

RINGKASAN

Penelitian ini mengkaji pengaruh *Occupational Self-Efficacy* (OSE) terhadap *Job Performance*, dengan mempertimbangkan peran moderasi dari tiga dimensi *Job Crafting* yaitu *Task Crafting*, *Cognitive Crafting*, dan *Relational Crafting* pada guru Madrasah Aliyah di Purwokerto. Latar belakang penelitian ini bertumpu pada adanya inkonsistensi temuan sebelumnya mengenai hubungan antara *self-efficacy* dan kinerja, serta fenomena rendahnya profesionalisme ASN Kementerian Agama menurut survei tahun 2022. Penelitian ini menggunakan pendekatan kuantitatif dengan metode analisis SEM-PLS terhadap 141 responden guru. Hasil penelitian menunjukkan bahwa OSE berpengaruh positif dan signifikan terhadap *job performance*, yang berarti semakin tinggi keyakinan guru terhadap kemampuan kerjanya, semakin tinggi pula kinerjanya.

Dalam pengujian moderasi, ditemukan bahwa *task crafting* tidak memoderasi hubungan antara OSE dan *job performance*, yang dapat disebabkan oleh struktur kerja guru yang kaku dan birokratis. Sebaliknya, *cognitive crafting* dan *relational crafting* terbukti mampu memoderasi hubungan tersebut secara positif. Guru yang mampu memaknai pekerjaan secara positif (*cognitive crafting*) dan membangun relasi sosial yang baik (*relational crafting*) lebih efektif dalam mengonversi keyakinan diri menjadi performa kerja yang tinggi. Temuan ini menegaskan pentingnya intervensi psikologis dan lingkungan sosial dalam mendukung pengembangan kinerja guru berbasis *self-efficacy*, serta menyoroti perlunya pengembangan strategi *job crafting* yang disesuaikan dengan konteks institusi pendidikan publik seperti madrasah.

Kata kunci: *Occupational Self-Efficacy, Job Crafting, Task Crafting, Cognitive Crafting, Relational Crafting, Job Performance*

SUMMARY

This study investigates the influence of Occupational Self-Efficacy (OSE) on Job Performance, with a focus on the moderating role of three dimensions of Job Crafting: Task Crafting, Cognitive Crafting, and Relational Crafting. The research is motivated by inconsistencies in previous findings regarding the relationship between self-efficacy and job performance, as well as the findings of a 2022 survey conducted by the Indonesian Ministry of Religious Affairs, which revealed that nearly half of civil servants, including madrasah teachers, were considered unprofessional in their performance.

Using a quantitative approach and Partial Least Squares Structural Equation Modeling (PLS-SEM), data were collected from 141 Madrasah Aliyah teachers in Purwokerto. The results show that OSE has a positive and significant effect on job performance, indicating that teachers with higher confidence in their capabilities tend to perform better. However, task crafting did not significantly moderate this relationship, possibly due to the bureaucratic and rigid nature of the teaching profession. In contrast, both cognitive crafting and relational crafting were found to strengthen the relationship between OSE and performance. These findings underscore the importance of psychological and social support in enhancing teacher performance, and highlight the need for job crafting strategies tailored to the specific context of public education institutions such as madrasahs.

Keywords: *Occupational Self-Efficacy, Job Crafting, Task Crafting, Cognitive Crafting, Relational Crafting, Job Performance*