

ABSTRAK

Penelitian ini bertujuan untuk menganalisis (1) pengaruh secara langsung efikasi diri terhadap kinerja guru, (2) pengaruh secara langsung komitmen organisasi terhadap kinerja guru, (3) pengaruh secara langsung persepsi dukungan organisasi terhadap kinerja guru, (4) peran perilaku kewargaan organisasi (Organizational Citizenship Behavior/OCB) dalam memediasi pengaruh efikasi diri terhadap kinerja guru, (5) peran perilaku kewargaan organisasi dalam memediasi pengaruh komitmen organisasi terhadap kinerja guru, dan (6) peran perilaku kewargaan organisasi dalam memediasi pengaruh persepsi dukungan organisasi terhadap kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian eksplanatori. Teknik pengambilan sampel menggunakan sampel jenuh dengan jumlah responden sebanyak 165 guru di Sekolah Strada Cabang Jakarta Utara-Timur. Data dianalisis menggunakan metode Partial Least Squares (PLS) dengan pendekatan Structural Equation Modeling (SEM) melalui aplikasi SmartPLS. Hasil penelitian menunjukkan bahwa (1) efikasi diri secara langsung berpengaruh positif dan signifikan terhadap kinerja guru, (2) komitmen organisasi secara langsung berpengaruh positif dan signifikan terhadap kinerja guru, (3) persepsi dukungan organisasi secara langsung tidak berpengaruh signifikan terhadap kinerja guru, (4) perilaku kewargaan organisasi tidak memediasi pengaruh efikasi diri terhadap kinerja guru, (5) perilaku kewargaan organisasi memediasi secara parsial pengaruh komitmen organisasi terhadap kinerja guru, dan (6) perilaku kewargaan organisasi memediasi secara penuh pengaruh persepsi dukungan organisasi terhadap kinerja guru.

Kata kunci: efikasi diri, komitmen organisasi, persepsi dukungan organisasi, perilaku kewargaan organisasi, kinerja guru

ABSTRACT

This study aims to analyze (1) the direct effect of self-efficacy on teacher performance, (2) the direct effect of organizational commitment on teacher performance, (3) the direct effect of perceived organizational support on teacher performance, (4) the mediating role of Organizational Citizenship Behavior (OCB) in the relationship between self-efficacy and teacher performance, (5) the mediating role of Organizational Citizenship Behavior in the relationship between organizational commitment and teacher performance, and (6) the mediating role of Organizational Citizenship Behavior in the relationship between perceived organizational support and teacher performance. This study used a quantitative approach with an explanatory research design. The sampling technique was saturated sampling, involving 165 teachers from Strada Schools, North-East Jakarta Branch. The data were analyzed using the Partial Least Squares (PLS) method with a Structural Equation Modeling (SEM) approach through SmartPLS software. The results show that (1) self-efficacy has a positive and significant direct effect on teacher performance, (2) organizational commitment has a positive and significant direct effect on teacher performance, (3) perceived organizational support does not have a significant direct effect on teacher performance, (4) Organizational Citizenship Behavior does not mediate the effect of self-efficacy on teacher performance, (5) Organizational Citizenship Behavior partially mediates the effect of organizational commitment on teacher performance, and (6) Organizational Citizenship Behavior fully mediates the effect of perceived organizational support on teacher performance.

Keywords: self-efficacy, organizational commitment, perceived organizational support, organizational citizenship behavior, teacher performance.