ABSTRAK

Motivasi mengajar merupakan faktor penting yang mendukung efektivitas proses pembelajaran dan kinerja guru. Salah satu faktor yang diduga memengaruhi motivasi mengajar adalah *teacher self-efficacy*, yaitu keyakinan guru terhadap kemampuannya dalam melaksanakan tugas dan tanggung jawab profesional. Penelitian ini bertujuan untuk mengetahui pengaruh *teacher self-efficacy* terhadap motivasi mengajar pada anggota Kelompok Kerja Guru (KKG) Kecamatan Tibawa. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi linear sederhana. Populasi penelitian terdiri atas seluruh anggota KKG Kecamatan Tibawa dengan jumlah sampel sebanyak 50 guru yang ditentukan menggunakan teknik sampling jenuh. Pengumpulan data dilakukan menggunakan *Teacher's Sense of Efficacy Scale* (TSES) dan *Work Tasks Motivation Scale for Teachers* (WTMST). Data dianalisis menggunakan regresi linear sederhana untuk menguji pengaruh teacher *self-efficacy* terhadap motivasi mengajar. Hasil penelitian menunjukkan bahwa *teacher self-efficacy* dan motivasi mengajar berada pada kategori sedang. Hasil uji regresi linear sederhana menunjukkan bahwa *teacher self-efficacy* tidak berpengaruh signifikan terhadap motivasi mengajar dengan nilai signifikansi sebesar 0,361 ($p > 0,05$). Nilai koefisien determinasi (R^2) sebesar 0,017 menunjukkan bahwa *teacher self-efficacy* hanya memberikan kontribusi sebesar 1,7% terhadap motivasi mengajar, sedangkan 98,3% sisanya dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini. Dengan demikian, *teacher self-efficacy* bukan merupakan faktor yang secara signifikan memengaruhi motivasi mengajar pada anggota KKG Kecamatan Tibawa.

Kata kunci: *Teacher self-efficacy*, Motivasi mengajar, Guru.

ABSTRACT

Teaching motivation is a critical factor that enhances both the effectiveness of the learning process and teacher performance. Teacher self-efficacy, defined as teachers' belief in their capacity to fulfill professional duties and responsibilities, is hypothesized to influence teaching motivation. This study investigated the effect of teacher self-efficacy on teaching motivation among members of the Teacher Working Group (Kelompok Kerja Guru/KKG) in Tibawa District. A quantitative research design was utilized, employing simple linear regression analysis. The study population comprised all KKG members in Tibawa District, with a sample of 50 teachers selected through saturated sampling. Data collection instruments included the Teacher's Sense of Efficacy Scale (TSES) and the Work Tasks Motivation Scale for Teachers (WTMST). Data were analyzed using simple linear regression to assess the impact of teacher self-efficacy on teaching motivation. Findings indicated that both teacher self-efficacy and teaching motivation were at moderate levels. The regression analysis revealed that teacher self-efficacy did not significantly affect teaching motivation, as evidenced by a significance value of 0.361 ($p > 0.05$). The coefficient of determination (R^2) was 0.017, suggesting that teacher self-efficacy accounted for only 1.7% of the variance in teaching motivation, with the remaining 98.3% attributable to other unexamined factors. Therefore, teacher self-efficacy was not identified as a significant determinant of teaching motivation among KKG members in Tibawa District.

Keywords: *teacher self-efficacy, teaching motivation, teachers.*