

Peran *Learning Agility* dan *Teacher Engagement* terhadap Kesiapan *E-Learning* Pada Dosen

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Abstract. E-learning is a part of education where teachers and students are physically separated but connected through various types of media communication. The application of e-learning during this pandemic is likely to be lighter in the implementation of e-learning in the future. Therefore, this research was conducted to see the role of learning agility and lecturer engagement in Indonesia to be ready to face the development of e-learning. Research respondents are lecturers from regular private and public universities operating 147 people with an age range of 25-62 years spread across 16 provinces in Indonesia. This research is a cross-sectional study where data collection is done by distributing online questionnaires via google form. The research instrument consisted of Teacher Readiness for Online Learning, Learning Agility Self Assessment, and Teacher Engagement Scale. The data were analyzed by multiple regression using SPSS 21. The results of the regression test showed that learning agility and teacher involvement had a positive role in e-learning readiness ($F=94.631$; $p<0.05$). The effective contribution given by the two variables together, to the dependent variable is 57%. Learning agility contributes as much as 45%, while teacher involvement provides an additional 12% role in e-learning readiness. Additional analysis was conducted to determine the differences between each variable based on gender, age, and level of education. However, the three of them have no significant effect on each variable.

Keyword: *e-learning, e-learning readiness, learning agility, engagement, lecturer*

Abstrak. *E-learning* merupakan bagian dari pendidikan dimana pengajar dan murid terpisah secara fisik namun terhubung melalui berbagai jenis media komunikasi. Penerapan *e-learning* saat pandemi ini sekiranya akan menjadi pemantik dalam pelaksanaan *e-learning* di masa yang akan datang. Oleh karena itu, penelitian ini dilakukan untuk melihat peran *learning agility* serta *engagement* dosen di Indonesia untuk siap menghadapi perkembangan *e-learning*. Responden penelitian merupakan dosen-dosen dari perguruan tinggi swasta maupun negeri reguler berjumlah 147 orang dengan rentang usia antara 25-62 tahun yang tersebar di 16 provinsi di Indonesia. Penelitian ini merupakan penelitian *cross sectional study* dimana pengambilan data dilakukan dengan melakukan penyebaran kuesioner secara online melalui *google form*. Instrumen penelitian terdiri dari *Teacher Readiness for Online Learning, Learning*

Agility Self Assessment, dan *Engagement Teacher Scale*. Data dianalisis dengan *multiple regression* menggunakan SPSS 21. Hasil uji regresi menunjukkan bahwa *learning agility* dan *teacher engagement* berperan positif terhadap *e-learning readiness* ($F=94,631$; $p<0,05$). Sumbangan efektif yang diberikan kedua variabel secara bersama-sama, terhadap variabel dependen sebesar 57%. *Learning agility* memberikan sumbangan sebanyak 45%, sedangkan *teacher engagement* memberikan penambahan peran sebanyak 12% terhadap *e-learning readiness*. Analisis tambahan dilakukan untuk mengetahui perbedaan masing-masing variabel berdasarkan jenis kelamin, usia, serta tingkat pendidikan. Namun ketiganya tidak ada pengaruh signifikan pada setiap variabel.

Kata kunci: e-learning, e-learning readiness, learning agility, engagement, dosen