribusi religiusitas terhadap kinerja guru sebesar 18,07%, 3) terdapat korelasi positif dan signifikan antara budaya sekolah dan kinerja guru dengan koefisien korelasi product moment sebesar 0,513 ( $r_{yx3}$ ), koefisien korelasi parsial sebesar 0,384 ( $r_{y.x3-x1,2,4}$ ) dan kontribusi budaya sekolah terhadap kinerja guru sebesar 16,01%, 4) terdapat korelasi positif dan signifikan antara kecerdasan emosional dan kinerja guru dengan koefisien korelasi product moment sebesar 0,422 ( $r_{yx4}$ ), koefisien korelasi parsial sebesar 0,316 ( $r_{y.x4-x1,2,3}$ ) dan kontribusi kecerdasan emosional sebesar 10,88%, dan 5) secara simultan terdapat korelasi positif dan signifikan antara kepemimpinan transformasional, religiusitas, budaya sekolah, kecerdasan emosional dan kinerja guru sebesar 57,9%..

## ABSTRACT

**Yani, Nurul April (2021), *The Contribution of Transformational Leadership, Religiosity, School Culture, and Emotional Intelligence towards the Teachers' Performance of Muhammadiyah High Schools in Bali.***

Thesis, Educational Administration, Post Graduate Program, Ganesha University of Education

This thesis has been supervised and approved by Supervisor I: Dr. I Putu Wisna Ariawan, M.Si. and Supervisor II: Dr. I Gusti Ketut Arya Sunu, M.Pd.

Key words: school culture, emotional intelligence, transformational leadership, teachers' performance, religiosity

This research aims to determine: 1) the contribution of transformational leadership towards teachers' performance, 2) the contribution of religiosity towards teachers' performance, 3) the contribution of school culture towards teachers' performance, 4) the contribution of emotional intelligence towards teachers' performance, 5) the contribution of transformational leadership, religiosity, school culture, and emotional intelligence simultaneously towards the teachers' performance of Muhammadiyah high schools in Bali. The population of this study was 46 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. Data collection for this study was conducted by using the Five-point Likert scale questionnaire model. The results of the study show that: 1) There is a positive and significant correlation between transformational leadership and teachers' performance with 0,464 ( $r_{yx1}$ ) product moment coefficient correlation, 0,324 ( $r_{y.x1-x2,3,4}$ ) partial correlation coefficient, and 12,94% contribution of transformational leadership towards teachers' performance, 2) There is a positive and significant correlation between religiosity and teachers' performance with 0,546 ( $r_{yx2}$ ) product moment coefficient correlation, 0,354 ( $r_{y.x2-x,3,4}$ ) partial correlation coefficient, and 18,07% contribution of religiosity towards teachers' performance, 3) There is a positive and significant correlation between school culture and teachers' performance with 0,513 ( $r_{yx3}$ ) product moment coefficient correlation, 0,384 ( $r_{y.x3-x1,2,4}$ ) partial correlation coefficient, and 16,01%, contribution of school culture towards teachers' performance, 4) There is a positive and significant correlation between emotional intelligence and teachers' performance with 0,422 ( $r_{yx4}$ ) product moment coefficient correlation, 0,316 ( $r_{y.x4-x1,2,3}$ ) partial correlation coefficient, and 10,88%, contribution of emotional intelligence towards teachers' performance, 5) There is a positive and significant correlation of transformational leadership, religiosity, school culture, emotional intelligence, and teachers' performance simultaneously by 57,9%.