

***SELF-EFFICACY GURU MISMATCH SEKOLAH MENENGAH
KEJURUAN DI KABUPATEN BANDUNG BARAT***

TESIS

Diajukan untuk memenuhi sebagian dari syarat untuk memperoleh gelar Magister
Pendidikan dalam Bidang Psikologi Pendidikan



Oleh:

**ERNA HADIANTI MUTAJANIDAH
(NIM. 2012929)**

**PROGRAM STUDI PSIKOLOGI PENDIDIKAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2023**

***SELF-EFFICACY GURU MISMATCH SEKOLAH MENENGAH
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Oleh:
Erna Hadianti Mutajanidah

Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Sekolah Pascasarjana
Program Studi Psikologi Pendidikan

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Sekolah Pascasarjana Universitas Pendidikan Indonesia
Oktober 2023

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LEMBAR PENGESAHAN

ERNA HADIANTI MUTAJANIDAH

*SELF-EFFICACY GURU MISMATCH SEKOLAH MENENGAH KEJURUAN
DI KABUPATEN BANDUNG BARAT*

Disetujui dan disahkan oleh:

Pembimbing I,



Prof. Dr. Juntika Nurihsan, M.Pd.
NIP. 19660601 199103 1 005

Pembimbing II,



Dr. Ilfiandra, M.Pd.
NIP. 19721124 199903 1 003

Mengetahui,
Ketua Program Studi Psikologi Pendidikan Sekolah Pascasarjana
Universitas Pendidikan Indonesia



Dr. Tina Hayati Dahlan, S.Psi., M.Pd., Psikolog.
NIP. 19720419 200912 2 002

Tesis ini telah diuji pada sidang tahap II

Hari/Tanggal : Kamis, 31 Agustus 2023

Tempat : Gedung SPs, Lt. 2 Ruang 22A



Penguji I : Prof. Dr. Juntika Nurihsan, M.Pd.
NIP. 19660601 199103 1 005



Penguji II : Dr. Ilfiandra, M.Pd.
NIP. 19721124 199903 1 003



Penguji III : Hani Yulindrasari, S.Psi., M.Gendst., PhD.
NIP. 19790714 200212 2 001



Penguji IV : Dr. Tina Hayati Dahlan, S.Psi., M.Pd., Psikolog
NIP. 19720419 200912 2 002

Mengetahui,
Ketua Program Studi Psikologi Pendidikan Sekolah Pascasarjana
Universitas Pendidikan Indonesia



Dr. Tina Hayati Dahlan, S.Psi., M.Pd., Psikolog.
NIP. 19720419 200912 2 002

ABSTRAK

Bandura dalam teori kognisi sosialnya menyebutkan bahwa tindakan yang dilakukan oleh manusia merupakan hasil dari interaksi antara faktor pribadi individu (kognitif, afektif, dan biologis), perilaku, dan lingkungan yang saling berkaitan dan saling memengaruhi antara satu dan yang lainnya. Sementara bagi seorang guru *mismatch*, mengajar bidang studi yang tidak sesuai dengan latar belakang pendidikan dan kompetensi yang dimilikinya berdampak terhadap keyakinannya untuk mampu terlibat dalam proses pengajaran dan mengelola kelas. *Self-efficacy* merupakan faktor kognitif untuk membangun konstruk diri guru *mismatch* yang berhubungan dengan kemampuannya untuk melakukan tindakan yang diperlukan agar dapat menjalankan tugasnya dan mampu menghadapi berbagai hambatan yang menyertainya. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologi. Dengan melibatkan lima orang partisipan yang merupakan guru *mismatch* pada salah satu SMK di Kabupaten Bandung Barat, penelitian ini bertujuan untuk mengungkap profil *self-efficacy* guru *mismatch* dalam *teacher engagement*, *instructional strategies*, dan *classroom management*. Hasil penelitian menunjukkan bahwa penguasaan terhadap materi ajar merupakan sumber utama keyakinan *self-efficacy* guru *mismatch* dalam keterlibatan guru, penerapan strategi pengajaran, dan pengelolaan kelas. Dukungan rekan kerja ditemukan sebagai sumber lain dari *self-efficacy* guru *mismatch*. Rekomendasi dibahas untuk para guru *mismatch* dan pengambil kebijakan pendidikan di tingkat sekolah, serta rekomendasi ditujukan untuk penelitian selanjutnya.

Kata kunci: *classroom management*, *guru mismatch*, *instructional strategies*, *self-efficacy*, *teacher engagement*

ABSTRACT

Bandura in his theory of social cognition states that actions taken by humans are the result of interactions among individual personal factors (cognitive, affective, and biological factor), behavior, and the environment which are interrelated and influence each other. Meanwhile, for a mismatched teacher, teaching a mismatch subject that is not in accordance with her/his educational background and competencies has impacts on her/his faith in being able to be engaged in the teaching process and managing the classroom. Self-efficacy is a cognitive factor to build the mismatched teacher's self-construct which is related to her/his capability to take the necessary actions in order to carry out her/his tasks and be able to deal with the various obstacles that go with it. This study used a qualitative approach with a phenomenological design. By involving five participants who are mismatched teachers at a SMK in West Bandung Regency, this research aimed to reveal the self-efficacy profile of mismatched teachers in teacher engagement, instructional strategies, and classroom management. The finding showed that mastery of teaching materials was the main source of mismatched teachers' self-efficacy beliefs in teacher engagement, implementation of instructional strategies, and classroom management. Colleague support was found to be another source of mismatched teacher self-efficacy. Recommendations are discussed for mismatched teachers and education policy makers at the school level, as well as recommendations for further research.

Keywords: *classroom management, mismatched teacher, instructional strategies, self-efficacy, teacher engagement*

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