

Peran mediasi psychological capital guru dalam hubungan antara authentic leadership kepala sekolah dan kinerja guru = The mediating role of teachers psychological capital in the relationship between principals authentic leadership and teachers work performance

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Abstrak

Studi Bank Dunia menunjukkan bahwa Indonesia memiliki guru berkinerja rendah yang mengakibatkan rendahnya hasil belajar siswa. Selain itu, kebijakan sertifikasi guru yang diatur oleh pemerintah Indonesia tidak dapat meningkatkan kinerja guru dan hasil belajar siswa. Tujuan dari penelitian ini adalah untuk menyelidiki peran psychological capital guru sebagai mediator dalam hubungan antara authentic leadership kepala sekolah dan kinerja guru. Sebanyak 247 guru dari DKI Jakarta dan Jawa Barat, Indonesia telah disurvei. Analisis regresi berganda digunakan untuk menguji asosiasi model penelitian. Hasilnya menunjukkan bahwa psychological capital guru ditemukan berkorelasi secara signifikan sebagai mediator penuh dalam hubungan antara authentic leadership kepala sekolah dan kinerja guru. Hasil penelitian selanjutnya dapat membantu kepala sekolah dan administrator sekolah untuk meninjau kebijakan dan praktik sehingga kinerja para guru dapat ditingkatkan.

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World Bank studies indicate that Indonesia has poor performance teachers, which resulted in low learning outcomes of the students. Moreover, teacher's certification policy that regulated by the Indonesian government has increased neither teacher's work performance nor students learning outcomes. The purpose of this study is to investigate the role of teacher's psychological capital as a mediator in the relationship between principal's authentic leadership and teacher's work performance. A total of 247 teachers of DKI Jakarta and West Java, Indonesia were surveyed. Multiple regression analysis used to examine the association of the research model. The results suggested that teacher's psychological capital found to be significantly correlated as a full mediator in the relationship between principal's authentic leadership and teacher's work performance. The research outcomes may further help principals and school administrators to review policies and practices so that work performance among teachers can be improved.