ABSTRAK

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Progam Studi : Program Magister Ilmu Manajemen

Judul : PERAN DIGITAL *PEDAGOGICAL READINESS* DAN *INNOVATIVE TEACHING BEHAVIOR* DALAM MEMEDIASI PENGARUH *TEACHER ADAPTIVE PERFORMANCE* TERHADAP *TEACHER WELLBEING* (STUDI DI SMA NEGERI ACEH UTARA)

Penelitian ini bertujuan untuk menganalisis pengaruh teacher adaptive performance terhadap teacher wellbeing serta menguji peran mediasi digital pedagogical readiness dan innovative teaching behavior pada guru SMA Negeri di Kabupaten Aceh Utara. Penelitian ini dilatarbelakangi oleh tuntutan transformasi pembelajaran digital dan perubahan kurikulum yang mengharuskan guru memiliki kemampuan adaptasi, kesiapan pedagogis digital, serta perilaku mengajar yang inovatif, tanpa mengabaikan kesejahteraan guru. Penelitian menggunakan pendekatan kuantitatif dengan melibatkan 78 guru berstatus Pegawai Negeri Sipil (PNS) yang aktif mengajar pada empat SMA Negeri di Kabupaten Aceh Utara. Teknik pengambilan sampel menggunakan metode sampel jenuh, sedangkan data dikumpulkan melalui kuesioner dan dianalisis menggunakan Structural Equation Modeling–Partial Least Squares (SEM-PLS). Hasil penelitian menunjukkan bahwa teacher adaptive performance berpengaruh positif dan signifikan terhadap digital pedagogical readiness dan innovative teaching behavior. Selain itu, digital pedagogical readiness berpengaruh positif dan signifikan terhadap teacher wellbeing. Sebaliknya, teacher adaptive performance tidak berpengaruh signifikan secara langsung terhadap teacher wellbeing, dan innovative teaching behavior tidak berpengaruh signifikan terhadap teacher wellbeing. Hasil pengujian mediasi menunjukkan bahwa digital pedagogical readiness berperan sebagai mediator penuh dalam hubungan antara teacher adaptive performance dan teacher wellbeing, sedangkan innovative teaching behavior tidak terbukti memediasi hubungan tersebut. Temuan ini menegaskan bahwa penguatan kesiapan pedagogis digital merupakan aspek penting dalam mengoptimalkan kontribusi kemampuan adaptif guru terhadap kesejahteraan mereka. Oleh karena itu, sekolah dan pemangku kebijakan pendidikan perlu memprioritaskan pengembangan kompetensi digital guru melalui pelatihan berkelanjutan, pendampingan, serta penyediaan sarana pembelajaran digital yang memadai.

Kata kunci: Teacher Adaptive Performance, Digital Pedagogical Readiness, Innovative Teaching Behavior, Teacher Wellbeing, SEM-PLS.

ABSTRACT

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Progam Studi : *Master of Management Science Program*

Judul : THE ROLE OF DIGITAL PEDAGOGICAL READINESS AND INNOVATIVE TEACHING BEHAVIOR IN MEDIATING THE EFFECT OF TEACHER ADAPTIVE PERFORMANCE ON TEACHER WELL-BEING (A STUDY OF PUBLIC SENIOR HIGH SCHOOLS IN NORTH ACEH)

This study aims to analyze the effect of *teacher adaptive performance* on *teacher wellbeing* and examine the mediating roles of *digital pedagogical readiness* and *innovative teaching behavior* among teachers at public senior high schools in North Aceh Regency. This research is motivated by the demands of digital learning transformation and curriculum changes, which require teachers to possess adaptive capabilities, digital pedagogical readiness, and innovative teaching behavior while maintaining their wellbeing. This study employed a quantitative approach involving 78 active civil servant teachers from four public senior high schools in North Aceh Regency. A saturated sampling technique was applied, and data were collected through questionnaires and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The results indicate that *teacher adaptive performance* has a positive and significant effect on *digital pedagogical readiness* and *innovative teaching behavior*. Furthermore, *digital pedagogical readiness* has a positive and significant effect on *teacher wellbeing*. In contrast, *teacher adaptive performance* does not have a significant direct effect on *teacher wellbeing*, while *innovative teaching behavior* does not have a significant effect on *teacher wellbeing*. The mediation analysis reveals that *digital pedagogical readiness* fully mediates the relationship between *teacher adaptive performance* and *teacher wellbeing*, whereas *innovative teaching behavior* does not significantly mediate this relationship. These findings emphasize that strengthening digital pedagogical readiness is essential for optimizing the contribution of teachers' adaptive capabilities to their wellbeing. Therefore, schools and educational policymakers should prioritize the development of teachers' digital competencies through continuous training, mentoring, and the provision of adequate digital learning facilities.

Keywords: Teacher Adaptive Performance, Digital Pedagogical Readiness, Innovative Teaching Behavior, Teacher Wellbeing, SEM-PLS.