

THE PSYCHOLOGICAL MODALITY OF TEACHERS IN APPLYING ONLINE LEARNING: A COGNITIVE LOAD THEORY PERSPECTIVE

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ABSTRACT

Cognitive Load Theory (CLT) is a learning design theory that emphasizes the importance of teachers paying attention to the cognitive load of their students while learning. This theory needs to be socialized and applied, especially when online learning becomes a necessity during a pandemic. The purpose of this review is to look at the psychological modalities that teachers must have in implementing CLT in online learning processes.

The research approach used is literature-based research, namely systematic research. Research objects are: journals related to CLT in the last 5 years. Techniques for tracing data through various journal sources. Data were analyzed descriptively.

The results of the research were the identification of: a) The psychological modality of teachers in pedagogic in online learning-based CLT is how teachers become simple, simple, easy to understand but provide challenges to master them; b) Teacher's Psychological Modality of psychological aspects in online learning-based CLT is how teachers understand students' initial abilities, motivation and student learning regulations, and c) Teacher's Psychological Modality in technology in online learningbased CLT is how teachers teach the Learning process with the right media, the use of audio visuals, increasingly complex stages and the number of students when online classes are not large

Kata Kunci: *Cognitive Load Theory, learning process, online learning, teacher*