

Research Article

Teacher Resilience During the Pandemic

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SebelasMaretSurakarta, Central Java, Indonesia**Abstract.**

Changes in learning activities during the COVID-19 pandemic have consequences for teachers and students. The increasing workload will impact stress levels, so resilience is disrupted. The aim of this research is to create resilience as a power to affect self-esteem and work responsibility that influences the teacher. The study used a both literature review and an empirical approach. The outcomes exhibited that information facing the teacher resilience and methods for raising reflection, distracting pressures, and challenges.

Keywords: Covid-19, Resilience, Teacher

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1. Introduction

Since the Corona Virus become a pandemic announced by World Health Organization (WHO) and has attracted international attention. This has brought about a major change in lifestyle and work environment. Similarly, the pandemic of Corona Virus has caused inconsistent damage to education systems around the world. In the current situation, given the need to do the online learning, the lack of face-to-face communication with students, and the need the balance of family life, it may be felt that high-efficiency teachers may differ in school-based teaching.

As an expression of alert, it has been contended by specialists that the showing methodology presented because of the change to advanced spaces brought about by COVID-19 can't be marked as 'web-based learning or online learning', and along these lines another idea has arisen to characterize the new circumstance: 'crisis distant educating or emergency remote teaching' [1, 2, 3, 4]. The practice of teaching caused by the pandemic is the shift to online teaching, paying more interests to the teacher's attitude to the importance of technology as the factor to consider while their feelings examined. However, analysis on the way to create these unforeseen transitions apace, and also the potential impacts of the selection caused by taken by establishments and

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instructors relating to the employment of various educational strategies or technologies supported, suggests that (or a minimum of meant before COVID-19) venturing into unknown territory [5].

The pandemic has modified schooling and teaching in systems that ne'er full-fledged in our life. Teachers were needed to change their pedagogy terribly quickly inside a time of unbound for each themselves and their students. Despite additional more negative thoughts and feelings regarding the lack of face-to face teaching, teachers maintained consistent behavioral attitudes therein they continuing to support on-line teaching to the simplest of their ability.

An understanding of resilience shows that resilience has proven to be very important, for the teaching environment. Retaining professional and high-quality teachers, realizing how complex and challenging the factors and process that contribute to the teacher resilience. Birchinall, [6], suggests a "two-pronged" approach is needed. First, it is necessary to train our educators in conservation by providing the necessary tools to deal with the stresses associated with choosing a career that is considered stressful. Second, we would like to address common factors that increase employment and extend to teacher weakness by taking part in skilled consulting, through each of its channels, in the hope of reducing the current pressure and stress associated with work.

It is well known that until now learning is still carried out online, although in some situations face-to-face learning has been carried out with limited student attendance. This of course will indirectly increase the workload of teachers, besides having to be skilled in utilizing IT for learning activities, they must also be able to maintain the readiness of their pedagogical aspects to create an attractive learning environment.

As described, the resilience of teachers in learning activities is influenced by several factors, both from within and from outside the teacher himself. Through this research, it is hoped that it can be an initial basis and information for teachers to be able to maintain their level of resilience in carrying out learning activities, considering that the studies discussed in this study will be very varied and reliable to be discussed and used as reference material for teachers, as well as other educators.

2. Methodology

This study will examine several relevant studies related to the resilience of teachers while carrying out the activities of learning while the pandemic happened. The method used in this research is a literature study, which collects several previous studies to find out how to increase teacher resilience during the COVID-19 pandemic [27][7]. The data

collection technique used is secondary data, namely data that is collected indirectly on the object being studied, through books, journals, scientific works, and other reading materials [28] [8].

The procedure for selecting library sources for the study begins with creating and determining research objectives, then proceeding to search for words or sentences through a literature search that is relevant to several keywords related to teacher resilience, teaching process while the pandemic of Corona Virus, supporting and inhibiting factors in the implementation of learning as well as several articles that relevant to the resilience of teachers while carrying out learning activities in pandemic of Corona Virus era.

Based on the selection of several reference sources that are relevant to the keywords, the data that has been collected is then analyzed. The analysis is based on supporting theories so that it can be described through a descriptive research result. These data can be used as a reference to increase knowledge and find solutions to problems or phenomena through analysis.

3. Discussion

3.1. Teachers resilience

Garmezy [9], Amid the term at 1970, the resilience became to be used at interval domain adore the positive development of children described by the psychology and psychiatry who would otherwise be regarded “at consequence”. Attention is focused on resilience’s building and the factors caused by the environment, considering friend, community and the family [10]. During the last ten years, analysis of resilience has additional contributed as complicated and multi diverse.

While the resilience has targeted on individual traits by psychological views, factors of the environment and also the ways and techniques that happen within the dynamic interaction, it is necessary to notice that resilience has been explored mistreatment alternative perspectives [11]. Ungar [12], contends that ordinary biological resilience’s models are constrained and are “unable to oblige the majority of implications people arrange in their self-constructions as resilient”. The example of resilient, the adaptability of teacher classroom practicing may allow the other skills or personality and supports from different professional environments (for example, surgery or other social work) [11]. Thus, the examination of what flexibility in teaching means has caught the attention of researchers, educators and teacher recruiters.

Resilience of teacher has been explained as a quality that allows teachers to 'stay engaged in teaching' [13], or a "developmental process that happens over time" including "the capability to adapt to different circumstances and to improve a person's capacity to face the damage conditions" [14], "The main strategies used by individual while they encounter the damage situations" [15], or "the ability to the individual weaknesses and stressors of the environment" [16], they suggest that resilience is related to "emotional regulation and effective interaction in social contexts" [17], and involves "a mode of interaction with environmental events that are triggered and nurtured during times of stress" [17]. Several key themes appear in the resilience of individuals to challenges or adverse situations. The key role in the resilience process proves that protective and risk factors (personal and background) and resilience individuals have personal advantages, including specific characteristics, attributes, assets or ability.

Resilience is proven by the individuals' responses to difficult things and analysis has known because people illustrate the convince threats to the event of it and show the range of the challenges that teachers resilient can overcome perfectly and the previous research has explored factors that contribute to teacher's resilience, it's belonging to the personal strength. Only as resistance analysis acknowledges the role that compete with the factors protecting individual, the environment protects factors to support the measure of the teacher's resilience measure the same important side to connect its development.

Analyzing the effect and the save factors of people and matters has been useful in knowing however teacher resistance could be showed within the profession. To change these elements to be increased in teacher's knowledge and therefore the profession additional broadly. Restricted literature has thought-about the way teacher resistance may be increased and the attributes of teacher education are viewed to supply each obstacle and supports for developing teacher resilience.

Conceptualizing teacher resilience in a four-dimensional framework that shows the dimension of resilience elated to the profession, emotional, motivational and social [11]. The framework is a complex, dynamic and multi-dimensional phenomenon that can draw on various possible overlap of profession, emotional and social aspects, at varying levels of intensity.

The most common dimension that reflects the understanding of resilience of graduating and new teachers is the dimension that includes emotional aspects that emphasizes emotions in teaching and its relationship with factors related to resilience.

The second most typical dimension mirrored within the responses of each cohorts contained profession-related aspects of resilience are recognized in relevant teacher standards and literature on promoting skills for participants.

The third most common dimension is the motivational aspect of resilience which understands and relates aspects of resilience that value persistence, self-confidence, hope and goals, the lightness of many relationships that can be made between motivation and resilience in the teacher's view.

The fourth dimension of the framework that includes aspects of social resilience is surprising that the social aspects of teaching are mentioned the least.

3.2. Teachers' attitude toward changes

Supporting teachers in enacting the behavioral teaching required by COVID-19 must address the 3 elements of attitude (cognitive, affective, and behavioral intentions), and must also overcome barriers to variation. First, the instructor's beliefs must be inclined [18]. Due to the COVID-19 pandemic, there has been a fluctuating psychological reaction to turning to internet teaching. While some instructors accept this is a coherent choice as an approach to follow-up learning and well-being, others accept that online practice makes a difference [19] and is an excessive burden on educators and carrers [20].

Second, educators' sentiments about change must be inclined [18]. In today's settings, educators who may have seen high eligibility in their school-based teaching may find adequacy in unexpected ways, given the demands of internet learning, lack of eye contact with students, and the need to adapt their homes. live demand with simultaneous educating demand.

It seems that repeated exposure of teachers to increasing challenges of diversification, supervision, performance, accountability and continuous and rapid structural change can lead to an increase in the amount of stress [21, 22]. The relevant political weights account for the rapidly changing school framework with the development of 'academics', changing responsibilities, rapidly changing education modules and expanded budget weights including stressors.

Hart [23], identified four characteristics of anxiety that characterize teachers in training including evaluation anxiety, anxiety student, class control anxiety, and anxiety about teaching practice requirements. Evaluation anxiety is about being judged by their actual teacher, mentor, or supervisor. Anxiety student and professional concerns are anxiety dealing with colleagues, preparing teaching materials, and meeting student needs. Class control anxiety is about being able to manage student behavior and manage the

general classroom. Anxiety about the teaching practice requirements is the desire to meet regulatory expectations about their teaching practice, especially document and lesson plans.

It is imperative that defensive variables be considered at the most timely stage of a teacher's career to help them cope with stress and anxiety, and maintain their health, so that intercession exams offer moderate relief against stress. There appear to be four important and interrelated themes related to recruiting and retaining new entrants to the English teaching profession:

1. Attract a sufficient number of new teachers for the profession [24].
2. Maintaining the teaching profession [24].
3. Addressing the workload of teachers, particularly on policy and testing [25].
4. Coping with and acknowledging teacher stress and well-being [25].
5. Additional benefits identified include; increased stress, depression, anxiety, sleep quality, physical health and quality of interpersonal relationships, clearer emotions, better self-regulation [26].

Li [27], surveyed 67,357 teachers during this cross-sectional COVID-19 pandemic, and it provides the best evidence that inappropriate mask wearing is associated with anxiety risk, and after adjusting for potential confounding factors, non-adherence teachers 2.55 times more likely to suffer from anxiety disorders than those who insist on wearing a mask. This suggests that the wearing of masks can also be an indicator of the degree of association intervention to reduce anxiety during the COVID-19 epidemic among teachers. Early intervention in mask bearer observation may be useful for tension first interventions, which should be of particular interest to international and national decision makers. Therefore, the practice of wearing masks can play a key role in reducing the risk of anxiety during the COVID-19 epidemic, so this study can recommend that the public raise awareness about the correct practice of wearing masks. In addition, we also reveal that participants who know the wrong type of mask or wear a mask are also at risk of experiencing anxiety. We also suspect that supply shortages, economic processes, and the increasingly frantic search for surgical masks during the COVID-19 epidemic [28].

4. Conclusion

The results of the literature review in this study indicate that the COVID-19 pandemic really requires staff from teachers to carry out learning activities, where there is currently a learning paradigm shift that requires the integration of technology into the learning process. Of course, this will bring a psychological impact on the teacher, plus the teacher has to do other administrative tasks. The resilience of the teacher is especially important, this is because through the professionalism and resilience that the teacher has, he will always try to provide a good learning experience for students. Through the results of the literature review, it seems that a strategy is obtained for teachers to be able to maintain or increase their resilience, namely by growing self-confidence, emotional attitude and ability, and still mastering learning technology. Currently, an educator must be able to keep up with changes and developments in learning methods, where during learning during the COVID-19 pandemic, the implementation of face-to-face learning is replaced with online learning. Therefore, in order to increase the resilience of teachers to continue to be able to carry out learning activities, it is hoped that they will not close themselves to the development and integration of technology into learning activities.

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