

Peran cognitive flexibility dan pengalaman mengajar terhadap kesiapan pengajaran literasi secara daring pada Guru sekolah dasar kelas rendah = The Role of cognitive flexibility and teaching experience to teaching readiness during online literacy learning in lower grade elementary school teachers

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Abstrak

Penelitian ini dilakukan untuk melihat peran cognitive flexibility dan pengalaman mengajar terhadap kesiapan pengajaran daring pada guru kelas rendah sekolah dasar yang mengajar membaca pada situasi pandemi COVID-19. Penelitian ini menggunakan kuesioner online yang disebarakan pada berbagai media sosial untuk mengumpulkan data dan dianalisis menggunakan teknik multiple regression. Kesiapan pengajaran daring diukur menggunakan Readiness for Online Learning Questionnaire (ROLQ) yang dikembangkan oleh McVay (2000, 2001) dan cognitive flexibility diukur menggunakan Cognitive Flexibility Inventory (CFI) yang dikembangkan oleh Dennis dan Vander Wal (2009). Pengalaman mengajar pada penelitian ini dilihat dari masa kerja dan dikategorikan menjadi dua kategori, yaitu pemula dan berpengalaman. Total partisipan penelitian berjumlah 155 guru sekolah dasar kelas 1 dan 2 yang mengajar membaca. Hasil penelitian ini menunjukkan bahwa cognitive flexibility dan pengalaman mengajar secara simultan memiliki peran terhadap kesiapan pengajaran membaca secara daring dengan peran cognitive flexibility yang lebih dominan. Ketika dilakukan analisis parsial, cognitive flexibility berperan secara signifikan terhadap kesiapan pengajaran membaca secara daring, namun pengalaman mengajar menunjukkan hasil yang tidak signifikan.

.....This study was conducted to examine the role of cognitive flexibility and teaching experience to teaching readiness in lower grade elementary school teachers who teach reading during online learning due to COVID-19 pandemic. Online questionnaires were administered on various social media to collect the data and the data were analyzed using multiple regression techniques. Readiness for online teaching was measured by using Readiness for Online Learning Questionnaire (ROLQ) which was developed by McVay (2000,2001) and cognitive flexibility was measured by using Cognitive flexibility Inventory (CFI) which was developed by Dennis and Vander Wal (2009). The research participants are 155 first and second grade elementary school teachers who teach reading in Indonesia. The results of this study indicate that cognitive flexibility and teaching experience simultaneously have a role in online literacy teaching readiness with a more dominant role on cognitive flexibility. When partial analysis is performed, the result shows that cognitive flexibility significantly has a role in online literacy teaching readiness and teaching experience shows insignificant results.