

Description Of The Condition Of Teachers' Resilience In Implementing Online Learning In The Covid-19 Pandemic Era In Bengkulu City

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Abstract – This study aims to describe the main factors that affect the resilience of teachers in carrying out online learning in the era of the covid-19 pandemic. The research method used is the descriptive method with qualitative and quantitative approaches. The instrument used in data collection of resilience is the TRS instrument developed by Maria Platsidou Athena Danilidou which has been tested for validity and reliability. Data collection is done by Google Form. The sample netted in this study were 101 middle school teachers in the city of Bengkulu. Quantitative data analysis using SPSS version 17 application. The results showed that the condition of the teacher's resilience was quite good and significant with the main factors influencing the resilience in carrying out online learning, namely competence, and personal persistence. This means that the professionalism of teachers and their responsibilities is very good in carrying out online learning. In addition, it was also revealed that the condition of resilience is linear with the years of service that the teacher has passed. Meanwhile, other factors significantly support the condition of teacher resilience. Starting from the results of this study, the suggestions put forward should be that teacher professional development should be carried out on an ongoing basis to maintain and increase the level of professionalism.

Keywords – Resilience, teacher, online learning.

I. BACKGROUND

Non-blended online learning is still quite intense in educational institutions, especially during the spread of the Covid 19 virus, which has not shown any signs of ending. Therefore, whether you like it or not, the choice of *online learning* or *blended learning* must be done even though it has not become a habit that many teachers are familiar with. Therefore, innovation and creativity are still very limited by teachers. Perhaps, this is related to the teacher's perception of the *online* learning model. The results of the previous author's research (Hamzah: 2020) show that most teachers prefer face-to-face learning with various considerations, problems of learning effectiveness and achievement of learning outcomes as well as the saturation factor for teachers and students themselves. Another factor is the limited facilities available and the lack of teacher skills in operating the tools to support the learning process. This shows that *online* learning is less favored by teachers. This condition also indicates that there is something influential related to the integrity and *resilience* of teachers that can have an impact on the learning process carried out. In such conditions, the resilience of teachers is inevitably needed to carry out their professional duties. Psychological factors that can influence the implementation of professional duties must be handled properly. This demand certainly does not apply to teachers alone, but the support of related parties is also a must.

The results of research that have been done concerning the security problems of teachers, among them carried out by Sue Howard and Bruce Johnson of the University of South Australia (2004), entitled *Resilient Teachers: Resisting Stress and Burnout* are published in the *Journal of Social Psychology of Education* 7 page 399 –420 published by Kluwer Academic

Publishers, reveals that much of the research on the problem of teacher resilience as a person is affected by institutional weaknesses with solutions promoted mostly palliative or therapeutic. Howard and Johnson's research questions how teachers manage to cope with the stress and fatigue they face, which is one indicator of resilience. His research results show that the protective factors that can make a real difference in a teacher's life are often relatively simple to manage, easy to support, and/or learnable. Protective here relates to the institution where you work and the support of your peers. Another study conducted by Patricia A. Doney (2012) entitled *Fostering Resilience: A Necessary Skill for Teacher Retention* published in the *Journal of Science Teacher Education* (2013) 24:645–664; concluded that the interaction between stressors and protective factors acts as a major force in the resilience process and stimulates responses to help counteract the negative effects of the resulting stress. Therefore, it is understandable that resilience can be fostered in novice teachers as a means to encourage teacher retention. The two research results above basically reveal that protective factors and personal capacity will affect the individual resilience of a teacher.

Based on what was stated earlier, this research is intended to describe the factors related to the resilience of teachers as the spearhead of education to obtain the necessary information which is expected to be used as study material for policies that need to be taken in the context of fostering teacher professionalism.

II. LITERATURE REVIEW

The definition of "resilience" can be found in several kinds of literature, including the definition which states that resilience is a process and personality trait. The term "resilience" was first used by Holling to describe an ecosystem's ability to recover after a disaster. It has since been used in various contexts, particularly in the social sciences, to describe the adaptive capacity of individuals and societies (Daniilidou & Platsidou, 2018). In this case, resilience is seen as a measure of the ability to cope with stress. which, as such, could be important targets of treatment in anxiety, depression, and stress reactions (Ruiter, 1993). Furthermore, Ainsworth and Oldfield (2019) revealed that human resilience generally refers to an individual's capacity to make a psycho-social comeback in adversity. Therefore, according to him, resilience shows that every individual can adapt in the face of significant and ongoing tragedies, traumas, difficulties, and pressures of life. On the other hand, Wosnitza (2014) argues that resilience is shaped by broader individual, situational and contextual characteristics that are dynamically interrelated to provide risk (challenging) or protective (supportive) factors. He further revealed that individuals will utilize personal, professional, and social resources, not only to "bounce back", but he will be able to develop professionally and feel job satisfaction, positive self-confidence, personal well-being, and ongoing commitment. for the profession.

The construction of resilience itself has been explored in various disciplines over time with similarities emerging in the way it has been conceptualized (Gu and Day 2013). There is agreement that resilience is a 'complex, dynamic and multi-dimensional phenomenon' (Mansfield et al. 2012: 364) or a 'composite construct' (Gu and Li 2013: 292). Individuals, their contexts, and the processes in which they overcome challenges over time are part of the complexity. Different theoretical lenses provide focus on different aspects of this complexity. Thus, a person's resilience is built by certain multidimensional factors.

About teacher resilience, Wosnitza et al.(2018) revealed that teacher resilience refers to the process, capacity, or outcome of positive adaptation and commitment and continuous professional growth in facing challenges. Therefore, it can be stated that teacher resilience is a complex, multidimensional, and dynamic construction that can manifest its professionalism. On the other hand, increasing teacher resilience has the potential to increase teacher commitment. As some opinions cited by Daniilidou & Platsidou (2018), among others by Brunetti, (2006) that teacher resilience is described as a quality that allows teachers to maintain their commitment to teaching, as a series of specific strategies that teachers use when they experience adverse situations. in schools (Castro, Kelly, & Shih, 2010, p. 263) and as "a teacher's ability to successfully cope with personal vulnerabilities and environmental stressors" (Oswald, Johnson, & Howard, 2003, p. 50). He, therefore, concluded that teacher resilience refers to the extent to which teachers can maintain positive attributes in the face of various challenges, pressures, and demands related to their work. Various protective and risk factors empower or disable teachers' resilient behavior.

About *online* learning, Martin (2006: in Kennedy, Latham, and Jacinto: 2016) states that *online* learning requires new behavior patterns, new abilities, and new knowledge. Individual awareness, attitude, and ability to use digital tools and facilities appropriately in identifying, accessing, managing, integrating, evaluating, and synthesizing resources, and building new

knowledge to carry out this process. This shows that in practice, *online* learning requires certain skills in utilizing internet technology, both by teachers and students because this will greatly affect the learning process carried out.

The things that must be prepared in *online* learning are the same as face-to-face learning directly in the classroom, namely designing and facilitating learning experiences, presenting material to be learned that can involve students in the learning process, and encouraging them to develop themselves to be more prepared. to study independently. Therefore, what is important in this case is how the learning process is carried out; the Internet and computers are only used as media. This means that the computer should not take over the learning activities carried out. The control of the learning process remains in the hands of the teacher who carries out the learning. It is emphasized by (Pritchard, 2007:122) that the internet cannot take away from good teaching and good teaching is focused on the needs of learners and on clear learning goals - not on resources for learning, which continues from this starting point, instead of lead. The same thing was stated by Ellis who was cited by Pritchard (2007: 122) "Don't let technology take over your teaching. If there is a better way to achieve learning objectives that do not involve using the internet, then it should be used. "Thinking about the use of computers in education does not mean thinking about computers. It means thinking about education."

Problems will arise when teachers are not ready for the demands of implementing *online* learning. What will likely happen is that depression and stress conditions become very exposed, while professional duties must be carried out. This is where the resilience factor of the teacher will play a role. Teachers who have a high level of resilience will certainly be quick and easy to adapt, while teachers who have a low level of resilience may be frustrated which has an impact on the implementation of their teaching duties. As revealed in the results of research (Day and Gu, 2014) that a social-ecological perspective on teacher resilience is needed to properly understand the 'contemporary teaching landscape' in which teachers influence and are influenced by their professional world. The results of other studies cited by (Day and Gu, 2014) emphasize that resilience is the result of combining aspects such as commitment, enjoyment, enthusiasm, and passion. Therefore, the measurement of teacher resilience using a teacher resilience scale instrument (Teachers' Resilience Scale =TRS) which was developed by Daniilidou & Platsidou (2018) in this study is very relevant which includes the dimensions of internal and external factors. The internal factors developed refer to the following opinions and findings of the experts. Garmezy & Masten, (1986) and (Rutter, 2006). that persistence is one of the most significant factors that help individuals stay functioning in difficult situations. The spiritual dimension has also recently been recognized as a significant resilience factor because it is heavily based on a personal search for understanding issues about life and meaning (Connor et al., 2003; Crawford, Wright, & Masten, 2006). Spirituality gives people hope and strength to face challenging situations (Fleming & Ledogar, 2008). Regarding external factors, social support including family welfare and peer relations is very important to support individuals to overcome difficulties (Horton & Wallander, 2001; Kafetsios, 2007; Kamtsios & Lolis, 2016). In particular, strong family and peer relationships can support and protect a person in stressful situations (Armstrong, Birnie-Lefkovich, & Ungar, 2005; Ganong & Coleman, 2002; Jackson, Firtko, & Edenborough, 2007; Walsh, 2002). Thus, Daniilidou & Platsidou believe that TRS has an advantage in evaluating some of the most important internal and external factors that have been identified in the literature to influence resilience.

Based on some of the explanations stated above, a framework of thought can be built that a person's resilience is built from certain internal and external factors from within himself which are indicated by the ability to face and overcome all forms of obstacles that come from within or outside himself. Therefore, in this context, a teacher can be categorized as having good resilience when he can face and overcome all forms of challenges and obstacles that arise, both from within and from outside himself.

III. RESEARCH METHODS

This study uses a descriptive method with a quantitative approach. This research was conducted in Bengkulu City from May to November 2021. The research sample was 101 (one hundred) high school and junior high school teachers in Bengkulu City from various fields of study who were obtained randomly.

The details of the samples captured by each school level in this study are as follows:

1. Based on the field of study at the Junior High School Level

Number	Field of study	Total number of teachers*
1	Social science	6
2	Mathematics	6
3	Natural Science	6
4	Art and culture	3
5	Counseling guidance	1
6	English	5
7	Pend. Citizenship	5
8	Indonesian	5
9	crafts	2
10	Sports and Health	2
11	Religious education	1
	Amount	42

- Boys = people Women = people

2. Based on the field of study at the Junior High School Level

Based on the field of study at the Junior High School Level

Number	Field of study	Total number of teachers*
1	Biology	6
2	Mathematics	10
3	Chemical	4
5	Counseling guidance	2
7	Pend. Citizenship	1
8	Indonesian	4
9	Cultural Arts and skills	2
10	Sports and Health	2
11	Religious education	3
12	Economy	6
13	English	7
14	History	5
15	Geography	2

16	French	1
17	Physics	3
18	Sociology	1
	Amount	59

*Male= Female= person

Data collection technique

By the problems studied, the data collection of this research was carried out using a questionnaire conducted *online* using Google Form. The data collection instrument was conveyed through the MGBS group for each school level of the research subject.

Research Instruments (Construction Grid for each Variable)

The instrument used in this study refers to the “*Teachers Resilience Scale*” instrument developed by Maria Platsidou (University of Macedonia) and Athena Danilidou (University of Macedonia) published in January 2021 (https://www.researchgate.net/publication/348677488_Teachers%27-Resilience-Scale-English-version). This instrument consists of 26 items and assesses four dimensions of teacher resilience: (a) Personal Competence and Persistence (9 items), (b) Spiritual Influence (3 items), (c) Family Cohesion (7 items), and (d) Skills Social and Peer Support (7 items) with a 5-point Likert scale approach ranging from 0 (not true at all) to 4 (almost always true). This instrument is used by considering that the instrument has been validated and is considered suitable for the conditions of the problem to be studied.

The indicators for each of these dimensions are as follows:

No	Durability Dimension	Response Indicators/Options
1	Personal competence and persistence	- I can adapt to changes
		- Under pressure, I can focus and think clearly
		- I prefer to take the lead in problem-solving
		- I am not easily discouraged by failure
		- I consider myself to be a strong person
		- If necessary, I can make unpopular or difficult decisions that affect others
		- I can handle unpleasant feelings, such as anger or fear
		- I like challenges
		- I work hard to achieve my goal
2	Spiritual Influence	- Sometimes fate or God can help me overcome the challenges I face
		- Sometimes I believe things happen for a reason
		- Sometimes I have to act on a hunch
3	Family Support (Cohesion)	- My family's understanding of what's important in life is similar to mine
		- I feel very happy with my family
		- My family is characterized by healthy coherence

		- In this difficult period my family keeps a positive outlook on the future
		- Facing other people, our family acts loyally towards each other
		- In my family, we like to do things together
4	Social Skills and Peer Support	- At my workplace, I enjoy being with other people
		- New friendships are something I make easily at my workplace
		- Meeting new people at my work is something I love
		- At my workplace When I am with other people, I easily laugh
		- I can discuss personal problems with my colleagues
		- The bond between my comrades and I is strong
		- I get support from my colleagues
		- When needed I always have someone at work who can help me

Data analysis

The data analysis steps include several stages, namely the stage of collecting data, grouping data, verifying and validating data which is then carried out an analysis of the factors that are thought to affect the resilience of teachers in teaching *online* in the era of the COVID-19 pandemic, namely competence and persistence. personal, spiritual influence, family cohesion, social skills, and peer support. The data analysis technique used is *Factor Analysis*, which aims to find the main factors that are thought to have a significant effect on teacher resilience.

IV. RESEARCH RESULTS AND DISCUSSION

Description of Research Results

The results of collecting research data related to the reality of the sample relating to teaching experience, duration of teaching activities per week, and data from questionnaires can be described as follows.

Teaching experience

The data obtained regarding the teaching experience or length of the teaching of teachers are as follows:

Experience Teaching (years)	Total number of teachers
1 -- 10	13
11 – 20	50
21 -- 30	22
32 -- 39	16

Average	18.6
median	18
mode	16
Standard Deviation	9.34
Minimum	1
Maximum	39
Number of Samples	101

Teaching assignments per week

The data obtained on the number of teaching hours per week is shown in the following table:

Range of Teaching Hours per Week	Total number of teachers
25 – 30	19
19 - 24	17
13 -18	23
7 - 12	22
1 - 6	19

Average	median	mode
17	20	24

The description of the data in the table above shows that 36 teachers teach between 24-30 hours. This number refers to the main tasks of teaching hours that must be fulfilled by the teacher. Meanwhile, judging from the average of only 17 hours per week with a mode of 24 hours per week. This shows that the number of teachers who teach 24 hours per week is more than those with less than 24 hours.

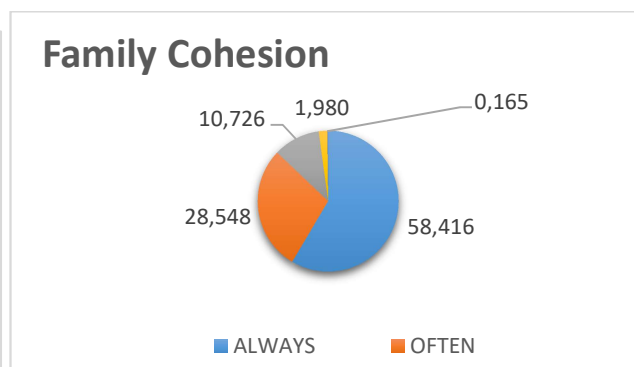
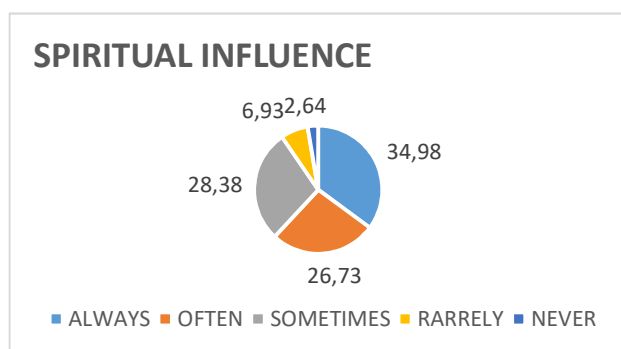
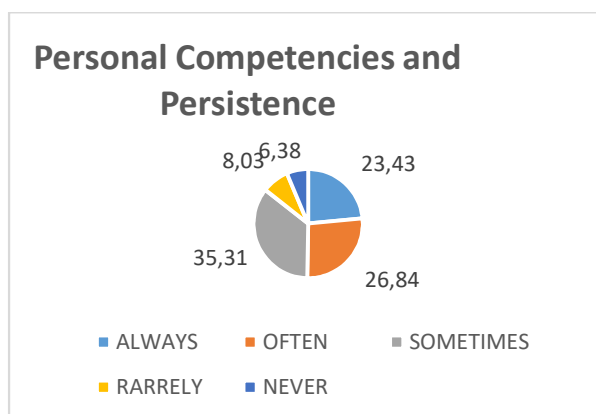
Description of Research Results for Each Dimension

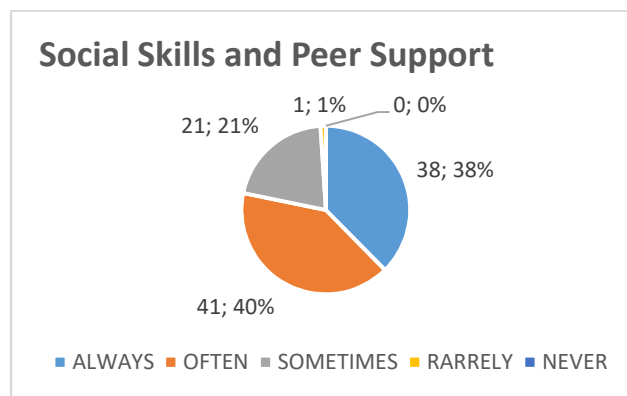
The distribution of the total values for each factor item is as follows:

No	Statement Items	Factor			
		Personal Competences and Persistence	Spiritual Influences	Social Skills & Peers Support	Family Cohesion
1	I can adapt to changes	435			
2	Under pressure, I can focus and think clearly	293			
3	I prefer to lead in problem-solving	301			
4	I'm not easily discouraged by failure	347			
5	I consider myself to be a strong person	306			
6	If necessary, I can make unpopular or difficult decisions that affect others	265			
7	I can handle unpleasant feelings, such as anger or fear	359			
8	I like challenges	342			
9	I work hard to achieve my goal	438			
10	Sometimes fate or God can help me overcome the challenges I face		438		
11	Sometimes I believe things happen for a reason		393		
12	Sometimes I have to act on a hunch		283		
13	At my workplace, I enjoy being with other people			453	
14	New friendships are something I make easily at my workplace			412	
15	Meeting new people at my work is something I love			403	
16	At my workplace When I am with other people, I easily laugh			392	
17	I can discuss personal problems with my colleagues			281	
18	The bond between my comrades and me is strong			387	

19	I get support from my colleagues			400	
20	When needed I always have someone at work who can help me			400	
21	My family's understanding of what's important in life is similar to mine				381
22	I feel very happy with my family				508
23	My family is characterized by healthy coherence				485
24	In this difficult period, my family keeps a positive outlook on the future				483
25	Facing other people, our family acts loyally towards each other				474
26	In my family, we like to do things together				471
	Dimension max value	505	505	505	505

The relative distribution of the data over each indicator of each dimension is as follows:





Dimensional Factor Analysis

The data analysis steps include several stages, namely the stage of collecting data, grouping data, verifying and validating data which is then carried out an analysis of the factors that are thought to affect the resilience of teachers in teaching *online* in the era of the COVID-19 pandemic, namely competence and persistence. personal, spiritual influence, family cohesion, social skills, and peer support. The data analysis technique used is *Factor Analysis*, which aims to find the main factors that are thought to have a significant effect on teacher resilience.

The results of data analysis with the SPSS.17 application are as shown below:

Table 1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.595
Bartlett's Test of Sphericity	Approx. Chi-Square	50.158
	df	6
	Sig.	.000

KMO and Bartlett's test is one of the assumptions of factor analysis used to determine the feasibility of a variable. The output results show that the KMO value > 0.50 and the Bartlett value (sig.) < 0.50 , this means that the assumption of factor analysis is fulfilled, and further factor analysis can be carried out.

Table 2. Anti-image Matrices

		Personal Competence and Persistence	Spiritual	Family Cohesion	Ex.Social & peer support
Anti-image Covariance	Personal Competence and Persistence	.672	-.233	.022	-.324
	Spiritual	-.233	.851	-.102	-.014
	Family Cohesion	.022	-.102	.936	-.155
	Ex.Social & peer support	-.324	-.014	-.155	.714

Anti-image Correlation	Personal Competence and Persistence	.566 ^a	-.308	.028	-.467
	Spiritual	-.308	.659 ^a	-.114	-.018
	Family Cohesion	.028	-.114	.644 ^a	-.189
	Ex.Social & peer support	-.467	-.018	-.189	.584 ^a

a. Measures of Sampling Adequacy(MSA)

Anti image Matrice is useful for knowing and determining dimensions that are suitable for use in factor analysis. The MSA (Measure of Adequacy) value of each of the dimensions studied can be seen from the anti-image correlation value in table 2, namely:

Personal Competence and Persistence: 0,566

Spiritual: 0.659

Family Cohesion: 0.644

Village and peer support:0.584

The requirement that must be met in the factor analysis is the MSA value > 0.50 . From the results of the analysis obtained the MSA value of each dimension > 0.50 , this means that all dimensions used in this study meet the assumptions of factor analysis and are feasible to use.

Table 3. Communalities

	Initial	Extraction
Personal Competence and Persistence	1,000	.651
Spiritual	1,000	.405
Family Cohesion	1,000	.194
Ex.Social & peer support	1,000	.594

Extraction Method: Principal Component Analysis.

Table 3. Communalities show the value of the dimensions studied whether they can explain the factors or not, by looking at the extraction value greater than 0.50. From the output above, it can be seen that there are two dimensions whose extraction value is greater than 0.50, namely family competence and persistence of 0.651 and social group and peer support of 0.594.

Table 4. Total Variance Explained

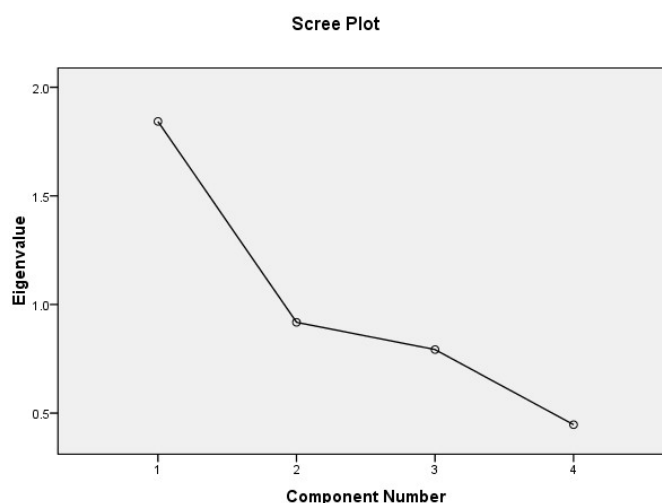
Component	Initial Eigenvalues			Extraction Sums of Squared Loading		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1,843	46,067	46,067	1,843	46,067	46,067
2	.918	22,952	69,019			
3	.793	19,814	88,834			
4	.447	11,166	100,000			

Extraction Method: Principal Component Analysis.

Table 4. Total Variance Explained shows the value of each variable to be analyzed. This study uses four dimensions that are analyzed. There are two kinds of analysis to explain a variance, namely Initial Eigenvalues and Extraction Sums of Squared Loadings. In the Initial Eigenvalues variant, it shows the formed factor. If all the factors are added up, it shows the number of dimensions, namely $1.843 + .918 + .793 + .447 = 4$ dimensions, while the extraction value of Sums of Squared Loadings shows the number of variations or the number of factors that can be formed, the output results are one variation of factors, namely: 1, 843.

Based on the output of **Table 4. Total Variance Explained in the Initial Eigenvalues section**, there is one factor that can be formed from the 4 analyzed dimensions. The requirement to be a factor is that the eigenvalue must be greater than 1. The output shows that only component 1 meets the requirements, whose eigenvalue is greater than 1, which is 1.843 and can explain 46.067% variation.

The following scree plot image describes the number of factors formed. From the picture, it can be seen that the Component point value (factor) which has an eigenvalue >1 there is 1 component point, it can be interpreted that there is only one factor that can be formed.



Furthermore, the component (factor) matrix below shows the correlation value between each dimension and the formed factor. The correlation values of the four dimensions to the formed factors (factor 1 = 1.843 in table 4) are 0.807, respectively; 0.636; 0.440, and 0.771 (Table 5). This shows that factor 1 sums up all factors in all dimensions. In other words, the Competence and Persistence Dimensions are the main factors forming the resilience condition. Meanwhile, the other dimensions are only supporting the main dimensions.

Table 5 Component Matrix ^a

	Component
	1
Personal Competence and Persistence	.807
Spiritual	.636
Family Cohesion	.440
Ex.Social & peer support	.771

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

Discussion

The description of the research data presented above, which shows that the main factor of resilience is personal competence and persistence, which is supported by the dimensions of social skills, spirituality, and family support. This is consistent with the results of Day and Gu's (2014) research that the commitment factor will affect resilience. In addition, the findings of this study also strengthen the opinion referred to by Daniilidou & Platsidou (2018) about internal and external factors that affect a person's resilience, namely the findings of Garnezy & Masten, (1986) and (Rutter, 2006) which state that persistence is one of the most significant factors that help individuals stay functioning in difficult situations. While Connor et al., (2003); Crawford, Wright, & Masten, (2006) state that the spiritual dimension has also recently been recognized as a significant resilience factor because it is heavily based on a personal quest to understand issues about life and meaning. Fleming & Ledogar (2008) also revealed that spirituality gives people hope and strength to face challenging situations. Regarding social support as an external factor in this case family welfare and peer relations are very important to support individuals to overcome difficulties stated by Horton & Wallander (2001); Kafetsios (2007); Kamtsios & Lolis (2016). In particular, strong family and peer relationships can support and protect a person in stressful situations (Armstrong, Birnie-Lefkovich, & Ungar, 2005; Ganong & Coleman, 2002; Jackson, Firtko, & Edenborough, 2007; Walsh, 2002).

Furthermore, when it comes to the affordable sample in this study which is dominated by teachers who have more than 10 years of teaching experience, it can be assumed that the teaching experience factor triggers their professional attitudes and commitments which are supported by their competence and persistence. The challenge of teaching quite a lot (23 hours/week) does not make it a burden and a stressor for teachers. This also means that the professional attitude and maturity of the experience are protective factors from stressors that can arise from changes in the conditions of the learning process that are different from usual. Thus, it can be stated that resilience itself will develop along with the level of maturity throughout age and work experience. Work experience will develop a teacher's sense of professional responsibility so that the ability to adapt to technological advances and the conditions at hand is formed.

V. CONCLUSIONS AND SUGGESTIONS

Conclusions that can be drawn from the results of the research and discussion that have been stated previously, in general, it can be concluded that the teacher's professionalism factor and professional responsibility are determinants of the condition of teacher resilience in carrying out *online* learning (online).

This conclusion is based on the following findings and analysis results:

1. Middle school teachers in Bengkulu City have a fairly good level of resilience in carrying out *online* learning in terms of competence and personal, spiritual tenacity, family support, and factors of social skills and peer support.

2. The main factors that have a very significant effect on the resilience of secondary school teachers in the city of Bengkulu in carrying out *online* learning are the competence and personal persistence factor as indicated by the coefficient number $0.807 > p(0.05)$. Meanwhile, other factors also have a significant effect on the resilience of the teacher, which sequentially is Social Skills and peer support 0.771, spirituality 0.636, and family cohesion (support) 0.440. Thus, it can be stated that the teacher's professionalism is very decisive in influencing the condition of teacher resilience.

Related to the findings of the research above, suggestions can be made as that efforts to develop professionalism and professional attitudes of teachers on an ongoing basis become a necessity and a necessity. Appreciation and appreciation should be given to teachers who have demonstrated their commitment and professional responsibility in education and learning in schools despite the challenges of the lack of the required supporting facilities.

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