

## ABSTRAK

### **TEACHING EFFECTIVENESS BERBASIS KARAKTERISTIK PSIKOLOGIS GURU**

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Penelitian ini bertujuan untuk: (1) membangun *teaching effectiveness* berbasis karakteristik psikologis guru yang meliputi *teacher self-efficacy*, *teacher engagement*, dan *teacher well-being*; (2) merekonstruksi dimensi dan indikator karakteristik psikologis yang membangun *teaching effectiveness*; serta (3) menghasilkan kerangka konseptual *teaching effectiveness* berdasarkan ketiga karakteristik psikologis tersebut. Penelitian menggunakan pendekatan *exploratory sequential mixed methods*. Tahap kualitatif diawali dengan analisis kebutuhan melalui *Focus Group Discussion* (FGD) dan diskusi eksploratif untuk mengidentifikasi isu aktual serta memetakan indikator kontekstual. Data kualitatif dianalisis menggunakan perangkat lunak NVivo. Tahap kuantitatif dilakukan melalui uji coba awal menggunakan *Rasch Model* dan *Exploratory Factor Analysis* (EFA), dilanjutkan dengan uji lapangan menggunakan *Confirmatory Factor Analysis* (CFA) dan *Structural Equation Modeling–Partial Least Squares* (SEM-PLS) untuk memvalidasi konstruk dan menguji hubungan struktural antarvariabel.

Hasil analisis kualitatif dan teoretis mengonfirmasi dimensi operasional yang mengintegrasikan *grand theory* dan *intermediate theory* sebagai dasar pembentukan kerangka konseptual *Teaching Effectiveness Assessment Framework* (TEAF). Hasil pengujian struktural menunjukkan bahwa *teacher self-efficacy* merupakan prediktor terkuat secara langsung terhadap *teaching effectiveness* ( $\beta = 0,602$ ;  $p < 0,001$ ), diikuti oleh *teacher engagement* yang juga berpengaruh signifikan ( $\beta = 0,330$ ;  $p < 0,001$ ). Sementara itu, *teacher well-being* tidak berpengaruh langsung secara signifikan terhadap *teaching effectiveness* ( $\beta = 0,024$ ;  $p = 0,499$ ), tetapi memiliki peran penting melalui mekanisme mediasi. Jalur pengaruh tidak langsung yang paling dominan adalah *teacher well-being* melalui *teacher self-efficacy* terhadap *teaching effectiveness* ( $\beta = 0,534$ ;  $T = 10,985$ ;  $p < 0,001$ ). Temuan ini menunjukkan bahwa *teacher well-being* berperan sebagai fondasi psikologis yang memperkuat *teacher self-efficacy* dan *teacher engagement* dalam membangun *teaching effectiveness*. Kerangka konseptual TEAF memiliki kekuatan prediktif yang sangat tinggi, ditunjukkan oleh nilai  $R^2$  seluruh konstruk endogen yang mencapai  $\geq 0,75$ . Dengan demikian, *teaching effectiveness* tidak hanya ditentukan oleh kompetensi pedagogik, tetapi juga memerlukan penguatan karakteristik psikologis guru sebagai dasar intervensi berbasis kerangka konseptual TEAF.

**Kata kunci:** *teaching effectiveness*, *teacher self-efficacy*, *teacher engagement*, *teacher well-being*.

## ABSTRACT

### ***TEACHING EFFECTIVENESS BASED ON TEACHERS' PSYCHOLOGICAL CHARACTERISTICS***

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This study aims to: (1) construct teaching effectiveness based on teachers' psychological characteristics, including teacher self-efficacy, teacher engagement, and teacher well-being; (2) reconstruct the dimensions and indicators of the psychological characteristics that constitute teaching effectiveness; and (3) develop a conceptual framework for teaching effectiveness based on these three psychological characteristics. The study employs an exploratory sequential mixed methods approach. The qualitative phase began with a needs analysis via Focus Group Discussions (FGDs) and exploratory discussions to identify current issues and map contextual indicators. Qualitative data were analyzed using NVivo software. The quantitative phase involved a pilot study using the Rasch Model and Exploratory Factor Analysis (EFA), followed by a field test using Confirmatory Factor Analysis (CFA) and Structural Equation Modeling–Partial Least Squares (SEM-PLS) to validate constructs and test structural relationships among variables.

The results of the qualitative and theoretical analyses confirmed the operational dimensions that integrate the grand theory and intermediate theory as the basis for the development of the Teaching Effectiveness Assessment Framework (TEAF). The results of the structural testing indicate that teacher self-efficacy is the strongest direct predictor of teaching effectiveness ( $\beta = 0.602$ ;  $p < 0.001$ ), followed by teacher engagement, which also has a significant effect ( $\beta = 0.330$ ;  $p < 0.001$ ). Meanwhile, teacher well-being does not have a significant direct effect on teaching effectiveness ( $\beta = 0.024$ ;  $p = 0.499$ ), but plays a crucial role through a mediating mechanism. The most dominant indirect influence pathway is teacher well-being through teacher self-efficacy on teaching effectiveness ( $\beta = 0.534$ ;  $T = 10.985$ ;  $p < 0.001$ ). These findings indicate that teacher well-being serves as a psychological foundation that strengthens teacher self-efficacy and teacher engagement in building teaching effectiveness. The TEAF conceptual framework possesses very high predictive power, as evidenced by  $R^2$  values for all endogenous constructs reaching  $\geq 0.75$ . Thus, teaching effectiveness is not solely determined by pedagogical competence but also requires the strengthening of teachers' psychological characteristics as the basis for interventions grounded in the TEAF conceptual framework.

**Keywords:** teaching effectiveness, teacher self-efficacy, teacher engagement, teacher well-being.