

Peran Kepuasan Kebutuhan Psikologis Dasar Guru dan Efikasi Diri Guru terhadap Kompetensi Sosial Emosional Guru Sekolah Dasar = The Role of Teachers' Basic Psychological Needs Satisfaction and Teachers' Self-Efficacy on Elementary School Teachers' Social Emotional Competencies

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Abstrak

Menjadi guru sekolah dasar merupakan salah satu profesi yang menantang dengan tingkat tuntutan sosial emosional yang tinggi. Mereka dituntut untuk dapat menampilkan kompetensi sosial emosional. Kenyataannya, masih banyak ditemukan guru yang belum menampilkan kompetensi sosial emosional yang memadai sesuai harapan. Untuk itu penelitian dilakukan untuk mengidentifikasi faktor yang berperan dalam mengembangkan kompetensi sosial emosional guru sekolah dasar. Penelitian ini bertujuan untuk melihat bagaimana peran kepuasan kebutuhan psikologis dasar guru dan efikasi diri guru terhadap kompetensi sosial emosional mereka. Sebanyak 483 guru sekolah dasar mengisi Social Emotional Competencies Teacher Rating Scale (SECTRS), Basic Psychological Need Satisfaction Scale - Work (BPNSS - Work), dan Indonesian Version - Teachers Sense of Efficacy Scale (I-TSES). Hasil menunjukkan bahwa terdapat peran kepuasan kebutuhan psikologis dasar guru ($R^2=0,571$, $F(1,481)=649,826$, $p<0,001$) dan efikasi diri guru ($R^2=0,372$, $F(1,481)=284,758$, $p<0,001$) terhadap kompetensi sosial emosional. Efikasi diri guru mempunyai peran yang lebih besar terhadap kompetensi sosial emosional guru dibandingkan kepuasan kebutuhan psikologis dasar guru. Hasil penelitian ini memiliki implikasi praktis bagi guru, sekolah, maupun pemerintah dalam penyusunan program intervensi untuk mendukung pengembangan kompetensi sosial emosional guru sekolah dasar. Pengembangan kompetensi sosial emosional guru dapat diarahkan pada pengembangan efikasi diri guru disamping memastikan kepuasan kebutuhan psikologis dasar mereka.

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Being an elementary school teacher is a challenging profession with a high level of social emotional demands. They are required to be able to perform social emotional competencies. In reality, there are still many teachers who do not perform adequate social emotional competencies as expected. Based on this situation, research was conducted to identify the factors that play a role in the development of elementary school teachers' social emotional competencies. This study tries to investigate the role of teachers' basic psychological needs satisfaction and teachers' self-efficacy on their social emotional competencies. A total of 483 elementary school teachers filled out Social Emotional Competencies Teacher Rating Scale (SECTRS), Basic Psychological Need Satisfaction Scale - Work (BPNSS - Work), and Indonesian Version - Teachers Sense of Efficacy Scale (I-TSES). The results showed that teachers' basic psychological needs satisfaction ($R^{>2}</sup>=0,571$, $F(1,481)=649,826$, $p<0,001$) and teachers' self-efficacy ($R^{>2}</sup>=0,372$, $F(1,481)=284,758$, $p<0,001$) play a role in teachers' social and emotional competencies. Teachers' self-efficacy has a greater contribution in elementary school teachers' social emotional competencies than teachers' basic psychological needs satisfaction. The results of this study have practical implications for teachers, schools and the government in designing interventions program to

support the development of elementary school teachers' social emotional competencies. The development of teachers' social emotional competencies can be directed at developing teachers' self-efficacy as well as ensuring the satisfaction of their basic psychological needs.