

**HUBUNGAN ANTARA BEBAN KERJA
DENGAN *PSYCHOLOGICAL WELL-BEING* GURU MTs
DI BREBES PADA MASA COVID-19**

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ABSTRAK

Adanya pandemi covid-19 telah berdampak ke berbagai sektor, salah satunya pendidikan dengan yang mengalami langsung adalah guru diantaranya pada jenjang *madrasah tsanawiyah* (MTs). Perubahan pola kerja *work from home* dan peningkatan beban kerja akibat pandemi membuat guru harus bekerja dengan lebih ekstra terlebih dengan kegiatan di luar pekerjaan yang tetap harus dilakukan. Kondisi ini membuat guru harus tetap memiliki *psychological well-being* agar tetap bekerja dengan profesional dan optimal terutama setelah datangnya pandemi. Studi ini bertujuan untuk mengetahui dan menguji korelasi antara beban kerja dengan *psychological well-being* guru pada masa covid-19. Populasi studi ini berjumlah 1802 orang yang dilakukan sampel menjadi 187 orang dengan menggunakan *area random sampling*. Data dikumpulkan menggunakan Skala *psychological well-being* (57 aitem, $\alpha = 0,967$) dan Skala Beban Kerja (21 aitem, $\alpha = 0,871$). Hasil analisis non-parametrik *Spearman Rho* menunjukkan nilai koefisien $r_{xy} = -0,688$ dengan nilai signifikansi 0,000 ($p < 0,05$), yang menunjukkan gambaran bahwa terdapat korelasi negatif signifikan antara beban kerja dengan *psychological well-being*. Hal tersebut memperlihatkan bahwa makin tinggi beban kerja, maka akan makin tinggi juga *psychological well-being*.

Kata kunci: beban kerja; *psychological well-being*; guru; covid-19

CORRELATION BETWEEN WORKLOAD WITH PSYCHOLOGICAL WELL-BEING MTS TEACHERS IN BREBES DURING THE COVID-19 PERIOD

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ABSTRACT

The existence of the COVID-19 pandemic has had an impact on various sectors, which one is education with teachers experiencing it directly, including at the *madrasah tsanawiyah* (MTs) level. Changes in work from home work patterns and the increased workload due to the pandemic have forced teachers to work more extra, especially with activities outside of work that still have to be done. This condition makes teachers must still have psychological well-being in order to continue to work professionally and optimally, especially after the arrival of the pandemic. This study aims to determine and examine the correlation between workload and the psychological well-being of teachers during the COVID-19 period. The population of this study amounted to 1802 people who were sampled to 187 people using a random sampling area. Data were collected using the psychological well-being scale (57 items, = 0.967) and the workload scale (21 items, = 0.871). The results of Spearman Rho's non-parametric analysis showed a coefficient of $r_{xy} = -0.688$ with a significance value of 0.000 ($p < 0.05$), which showed that there was a significant negative correlation between workload and psychological well-being. This shows that the higher the workload, the higher the psychological well-being.

Keywords: workload; psychological well-being; teachers; covid-19