

THE COGNITIVE LOAD PORTRAIT OF MATHEMATICS TEACHERS DURING COVID-19 PANDEMIC

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ABSTRACT

During the Covid-19 pandemic, math teachers adapted themselves to new situations in an urgent manner. The psychological modalities of mathematics teachers in accordance with the demands of mathematics learning at this time are required to adjust, including in learning new learning models, preparing and completing professional assignments. Cognitive load theory explains that in completing a complex task, cognitive load management is very important. This study aims to describe the cognitive load experienced by mathematics teachers who are experiencing this period. Cognitive load is related to the work load experienced. This research produces an instrument in the form of a subjective rating measurement that has been validated and declared reliable, based on the instrument from NASA-TLX, so that it can be applied to mathematics teachers in Yogyakarta, especially those who have changed the face-to-face learning model (online) to distance learning (offline). With an illustration of how low or high the cognitive load of mathematics teachers is, this study seeks to provide recommendations for what assistance is most appropriate to be given to improve the psychological modalities of mathematics teachers in dealing with disruptive situations such as the Covid-19 pandemic.

Kata Kunci: *cognitive load, mathematics teacher, psychological modalities, NASA-TLX*