



HUBUNGAN SELF EFFICACY DAN WORK ENGAGEMENT PADA GURU PAUD DAN TK/RA DI SLEMAN

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INTISARI

Guru merupakan profesi yang memiliki peranan penting dalam pendidikan. Profesi guru menuntut adanya *work engagement* yang tinggi karena guru berhubungan langsung dengan siswa serta memiliki tugas dan tanggung jawab penuh terhadap tercapainya tujuan pendidikan dan keberhasilan siswa. Terdapat tiga aspek utama yang membangun *work engagement* pada karyawan menurut Bakker & Demerouti (2007) yaitu *personal resources*, *job demands* dan *job resources*. *Job resources* didapat dari lingkungan karyawan, sementara *personal resources* berasal dari dalam diri individu. *Self efficacy* merupakan salah satu faktor dalam *personal resources*.

Penelitian ini bertujuan untuk menguji hubungan antara *self efficacy* dengan *work engagement* pada guru PAUD dan TK/RA. Sebanyak 66 orang guru dari 10 sekolah PAUD dan TK/RA di kecamatan Ngemplak, Sleman berpartisipasi dalam penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah UWES (*Utrecht Work Engagement Scale*) oleh Schaufeli, Salanova, Roma, dan Bekker (2002) untuk mengukur *work engagement* dan *self efficacy scale* (SES) yang dikembangkan oleh Bandura (1977). Teknik analisis yang digunakan adalah analisis korelasi *product momen*. Hasil analisis Taraf koefisien korelasi (r) = 0,582 dengan ($p < 0,05$). Artinya *self efficacy* berhubungan positif dengan *work engagement* guru, semakin tinggi *self efficacy* maka semakin tinggi *work engagement* guru. Variabel independen yaitu *self efficacy* memberikan sumbangan sebesar 35,2 % terhadap *work-engagement* pada guru pendidikan PAUD dan TK/RA.

Kata kunci: self efficacy, work engagement, guru PAUD dan TK/RA



**RELATIONSHIP BETWEEN *SELF EFFICACY* AND *WORK ENGAGEMENT*
AMONG TEACHERS OF EARLY CHILDHOOD EDUCATION AND
KINDERGARTEN**

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ABSTRACT

Teachers are professions that play an important role in education. This profession demands high work engagement because the teacher is directly related to the student and has full duty and responsibility towards the achievement of educational goals and student achievement. One of the main aspects of building employment engagement is the personal resources, job demands and job resources (Bakker & Demerouti, 2007). Job resources are available from the employee environment, personal resources while deriving from within the individual. Self-efficacy is one of the factors in personal resources.

This study aims to examine the relationship between self-efficacy with the work of engagement in early childhood Education and kindergarten teachers. A total of 66 teachers from 10 Early Childhood Education and Kindergarten in Ngemplak Sleman participated in this study. Data were collected using UWES (Scale of Utrecht Engagement) by Schaufeli, Salanova, Roma, and Bekker (2002) to measure the work of engagement and self efficacy scale (SES) developed by Bandura (1977). Product moments analysis techniques was used to analyze data. Results of analysis ($r = 0.582$, ($p < 0.05$)). It means that self-efficacy is positively related to work engagement, the higher the self efficacy the higher the worker's engagement. Independent variable (self efficacy) contributed effectively about 35,2% towards Ework-engagement at teacher of early childhood education and kindergarten.

Keywords: Self Efficacy, Work Engagement, Teachers of Early Childhood Education and Kindergarten