

Peran Efikasi Diri Guru dan Kreativitas Guru terhadap Efektivitas Guru SMP/MTS selama Pembelajaran Tatap Muka (PTM) Pasca Pandemi COVID-19 = The Role of Teacher Self-Efficacy and Teacher Creativity on the Effectiveness of Junior High School Teachers in Face-to-Face Learning (PTM) After Pandemic COVID-19

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Abstrak

Perubahan metode pembelajaran menjadi PTM kembali pasca pandemi COVID-19 menjadi tantangan guru dalam mengajar secara efektif di kelas. Efektivitas guru menjadi hal penting sebagai evaluasi guru di sekolah untuk memajukan prestasi siswanya. Penelitian ini bertujuan untuk mengetahui apakah terdapat peran efikasi diri guru dan kreativitas guru secara bersamaan terhadap efektivitas guru. Sebanyak 257 guru SMP/MTS yang mengajar di situasi PTM berpartisipasi dalam penelitian ini. Penelitian ini menggunakan alat ukur Teacher Effectiveness Scale untuk mengukur efektivitas guru (Kyriakides et al., 2002), lalu Teacher Self-efficacy Scale (TSES) untuk mengukur efikasi diri guru (Tshannen-Moran & Hoy, 2001) dan Runco Ideation Behavior Scale (RIBS) untuk mengukur kreativitas (Runco et al., 2001). Data penelitian dianalisis menggunakan teknik regresi linear berganda untuk menguji hipotesis penelitian. Penelitian ini menemukan bahwa terdapat peran efikasi diri guru dan kreativitas guru secara bersamaan terhadap efektivitas guru selama PTM pasca pandemic sebesar 45.7%. Pada analisis tambahan ditemukan hubungan negatif antara usia dengan efektivitas guru. Hasil dari penelitian ini dapat memberikan manfaat bagi pihak sekolah untuk membuat pelatihan untuk meningkatkan efikasi diri guru serta workshop untuk meningkatkan kreativitas.

.....Changing learning methods to PTM after pandemic COVID-19 situation is a challenge for teachers to teach effectively. Teacher effectiveness is important as an evaluation of teachers in schools to advance student achievement. This study aims to determine whether there is an influence of teacher self-efficacy and teacher creativity simultaneously on teacher effectiveness. A total of 257 SMP/MTS teachers in PTM situations participated in this study. This study uses the Teacher Effectiveness Scale to measure teacher effectiveness (Kyriakides et al., 2002), then the Teacher Self-efficacy Scale (TSES) to measure teacher self-efficacy (Tschannen-Moran & Hoy, 2001) and the Runco Ideation Behavior Scale (RIBS) to measure creativity (Runco et al., 2001). Research data were analyzed using multiple linear regression techniques to test the research hypothesis. This study found an effect of teacher self-efficacy and creativity simultaneously on teacher effectiveness of 45.7%. In the additional analysis, it was found a negative relationship was found between age and teacher effectiveness. The results of this study can provide benefits for schools to organize training to increase teacher self-efficacy as well as workshops to increase creativity