

PENYESUAIAN DIRI GURU TAMAN KANAK-KANAK (TK) DALAM PROSES BELAJAR MENGAJAR SAAT PANDEMI COVID-19 DI KABUPATEN MAGELANG

Safa'ati Uma Maulana
Tabah Aris Nurjaman

Program Studi Psikologi
Fakultas Bisnis & Humaniora
Universitas Teknologi Yogyakarta
Email: Safamaulana99@gmail.com

ABSTRAK

Pandemi Covid-19 mulai dikenal oleh masyarakat di Indonesia di awal tahun 2020. Sistem pendidikan berubah menjadi pembelajaran daring yang berjalan kurang efektif. Dimana taman kanak-kanak berperan mengoptimalkan perkembangan anak usia dini dan berperan dalam menyiapkan psikososial dan prasekolah sebelum menempuh pendidikan dasar. Banyaknya perubahan yang terjadi berdampak pada kesulitan penyampaian materi. Penyesuaian diri memiliki peran penting dalam menghadapi kesulitan yang terjadi. Tujuan penelitian ini untuk mengetahui gambaran penyesuaian diri guru taman kanak-kanak (TK) dalam proses belajar mengajar selama pandemi covid-19 di Kabupaten Magelang. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Metode pengumpulan data dilakukan dengan wawancara semi-terstruktur, observasi nonpartisipan, dan dokumentasi. Subjek dalam penelitian ini adalah tiga guru Taman Kanak-kanak dengan usia subjek 40-50 tahun, dengan jangka waktu mengajar minimal lima tahun. Subjek diperoleh dengan menggunakan Teknik purposive sampling. Pada penelitian ini menemukan temuan yaitu masing-masing subjek memiliki gambaran penyesuaian diri dari yang dikemukakan oleh Desmita (2017). Hasil dari penelitian ini menunjukkan satu dari tiga subjek memenuhi aspek penyesuaian diri, subjek memiliki masa mengajar paling lama dari dua subjek lainnya. Dua subjek tidak memenuhi aspek emosional karena merasa gagal dalam proses belajar mengajar selama masa daring.

Kata kunci: Guru TK, Pembelajaran daring, Penyesuaian Diri

SELF-ADJUSTMENT OF KINDERGARTEN TEACHERS IN THE TEACHING AND LEARNING PROCESS DURING THE COVID-19 PANDEMIC IN THE MAGELANG DISTRICT

Safa'ati Uma Maulana
Tabah Aris Nurjaman

Psychology Study Program
Faculty of Business & Humanities
University of Technology Yogyakarta
Email: Safamaulana99@gmail.com

ABSTRACT

The Covid-19 pandemic began to be recognized by the public in Indonesia in early 2020. The education system has changed to online learning which is not effective. Where kindergarten plays a role in optimizing early childhood development and plays a role in preparing psychosocial and preschool before taking basic education. The number of changes that have occurred has an impact on the difficulty of delivering the material. Self-adjustment has an important role in dealing with the difficulties that occur. The purpose of this study was to describe the adjustment of kindergarten teachers (TK) in the teaching and learning process during the Covid-19 pandemic in Magelang Regency. This study uses a qualitative method with a case study approach. The data collection method was carried out by means of semi-structured interviews, non-participant observation, and documentation. The subjects in this study were three kindergarten teachers aged 40-50 years, with a minimum teaching period of five years. Subjects were obtained using a purposive sampling technique. This study found findings that each subject had a picture of self-adjustment from what was proposed by Desmita (2017). The results of this study showed that one of the three subjects fulfilled the adjustment aspect, and the subject had the longest teaching period of the other two subjects. Two subjects did not fulfill the emotional aspect because they felt they had failed in the teaching and learning process during the online period.

Keywords: *Kindergarten teachers, online learning, self-adjustment*