

Pengaruh school climate, social-emotional learning dan proactive personality terhadap job satisfaction guru PAUD yang dimediasi oleh teaching efficacy di Depok, Jawa Barat, Indonesia = The influence of school climate, social-emotional learning, and proactive personality on job satisfaction of PAUD teachers mediated by teaching efficacy in Depok, West Java, Indonesia

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Abstrak

Pendidikan anak usia dini merupakan investasi karena pada usia tersebut sekitar 50% kecerdasan terbangun. Indonesia memiliki pendidikan anak usia dini yang dikenal dengan PAUD. Depok merupakan kota yang berbatasan langsung dengan ibu kota negara Indonesia, dan saat ini menghadapi berbagai masalah perkotaan, khususnya pendidikan. Guru sebagai pendidik penting bagi PAUD. Guru harus memiliki kualifikasi yang tinggi, memiliki pengetahuan tentang tumbuh kembang anak, dan tentang sistem pendidikan PAUD. Hal tersebut terlihat dari tingkat teaching efficacy dan job satisfaction guru. Variabel yang dapat meningkatkan job satisfaction adalah school climate, social-emotional learning (SEL), dan proactive personality yang dimediasi oleh teaching efficacy. Tujuan dari penelitian ini adalah untuk menguji dampak school climate, SEL dan proactive personality terhadap job satisfaction yang dimediasi oleh teaching efficacy. Metode penelitian kuantitatif ini menggunakan kuesioner untuk mengumpulkan data. Untuk membuktikan hipotesis yang dikemukakan, digunakan model persamaan struktural dengan sampel 222 guru PAUD di Depok. Hasilnya adalah school climate, social-emotional learning, dan proactive personality berpengaruh langsung terhadap job satisfaction dan tidak langsung yang dimediasi oleh teaching efficacy. Tidak ada efek langsung antara SEL dengan job satisfaction.

.....Early childhood education is an investment because at that age, around 50% of intelligence is built. Indonesia has early childhood education which is known as PAUD. Depok is a city that bordering directly with the capital city of Indonesia, and currently facing various urban problems, especially education. Teachers as educators are important for PAUD. The teachers must have high qualification, have knowledge about child development, and about PAUD education system. It can be seen from the level of teaching efficacy and job satisfaction of teachers. Variabels which can increase job satisfaction are the school climate, social-emotional learning (SEL), and proactive personality mediated by teaching efficacy. The aim of this research is to examine the impact of the school climate, SEL and proactive personality on job satisfaction mediated by teaching efficacy. This quantitative research method uses the questionnaire to collect data. In order to prove the stated hypotheses, the structural equation model is used with a sample of 222 PAUD teachers in Depok. The result is the school climate, social-emotional learning, and proactive personality have a direct effect on job satisfaction and teaching efficacy mediates effect of them on job satisfaction. There's no direct effect between SEL and job satisfaction.