

## ABSTRAK

DEWI HARTAWATI. 2015 Hubungan antara *Self-efficacy* dengan *Burnout* pada pengajar TK sekolah “X” di Jakarta. (Dibimbing oleh Dra. Sulis Mariyanti, M.Si., Psi. dan Sri Handayani, SE, Mak, MM).

Faktor yang perlu dimiliki oleh seorang pengajar diantaranya adalah *Self-efficacy* yang dapat membantu pengajar menghadapi kendala dalam menjalani tuntutan tugasnya. Ketidakyakinan pengajar akan kemampuan dirinya dalam menghadapi tuntutan tugasnya dapat menimbulkan stres dan menyebabkan *Burnout*. Dengan kata lain, terdapat hubungan antara *Self-efficacy* dan *Burnout* pada pengajar.

Penelitian ini bersifat kuantitatif korelasional non-eksperimental. Sampel penelitian berjumlah 40 pengajar TK sekolah “X” di Jakarta. Teknik sampling yang digunakan adalah sampel jenuh. Instrumen penelitian yang digunakan adalah kuesioner *Burnout* dan kuesioner *Self-efficacy*. Masing-masing kuesioner memiliki tingkat reliabilitas ( $\alpha$ ) 0,965 untuk variabel *Burnout* dengan 45 item valid dan ( $\alpha$ ) 0,978 untuk variabel *Self-efficacy* dengan 58 item valid.

Hasil penelitian menunjukkan koefisien korelasi kuat sebesar -0,691 dengan sig. 0,000 ( $p < 0,01$ ), artinya ada hubungan negatif kuat signifikan antara *Self-efficacy* dengan *Burnout* pada pengajar TK sekolah “X”. Pengajar TK sekolah “X” memiliki *Self-efficacy* tinggi lebih banyak dibandingkan yang memiliki *Self-efficacy* rendah. *Burnout* pada pengajar TK sekolah “X” lebih banyak memiliki *Burnout* rendah dibandingkan *Burnout* tinggi. Berdasarkan analisis hubungan *Burnout* dengan data penunjang yang menggunakan tabulasi silang ( $p > 0,005$ ) menunjukkan tidak terdapat hubungan antara *Burnout* dengan usia, status, pendidikan dan jabatan pada pengajar TK sekolah “X” di Jakarta.

Kata kunci: Pengajar, *Self-efficacy*, *Burnout*

## ABSTRACT

DEWI HARTAWATI. 2015 *The Relationship of Self-efficacy with Burnout on The "X" Preschool Teacher in Jakarta*. (Supervised by Dra.Sulis Mariyanti,M.Si., Psi. and Sri Handayani, SE,Mak,MM).

*Teacher needs to have a Self-efficacy as the main factor which can help them to perform well when they have to face the demand as a teacher. Teachers who have lack of Self-efficacy in doing their job as a teacher tend to have stress and get Burnout. Therefore, there is a correlation between Self-efficacy and Burnout.*

*This research is a quantitative, with statistical techniques correlations. The sample in this study involved 40 of The "X" Preschool Teacher in Jakarta. Sample was taken by census method. The instrument used are Self-efficacy and Burnout scale with reliability coefficient ( $\alpha$ ) 0,965 for Burnout variable with 45 valid items and ( $\alpha$ ) 0,978 for Self-efficacy variable with 58 valid items.*

*The results showed the strong correlation coefficient of -0,691 with sig. 0,000 ( $p < 0.01$ ), which means that there is a negative strong significant correlation between Self-efficacy with Burnout on The "X" Preschool teacher, belonging to the categorisation is moderately, where Self-efficacy is high and the level of Burnout on the "X" Preschool teacher belonging to the categorisation is moderately, where Burnout is low. Burnout analysis with age, marital status, education and job using cross-tabulation ( $p > 0,005$ ) showed there is no correlation between age, marital satus, education and job with Burnout.*

Keyword: *Teacher, Self-efficacy, Burnout*