

BAB V

PENUTUP

5.1 Kesimpulan

Berdasarkan hasil penelitian dan pembahasan yang telah dikemukakan sebelumnya, maka dapat disampaikan beberapa kesimpulan dalam penelitian ini sebagai berikut:

1. Pemberdayaan psikologis berpengaruh positif terhadap kinerja kreatif guru SMK swasta di Kabupaten Pasaman Barat.
2. Pemberdayaan psikologis berpengaruh positif terhadap *thriving* guru SMK swasta di Kabupaten Pasaman Barat.
3. Pemberdayaan psikologis berpengaruh positif terhadap keterlibatan kerja guru SMK swasta di Kabupaten Pasaman Barat.
4. *Thriving* berpengaruh positif terhadap kinerja kreatif guru SMK swasta di Kabupaten Pasaman Barat.
5. Keterlibatan kerja tidak berpengaruh terhadap kinerja kreatif guru SMK swasta di Kabupaten Pasaman Barat.
6. *Thriving* memediasi hubungan antara pemberdayaan psikologis terhadap kinerja kreatif guru SMK swasta di Kabupaten Pasaman Barat.
7. Keterlibatan kerja tidak memediasi hubungan antara pemberdayaan psikologis terhadap kinerja kreatif guru SMK swasta di Kabupaten Pasaman Barat.
8. Iklim psikologis persaingan tidak berpengaruh terhadap kinerja kreatif guru SMK swasta di Kabupaten Pasaman Barat.

9. Iklim psikologis persaingan tidak memperkuat hubungan antara *thriving* terhadap kinerja kreatif guru SMK swasta di Kabupaten Pasaman Barat.
10. Iklim psikologis persaingan tidak memperkuat hubungan antara pemberdayaan psikologis terhadap kinerja kreatif guru SMK swasta di Kabupaten Pasaman Barat.

5.2 Implikasi Penelitian

Penelitian ini memberikan beberapa implikasi praktis untuk meningkatkan kinerja kreatif guru melalui pendekatan yang berfokus pada pemberdayaan psikologis dan thriving di SMK Swasta Pasaman Barat.

Hasil penelitian ini menunjukkan bahwa pemberdayaan psikologis dan *thriving* berperan penting dalam meningkatkan kinerja kreatif guru SMK, sementara keterlibatan kerja dan iklim psikologis persaingan tidak terbukti berpengaruh. Oleh karena itu, sekolah dan pengelola pendidikan perlu lebih memfokuskan upaya pada strategi pemberdayaan guru, seperti memberikan otonomi dalam metode pengajaran, dukungan terhadap pengembangan profesional, serta pengakuan atas kontribusi kreatif guru. Dengan menciptakan lingkungan kerja yang memungkinkan guru merasa kompeten, memiliki kendali atas pekerjaan mereka, serta menyadari dampak positif dari usaha yang dilakukan, sekolah dapat meningkatkan motivasi dan kreativitas guru dalam proses pembelajaran.

Selain itu, *thriving* sebagai mediator dalam hubungan ini menegaskan pentingnya menciptakan lingkungan kerja yang mendukung pertumbuhan dan kesejahteraan guru. Sekolah dapat memfasilitasi *thriving* dengan memberikan

kesempatan kepada guru untuk terus belajar, berbagi pengalaman dengan rekan sejawat, serta mendapatkan dukungan dari pimpinan dan lingkungan kerja. Dengan demikian, pemberdayaan psikologis yang efektif dapat meningkatkan thriving guru, yang pada akhirnya berdampak positif terhadap kinerja kreatif mereka dalam mengajar dan mengembangkan kurikulum yang lebih inovatif.

5.3 Keterbatasan dan Saran

Berdasarkan kesimpulan dan implikasi penelitian yang telah disampaikan sebelumnya, maka berikut ini dapat dikemukakan saran dan keterbatasan dalam penelitian ini:

1. Penelitian ini menggunakan empat variabel yang mempengaruhi kinerja kreatif yaitu pemberdayaan psikologis, *thriving*, keterlibatan kerja, dan iklim psikologis persaingan sehingga variabel-variabel lain yang berpotensi mempengaruhi kinerja kreatif seperti kepribadian proaktif, kepemimpinan, dan motivasi masih terabaikan.
2. Penelitian ini hanya berada pada SMK Swasta Kabupaten Pasaman Barat sebagai daerah penelitian sehingga hasil penelitian ini mungkin belum dapat berlaku sama pada SMK Swasta maupun Negeri daerah lainnya di provinsi Sumatera Barat. Dengan demikian, bagi peneliti yang akan datang hendaknya mengkaji pada ruang lingkup di SMA/SMK Negeri di provinsi Sumatera Barat.
3. Penelitian ini hanya menggunakan sebanyak 160 responden. Dengan demikian, disarankan bagi peneliti yang akan datang agar menggunakan jumlah responden yang lebih banyak lagi.

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