

## ABSTRACT

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### **THE INFLUENCE OF TEACHER SELF-EFFICACY AND TEACHING MOTIVATION ON TEACHER READINESS TO APPLY STEAM APPROACH (SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATHEMATICS) IN SERPONG KINDERGARTENS.**

(xvii + 175 Pages; 16 Figures; 34 Tables; 43 Attachments)

Kindergarten-level education aims to train fundamental skills to prepare children to face the challenges of the 21st century. School systems worldwide has prioritized science education, acknowledging its critical role in advancement of technology globally. Science, Technology, Engineering, Arts, and Mathematics (STEAM) approach has been developed since 2010 to meet the demand for science education from schools. This research observes the implementation of STEAM approach in kindergartens in Serpong district in South Tangerang, Banten. It examines the effects of teachers' self-efficacy (independent variable) and teaching motivation (independent variable) on their readiness (dependent variable) in implementing STEAM approach. The study uses a quantitative approach, survey design through questionnaires, which are distributed to 143 respondents in 12 kindergartens in the district. The data obtained are later analyzed using SPSS. Results of the study reveal that, individually, teacher self-efficacy has a positive and significant impact (41.7%) on teachers' readiness in implementing STEAM while teaching motivation has no statistically significant impact (9.8%) on the readiness. Simultaneously, however, both teacher self-efficacy and teaching motivation have a positive and significant impact (27.8%) on the teachers' readiness. These findings illustrate the critical roles of teachers' self-efficacy and teaching motivation in STEAM implementation for pupils in kindergartens.

Kata kunci: *STEAM (Science, Technology, Engineering, Arts and Math). Teacher Self Efficacy. Teaching motivation.*

Reference : 153 (1985 - 2023)

## ABSTRAK

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### **PENGARUH *TEACHER SELF-EFFICACY* DAN MOTIVASI MENGAJAR TERHADAP KESIAPAN GURU MENERAPKAN PENDEKATAN STEAM (*SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATHEMATICS*) DI TK WILAYAH KECAMATAN SERPONG.**

(xvii + 175 Hal; 16 Gambar; 34 Tabel; 43 Lampiran)

Pendidikan tingkat Taman Kanak-Kanak bertujuan untuk melatih keterampilan dasar untuk mempersiapkan anak menghadapi tantangan abad ke-21. Sistem sekolah di seluruh dunia telah memprioritaskan pendidikan sains, dan menyadari peran pentingnya dalam kemajuan teknologi secara global. Pendekatan STEAM (*Science, Technology, Engineering, Arts, and Mathematics*) telah dikembangkan sejak tahun 2010 untuk memenuhi kebutuhan pendidikan sains di sekolah. Penelitian ini mengamati implementasi pendekatan STEAM di Taman Kanak-kanak di Kabupaten Serpong, Tangerang Selatan, Banten. Penelitian ini menguji pengaruh *teacher self-efficacy* (variabel independen) dan motivasi mengajar (variabel independen) terhadap kesiapan guru (variabel dependen) dalam menerapkan pendekatan STEAM. Penelitian menggunakan pendekatan kuantitatif jenis survey melalui kuesioner yang disebarakan kepada 143 responden di 12 Taman Kanak-Kanak di kabupaten tersebut. Data yang diperoleh kemudian dianalisis dengan menggunakan SPSS. Hasil penelitian menunjukkan bahwa secara individual, *teacher self-efficacy* mempunyai pengaruh yang positif dan signifikan (41,7%) terhadap kesiapan guru dalam menerapkan STEAM, sedangkan motivasi mengajar tidak mempunyai pengaruh yang signifikan secara statistik (9,8%) terhadap kesiapan. Namun secara simultan, *teacher self-efficacy* dan motivasi mempunyai pengaruh positif dan signifikan (27,8%) terhadap kesiapan guru. Temuan ini menggambarkan peran penting dari *teacher self-efficacy* dan motivasi mengajar dalam penerapan STEAM untuk siswa di taman kanak-kanak.

Kata kunci: *STEAM (Science, Technology, Engineering, Arts and Math). Teacher Self Efficacy. Motivasi mengajar.*

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