

Abstract

Indonesian government's endeavour to foster educational quality by setting teachers' qualification benchmark through Teacher Law and certification program has seemingly been promising. However, many research reported that certification has given little (if none) impact to teachers' performance. Providing professional allowance has shifted teachers' motivation from internal to external locus. Whereas theories and previous studies suggested that motivation is internally-driven and was highly affected by internal factors rather than external ones. Theoretically and empirically, efficacy-belief and professional commitment have strong relationship with motivation and study of all together along with certification, as assumed to be another source of motivation, is worth conducting. Therefore, the purpose of the present study was to examine whether teachers' achievement motivation can be predicted by teachers' self-efficacy, professional commitment, and certification status.

McClelland's theory of achievement motivation, Bandura's self-efficacy, and Allen and Meyer's professional commitment underpinned theoretical framework of the study. The data were collected from 351 teachers of 15 secondary schools in Jepara. A multiple regression analysis with dummy variable (i.e. certification status) revealed that the three predictors contribute simultaneously 64,4% to teachers' motivation. Self-efficacy and professional commitment were central to teachers' motivation. The result suggests that the increase of achievement motivation is attributed to the increase of self-efficacy and professional commitment. Contrary to earlier expectation, certified teachers show lower motivation than non-certified ones.

Keywords: self-efficacy, professional commitment, teacher certification, achievement motivation, secondary teachers



MOTIVASI BERPRESTASI GURU DITINJAU DARI EFIKASI-DIRI GURU, KOMITMEN TERHADAP PROFESI, DAN STATUS SERTIFIKASI

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Motivasi Berprestasi Guru Ditinjau dari Efikasi-Diri Guru, Komitmen Terhadap Profesi, dan Status Sertifikasi

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Abstrak

Penelitian ini bertujuan untuk menguji apakah motivasi berprestasi guru dapat diprediksi oleh efikasi-diri, komitmen terhadap profesi, dan status sertifikasi. Terdapat 351 guru sekolah menengah dari 15 sekolah di Jepara yang berpartisipasi dalam penelitian ini. Dari analisa regresi ganda didapatkan hasil bahwa efikasi-diri dan komitmen terhadap profesi memiliki peranan yang sangat penting terhadap motivasi guru dimana tinggi rendahnya efikasi-diri dan komitmen terhadap profesi berpengaruh terhadap tinggi-rendahnya motivasi berprestasi guru. Namun, sertifikasi menunjukkan arah hubungan negatif terhadap motivasi dimana tersertifikasinya guru tidak berpengaruh terhadap peningkatan motivasi dan menyebabkan terjadinya kemandegan bahkan penurunan motivasi. Diskusi lebih lanjut dilakukan untuk melihat peranan efikasi-diri, komitmen profesi, dan status sertifikasi dalam mempengaruhi motivasi guru baik secara teoretis maupun empiris.

Kata kunci: efikasi-diri, komitmen profesi, status sertifikasi, motivasi berprestasi, guru sekolah menengah