

Peran Core Self- Evaluation Terhadap Efektivitas Guru Sma Di Masa Pembelajaran Jarak Jauh = The Role Of Core Self-Evaluation On Teacher Effectiveness in Senior High School Teachers During Distance Learning

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Abstrak

<p>Perubahan sistem belajar menjadi Pembelajaran Jarak Jauh (PJJ) memberi dampak kepada guru secara personal, terkhusus bagaimana guru menilai seberapa layak dan mampu dirinya menjalankan perannya secara efektif. Maka dari itu, perlu adanya identifikasi karakteristik yang ada di dalam diri guru untuk meningkatkan performanya secara maksimal. Penelitian ini bertujuan untuk menguji peran core self-evaluation dalam memprediksi efektivitas guru di masa pembelajaran jarak jauh. Partisipan penelitian ini adalah 172 guru SMA di Jabodetabek yang sedang mengajar secara jarak jauh. Hasil analisis menunjukkan core self-evaluation secara signifikan berperan pada varians dari efektivitas guru, $F(172) = 6.825$, $p < 0.05$, $R^2 = 0.039$, $R^2 \text{ Adjusted} = 0.033$. Hasil analisis linear berganda mengetahui bahwa self-esteem dan generalized self-efficacy memiliki kontribusi yang positif dan signifikan sementara emotional stability dan locus of control yang dimiliki oleh guru tidak memiliki kontribusi terhadap efektivitas guru. Hasil penelitian menunjukkan bahwa core self-evaluation merupakan karakteristik yang diperlukan untuk meningkatkan efektivitas guru. Implikasi dari penelitian ini adalah perlunya peningkatan core self-evaluation dengan mempertimbangkan adanya faktor lain yang memperkuat hubungan kedua variabel untuk menunjang efektivitas guru.

.....The change in the learning system to Distance Learning (PJJ) has an impact on the teacher personally, especially how the teacher assesses how worthy and able he is to carry out his role effectively. Therefore, it is necessary to identify the characteristics that exist within the teacher to improve his performance to the maximum. This study aims to examine the role of core self-evaluation in predicting teacher effectiveness in distance learning. The participants of this study were 172 high school teachers in Jabodetabek who were teaching remotely. The results of the analysis showed that core self-evaluation significantly contributed to the variance of teacher effectiveness, $F(172) = 6.825$, $p < 0.05$, $R^2 = 0.039$, $R^2 \text{ Adjusted} = 0.033$. The results of multiple linear analysis found that self-esteem and generalized self-efficacy had a positive and significant contribution while emotional stability and locus of control did not have any contribution. The results showed that core self-evaluation is a necessary characteristic to increase teacher effectiveness. The implication of this research is the need to increase core self-evaluation by considering other factors that strengthen the relationship between the two variables to support teacher effectiveness.