

ABSTRAK

Rahayu Maria Swastika Tri. 2023. Peran *Work Life Balance* Memediasi Hubungan Dukungan Institusi Dan Kesiapan Guru Dalam Pembelajaran Berbasis Teknologi. *Skripsi*. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengetahui peran *work life balance* sebagai mediator hubungan antara dukungan institusi dan kesiapan guru dalam pembelajaran berbasis teknologi. Hipotesis yang diajukan dalam penelitian ini adalah *work life balance* memediasi hubungan dukungan institusi dan kesiapan guru dalam pembelajaran berbasis teknologi. Subjek penelitian ini adalah 267 guru SMP Negeri Kota Yogyakarta. Alat ukur yang digunakan dalam penelitian ini berupa skala baru yang disusun peneliti, yaitu skala dukungan institusi dan kesiapan guru. Sedangkan untuk skala *work life balance* meminjam skala ukur yang sudah diadaptasi peneliti terdahulu. Ketiga alat ukur ini diujicobakan pada 30 sampel guru dari beberapa SMP Negeri di Kota Yogyakarta. Skala dukungan institusi memiliki nilai *alpha cronbach* sebesar 0.934, skala *work life balance* memiliki nilai *alpha cronbach* sebesar 0.887. Kemudian skala kesiapan guru dalam pembelajaran berbasis teknologi memiliki nilai *alpha cronbach* sebesar 0.942. Hasil penelitian menunjukkan bahwa *work life balance* memediasi seluruh (*full mediation*) hubungan antara dukungan institusi dan kesiapan guru laki-laki dengan nilai signifikansi 0.103 ($p \geq 0.05$). Sedangkan pada guru perempuan, *work life balance* memediasi sebagian (*partial mediation*) hubungan antara dukungan institusi dan kesiapan guru dengan nilai signifikansi 0.005 ($p \leq 0.05$).

Kata kunci: dukungan institusi, *work life balance*, kesiapan guru dalam pembelajaran berbasis teknologi

ABSTRACT

Rahayu Maria Swastika Tri. 2023. The Role of Work Life Balance Mediates the Relationship between Institutional Support and Teacher Readiness in Technology-Based Learning. *Thesis*. Yogyakarta: Psychology, Psychology Faculty, Sanata Dharma University.

This study aims to determine the role of work-life balance as a mediator of the relationship between institutional support and teacher readiness in technology-based learning. The hypothesis proposed in this study is that work-life balance mediates the relationship between institutional support and teacher readiness in technology-based learning. The subjects of this study were 267 teachers of state junior high schools in Yogyakarta City. The measuring instrument used in this study is in the form of a new scale compiled by researchers, namely the scale of institutional support and teacher readiness. As for the work-life balance scale, it borrows the measuring scale that has been adapted by previous researchers. These three measuring instruments were tested on 30 samples of teachers from several state junior high schools in Yogyakarta City. The institutional support scale has an alpha cronbach value of 0.934, the work life balance scale has an alpha cronbach value of 0.887. Then the scale of teacher readiness in technology-based learning has an alpha cronbach value of 0.942. The results showed that work-life balance mediates the entire (full mediation) relationship between institutional support and male teacher readiness with a significance value of 0.103 ($p \geq 0.05$). Whereas in female teachers, work-life balance mediates partially (partial mediation) the relationship between institutional support and teacher readiness with a significance value of 0.005 ($p \leq 0.05$).

Keywords: institutional support, work-life balance, teacher readiness in technology-based learning