

**PERAN *TEACHER GRIT* DALAM MEMODERASI HUBUNGAN ANTARA
WORKLOAD DENGAN KEPUASAN KERJA PADA GURU
TAMAN KANAK-KANAK**



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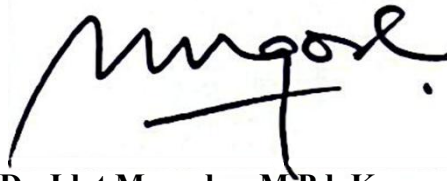
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ABSTRAK

Penelitian ini bertujuan untuk menguji peran *teacher grit* sebagai variabel moderator dalam hubungan antara beban kerja dan kepuasan kerja pada guru Taman Kanak-Kanak (TK). Latar belakang penelitian ini berpijak pada fenomena meningkatnya tuntutan kerja guru yang berpotensi menurunkan kepuasan kerja, terutama apabila tidak diimbangi dengan ketahanan psikologis dan motivasi intrinsik jangka panjang yang tercermin dalam konsep *teacher grit*. Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan melibatkan 374 guru TK di wilayah Bandung Raya yang dipilih melalui teknik *purposive sampling* berdasarkan kriteria pengalaman kerja minimal satu tahun, aktif mengajar, dan bersedia menjadi responden. Pengumpulan data dilakukan menggunakan angket daring dengan tiga instrumen terstandar, yaitu *Teacher Workload Questionnaire* (TWQ), *Teacher Grit Scale* (TGS), dan *Teacher Job Satisfaction Scale* (TJSS) yang telah melalui uji validitas dan reliabilitas. Hasil penelitian menunjukkan bahwa beban kerja memiliki pengaruh negatif terhadap kepuasan kerja, sedangkan *teacher grit* berpengaruh positif terhadap kepuasan kerja. Selain itu, *teacher grit* terbukti memoderasi hubungan antara beban kerja dan kepuasan kerja, di mana guru dengan tingkat *grit* yang tinggi mampu mempertahankan kepuasan kerja meskipun menghadapi beban kerja yang tinggi. Temuan ini menegaskan bahwa pengembangan *teacher grit* merupakan strategi penting untuk menjaga kesejahteraan psikologis dan kepuasan kerja guru TK dalam menghadapi tekanan kerja yang meningkat.

Kata Kunci: Beban Kerja, Teacher Grit, Kepuasan Kerja, Guru TK

ABSTRACT

This study aims to examine the role of teacher grit as a moderating variable in the relationship between workload and job satisfaction among kindergarten teachers. The background of this research is based on the phenomenon of increasing job demands on teachers, which has the potential to reduce job satisfaction, particularly when not accompanied by psychological resilience and long-term intrinsic motivation as reflected in the concept of teacher grit. This research employed a quantitative correlational approach involving 374 kindergarten teachers in the Greater Bandung area, selected through purposive sampling based on criteria of having at least one year of teaching experience, being actively employed, and willingness to participate. Data were collected using an online questionnaire with three standardized instruments, namely the Teacher Workload Questionnaire (TWQ), Teacher Grit Scale (TGS), and Teacher Job Satisfaction Scale (TJSS), all of which had been tested for validity and reliability. The findings revealed that workload has a negative effect on job satisfaction, while teacher grit has a positive effect on job satisfaction. Furthermore, teacher grit was found to moderate the relationship between workload and job satisfaction, indicating that teachers with high grit are able to maintain their job satisfaction despite facing high workloads. These findings underscore the importance of developing teacher grit as a key strategy to maintain the psychological well-being and job satisfaction of kindergarten teachers in the face of increasing work demands.

Keywords: Workload, Teacher Grit, Job Satisfaction, Kindergarten Teacher

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