

Peran teacher efficacy dan fleksibilitas berpikir terhadap kesiapan pembelajaran literasi secara daring pada guru sekolah dasar kelas rendah = The role of teacher efficacy and cognitive flexibility with online literacy learning readiness on lower grade primary school teachers,

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Abstrak

Pendidikan literasi penting untuk diterapkan demi majunya pendidikan, terutama pada masa pembelajaran daring saat ini, pendidikan literasi tidak mudah dilakukan, khususnya bagi para guru Sekolah Dasar (SD) kelas rendah. Kesiapan pun diperlukan untuk membantu para guru dalam melaksanakan pembelajaran dengan baik. Penelitian ini bertujuan untuk melihat peran teacher efficacy dan fleksibilitas berpikir terhadap kesiapan pembelajaran literasi secara daring pada guru kelas rendah SD di Indonesia dengan jumlah subjek (N= 136). Alat pengumpulan data berupa kuesioner mengenai teacher efficacy menggunakan Teacher's Self-Efficacy Scale (TSES) dari Tschannen-Moran dan Hoy (2001), fleksibilitas berpikir menggunakan Cognitive Flexibility Inventory (CFI) dari Dennis dan Vander Wal (2010) dan kuesioner kesiapan pembelajaran daring menggunakan Readiness for Online Learning Questionnaire (ROLQ) dari McVay (2000). Teknik analisis data menggunakan regresi linear berganda dan diperoleh hasil bahwa secara simultan terdapat peran yang signifikan antara teacher efficacy dan fleksibilitas berpikir terhadap kesiapan guru dalam pembelajaran literasi secara daring dengan sebesar 0,37, yang artinya 37% varians teacher efficacy dan fleksibilitas berpikir keduanya mampu memprediksi kesiapan pembelajaran literasi secara daring. Sedangkan secara parsial, hasil menunjukkan bahwa fleksibilitas berpikir tidak mampu memprediksi kesiapan guru dalam pembelajaran literasi secara daring.

.....Literacy education is important to apply for the advancement of education, especially during the current era of online learning, literacy education is not easy to do, especially for low grade elementary school teachers. Readiness is also needed to assist teachers in carrying out learning well. This study aims to examine the role of teacher efficacy and cognitive flexibility on online literacy learning readiness for elementary school teachers in Indonesia with a number of subjects (N = 136). Data collection tools in the form of a questionnaire on teacher efficacy using the Teacher's Self-Efficacy Scale (TSES) from Tschannen-Moran and Hoy (2001), cognitive flexibility using the Cognitive Flexibility Inventory (CFI) from Dennis and Vander Wal (2010) and online learning readiness questionnaire using Readiness for Online Learning Questionnaire (ROLQ) from McVay (2000). The data analysis technique used multiple linear regression and it was found that simultaneously there is a significant role between teacher efficacy and flexibility of thinking on teacher readiness in online literacy learning with a of 0.37, which means 37% of the variance of teacher efficacy and cognitive flexibility are both able to predict readiness for online literacy learning. While partially, the results show that cognitive flexibility is not able to predict teacher readiness in online literacy learning.