

## ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh *self-efficacy* dan *locus of control* terhadap *work engagement* serta dampaknya pada kinerja guru, baik secara simultan maupun parsial. Penelitian ini menggunakan pendekatan deskriptif dan verifikatif dengan metode survei, di mana pengumpulan data dilakukan melalui observasi dan penyebaran kuesioner kepada 51 responden yang merupakan guru SMP dan SMA di Yayasan Istiqamah Bandung melalui *Google Form*. Analisis data dilakukan dengan menggunakan metode *path analysis* yang diolah dengan bantuan *software* SPSS versi 27. Hasil penelitian menunjukkan bahwa *self-efficacy* berpengaruh sebesar 39% terhadap *work engagement*, *locus of control* berpengaruh sebesar 38,5% terhadap *work engagement*, serta kedua variabel tersebut secara simultan berpengaruh sebesar 77,5% terhadap *work engagement*. Selain itu, *self-efficacy* terhadap kinerja guru melalui *work engagement* berpengaruh sebesar 42,8% dan *locus of control* terhadap kinerja guru melalui *work engagement* berpengaruh sebesar 42,1%. Hasil penelitian menunjukkan bahwa *work engagement* berperan sebagai variabel *intervening* dalam hubungan antara *self-efficacy* terhadap kinerja guru. Hal ini mengindikasikan bahwa pengaruh *intervening* lebih dominan terjadi secara langsung. Sementara itu, *work engagement* terbukti berperan sebagai variabel *intervening* dalam hubungan antara *locus of control* terhadap kinerja guru.

**Kata Kunci:** *Self-Efficacy, Locus of Control, Work Engagement* dan Kinerja Guru

## ABSTRACT

*This study aims to analyze the influence of self-efficacy and locus of control on work engagement and its impact on teacher performance, both simultaneously and partially. This research employs a descriptive and verificative approach using a survey method. Data were collected through observation and questionnaires distributed via Google Forms to 51 respondents, consisting of junior and senior high school teachers at Yayasan Istiqamah Bandung. The data were analyzed using path analysis with the assistance of SPSS version 27. The results show that self-efficacy has an effect of 39% on work engagement, while locus of control has an effect of 38,5% on work engagement. Simultaneously, both variables have a combined effect of 77,5% on work engagement. Furthermore, the indirect effect of self-efficacy on teacher performance through work engagement is 42,8%, and the indirect effect of locus of control on teacher performance through work engagement is 42,1%. However, the findings indicate that work engagement does act as an intervening variable in the relationship between self-efficacy and teacher performance, suggesting that the influence intervening occurs more directly. In contrast, work engagement is proven to function as an intervening variable in the relationship between locus of control and teacher performance.*

***Keywords: Self-Efficacy, Locus of Control, Work Engagement, Teacher Performance***