

Hubungan Antara Kepemimpinan Transformatif dan Efektivitas Guru dengan Moderasi Teacher Well-Being = Relationship Between Transformational Leadership and Teacher Effectiveness Moderated by Teacher Well-Being

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Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=9999920558913&lokasi=lokal>

Abstrak

Kepemimpinan transformatif di lingkungan pendidikan sudah diteliti dari sudut pandang kepala sekolah dan dosen (Park et al., 2016; Bolkan & Goodboy, 2011), namun juga berpotensi untuk diterapkan oleh guru Sekolah Dasar (SD) dalam rangka meningkatkan efektivitas (Jovanovic & Ciric, 2016). Selain itu, di masa pandemi COVID-19, teacher well-being sebaiknya menjadi pertimbangan bagi guru juga (Suparman, 2018; Harms et al., 2017). Penelitian ini dilakukan untuk melihat peran teacher well-being sebagai moderator hubungan antara kepemimpinan transformatif dan efektivitas guru. Pengambilan data dilakukan secara online dengan partisipan berupa guru SD (N = 147; 78.9% Perempuan; M usia = 38.9 tahun). Alat ukur yang digunakan meliputi Teacher Effectiveness Scale yang dikembangkan oleh Kyriakides et al. (2002), Multifactor Leadership Questionnaire yang dikembangkan oleh Mejia-Trejo et al. (2013), dan Teacher Subjective Wellbeing Questionnaire (TSWQ) yang dikembangkan oleh Renshaw et al. (2015). Penelitian ini tidak menemukan efek moderasi teacher well-being terhadap hubungan antara kepemimpinan transformatif dan efektivitas guru ($b = -0.0699$, 95% CI $[-0.2277, 0.0279]$, $t = -2.1544$, $p = 0.0329$). Hasil ini menunjukkan bahwa interaksi antara kepemimpinan transformatif guru dan teacher well-being tidak memprediksi efektivitas guru SD secara signifikan. Diskusi, limitasi, dan saran penelitian ini terlampir.

..... An amount of research has been conducted on the transformational leadership of school principals and university lecturers (Park et al., 2016; Bolkan & Goodboy, 2011). However, there is a chance that it could also be applied by teachers in order to increase teaching effectiveness (Jovanovic & Ciric, 2016). In addition, an important factor that can also affect teachers, especially during the COVID-19 pandemic, is teacher well-being (Suparman, 2018; Harms et al., 2017). This study was conducted to examine the role of teacher well-being as a moderator in the relationship between transformational leadership and the effectiveness of elementary school teachers. Data for this research were collected online from elementary school teachers (N = 147; 78.9% female; M age = 38.9 years). The measurements used were the Teacher Effectiveness Scale developed by Kyriakides et al. (2002), the Multifactor Leadership Questionnaire developed by Mejia-Trejo et al. (2013), and the Teacher Subjective Wellbeing Questionnaire (TSWQ) developed by Renshaw et al (2015). This study did not find a moderating effect of teacher well-being on the relationship between transformational leadership and teacher effectiveness ($b = -0.0699$, 95% CI $[-0.2277, 0.0279]$, $t = -2.1544$, $p = 0.0329$). These results indicate that the interaction between transformational leadership and teacher well-being did not predict the effectiveness of elementary school teachers. The discussion of the results, as well as the limitations of this research, and suggestions for future research are featured in this paper.