

# Peran Efikasi Diri Guru dalam Memediasi Iklim Sekolah Kreatif dan Perilaku Guru Membina Kreativitas pada Siswa Sekolah Dasar = The Role of Teacher Self-Efficacy in Mediating the Creative School Climate and Creativity Fostering Teacher Behavior among Students in Elementary School

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## Abstrak

Pendidikan memegang peranan penting dalam mengembangkan kreativitas siswa. Iklim sekolah kreatif dan efikasi diri guru merupakan faktor utama yang dapat memengaruhi perkembangan kreativitas siswa.

Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri guru dalam memediasi iklim sekolah kreatif dan perilaku guru membina kreativitas pada siswa sekolah dasar. Penelitian dilakukan kepada 118 guru sekolah dasar di Jabodetabek. Alat ukur yang digunakan dalam penelitian ini adalah CFTI Scales (Soh, 2000), R-SLEQ (Johnson et al., 2007), dan I-TSES (Rahayu & Wangid, 2021). Hasil penelitian menunjukkan terdapat full mediation pada hubungan iklim sekolah kreatif dan perilaku guru membina kreativitas siswa yang dimediasi oleh efikasi diri guru. Hal ini menunjukkan bahwa iklim sekolah kreatif dapat memengaruhi perilaku guru membina kreativitas apabila dimediasi oleh efikasi diri guru. Implikasi dari penelitian menekankan bahwa sekolah harus membentuk iklim pembelajaran kreatif dan guru perlu memiliki efikasi diri yang baik agar dapat mengembangkan kreativitas siswa.

.....Education plays a vital role in developing students' creativity. Creative school climate and teacher self-efficacy are the main factors that can influence the development of student creativity. This study aims to determine the effect of teacher self-efficacy in mediating creative school climate and creativity fostering teacher behavior in elementary school students. The study was conducted on 118 elementary school teachers in Jabodetabek. The measuring instruments used in this study are CFTI Scales (Soh, 2000), R-SLEQ (Johnson et al., 2007), and I-TSES (Rahayu & Wangid, 2021). The results showed that there was full mediation in the relationship between creative school climate and creativity fostering teacher behavior mediated by teacher self-efficacy. This shows that creative school climate can creativity fostering teacher behavior when mediated by teacher self-efficacy. The implication of the study emphasizes that schools should establish a creative learning climate and teachers need to have good self-efficacy in order to develop students' creativity.