

Teacher's Resilience during Covid-19 Pandemic

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Abstract

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During the COVID-19 pandemic, all education units conducted online learning. Therefore, in order to successfully adapt to the new system, teachers needed to have resilience. This research aimed to examine the prediction of self-efficacy, coping strategies, and social support on teacher resilience during the COVID-19 pandemic. A total of 301 teachers in Jabodetabek, where they had online teaching experience and participated in this research. Data processing with multiple regression analysis resulted in a significant prediction of self-efficacy, coping strategy, and social support on teacher resilience during the COVID-19 pandemic, with a percentage of 55.2% and a significant value of 0.000 ($p < 0.05$).

Keywords: Teacher Resilience, Self-Efficacy, Coping Strategies, Social Support, COVID-19 Pandemic

Resiliensi Guru selama Pandemi COVID-19

Abstrak

Selama pandemi COVID-19, semua unit pendidikan melakukan pembelajaran online. Oleh karena itu, untuk berhasil beradaptasi dengan sistem baru, guru perlu memiliki resiliensi. Penelitian ini bertujuan untuk memeriksa prediksi self-efficacy, coping strategies dan social support terhadap resiliensi guru selama pandemi COVID-19. Total responden sejumlah 301 guru yang berada di Jabodetabek, di mana mereka memiliki pengalaman mengajar online dan berpartisipasi dalam penelitian ini. Pengolahan data dalam penelitian ini menggunakan analisis regresi berganda menghasilkan prediksi yang signifikan dari variabel self-efficacy, coping strategies, dan social support terhadap resiliensi guru selama pandemi COVID-19, dengan persentase 55.2% dan nilai signifikan 0.000 ($p < 0.05$).

Kata kunci: Resiliensi Guru, Self-Efficacy, Coping Strategies, Social Support, Pandemi COVID-19

Introduction

A global pandemic has arisen with the advent of the coronavirus disease, commonly referred to as COVID-19. Indonesia has implemented the second phase of lockdown, referred to as the Public Activity Restriction Treatment (PPKM). The PPKM, an acronym for "Pemberlakuan Pembatasan Kegiatan Masyarakat" in Indonesian, is a government-imposed measure aimed at controlling community activities with the objective of mitigating the transmission of COVID-19 infections in Indonesia. Indonesia has enforced the PPKM in order to curb the incidence of COVID-19 infections. Due to the implementation of PPKM legislation, individuals are mandated

to work remotely, including instructional activities. Every educational institution utilises an internet-based learning platform. During a pandemic, teachers face the task of acquiring proficiency in new and novel information and communication technologies in order to effectively facilitate online learning. Teachers are expected to deliver engaging educational experiences to facilitate optimal learning for students, such as through the implementation of offline learning activities (Antara News Team, 2020).

Online learning presents unique challenges for teachers in their instructional practices. This is due to the fact that not all teachers possess proficiency in technology or

social media to facilitate online learning (Dewi, 2020). Insufficient internet access during online learning hampers teachers' ability to provide a sufficient amount of learning material (Devi, 2020; Satrianingrum & Prasetyo, 2020). Teachers often express dissatisfaction with the absence of defined working hours during online learning (Purwanto, 2020).

Amidst the COVID-19 pandemic, online education has implications for both individuals' financial and physical well-being. Teachers lament the emergence of bags under their eyes, redness in their eyes, impatience, itching, and weariness resulting from prolonged periods of screen fixation. Teachers harbour concerns about the precarious state of the economy within the COVID-19 pandemic. As an illustration, the school did not pay the salary of private teachers, who consequently had to incur debt in order to sustain themselves during the COVID-19 pandemic (Kompas, 2020). Teachers face significant difficulties as a result of the COVID-19 pandemic because they must not only think about their students' well-being but also deal with their own financial situation. This is particularly true for private teachers, whose salaries have been reduced and who may be compelled to accumulate debt (Kompas, 2020).

The teachers' limited financial resources hinder their ability to purchase credits for online learning platforms such as Zoom or Google Meet. Allocations provided to educational institutions are occasionally subject to delays and remain inadequate for the purpose of facilitating online learning endeavours (Sudrajat, 2020). As per the Kemendikbud (2020), teachers are facing challenges not just in adapting to technology but also in effectively managing online learning. Consequently, they are primarily focused on ensuring the completion of the present curriculum and are suffering elevated levels of stress amidst the COVID-19 pandemic.

Teachers facing challenges in online learning are experiencing stress and require resilience to transform stressors into opportunities for personal growth. Teachers with high resilience have enhanced cognitive abilities and a more optimistic mindset when engaging in online learning (Eelss, 2017). According to Wagnild and Young (1993), resilience is the capacity of a person to display adaptive behavior when faced with challenges and to mitigate negative outcomes by utilizing their positive traits (Pearche & Morrison, 2011).

Teachers without resilience may struggle to exhibit effectiveness and professionalism, thus failing to serve as excellent role models for children in terms of resilience, empathy, and exemplary behaviour (Beteille et al., 2020). Teachers without resilience may lack confidence in their abilities to enhance their pedagogical competence, leading them to abandon online learning and neglect opportunities to expand their understanding of the digital realm (Zhang, 2020). The absence of resilience in a teacher can result in various adverse effects on their psychological well-being, including sleep disorders, emotional instability, social withdrawal, acute fear, anxiety, feelings of isolation, and negative thinking. These factors can significantly impede the learning process (Douglas, 2009).

Considering the diverse phenomena observed during online learning among teachers, the researchers deemed it essential to conduct a study on resilience during the COVID-19 pandemic. The factors encompassed in this study are a heightened sense of humour (Jarzabkowski, 2002), expectations, self-control, competence, coping mechanisms (Gillespie et al., 2007), character strength, optimism, self-efficacy, social support, self-respect, and life satisfaction (Martnez-Mart & Ruch, 2017). Self-efficacy is the most crucial element. Self-efficacy refers to an individual's belief in their ability to effectively plan and carry out actions that will result in success

(Bandura, 2010). Sagone and Caroli's (2013) research demonstrates that self-efficacy has a favourable impact on resilience. Consequently, a teacher with a strong sense of self-efficacy exhibits a correspondingly high level of resilience. Previous research has shown that self-efficacy plays a crucial role in considerably improving resilience (Wang et al., 2018).

Furthermore, apart from self-efficacy, another factor that is believed to impact resilience is coping style. A coping strategy refers to an individual's deliberate actions taken to effectively deal with and address hazards, challenges, dangers, and difficulties. The citation is from Carver and Connor-Smith's work published in 2010. According to a separate study conducted in Malaysia, the findings indicate that personal proficiency in coping mechanisms enhances personal resilience (Lian & Tam, 2014). According to Gloria and Steinhardt's (2016) study, people who possess a high level of resiliency are likely to be shielded from stress, and the utilisation of adaptive coping strategies can enhance their resilience. Social support is another hypothesised aspect that can impact self-efficacy. Social support and resilience have a notable correlation, according to research by Pariartha and Eva (2021). Jang (2012) corroborated these findings in his research,

demonstrating that social support exerts a substantial impact on resilience. Based on the above exposure, the researchers wanted to conduct a study to test predictions of self-efficacy, strategic coping, and social support for teacher resilience in online learning.

Methods

Respondents

The study focused on educators employed in the Jabodetabek region. The selected demographic comprises teachers with a minimum of 1 year of teaching experience who only teach through online platforms. The employed sampling methodology was the nonprobability sampling method. This strategy was implemented because of researchers' uncertainty over the precise number of individuals in the population that satisfied the criteria for this investigation. There were a total of 301 individuals included in the sample. Distributing previously created online questionnaires allowed for the collection of data. Surveys were disseminated using popular social media platforms like WhatsApp, Facebook, Instagram, and Twitter. Table 1 provides specific information about the research sample used in this investigation.

Table 1.
Research sample

Gender	
Male	78
Female	223
Teaching duration (years)	
1-15	211
> 15	90
Domicile	
Jakarta	75
Bogor	48
Depok	54
Tangerang	49
Bekasi	75

Instruments

This study employed multiple measuring tools during the process of data collection. The Resilience Scale, a measuring instrument of 16 items, was employed by researchers to assess resilience (Peixoto et al., 2020). The New General Self-Efficacy Scale, developed by Gilad et al. (2001), was used to evaluate self-efficacy variables. This scale comprised of 8 questions. The Brief COPE, developed by Carver (1997), was used to examine coping strategy factors. This scale consisted of 20 items. The Multidimensional scale of Perceived Social Support (Zimet et al., 1988) was utilized to measure social support characteristics. All measuring instruments used a Likert scale with four possible answers, namely: very inappropriate = 1, inappropriate = 2, appropriate = 3, and very appropriate = 4.

Data Analysis Technique

The study employed multiple regression data analysis approaches, utilising the assistance of SPSS. Multiple regression was utilised to ascertain the impact of the independent factors on the dependent variable. The research examines the independent factors of self-efficacy, coping techniques, and social support. The LISREL 8.70 program made it easy to use a confirmatory factor analysis (CFA) approach to evaluate the construct validity of each variable.

Results

Researchers made research data categorizations for each variable. Researchers divided categorization into three categories, namely low, medium, and high. Table 2 provides the norms for categorization of variable scores in this study.

Table 2.
Norms score categorization

Categorization	Equation
Low	$X < \text{Mean} - 1\text{SD}$
Currently	$\text{Mean} - 1\text{SD} < X < \text{Mean} + 1\text{SD}$
High	$X \geq \text{Mean} + 1\text{SD}$

Based on the equation in table 3, the results of the categorization of each variable in this study were low, medium, and high. Table 3 provides further explanation:

Table 3.
Research variable categorization score

Variable	Frequency (%)		
	Low	Currently	High
Resilience	44 (14.6%)	203 (67,4%)	54 (17.9%)
Self-Efficacy	40 (13.3%)	201 (66,8%)	60 (19.9%)
Problem Focused Coping	26 (8.6%)	190 (63,1%)	85 (63.1%)
Emotion Focused Coping	77 (25.6%)	125 (41,5)	99 (32.9%)
Avoidant Coping	33 (11.0%)	268 (89,0%)	0 (0.0%)
Socially Supported Coping	25 (8.3%)	198 (65,8%)	78 (25.9%)
Family	42 (14.0%)	191 (63,5%)	68 (22.6%)
Friend	41 (13.6%)	191 (63,5%)	69 (22.9%)
Significant Other	33 (11.0%)	213 (70,8%)	54 (17.9%)

Table 4 provides all respondents in the moderate category for each variable. When compared between low and high, it can be found as follows: more resilience variables in the high category (17.9%) than the low category (14.6%). The self-efficacy variable is higher in the high category (19.9%) than in the low category (13.3%).

In the variable, problem-focused coping is more prevalent in the high category (63.1%) than in the low category (8.6%). More emotion-focused coping variables are in the high category (32.9%) than the low category (25.6%). The avoidant coping variable does not have a high category or a low category (11.0%).

The family variable is more in the high category (22.6%) than the low category (14.0%). In the friend variable, there are more

high categories (22.9%) than low categories (13.6%). In other significant variables, there are more high categories (17.9%) than low categories (11.3%).

In testing the research hypothesis, the researchers used the multiple regression analysis technique. There are three things that can be seen from the regression analysis, namely, first, knowing how much influence the independent variable has on the dependent variable. Second, whether all independent variables have a significant prediction on the dependent variable. Third, to see whether or not the regression coefficient of each independent variable is significant.

The first step is to look at the amount of R-Square to find out how many percent (%) the influence of the independent variable on the dependent variable in Table 4.

Table 4.
R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 ^a	.552	.540	6.25689

Based on table 4, the regression analysis produces an R-Square value of 0.552, or 55.2%. That is, the prediction of all independent variables (self-efficacy, problem-focused coping, emotion-focused coping, avoidant coping, socially supported coping, family, friends, and significant others) on resilience is 55.2%, while 44.8% is

influenced by other variables, which were not investigated in this study.

The second step is to test whether all independent variables have a significant prediction on the dependent variable. Table 5 provides the results of Anova

Table 5.
Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14108.172	8	1763.522	45.047	.000 ^b
	Residual	11431.429	292	39.149		
	Total	25539.601	300			

Based on Table 5, it produces a sig value. 0.000, which means $p < 0.05$, which states that the null hypothesis is rejected, so there is a

significant prediction of self-efficacy, problem-focused coping, emotion-focused coping, avoidant coping, socially supported coping,

family, friends, and other significant variables on resilience.

The third step is to see the regression coefficient of each independent variable. If

the value of sig < 0.05, then the independent variable has a significant prediction on resilience. Table 6 provides the regression coefficient value of each independent variable.

Table 6.
Regression Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	5.770	3521		1.639	.102
	<i>Self-Efficacy</i>	.545	.047	.560	11.520	.000*
	<i>Problem Focused Coping</i>	.088	.052	.083	1.699	.090
	<i>Emotion Focused Coping</i>	.114	.049	.110	2.304	.022*
	<i>Avoidant Coping</i>	.249	.043	.246	5.743	.000*
	<i>Socially Supported Coping</i>	-.071	.050	-.071	-1,404	.161
	<i>Family</i>	-.084	.051	-.079	-1,651	.100
	<i>Friend</i>	.001	.051	.001	.016	.987
	<i>Significant other</i>	.043	.047	.038	.900	.369

a. Dependent Variable: Resilience

When viewed from table 4, there are three variables that have a significant prediction on resilience, namely self-efficacy, emotional focused coping (EFC), and avoidant coping (AC). While the other six variables did not have a significant effect on resilience, namely problem-focused coping (PFC), socially supported coping (SSC), family, friends, and significant others, The self-efficacy variable has a positive regression coefficient, meaning that the higher the self-efficacy, the higher the resilience. Emotional-focused coping has a positive regression coefficient, meaning that the higher the emotional-focused coping, the higher the resilience. Avoidant coping has a positive regression coefficient, meaning that the higher the avoidant coping, the higher the resilience.

Discussion

This study aims to determine the prediction of self-efficacy, coping strategies,

and social support on teacher resilience during the COVID-19 pandemic. The results of this study indicate that there is a significant prediction of the variables of self-efficacy and coping strategy (emotion-focused coping and avoidant coping) on teacher resilience during the COVID-19 pandemic. The self-efficacy variable has a significant prediction on resilience. This variable is influential because a teacher who has the belief that he or she is able to get through the challenges and difficulties in his life will be confident and able to adapt to a difficult pandemic situation. This statement relates to the concept of the self-efficacy of the teacher itself. In a book by Betha (2021) entitled Teaching Profession: Competencies and Problems, it is stated that self-efficacy is very important for teachers to have in dealing with school problems. The self-efficacy possessed by the teacher is a plus in terms of the professionalism of the teacher's work and pedagogical competence. Self-

efficacy possessed by teachers affects teacher behaviour when teaching. Teachers who have high self-efficacy will not give up easily, are not afraid to fail, have effectiveness in teaching, and can find new strategies based on the failures they have experienced. This study is in line with research conducted by Martínez-Martí & Ruch (2017), which found that self-efficacy is a factor that can affect resilience.

Furthermore, when viewed from the regression coefficient, the emotion-focused coping dimension of the coping strategy variable has a significant prediction on resilience. Emotion-focused coping is a type of coping strategy that focuses on how to regulate emotions, such as accepting every event that occurs, looking positively or taking good lessons when a problem occurs, and surrendering to God in the best way. According to Shihab (2020), in his book entitled "All Students, All Teachers 4: Education in a Pandemic Period," managing emotions is the key to surviving in the midst of the COVID-19 pandemic, which is uncertain when it will end. The COVID-19 pandemic is an opportunity for individuals to practice emotional regulation. Emotion regulation has been shown to be effective in improving learning; when teachers have positive emotions, they can immediately solve a problem, while negative emotions can inhibit teachers. This study is in line with the research of Nurhidayah et al. (2021), which states that emotion-focused coping can increase resilience.

Moreover, the avoidant coping feature of the coping strategy variable exerts a substantial impact on teacher resilience within the COVID-19 pandemic. Avoidant coping refers to a coping mechanism that involves actively avoiding and denying the existence of a problem, such as denying the existence of COVID-19. It entails dealing with a challenging situation by engaging in unproductive behaviours, such as excessive sleeping or distracting oneself with television, and seeking

temporary relief by immersing oneself in social media. Scholarly research has shown that the COVID-19 pandemic has reduced teachers' levels of comfort, which necessitates online learning. Consequently, they resort to avoidant coping mechanisms, such as evading, engaging in unproductive activities, and rejecting the current circumstances, as a means of enduring the prevailing situation. amidst the COVID-19 pandemic. This aligns with the viewpoint of Folkman et al. (1986), who assert that the utilisation of coping methods is contingent upon the individual's assessment of the scenario they are confronting. Pulla (2013) argues that avoidant coping can be successfully employed as a short-term strategy, but if applied over an extended period, it will lead to a lack of positive adaptation.

The dimension of coping strategy that does not contribute much to resilience is problem-focused coping. Problem-focused coping is a coping strategy that centres on finding solutions to issues. The variable of problem-focused coping does not have a statistically meaningful impact. The research findings indicate that teachers predominantly employed avoidant coping strategies, such as avoidance, engaging in unproductive activities, and denying the existence of the COVID-19 pandemic. Consequently, teachers did not actively consider problem-solving strategies or seek ways to address challenges during online learning. Instead, they gravitated towards enjoyable activities and avoided situations that caused discomfort. The interpretation is that teachers' proficiency in developing technological skills is currently inadequate, and they have not fully acknowledged the reality of the COVID-19 pandemic. This study contradicts prior research findings that suggest individuals who employ problem-focused coping strategies have a positive impact on resilience (Mayordomo et al., 2016).

The characteristics of the coping approach, including socially supported

coping, did not exert a substantial impact on resilience. Socially supported coping refers to the deliberate actions taken by individuals to address challenges by requesting aid from their social network, which may include colleagues, school principals, or leaders of foundations. The researchers' investigation revealed that teachers did not employ socially supported coping as a coping method due to insufficient support and resources from those in close proximity, such as colleagues, school principals, or foundation leaders. This case demonstrates the insufficiency of assistance from colleagues, principals, and the president of the Foundation in facilitating more efficient online learning. This study aligns with McGarry's (2020) research, indicating that socially supported coping does not have a substantial impact on resilience.

Social support variables that are not significant to the resilience variable, namely family, friends, and significant others, The family dimension has no effect on resilience; this study is in line with research conducted by Wang et al. (2017), which found that the family dimension does not have a significant effect on resilience. This is because teachers expect the support of friends and significant others, such as school principals, heads of foundations, or school administrative staff, who can assist teachers in adapting to the COVID-19 pandemic situation related to online learning or other administration. This statement is supported by a statement from a book written by Chamim et al. (2021), which states that the strength of teachers during a pandemic is their colleagues and school principals. Teachers have the opportunity to voice their complaints about teaching online in a pandemic situation through coworkers and principals.

The statement of Chamim et al. (2021) is not in line with the results of this study for the dimensions of friends and significant others, which are not significant for teacher resilience. Through an interview conducted

by Rasmitadila et al. (2020), it was explained that teachers think that they need support from co-workers, principals, and parents of students. According to the SMERU Research Institute survey (2020), it is stated that the role of school principals is not optimal in supporting teachers to conduct online learning; the provision of training from school principals and online learning facilities is still minimal; financial support for teachers to conduct online learning is still lacking; even teachers have to use personal funds to support online learning; principals do not monitor and ensure online learning activities take place well; and school principals do not measure teacher performance during online learning.

Conclusion

Based on the results of the data analysis that has been carried out, the conclusions obtained are that self-efficacy, coping strategies, and social support have a significant influence on teacher resilience during the COVID-19 pandemic in Greater Jakarta. The given effect is 55.2%, and other factors that were not considered in this study have an impact on the remaining 44.8%. Teachers in Jabodetabek have a moderate category of resilience during the COVID-19 pandemic. Judging from the significance of each independent variable, in the study there were four variables that had a significant effect on resilience, namely self-efficacy, emotion-focused coping, and avoidant coping. Five other variables that are not significant are problem-focused coping, socially supported coping, family, friends, and significant others.

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