

PROFILES OF SENIOR HIGH SCHOOL ENGLISH TEACHERS SELF-EFFICACY AND JOB SATISFACTION IN YOGYAKARTA

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ABSTRACT

A growing body of literature related to the process and outcomes of learning English in senior high schools has revealed the importance of cognitive factors in determining the success of the learning process. Among the non-cognitive factors that have been widely discussed are self-efficacy and teacher job satisfaction. The purpose of this study was to reveal the profile of self-efficacy and job satisfaction of high school English teachers in Yogyakarta. This study used a quantitative research design with the main data collection tool in the form of a questionnaire related to teacher self-efficacy and job satisfaction. The subjects of this study were 340 high school teachers in the Province of the Special Region of Yogyakarta. The main analysis used in this research is Latent Profile Analysis using MPlus 7.4 program. The results showed that there were two groups of English teachers in this study, namely English teachers with high self-efficacy in teaching English (73.3%) and groups of English teachers with low self-efficacy in teaching English (26.7%). The results of this study also revealed that there were three groups of English teachers related to their level of performance satisfaction, namely English teachers with high, medium and low levels of performance satisfaction.

Kata Kunci: *Self efficacy, job satisfaction, profile*