

Peran grit sebagai mediator pada hubungan antara openness to experience dan efektivitas pengajaran guru SMK saat masa pembelajaran jarak jauh di DKI Jakarta. = The role of grit as a mediator in the relationship of openness to experience and teacher effectiveness during the distance learning: a study in vocational high school in DKI Jakarta

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Abstrak

Perubahan sistem belajar dari luring ke daring menjadi tantangan bagi para guru dalam menjalankan perannya secara efektif. Hal tersebut mengharuskan guru untuk bersikap terbuka dan beradaptasi terhadap perubahan yang terjadi. Penelitian ini bertujuan untuk mengetahui peran grit sebagai mediator dalam hubungan antara openness to experience dan efektivitas pengajaran guru SMK saat masa pembelajaran jarak jauh di DKI Jakarta. Partisipan penelitian ini adalah 211 guru SMK di DKI Jakarta yang sedang mengajar secara jarak jauh. Partisipan merupakan 128 guru perempuan (60.7%) dan 83 guru laki-laki (39.3%). Partisipan didominasi oleh guru yang mengajar di Jakarta Timur dengan jumlah 64 guru (30.3%). Partisipan memiliki rentang pengalaman mengajar 1 tahun sampai 36 tahun ($M = 3.25$, $SD = 2.05$). Partisipan berusia 23 hingga 65 tahun ($M = 43.94$, $SD = 11.46$). Sebanyak 142 guru (67.3%) mengajar di sekolah negeri dan 69 guru (32.7%) mengajar di sekolah swasta. Penelitian ini menggunakan alat ukur Big Five Personality Inventory (John, 1990) untuk mengukur openness to experience guru, Teacher Effectiveness Scale (Kyriakides, Campbell & Christofidou, 2002) untuk mengukur efektivitas guru, dan Grit Short Scale (Duckworth & Quinn, 2009) untuk mengukur grit guru. Berdasarkan hasil analisis, terdapat hasil signifikan pada indirect effect ($ab = .321$, $p < .01$, 95% CI [.177, .487]) dan direct effect ($c' = 1.298$, $p < .01$, 95% CI [.964, 1.633]). Hasil tersebut menunjukkan bahwa grit memediasi hubungan antara openness to experience dan efektivitas guru secara parsial. Hasil penelitian mengimplikasikan bahwa guru perlu memiliki openness to experience tinggi untuk meningkatkan grit sehingga efektivitas guru pun meningkat. Pemerintah maupun pihak sekolah dapat menyelenggarakan program pelatihan untuk meningkatkan openness to experience yang dapat meningkatkan grit sehingga efektivitas guru meningkat.

.....The change in the learning system from offline-based to online-based is a challenge for teachers in carrying out their roles effectively. This requires teachers to be open and adapt to the changes that occur. The purpose of this study was to investigate the role of grit as a mediator in the relationship of openness to experience and teacher effectiveness during the distance learning among vocational high school teachers in DKI Jakarta. This study involved 211 vocational high school teachers in DKI Jakarta who were currently conducting distance learning. The participants were 128 female teachers (60.7%) and 83 male teachers (39.3%). Participants are dominated by teachers who teach in East Jakarta with a total of 64 teachers (30.3%). Participants had a range of teaching experience from 1 year to 36 years ($M = 3.25$, $SD = 2.05$). Participants were aged 23 to 65 years ($M = 43.94$, $SD = 11.46$). A total of 142 teachers (67.3%) teach in public schools and 69 teachers (32.7%) teach in private schools. This study used the Teacher Effectiveness Scale (Kyriakides, Campbell & Christofidou, 2002) to measure teacher's effectiveness, the Big Five Personality Inventory openness to experience dimension (John, 1990) to measure teacher's openness to

experience, and the Grit Short Scale (Duckworth & Quinn, 2009) to measure teacher's grit. Based on the result of the analysis, there is a significant indirect effect ($ab = .321, p < .01, 95\% \text{ CI } [.177, .487]$) and direct effect ($c' = 1.298, p < .01, 95\% \text{ CI } [.964, 1.633]$). These grit partially mediates the relationship between openness to experience and teacher effectiveness. The results of the study imply that teachers need to have high openness to experience to increase grit so that teacher effectiveness also increases. The government and school institutions could organize training programs to increase openness to experience that will lead to the increase of grit, and therefore teacher effectiveness will also increase.