

Hubungan antara teacher efficacy dan kepuasan kerja pada guru sekolah dasar negeri inklusi = The relationship between teacher efficacy and job satisfaction among public inclusive elementary school teachers

Sony Setyanto Wibowo, author

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Abstrak

Penelitian ini bertujuan untuk melihat hubungan antara teacher efficacy kepuasan kerja pada guru SD Negeri inklusi. Partisipan penelitian ini adalah guru SD Negeri inklusi yang berada di wilayah JABODETABEK sebanyak 77 orang. Kepuasan kerja diukur dengan menggunakan alat ukur yang dimodifikasi oleh peneliti berdasarkan instrumen JSS (Job Satisfaction Survey) yang dikembangkan oleh Paul E. Spector (1985) yang terdiri atas sembilan aspek kepuasan kerja seperti gaji, kenaikan pangkat, atasan, imbalan, penghargaan, kondisi operasi kerja, Rekan kerja, pekerjaan itu sendiri dan komunikasi. Teacher efficacy diukur dengan menggunakan alat ukur yang dimodifikasi oleh Winafaisal (2010) berdasarkan instrumen OSTES (Ohio State Teacher Efficacy Sense) yang dikembangkan oleh Tschannen-Moran & Woolfolk Hoy (2001) dengan tiga dimensi yakni Efficacy in Student Engagement, Efficacy in Instructional Strategies dan Efficacy in Classroom.

Hasil penelitian ini menunjukkan bahwa ada hubungan yang signifikan antara kepuasan kerja dan teacher efficacy menggunakan teknik korelasi pearson ($r = 0.249$). Aspek nature of work pada kepuasan kerja juga memiliki korelasi positif dengan teacher efficacy (korelasi parsial = 0,336). Implikasi dari penelitian ini penting bagi pengembangan dunia pendidikan inklusi di Indonesia khususnya yang berkaitan dengan teacher efficacy dan kepuasan kerja bagi guru sekolah dasar negeri inklusi.

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The purpose of this study is to find out whether there is any between teacher efficacy and job satisfaction among public inclusive elementary school teachers. Participants of this study are inclusive public elementary school teacher located around JABODETABEK. Job satisfaction was measured by instrument modified by researcher based on JSS (Job Satisfaction Survey) which originally developed by Paul E. Spector (1985) with nine aspect of job satisfaction (Pay, Promotion, Supervision, Fringe Benefit, Contingen reward, Operating condition, Co-worker, Nature of work and Communication). Teacher efficacy was measured by instrument modified by Winafaisal (2010) based on OSTES (Ohio State Teacher Efficacy Sense) originally developed by Tschannen-Moran & Woolfolk Hoy (2001) with three dimention (Efficacy in Student Engagement, Efficacy in Instructional Strategies and Efficacy in Classroom Management).

This current study shows that there is a significant correlation between job satisfaction and teacher efficacy using Pearson Correlation ($r=0,249$). The nature of work aspect in job satisfaction also has positive correlation with instructional engagement aspect in teacher efficacy (partial correlation= 0,336). This study has important implications for the development of inclusive education in Indonesia, particularly those related to teacher efficacy and job satisfaction for public inclusive elementary school teachers.