

Peran Teacher Efficacy dan Resiliensi terhadap Kesiapan Pembelajaran Daring pada Guru Sekolah Dasar Kelas Awal di Masa Pandemi COVID-19 = The Role of Teacher Efficacy and Resilience towards Early Grade Elementary School Teachers' Online Learning Readiness During the COVID-19 Pandemic

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Abstrak

Meski pandemi masih berlangsung, kegiatan belajar mengajar harus tetap berjalan. Pembelajaran daring tidak mudah dilakukan, terutama bagi para guru Sekolah Dasar (SD) kelas awal. Kesiapan pembelajaran daring dapat membantu mereka lebih maksimal melaksanakan pembelajaran. Penelitian ini bertujuan untuk melihat peran teacher efficacy dan resiliensi terhadap kesiapan pembelajaran daring. Partisipan merupakan guru SD kelas awal yang mengajarkan membaca secara daring (N = 155). Alat ukur yang digunakan adalah Readiness for Online Learning Questionnaire, Teacher's Sense of Efficacy Scale, dan Connor-Davidson Resilience Scale. Data dianalisis menggunakan uji regresi berganda. Hasil penelitian menunjukkan bahwa secara bersamaan, terdapat peran signifikan teacher efficacy dan resiliensi terhadap kesiapan pembelajaran daring. Secara parsial, peran teacher efficacy lebih besar dibandingkan resiliensi. Analisis tambahan pada karakteristik demografis partisipan menunjukkan bahwa terdapat perbedaan kesiapan pembelajaran daring yang signifikan antar guru dari jenis sekolah berbeda. Guru SD swasta lebih siap mengajar secara daring dibandingkan guru Madrasah Ibtidaiyah.

..... Though the pandemic is still there, learning activities must still go on. However, online learning is not easy to do, especially for early-grade elementary school teachers. Readiness for online learning can help them more optimally carry out education. This study aims to examine the role of teacher efficacy and resilience in online learning readiness. The participants were early-grade elementary school teachers who taught reading online (N = 155). The measuring tools used are the Readiness for Online Learning Questionnaire, Teacher's Sense of Efficacy Scale, and the Connor-Davidson Resilience Scale. Data were analyzed using multiple linear regression. The results show that simultaneously, there is a significant role of teacher efficacy and resilience on online learning readiness. Partially, the role of teacher efficacy is greater than resilience. Additional analysis of the participants' demographic characteristics showed significant differences in online learning readiness between teachers from different types of schools. Private elementary school teachers are more prepared to teach online than Madrasah Ibtidaiyah teachers.