

# Peran Efikasi Diri Guru sebagai Mediator terhadap Hubungan antara Persepsi Iklim Sekolah dan Kompetensi Sosial Emosional pada Guru Sekolah Dasar = Teachers` Self Efficacy as Mediator in The Relationship Between Perceived School Climate and Elementary School Teachers` Social Emotional Competencies

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## Abstrak

Kompetensi sosial emosional merupakan salah satu kemampuan yang dibutuhkan oleh guru dalam menyiapkan siswa yang kompeten secara sosial emosional untuk menghadapi berbagai tantangan di abad 21. Dalam mengembangkan kompetensi sosial emosional pada guru, persepsi guru terhadap iklim sekolah dan tingkat efikasi diri guru menjadi faktor yang mendukung hal tersebut. Penelitian ini bertujuan untuk mencari efek mediasi yang dimiliki oleh efikasi diri guru terhadap hubungan antara persepsi iklim sekolah dan kompetensi sosial emosional guru. Partisipan pada penelitian ini berjumlah 493 guru sekolah dasar di Indonesia. Penelitian ini merupakan penelitian kuantitatif dengan alat ukur Social Emotional Competencies-Teacher Rating Scale untuk mengukur kompetensi sosial emosional guru, Revised-School Level Enviromental Questionnaire untuk mengukur persepsi iklim sekolah, dan Teachers` Sense of Efficacy Scale versi bahasa Indonesia untuk mengukur efikasi diri guru. Analisis regresi Hayes dilakukan terhadap penelitian ini dan ditemukan bahwa terdapat mediasi parsial untuk variabel efikasi diri guru terhadap hubungan persepsi iklim sekolah dan kompetensi sosial emosional guru pada dimensi teacher-student relationships dan emotion regulation. Hasil temuan ini membuktikan bahwa persepsi positif guru terhadap iklim sekolah dan efikasi diri guru berperan dalam meningkatkan kompetensi sosial emosional pada guru sekolah dasar.

.....Social-emotional competence is one of the abilities required by teachers to prepare students who are socially and emotionally competent to face various challenges in the 21st century. In developing social-emotional competence in teachers, teachers' perceptions of the school climate and the level of teacher self-efficacy become factors that support this. This study aims to find the mediating effect of teacher self-efficacy on the relationship between perceptions of the school climate and the social-emotional competence of teachers. The participants in this study were 493 elementary school teachers in Indonesia. This research is quantitative in nature, using the Social Emotional Competencies-Teacher Rating Scale (SECTRS) to measure teachers' social-emotional competence, the Revised-School Level Environmental Questionnaire (R-SLEQ) to measure perceptions of the school climate, and the Teachers` Sense of Efficacy Scale in the Indonesian language (I-TSES) to measure teacher self-efficacy. Regression analysis, specifically Hayes' method, was applied to this research, and it was found that there is partial mediation for the variable of teacher self-efficacy in the relationship between perceptions of the school climate and teachers' social-emotional competence in the dimensions of teacher-student relationships and emotion regulation. These findings demonstrate that positive perceptions of the school climate and teacher self-efficacy play a role in enhancing social-emotional competence in elementary school teachers.