

PENGARUH *SELF-EFFICACY* TERHADAP *JOB CRAFTING* PADA GURU SEKOLAH DASAR DI KABUPATEN BONDOWOSO

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INTISARI

Penerapan pendekatan *deep learning* menuntut guru untuk mampu menyesuaikan strategi pembelajaran agar lebih *joyfull*, *meaningful*, dan *mindfull* pada peserta didik. Kondisi tersebut mendorong guru memiliki *self-efficacy* yang baik agar mampu melakukan *job crafting* dalam menyesuaikan tugas dan cara kerja sesuai dengan tuntutan pendekatan pembelajaran yang baru. Penelitian ini bertujuan untuk mengetahui pengaruh *self-efficacy* terhadap *job crafting* pada guru SD di Kabupaten Bondowoso. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian asosiatif untuk mengetahui pengaruh antara variabel *self-efficacy* sebagai variabel bebas dan *job crafting* sebagai variabel terikat. Sampel dalam penelitian ini adalah 366 guru SD di Kabupaten Bondowoso yang dipilih menggunakan teknik *proportionate stratified random sampling* dan *accidental sampling*. Instrumen penelitian ini menggunakan *General Self-efficacy Scale* (GSES) yang dikembangkan oleh Schwarzer dan Jerusalem (1995) sebanyak 10 item ($\alpha = 0,894$) serta *Job crafting Questionnaire* (JCQ) yang dikembangkan oleh Slemp dan Vella-Brodrick (2013) sebanyak 19 item ($\alpha = 0,868$). Hasil penelitian menunjukkan bahwa *self-efficacy* memiliki pengaruh positif dan signifikan terhadap *job crafting* pada guru SD di Kabupaten Bondowoso ($F = 82,168$; $p < 0,001$; $R^2 = 0,429$). Temuan tersebut menunjukkan bahwa *self-efficacy* memiliki pengaruh terhadap *job crafting* yang artinya guru dengan tingkat *self-efficacy* yang tinggi mampu melakukan *job crafting* melalui upaya menyesuaikan tugas, membangun hubungan kerja, serta memberikan makna positif terhadap pekerjaannya.

Kata Kunci: *deep learning*, guru, *job crafting*, sekolah dasar, *self-efficacy*

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1. Peneliti
 2. Dosen Pembimbing 1
 3. Dosen Pembimbing 2

THE EFFECT OF SELF-EFFICACY ON JOB CRAFTING AMONG ELEMENTARY SCHOOL TEACHERS IN BONDOWOSO REGENCY

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ABSTRACT

The implementation of the deep learning approach requires teachers to adapt their instructional strategies to create learning experiences that are more joyful, meaningful, and mindful for students. These demands require teachers to possess strong self-efficacy to engage in job crafting by adjusting their tasks and work methods in accordance with the requirements of this new instructional approach. This study aimed to examine the effect of self-efficacy on job crafting among elementary school teachers in Bondowoso Regency. This study employed a quantitative approach with an associative research design to examine the effect of self-efficacy as the independent variable on job crafting as the dependent variable. The sample consisted of 366 elementary school teachers in Bondowoso Regency selected using proportionate stratified random sampling and accidental sampling techniques. The research instruments included the General Self-Efficacy Scale (GSES) developed by Schwarzer and Jerusalem (1995), consisting of 10 items ($\alpha = 0.894$), and the Job Crafting Questionnaire (JCQ) developed by Slemp and Vella-Brodrick (2013), consisting of 19 items ($\alpha = 0.868$). The results showed that self-efficacy had a positive and significant effect on job crafting among elementary school teachers in Bondowoso Regency ($F = 82.168$; $p < 0.001$; $R^2 = 0.429$). These findings indicate that teachers with higher levels of self-efficacy are more likely to engage in job crafting by modifying their tasks, building supportive work relationships, and creating positive meaning in their work.

Keywords: *deep learning, elementary school teachers, job crafting, self-efficacy, teachers.*

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1. Research
 2. Supervisor 1
 3. Supervisor 2