

## **ABSTRACT**

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### **THE EFFECT OF PRINCIPAL'S AGILE LEADERSHIP AND EMOTIONAL INTELLIGENCE ON TEACHER PERFORMANCE AT SMPN 010 PEKANBARU THROUGH SCHOOL CLIMATE AS AN INTERVENING VARIABLE**

(xiv + 155 pages: 11 images; 16 tables; 14 attachments)

The high level of teacher performance decline can have a negative impact on the quality of education in schools. Agile leadership and emotional intelligence are seen as important factors that can increase teacher morale and job satisfaction, so that it is expected to improve teacher performance. In addition, school climate is considered to be able to strengthen the relationship between agile leadership and emotional intelligence in the workplace with teacher performance. This study aims to determine whether agile leadership and emotional intelligence have a positive effect on teacher performance, as well as to determine the mediating role of school climate in this relationship. The subjects of the study were 61 teachers at SMPN 010 Pekanbaru. The research design used was PLS SEM path analysis with a quantitative approach. The results showed that the path coefficient value of agile leadership and organizational climate was 0.367; agile leadership on teacher performance was 0.092; organizational climate on teacher performance was 0.421; emotional intelligence on organizational climate was 0.484; and emotional intelligence on teacher performance was 0.443. School climate was proven to partially mediate the relationship between agile leadership and emotional intelligence with teacher performance. This suggests that by improving agile leadership practices, emotional intelligence, and school climate, schools can improve teacher performance and overall school climate.

**Keywords:** agile leadership, emotional intelligence, school climate, teacher performance, teachers

**References:** 90 (2000-2024)

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### **PENGARUH *AGILE LEADERSHIP* KEPALA SEKOLAH DAN KECERDASAN EMOSI TERHADAP KINERJA GURU DI SMPN 010 PEKANBARU MELALUI IKLIM SEKOLAH SEBAGAI VARIABEL INTERVENING**

(xiv + 155 halaman: 11 gambar; 16 tabel; 14 lampiran)

Tingginya tingkat penurunan kinerja guru dapat berdampak negatif pada kualitas pendidikan di sekolah. *Agile leadership* dan kecerdasan emosi dipandang sebagai faktor-faktor penting yang dapat meningkatkan semangat kerja dan kepuasan kerja guru, sehingga diharapkan dapat meningkatkan kinerja guru. Selain itu, iklim sekolah dianggap dapat memperkuat hubungan antara *agile leadership* dan kecerdasan emosi di tempat kerja dengan kinerja guru. Penelitian ini bertujuan untuk mengetahui apakah *agile leadership* dan kecerdasan emosi memiliki pengaruh positif terhadap kinerja guru, serta untuk mengetahui peran mediasi iklim sekolah dalam hubungan tersebut. Subjek penelitian adalah 61 guru di sekolah SMPN 010 Pekanbaru. Desain penelitian yang digunakan adalah analisis jalur PLS SEM dengan pendekatan kuantitatif. Hasil penelitian menunjukkan bahwa nilai *path coefficient agile leadership* dan iklim organisasi sebesar 0.367; *agile leadership* terhadap kinerja guru sebesar 0.092; iklim organisasi terhadap kinerja guru sebesar 0.421; kecerdasan emosi terhadap iklim organisasi sebesar 0.484; dan kecerdasan emosi terhadap kinerja guru sebesar 0.443. Iklim sekolah terbukti memediasi secara parsial hubungan antara kepemimpinan *agile leadership* dan kecerdasan emosi dengan kinerja guru. Hal ini menunjukkan bahwa dengan meningkatkan praktik *agile leadership*, kecerdasan emosi, dan iklim sekolah, sekolah dapat meningkatkan kinerja guru dan iklim sekolah secara keseluruhan.

Kata Kunci: *agile leadership*, kecerdasan emosi, iklim sekolah, kinerja guru, guru

Referensi: 90 (2000-2024)