

Peran pendidikan profesi, teachers self-efficacy, dan work environment support dalam memprediksi perilaku inovatif guru = The role of professional education, teachers' self-efficacy, and work environment support in predicting teachers' innovative behavior

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Abstrak

ABSTRAK

Menjadi inovatif merupakan suatu kunci keberlangsungan suatu organisasi, termasuk institusi pendidikan. Guru, sebagai pemegang peran krusial dalam institusi pendidikan juga amat perlu mengembangkan perilaku inovatif agar dapat mencapai tujuan pendidikan di abad ke-21. Studi korelasional dilakukan dengan untuk meneliti apakah variabel work environmen support, teachers self-efficacy, dan pendidikan profesi memprediksi perilaku inovatif pada guru sekolah dasar di Jakarta, Bogor, Bekasi, dan Depok. Sebanyak 234 partisipan mengisi kuesioner self-report untuk mengukur ketiga variabel tersebut. Analisis multiple regression dilakukan untuk mengolah data yang diperoleh. Hasil penelitian menemukan bahwa ketiga variabel tersebut signifikan memprediksi perilaku inovatif guru, namun pada dimensi yang berbeda-beda dari perilaku inovatif guru. Selain itu, work environment support merupakan kontributor terbesar dalam memprediksi seluruh dimensi perilaku inovatif guru.

ABSTRACT

Being innovative has become a crucial task for any organization, including educational institution. Since teachers are the foremost position in such setting, it is imperative that teachers also exhibit innovative behavior in their daily lives in order to achieve educational goal of 21st century. A correlational study was conducted with 234 teachers filled out self-report questionnaires to test whether work environment support, teachers self-efficacy, and professional education predict elementary teachers innovative behavior in Jakarta, Bogor, Bekasi, and Depok. Multiple regression analysis was done to analyze the data collected. All variables were found significantly predicting innovative behavior, although on the varying dimensions of teachers innovative behavior. Work environment support contributes the most on predicting teachers innovative behavior.