

Peran kepribadian proaktif dan kecerdasan emosional terhadap efektivitas Guru SMK saat pembelajaran jarak jauh (PJJ) = The role of proactive personality and emotional intelligence as attributes of teacher effectiveness during the distance learning of Vocational High School Teachers in DKI Jakarta

Arnetta Auriella Ramadhani, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20523064&lokasi=lokal>

Abstrak

Sistem pembelajaran jarak jauh di masa pandemi COVID-19 menjadi tantangan bagi guru untuk mengajar secara efektif. Efektivitas guru penting untuk diperhatikan agar kualitas dan hasil pendidikan dapat terjaga. Efektivitas guru dapat dipengaruhi oleh berbagai faktor, dua diantaranya adalah kepribadian proaktif dan kecerdasan emosional. Penelitian ini dilakukan untuk menguji peran kepribadian proaktif dan kecerdasan emosional secara bersamaan terhadap efektivitas guru pada guru SMK saat masa pembelajaran jarak jauh di DKI Jakarta. Partisipan penelitian ini adalah 211 guru SMK (M-usia = 43 tahun) Penelitian ini menggunakan alat ukur Teacher Effectiveness Scale (Kyriakides, Campbell & Christofidou, 2002) untuk mengukur efektivitas guru, Proactive Personality Scale (Seibert, Crant & Kraimer, 1999) untuk mengukur kepribadian proaktif dan Trait Emotional Intelligence Questionnaire–Short Form (Petrides & Furnham, 2006) untuk mengukur kecerdasan emosional. Hasil analisis menunjukkan bahwa kepribadian proaktif dan kecerdasan emosional memiliki pengaruh secara bersamaan yang positif dan signifikan terhadap efektivitas guru ($F(2, 208) = 55.165, p < .001, R^2 = .347$). Hal ini menunjukkan bahwa 34,7% varians dapat dijelaskan oleh kepribadian proaktif dan kecerdasan emosional. Hasil penelitian ini dapat digunakan untuk meningkatkan efektivitas guru.

.....Distance learning as an impact of COVID-19 pandemic becomes a challenge for teacher effectiveness. It is important to pay attention to the effectiveness of teachers so that the quality and results of education can be maintained. Teacher effectiveness can be influenced by various factors, two of which are proactive personality and emotional intelligence. This study was conducted to examine the role of proactive personality and emotional intelligence simultaneously on the effectiveness of teachers in vocational school teachers during the distance learning period in DKI Jakarta. The participants of this study were 211 SMK teachers (M-age = 43 years). This study uses the Teacher Effectiveness Scale (Kyriakides, Campbell & Christofidou, 2002) to measure teacher effectiveness, the Proactive Personality Scale (Seibert, Crant & Kraimer, 1999) to measure proactive personality and Trait Emotional Intelligence Questionnaire–Short Form (Petrides & Furnham, 2006) to measure emotional intelligence. The results of the analysis show that proactive personality and emotional intelligence have a positive and significant effect on teacher effectiveness ($F(2, 208) = 55.165, p < .001, R^2 = .347$). This shows that 34.7% of the variance can be explained by proactive personality and emotional intelligence. The result of this study can be used to increase teacher effectiveness.