

Kesiapan E-Learning pada Guru Sekolah Dasar di Masa Pandemi Covid-19 dan Hubungannya terhadap Stresor Kerja = E-Learning Readiness for Elementary School Teachers during the Covid-19 Pandemic and Its Relationship to Job Stressors

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Abstrak

Latar Belakang: Faktor kesiapan mengajar dengan E-learning untuk menghadapi tantangan di masa pandemi Covid-19 dapat menjadi beban kerja baru bagi guru yang dapat menimbulkan job stressor bagi guru yang akan mempengaruhi kinerja guru. Tujuan penelitian adalah untuk mengetahui stresor mana yang paling berpengaruh terhadap guru, untuk mengetahui hubungan karakteristik responden terhadap kesiapan E-learning dan stresor kerja guru, selain itu juga memberikan gambaran tentang hubungan antara kesiapan E-learning dengan stresor pekerjaan guru. Metode: Penelitian ini menggunakan metode cross sectional. Jumlah sampel adalah 186 guru sekolah dasar negeri dan swasta. Data diperoleh dari pengisian kuisioner peserta Webinar “Jurus Jitu Mengajar Online” terkait kesiapan E-learning dan stres kerja guru. Hasil: Hasil analisis statistik menunjukkan bahwa tingkat kesiapan guru berada pada tingkat siap dan sebagian besar guru merasa siap untuk E-learning (84,9%). Stresor kerja yang paling dominan adalah beban kerja. Selain itu, ditemukan bahwa kesiapan E-learning terkait dengan jenis kelamin dan fungsi guru. Pada faktor E-learning didapatkan faktor pengembangan diri berhubungan dengan pengakuan profesional sebagai stresor kerja. Sementara itu, tidak ada hubungan antara kesiapan E-learning dengan stresor kerja guru. Kesimpulan: Guru SD merasa siap dengan E-learning dan kesiapan E-learning tidak berhubungan dengan stresor pekerjaan guru.

.....Background: Teaching readiness factor with E-learning to face challenges during the Covid-19 pandemic can become a new workload for teachers which can cause job stressor for teachers, which will affect teacher performance. The research objective was to find out which stressors have the most influence on teachers, to find out the relationship of respondent characteristics to E-learning readiness and teacher job stressors, besides that it also provides an overview of the relationship between E-learning readiness and teacher job stressors. Method: This study used a cross sectional method. The total sample size is 186 public and private elementary school teachers. The data was obtained from filling out questionnaires for the participants of the Webinar “Jurus Jitu Mengajar Online” related to E-learning readiness and teacher job stressors. Results The results of statistical analysis show that the level of teacher readiness is at the ready level and most of the teachers feel ready for E-learning (84.9%). The most dominant work stressor is workload. In addition, it was found that E-learning readiness is related to the gender and function of the teacher. In the E-learning factor, it is found that the self-development factor is related to professional recognition as a work stressor. Meanwhile, there is no relationship between E-learning readiness and teacher work stressors. Conclusions: Elementary school teachers feel ready for E-learning and E-learning readiness is not related to teacher job stressors.