

**THE RESILIENCE OF ONLINE LEARNING IN ENGLISH FOREIGN  
LANGUAGE (EFL) CLASSROOM POST COVID 19 : PERCEPTION  
OF HIGH SCHOOL TEACHERS IN INDONESIA**

**SKRIPSI**

**Submitted in Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program**

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## PERNYATAAN KEASLIAN SKRIPSI



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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **The Resilience of Online Learning in English Foreign Language (EFL) Classroom Post Covid 19: Perception of High School Teachers In Indonesia**, adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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## ABSTRACT

**Manullang, Hamidah. 202050094P. The Resilience of Online Learning in English Foreign Language (EFL) Classroom Post Covid 19 : Perception Of High School Teachers in Indonesia. Thesis. English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. 2023.**

The study dealt with the resilience of online learning in eEnglish Foreign Language (EFL) classroom post covid 19 : perception of high school teachers in Indonesia. It is aimed to describe the teachers' perception on resilience of online learning at the post Covid-19 and to find the most dominant dimension of teacher resilience toward online learning at the post Covid-19. This study used a mixed-method which combines both qualitative and quantitative research. The result of the study found that the teachers' perception on resilience of online learning at EFL class in the Post Covid-19 was categorized positive. It was proved that 3 (6%) teachers resilience were categorized very positive, 38 (76%) teachers resilience were categorized positive, 8 (16%) teachers resilience were categorized negative, and 1 (2%) teachers resilience were categorized very negative. The teacher's perception toward 8 dimension of resilience on online learning were 35.33% for self-belief, 40.5% for optimism, 40.6% for purposely direction, 37.13% for adaptability, 41.08% for ingenuity, 40.4% for challenge orientation, 36.7% for emotion regulation, and 42.8% for support seeking. The reason why support seeking was most dominant of teachers' perception of resilience because support seeking can help them to minimize their problem, feeling boring during online learning and find the better solution by sharing and communicate with their peers at the school.

**Keywords: Teacher Resilience, Perception, Online Learning**

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**Wassalamu'alaikum Wr. Wb.**

Medan, August 2023

**Hamidah Manullang**



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of The Study**

The COVID-19 pandemic hit the world, including Indonesia, and urged the Indonesian government to impose some policies to avoid spreading the virus. This virus has affected many sectors of public life, including the educational sector (Dhawan, 2020). Due to the COVID-19 pandemic, most governments temporarily closed the educational sector to minimize the spread of the COVID-19 virus (UNESCO, 2020). Both students and teachers are affected in teaching and learning processes in that the teaching and learning process must be switched from offline mode to online mode (Rieley, 2020). The Indonesian government issued a Study from Home policies for all education levels in the middle of March 2020 to support the government's social distancing policies (Ministry of Education and Culture, 2020).

Online learning is an solution taken by the Indonesian government for education aspect during the Covid-19 pandemic (Chaterine, 2020). Online learning utilizes the internet network and various media to support learning so that the face-to-face process between teachers and students does not occur (Bervell et al., 2020). Online learning is a learning activity carried out by utilizing the internet network as a method, delivery, interaction, and facility and is supported by various forms of learning services (Meşe and Sevilen, 2021). This online learning can connect students with learning resources that are physically separate or even far apart but are still able to communicate, interact or collaborate (directly or synchronously and indirectly or asynchronously) (Lapada et al., 2020).

Implementation online learning for Pandemic Covid-19 was considered effective and ineffective (Williams et.al, 2020). Several studies have shown that online learning can be carried out effectively. It can be done anytime and anywhere using a cellphone, android, laptop, or computer (Sundarasen, 2020). Online learning is considered to be more relaxed, fun, flexible, efficient, short, practical, fast, safe, easy, time-saving, and energy efficient (Oosterhoff, 2020). It means that online learning is a very supportive medium in conquering the problems of the world of education during the Covid-19 pandemic (Reimers, 2020).

Online learning was considered ineffective for the students and teacher because this learning gives students and teachers feel anxiety, stress, and turnover (Steiner and Woo, 2021). Inadequate skills of students and teachers to use online learning software exacerbates fatigue and stress about one's ability to succeed in performing his or her part of the education process (Eltahir, 2019). The current pandemic is a challenge in developing creativity in the use of technology, not only transmitting knowledge, but also how to ensure learning is conveyed properly (Hendayana, 2020). Of course, this situation of learning does not give all teacher or education personnel are able to keep up with the flow of changes that are so fast. Some of them feel stress and gives pressure for their emotion. Chou and Chou (2021) state that compared to traditional offline teaching, large-scale online learning teaching at home puts more pressure on teachers. Then, Sokal et.al (2021) state that due to the development of online learning, in addition to teacher competence in online learning, teachers' stress, emotional experience, and emotional changes in online learning due to difficulties in using digital technology, lack of online learning experience, and poor conditions are the other core challenges that all teachers have faced during



Covid-19. It means that for some teachers, online learning gives them stress and high emotion.

The survey showed 71% of survey respondents reported increased stress from this educational disruption based on high school or college students experiencing an educational disruption during pandemic Covid-19 (Johnson, 2020). Stressors commonly cited by teachers (pre-pandemic) include a lack of control and agency concerning classroom decisions and curricula, challenges with managing student behavior, lack of respect for the profession, and insufficient support and resources (Kyriacou, 2001). At the start of the pandemic, many teachers retained these same stressors, with added fears surrounding physical health, safety, and well-being (Will, 2021).

For Senior High School teachers, online learning is still a new system for teaching. Teachers' early perceptions of online learning are crucial to facilitate an effective online learning environment; the benefits and barriers to implementation must be understood (Nambiar, 2020). The Italian school system to capture how the teachers perceive and experience online education two months after the beginning of the Covid-19 pandemic. It was found that teachers had a positive perception of using technologies. The professional development of teachers in digital skills is needed to prepare for future teaching activities (Giovannella, 2020). The changes the educators expect in educational practices at the post Covid-19 world are reshaping the competencies of the educators, supporting the educators' ability to provide online learning practices, integration of more courses about online learning into the curricula of education, increase in the need for online learning environments, and providing equal opportunities for all students by online education (Korkmaz and Toraman,2020). How students differ in attitudes towards online learning (Baloran,2020)

In adopting online learning at the post Covid-19, the teacher must play an important role in teacher professional performance rather than blaming what is uncomfortable. Teacher tends to focus on what to do to withstand challenges and difficult situations. This is called as resilience. When it is thought of resilience and teachers, it is generally think about “what sustains teachers and enables them to thrive rather than just survive in the profession” (Beltman et al. 2011). Teacher resilience is related to teacher self-efficacy, job satisfaction, teacher effectiveness, and motivation (Mansfield et al., 2016). Resilience is one’s ability to manage stressors and maintain adaptive functioning across all domains of life. Latterly, scholars investigated resilience in teachers, mainly through qualitative or quantitative self-report studies. This research constitutes perceived teacher resilience, because as formulated, teacher resilience is conceptually flawed, limited in scope, based on teachers’ functioning within their professional lives (Boon, 2021). Conceptions of resilience have been extended to teachers based on the idea that resilience as an individual’s trait or attribute may be manifest in teachers who remain in the profession because it is claimed that resilience is vital in dealing with the demands of complex organisations (Athota et al. 2019).

Keeping resilient on online learning is not easy. Many factors can affect the teachers, especially when they are dealt with their work (Theron, 2018). One of the frequently mentioned causes is change of policy at the workplace, which requires teachers to adapt to new situations and contexts (Masten and Powell, 2019). Teachers used to conduct their professional duties with particular approaches and practices to adjust to new ones, especially at the post Covid- 19 where they must be able to learn new things (Le Cornu, 2019). Something they need to remember is that resilience is not an innate quality in a person nor is it fixed but rather it is learnable and can be acquired (Leahly, 2019). It

means that teacher must have ability to get out the problems of learning by resilience online learning by showing their job satisfaction, commitment, teaching efficacy, motivation, wellbeing and professional sense of identity.

Some researcher described the resilience on online learning brought new challenges to the world of education. The synchronous hybrid learning model is considered an effective solution when limited face-to-face learning is implemented. This learning model allows some students at home to take online learning with some other students present at school (Handayani and Sulastri, 2021). However, synchronous hybrid learning brings challenges for teachers. These challenges are especially in technology management, which causes technostress on teachers (Gu, and Day, 2019). Online learning makes teaching workload adversities for the teachers' teaching performance in terms of assigned classes and school-related activities, and teacher well-being in terms of teaching activities, non-teaching activities, and well-being (Banall and Cruz, 2022). It means that it is very difficult for the teacher to get positive effect of resilience on online learning because of their workload. It calls for a more administrative support by providing the ways and means to help develop and strengthen the teachers' to keep resilience online learning especially in this time of pandemic (Gu, 2020).

Resilience as a process is corroborated which involves behaviours, thoughts and actions that anyone can learn and develop (Castro,et.al, 2020). Resilience include mental features such as a 'planning' tendency, self-reflection to assess what has worked, a sense of agency or determination to deal with challenges and self-confidence in being able to do so successfully (Rutter, 2013). Since descriptions support pre-existing conceptualisations of teacher resilience, future research could seek to compare the thoughts, feelings and behaviours of teachers experiencing teacher resilience during professional challenges with

teachers who experience teacher resilience after professional challenges (Beltman et al., e, 2019). Experiences of teacher resilience occurred as a result of a range of interconnecting thoughts, feelings, behaviours and aspects of school culture, and that individual differences existed in relation to the combination of these factors for each participant (Johnson, 2018).

Based on the explanation previously, it is very interesting to discuss about *The Resilience of Online Learning in English Foreign Language (EFL) Classroom Post Covid 19: Perception of High School Teachers in Indonesia*. This study will give a clear explanation about some teacher's perception toward resilience to face some challenge in their online learning at the post Covid-19.

## **B. Identification of Problems**

As the mentioned previously, there are some identifications of problems as follows.

1. Online learning gives strongest challenge for the teachers and students.
2. For some teachers, online learning gives them stress and high emotion.
3. For the students, online learning during pandemic Covid-19 shows the increasing of the students' stress.
4. Keeping resilient online learning is not easy.

## **C. The Scope and Limitation**

The study of the resilience of online learning in English Foreign Language (EFL) classroom Post Covid-19 is focused on the teacher's perception of High School in Indonesia. In this case, 50 English teachers who was taken as the respondents.

## **D. The Formulation of Problem**

Based on the identification of the problem, some problems can be formulated as

follows.

1. What are the teachers' perceptions toward resilience on online learning at the Post Covid-19?
2. How are the teachers' perceptions toward 8 dimensions of resilience on online learning?
3. Why support seeking is most dominant for the teachers' perception of resilience?

#### **E. The Objective of Study**

The objective of this study are:

1. to find out the teachers' perception of resilience on online learning in EFL classroom at the post Covid-19.
2. to describe the teachers' perceptions toward 8 dimensions of resilience on online learning.
3. to mention the reasons why support seeking is most dominant for the teachers' perception of resilience.

#### **F. The Significances of Study**

The significant of this study are:

1. Theoretically, the research findings are useful for enlarging the knowledge toward resilience on online learning which can be solve some problems.
2. Practically, the research findings are useful for:
  - a. English teachers who want to show their resilience as the educators which are characterized by job satisfaction, commitment, teaching efficacy, motivation, well-being and professional sense of identity.

- b. School who realize the goal of national education can be reach not only through study face to face, but also still adopt resilience on online learning at Post Covid-19.
- c. Other researches who want to use this research for the reference in further research.



## **CHAPTER II**

### **REVIEW OF LITERATURES**

#### **A. Theoretical Framework**

This theoretical framework, some theories are described through definition of online learning, resilience, and perception.

#### **1. Covid-19 (Corona Virus) Pandemic**

At the end of 2019, a new disease commonly called covid-19 appeared and shocked the whole world. This disease was first discovered in the city of Wuhan, China. Covid-19 is an infectious disease caused by the corona virus. This virus spread quickly and spread to other regions in China and most countries in the world, including Indonesia (Alodokter, 2022). COVID-19 is caused by a coronavirus, which is a group of viruses that infect the respiratory system. In most cases, this virus causes only mild respiratory infections, such as the flu. However, this virus can also cause severe respiratory infections, such as pneumonia, Middle-East Respiratory Syndrome (MERS), Severe Acute Respiratory Syndrome (SARS), and can even cause death. In addition, Fadli, et.al (2022) also mentioned some common symptoms experienced by patients with Covid-19 infection including fever, cough, fatigue, diarrhea, runny nose, nausea and vomiting, headache, sore throat, and loss of the sense of smell and taste.

The emergence of the Covid-19 pandemic caused tremendous panic for the entire community, as well as destroying all sectors of life. The emergence of the Covid-19 pandemic has forced several countries to implement social distancing policies to prevent the spread of Covid-19. This policy in Indonesia is often called physical distancing, this aims to minimize the spread of Covid-19 (Oktarina et.al, 2021). The social distancing

policy means that residents must carry out all activities at home, such as work, study, and worship (Baznas, 2020). The implementation of this policy has an impact on all sectors of life, one of which is the education sector. Teaching and learning activities are forced to be carried out remotely or online or commonly referred to as online learning. In implementing this policy, many parties are not ready to implement online learning.

Not only readiness that still needs to be improved from this online learning, many people are apparently unable to take part in online learning activities due to the limited ability of the community, many of whom do not have devices that support online learning (Baznas, 2020). The Covid-19 pandemic condition forces policy makers in the education sector to be able to adapt in carrying out the learning process. This is certainly a challenge in carrying out online learning during the covid-19 pandemic

## **2. Online Learning**

Online learning is not a new concept. It has existed for the last decade around the world after digitalization. Online learning is also known as E-learning, which is a system or concept education that utilizes information technology in a learning process. Online learning implies a learning process that uses electronics as a learning medium. Dhawan (2020) states that E-learning offers many benefits for students because this type of learning involves student-centeredness, it is more flexible. Then, Marinoni et.al (2020) describe that online learning or E-learning can also improve interaction with students by providing asynchronous and synchronous tools such as e-mail, forums, chats, video conferences. It means that online learning and internet technologies facilitate have a large number of users. This learning platforms offer many advantages to learners such as control over the content, control over the time spent learning, and thus the process

can be adapted according to the learner needs and objectives of learning. This might contribute to better communication with the students and in spite of some inherent challenges brought by this time of crisis, E-learning might enhance the learning process for students.

During the pandemic, online learning is defined as when teachers and students do not attend school and instead teach and study from home using technology. The technology can be used like smartphones, laptops, i-pad, and tablets. Many platforms are offered for online learning that can be integrated with the technology, such as Whatsapp, Google Classroom, Ruang Guru, Quipper, Zoom meeting, etc. Son (2019) has compiled a list of online tools that are currently available and are free to use. The online tools have been divided into twelve categories based on the main functions and features: learning/content management systems; communication; live and virtual worlds; social networking and bookmarking; blogs and wikis; presentation; resource sharing; Website creation; Web exercise creation; Web search engines; dictionaries and concordances, and utilities.

However, when using online learning platforms there are also some elements that might be considered obstacles in students' process of learning, such as decreased motivation in students, delayed feedback or help due to the fact that teachers are not always available at the time students may need help while learning, or feelings of isolation due to lack of physical presence of classmates (Yusuf and Al-Banawi, 2019). Nonetheless, these obstacles can be overcome with the help of teachers who should adapt their teaching strategies to the needs of students. In order to do so, experience and knowledge about teaching in the online environment are necessary. Thus, we believe that these challenges and disadvantages could be more prominent

while the educational process takes place exclusively online. This might happen due to the lack of teachers' experience in using E-learning and due to the short time in which they had to adapt their teaching style to the new conditions. Survey on Online and Distance Learning writes that relevant in this way are the results of a study conducted by School Education Gateway at the beginning of the pandemic which showed that 66.9% of respondents affirmed that they used online platforms for teaching for the first time. Thus, it can be inferred that students and teachers were not ready for an entirely online experience.

Online learning using a network known as a website or the internet. Ardiansyah (2013) said online learning is a learning system that is used as a means of teaching and learning process that is carried out without having to meet face-to-face directly between educators and students. After Covid 19, distance learning process or online learning in Indonesia is an obligation that must be followed and obeyed by students, educators and parents. Prohibition of face-to-face contact has been recommended since the Covid-19 virus spread throughout the country. Irawan's research (2015) explains the use of information technology and communication in the teaching and learning process must be done well and directed in order to be able to provide good quality learning. So there needs to be joint improvement in learning methods, communication and interaction between students and teachers who facilitate the sharing of learning resources and discussion activities without being hindered by time and space. More and more students feel familiar with using technology in increasing knowledge through the application of the learning process.

## 2.1 Characteristics of Online Learning

This online learning has characteristics or characteristics certain characteristics. Nursalam (2008: 135) that the characteristics of learning online as follows (a) are self-learning materials, the use of a schedule learning that can be viewed online at any time via a website or web, (c) using electronic technology services, and (d) computer network. In addition, Arora (2019) states that there are two types of online learning models. First, wrap around Model: this online learning model relies on learning materials, which can consist of online study guides, activities, and discussions that are “wrapped” around previously published resources such as textbooks or CD ROM, etc. This model is a learning-based approach because it tries to use existing material that is relatively unchanging and easily accessible online or offline. Second, integrated Model: this model is closest to a complete online learning course. Such courses are often offered via a comprehensive learning management system. They comprise the availability of much of the subject matter in electronic formats like opportunities for computer conferencing, small group-based collaborative online learning activities, and online assessment of learning outcomes.

There are several characteristics of online learning in expert opinion. Hariyati (2020:20-21) states several characteristics of online learning as follows:

- a. In online learning students no longer require a special place and time to study, but students be able to learn anywhere and anytime according to the opportunities each student has independently.
- b. In the learning process student's get many sources (books, journals, etc) from the internet. Therefore students do not only get sources from books in the library and other printed learning resources, but to digital information sources, which can be accessed through cyber room.

- c. Students and teachers continue to learn in the classroom and use the internet access to develop learning that is learned in class and add information or data through internet sources to improve learning in the classroom. In addition, students can also communicate using computers with other students or with experts in special topic areas, and exchanging information/data.
- d. Electronic documents can be accessed by teachers and students, this can improve their learning. This electronic document is very easy to carry and access anywhere and anytime. Students can also participate actively in online learning process activities because this type of learning creates an interactive learning atmosphere (there is an action from the teacher and a positive reaction from students). Electronic documents can be linked to their assignments and papers.
- e. Because computers have the facility to send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can converse quickly with text, images, sound, data and video can change the function of teacher and student.
- f. Online learning allows teachers to be geographically separated from students, but they can also study online with other students around the world.

There are several characteristics of online learning students can learn anywhere and anytime, students can access textbooks and learning resources via the internet, students and teachers can improve learning in the classroom, namely by accessing the internet for additional resources here students can also participate actively, here students can also learn through text, images, sound, data and video can changing the role of the teacher, students can also study with other students in online classrooms around the world.



Online learning involves not only the presentation and delivery of material using the web, but students and the learning process must also be considered. Bransford, Brown, and Cocking (2019), they argue that effective learning environments are framed within the convergence of four lenses, namely, community-centred, knowledge-centred, learner-centred, and assessments-centred. In online learning, the learning material must be well designed to engage students and encourage easier learning. Dewi (2020) state that online learning also makes real interactions between students and material, or students and teachers. Then, Anderson (2014:53) asserted that online learning is a subset of all distance education. In the use, online learning is more flexible in time and space than campus-based education. It is supported by Cole (2018), who claims that online learning allows participants to reduce space and time.

## **2.2 Functions of Online Learning**

There are at least three functions of online learning for learning activities in the classroom. They are as supplement, as complement, and as substitution (Ahyar et.al., 2021).

### **a. Supplement**

The function of online learning as a supplement is when the main learning model implemented is a conventional learning model, but students have the freedom to use online learning materials or not (Samsinar, 2020). In this case, students are not required to access the material via online. However, students who use it will of course have additional knowledge or insight.

#### b. Complement

The function of online learning as a complement means online learning materials to complement conventional learning. The point is that lecturers provide material through offline learning, but some sources must be opened by students through an online learning system (Ahyar et al., 2021). In addition, Samsinar (2020) also gives her opinion, she states that online learning is said as a complement means that online learning materials are programmed to be enrichment or improvement materials for students in participating in conventional learning activities.

#### c. Substitution

The function of online learning as a substitute is online learning as a complete substitute for conventional learning methods. Schools carry out learning through online learning as a substitute for conventional learning (Ahyar et al., 2021). In this case, all learning activities are carried out online.

### **2.3 Types of Online Learning**

Online learning is now not a learning problem for colleges and primary and secondary schools. Therefore, now students can bring their electronic devices such as cell phones, iPods and other electronic devices to school. The modern web supports several media, each of which can be incorporated into an online learning course design. However, getting the mix right between opportunities for synchronous and asynchronous interaction and group and independent study activities remains a challenge (Daniel and Marquis, 2019). There are two competing models of online learning, each with a strong following and a growing amount of research and theoretical justifications for their use.

### 2.3.1 Synchronous Online Learning

The synchronous virtual classroom approach offers benefits in that it is a well-known educational format that is quite similar to teaching and learning in traditional classrooms. Synchronous online learning is a direct communication mediation where people communicate in real-time via chat or discussion software simultaneously with all computer users. For example, Goggle docs refer to both synchronous and asynchronous networking tools that enable authors to exchange and retrieve created documents in real-time over the internet. Students can produce, edit or receive written papers synchronous or asynchronous with a chat room for synchronous communication. Goggle docs have tracking features for managing different versions of written documents and recording the time and date they were changed.

### 2.3.2 Asynchronous online Learning

Asynchronous is a computer-mediated communication delay (where people communicate in computer-stored mode, using e-mail programs, forums, and reading and writing online documents via the world wide web). In this section, the teacher can prepare the material in advance, and learning interactions are carried out flexibly and do not have to be simultaneous. For example, the response is not direct by using a discussion forum such as a feedback model. An example of proactive asynchronous communication is the use of Facebook. Ideally, there is a feedback process. The current study was conducted in an online learning community (an open Facebook group linked to a forum) founded in June 2011 by researchers and two instructors as an out-of-class area for EFL learners to improve their English. Unlike most previous studies on online peer review mentioned

above, the current study uses Facebook groups to enable EFL learners to form online learning communities to engage in shared English activities outside of the classroom.

The EFL learners in this study were members of an open Facebook group where they spoke in English with their peers and other group members on various themes. This encourages researchers and instructors to include them in the peer review process as well. Features such as likes, dislikes, discussions, pokes, sharing links, photos, videos, and exchanging messages through chat on Facebook can facilitate their communication (Shih, 2019). Furthermore, the structure of Facebook groups corresponds to the nature of group learning in studies based on sociocultural theory. Razak and Saeed (2019) states that facebook groups can also be useful for students' peer review exercises, especially if the instructor embeds posts or posts links provided from forums to avoid destroying other posts in the group.

There are several expert opinions about online learning. Haugey and Anderson in Zaki (2020 :41) states that there are at least three online learning models.

- a. Web Courses, namely learning that is done via the web. In this lesson, teachers and students do not conduct their face to face class entirely using an internet based learning system. They always use internet access. All assignment learning materials, consultations, questions and answers, even exams are done through internet based learning activities.
- b. Web Centric Courses, in this learning teachers and students continue to conduct face to face classes, they do not fully use the internet based learning system. This learning is a combination of face to face learning and online learning. In this learning model some of the material is given face to face and some of it is given on the web as a complement.

- c. Web Enhanced Courses, in this study to improve students' abilities through the use of the web/internet. Learning is carried out evenly between teachers and students, and the learning process takes place on the web/internet.

Haughey in Hariyati (2020: 21-22), there are three internet based learning system, namely as follows;

- a. Web courses, the use of online learning for educational purposes, where students and teachers are completely separate and there is no face to face contact. All teaching materials, discussions, homework exercise, consultations, exams and other study behaviors are completely conveyed via the internet. In other words, this learning replica uses a distance system.
- b. Web centric course, is the use of the internet that combines and face-to-face. Some of the material is delivered with the internet access, and some through face to face while its function is the balance the learning process. In this model the teacher can provide instructions to students to study material via the web that has been prepared. Students are also given directions to find other sources of relevant websites and different sites. In the face to face schools, teachers and students discuss more of the material findings that have been previously studied via the internet.
- c. Web enhanced course, this learning is to improving the quality of agreed learning in the classroom. The function of the internet is to provide improvement and communication between teachers and students, student with student, students with other sources and group members. Furthermore, the teacher's role is to master how to find good and correct information on the internet, guiding students to search and find sites that are suitable for learning materials, provide guidance and communication via the internet and other skills needed.

In conclusion, there are three types of online learning, namely: First, Web Course (not need face to face contact). Second, Web centric course (that is combines distance learning and face to face (conventional)). Third, Web enhanced course (in here using the internet to support the improvement of the quality of learning carried out in the real classroom).

#### **2.4 Challenges of Online Learning**

All changes that occur due to the transition of the learning system which is usually done face to face and transferred to the online learning system, become a challenge for all parties in education, especially students. Bhuana and Apriliyanti (2021), despite the benefits, online learning remains a challenge for teachers and students, they need to adapt to this sudden change, get used to using online learning and become familiar with relevant strategies so that learning objectives can be achieved.

Challenges are something that must be solved, so that it becomes our impetus to solve problems (Tysara, 2021). Human resources, facilities, and infrastructure are challenges that must be faced in the implementation of online learning. The readiness of human resources, facilities and infrastructure plays a very important role in the implementation of online learning. If the three challenges can support each other, then learning will run optimally. Learning challenges can be caused by obstacles faced by students in learning (Safiranda, 2021). Obstacles in learning can be divided into two, namely internal and external obstacles (Fauzia, 2014). Internal obstacles are obstacles that come from the individual child itself which includes physical obstacles (physiological) and psychological obstacles. Physical (physiological) obstacles include: vision, hearing, body structure and so on, while psychological obstacles include intellectual (level of

intelligence, learning ability, and learning methods), non-intellectual (learning motivation, attitudes, feelings, interests, psychological conditions, and conditions due to sociocultural conditions), and physical condition obstacles.

External obstacles are obstacles that come from outside the individual which includes physical obstacles and social environmental obstacles. Physical obstacles include home, school, equipment, and nature, while social environmental obstacles include family, teachers, community, and friends.

The challenge referred to in this study is the challenge of online learning (whether it's caused by internal or external obstacles) faced by EFL students during the covid-19 pandemic. Purdue University Global (2019) describes that online learning has challenges in its use. There are four challenges for students in doing online learning:

#### 1. Digital Literacy

In online classroom learning, students must have a level of proficiency in using technology, such as successfully logging in, participating in class, sending assignments, and communicating with teachers and classmates.

#### 2. Technical Issues

In the technical issue, internet signal connection is the most important obstacle for online learning. Students can access learning anywhere and anytime if they have an internet connection, but they can't do online learning if they don't have an internet connection. Therefore, the strength or weakness of the internet signal can influence students to participate in online classes.

### 3. Time Management

Time management is one of the challenges that students must do in online learning. Students must manage their time to take online classes on time and be responsible for their assignments.

### 4. Motivation

Online learning requires motivation to complete assignments. Lack of motivation is a common challenge for students by showing up and being involved more in online learning. Students can be active in discussions and share opinions, thus making students motivated to learn online.

## **2.5 Advantages and Disadvantages of Online Learning**

Online learning has several advantages. Anderson (2004) states that in online learning some benefit for students can be known that online learning doesn't recognize time zones; location and distance is not a problem. Students can access online material anytime and anywhere while there is an internet connection. Rusman (2016:83) states that the advantage of a system or program in e-learning:

- a. The program is very dynamic. Dynamic here means a system where the presentation of the program can be in various ways, namely related, having its own charm or interest.
- b. There is no time limit for access, so that teachers and students do not have time limits to find and get the material or learning resources needed.
- c. Facilitating students to be able to learn on their own. In accordance with the backgrounds of each student they are given the opportunity to choose their own way of learning.



- d. This e- learning program provides various types of activities, learning resources and study guide so that students can choose the forms, learning methods and exercise provided.

Hariyati (2020:23) states that online learning has some advantages as follows:

- a. Learning is not limited by place and time so that anytime students can access process in the learning.
- b. Students with this learning process should be active so that the online learning process is a student-centered process.
- c. Keep on education costs (infrastructure, gear books, and official travel).
- d. Teach students to be more independent in gaining knowledge.
- e. Professional online assist

It means that the advantages of e-learning program are that it is very easy to be presented in an attractive and interactive way, there is no operational time limit so it is easy to find the learning resources needed, allows students to study individually, and provides all kinds of activities and learning resources that students want. And also, all students can access the learning process, make students active in online learning, reduce the usual education, become more independent students and provide professional online help.

Furthermore, online learning has several disadvantages. Arkorful and Abaidoo (2014: 403) the following are some of the disadvantages of the e- learning program that is:

- a. Online learning is a system designed online that uses internet access. The students automatically learn at home or anywhere, in this online learning system there is no interaction between students and other students, between students and teacher. The absence of direct interaction prevents students from engaging in social interactions and

can reduce a person's social sense. It is necessary for students or teacher to control such as being good at managing time.

- b. Because it is online and not face to face, especially with network constraints, it allows face to face learning to be more effective than online learning. If there is network disruption, the explanation from the teacher will not be conveyed optimally. Therefore, face to face learning is more effective with material explanations and direct instruction from the teacher making it easier for students to understand.
- c. Online learning makes students less interacting and lacks communication; this affects students' communication skills, this has a bad effect on student's communication. Even though they understand a lot of learning materials, they will be overwhelmed to convey their knowledge or material directly to other people because so far they have only studied online.
- d. Because it is done online, the teacher cannot fully control student's activities, it is likely that many of the students imitate their friends' assignment.
- e. Online learning also makes it easier for students to copy and paste or plagiarize. It's hard to know students are plagiarizing. By copying and pasting, the teacher does not know which students do the pirating and which students do the assignments with their own thoughts. There must be a strict selection of teachers.
- f. Online learning means there is no direct interaction; this can also reduce the role of socialization. Students cannot interact directly with their friends, teachers and other school structures.
- g. Online learning not all fields can apply this system or program. In academic education it

may be possible but in studies that require going to the field or practice it will not be effective using this online learning.

Based on the theoretical explanation above, there are several weaknesses in online learning such as: lack of interaction in online learning can reduce the role of student socialization, therefore, it is necessary to have skills to management the online learning, online learning method is slightly less effective than traditional learning, the increase in communication skills of students also has a negative effect, here also students allow to cheat, makes it easier for students to commit piracy or plagiarism, and also not all fields can apply this system or program such as studies that require going to the field or practice.

Hariyati (2020: 23-24) Online learning has several disadvantages as follows:

- a. Dissemination of information that is not appropriate, the internet makes it probable to present material that is unsuitable for students to enjoy because it does not fit their level of development, for instance cigarette and alcohol advertisements or topics that possibly too high for their understanding and too mature for their viewing. Thus the need for severe control and supervision. There is no organization or organization that controls activities on multiple computer networks. Control is on each individual. This is where the position of the teacher is needed; the teacher must specify which sites contain information that is really helpful for students so that they must be "visited".
- b. Copyright, in here all information is so easily too accessed, it is very fast and easy for someone to download all files. Therefore, students can create a paper or project by violating someone's patent that is not their work.
- c. Very fast website growth, the growth of the website is fast, every minute it is estimated that up to a thousand websites are uploaded by erratic people to the internet. Whether the information uploaded is correct or not. This website improvement makes it difficult

for a person to find exactly what they want. Some school or college provides separate websites to make it easier for searchers to find the information they need.

- d. Support, good technical support must be accessible. Without that carry and good management, computer networks can quickly expire.
- e. The problems with the network make the scientific research that is carried out polarized. Therefore, there must be good technical supports that the computer network system can be used for a long time.
- f. Lack of quality control, readers must have critical thinking because not everything uploaded to the internet is correct, anyone can upload it on the internet such as elementary school children, junior high school students, senior high school students and others. Readers must be able to sort out which news is right and which is wrong.

Based on the explanation previously, it can be inferred that there are several shortcomings of online learning, namely; first, Dissemination of information that is not appropriate (the internet presents a lot of material or topics that are inappropriate for students to see and read). Second, copyright (students easily create works or projects by copying someone else's). Third, very fast website growth (this growth made finding information extremely difficult). Fourth, Support (network problems can eliminate laboratories or even shut down entire schools and companies). Fifth, lack of quality control (for the reader to be clever at sorting out which information is correct and incorrect).

### **3. Resilience**

Resilience is not easy to define and there is no simple definition since the term covers a very wide range of features, is comprehensive and significant. The name comes from the English word 'resilience which was adopted in Croatian language. The word is

translated in many ways, but most often means ‘the ability to recover’. Garmezy (2019) states that resilience consists of personal qualities which enable the individual to thrive in the encounter of a problem. Then, Thomassen (2019) describes resilience as a complicated interaction of risk factors and protective factors which leads to positive development results. It is a positive adaptation after stressful situations and represents confrontation and heaving above hard experiences, that is, represents the capacity of a person to successfully adapt to changes, to resist the negative influence of stressors and avoid the appearance of significant dysfunctions (war trauma, family issues, workplace issues and similar). This does not mean that there is no awareness of the problem, absence of pain, not putting any effort to avoid the aforementioned. Resilience actually represents the strength to handle and deal with a problem, and to continue normally through life (Zvizdiü 2018).

Resilience as a constant process of adjustment to newly created conditions which consists of acquiring a growing and broader competence for stress reaction. It is in significant connection with the general developmental processes, relationships with significant others and the specific life circumstances of a person. Deborah (2019) states that resilience development is closely linked to personality development as a whole, and is deeply individual as personality development. Then, Bernshausen and Cunningham (2018) write that resiliency is the ability to adapt and thus bounce back when faced with conditions that create imbalance or difficulties. It means that resiliencies have included not only recovery from stress to a previous level of health but of continued growth resulted from healthy response to stressful situations. If it is specified to the teaching field, Dworkin (2009) stated that resilience can be defined as the power of „bouncing back“ after going through difficult times in one’s teaching career. Besides framework, conceptualizing resilience as the phenomenon that occurs when teachers experience stress but have

promotive assets that allow them to maintain their sense of purpose (Schussler, et al., 2018).

In the context of education, a teacher always faces stress environment which it does not only bring negative effects. Resilience is one of the positive results that can appear when someone always encounters stress in teaching profession. Actually, Resilience does not have roots in academic theories. However, it has been identified through phenomenological characteristics of survivors living in high risk situations (Richardson, 2002). Among others, teachers are the survivors of challenges they face, the responsibilities they bear, and the pressure they feel every day (Shirazizadeh, Tajik and Amanzadeh, 2019).

It is known that teaching is a stressful job and the role of resilience is important for teachers. Some research found that resilience has proven important for understanding how some teachers overcome their adversity while others give up to the challenges of their work lives (Richards, et al.,2016). Teachers as an important contributor to each educational system, seems to be more successful and confident if they equip themselves with this developmental quality. More specifically, teacher resilience can be regarded as the process of positive adjustment and ongoing development in challenging contexts and circumstances. It can be formed by different sources such as individual, situational and contextual factors that interconnected in dynamic ways. Resilient teachers not only are able to thrive professionally and personally but also they can enjoy job satisfaction, positive self-beliefs, general wellbeing and also a higher level of commitment to their profession (Razmjoo and Ayoobiyan, 2019).

Gu and Day (2007) mentioned three reasons of the importance of resilience in teaching. They are:

1. It is unrealistic to expect pupils to be resilient if their teachers, who constitute a primary source of their role models, do not demonstrate resilient qualities
2. In an emerging era of diversity and sustainability teaching, resilience is a demanding job (Hargreaves and Fink, 2006). A shift in focus from teacher stress and burnout to resilience provides a promising perspective to understand the ways that teachers manage and sustain their motivation and commitment in times of change.
3. Resilience as the capacity to continue to 'bounce back', to recover strengths or spirit quickly and efficiently in the face of adversity, is closely allied to a strong sense of vocation, self-efficacy and motivation to teach which are fundamental to a concern for promoting achievement in all aspects of students' lives.

Based on the explanation previously, it is clear that resilience is very important in teaching profession because there are many positive effects are resulted from it. Thus, teachers' needs the high level of resilience. Arnup and Bowles (2016) state it is stated that having a high level of resilience helps teachers to cope with stress and ward off emotional exhaustion or burnout. The same idea is also stated by Gu and Day (2007) who said that higher levels of resilience fuel teachers with positive energy required to overcome stressful working conditions. So it can be concluded that building resilient behavior is needed for teachers and it is important to have higher level of resilient because having resilience at the high level will give teachers positive energy to cope the stressful circumstance and emotional exhaustion or burnout in order to face the stressful situation in teaching.

### **3.1 Teachers' Resilience**

Stress environment does not only bring negative effects. Resilience is one of the

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Beltman (2021) states 4 dimension of teacher's resilience such as emotional, motivational, profession-related, and social.

1. Emotional. It takes things personally, sense of humour, ability to bounce back, emotion regulation
2. Motivational. self-belief and confidence, persistence and perseverance, having realistic expectations, being positive and optimistic



3. Profession-related. teaching competence and skills, classroom management, facilitating effective learning, being flexible and adaptable
4. social. asking others for assistance, interpersonal skills, ability to take advice from others, professional and personal support networks

Resilience level is the stage as a result when a person faces a problem or in a stressful condition. Coulson (2006) states that 4 levels when a person experiences a situation of pressing conditions (significant adversity) namely.

1. Succumbing (yielding) is a declining condition in which the individual succumb or give up after facing a threat or pressing situation. This level is a condition when the individual encounter or experience a misfortune that is too much for they. The outcomes of individuals who are at this level are potential experience depression, drugs and at extreme levels such as suicide.
2. Survival, at this stage the individual cannot achieve or restore psychological function and positive emotions after pressing conditions. The effects of the experiences that press make individuals may fail to return to normal functioning. So that individuals in this level can experience feelings, behaviors and cognitive prolonged negative ones such as withdrawing from relationships social status, reduced job satisfaction and even depression.
3. Recovery is a condition when an individual is able to recover return (bounce back) to normal psychological and emotional functioning and able to adapt in stressful conditions, although still set aside the effects of negative feelings that are experienced. With so the individual can return to activities to live life everyday, they are also able to show themselves as resilient individual.

4. Thriving (growing rapidly), at this level the individual is not only able to return to previous level of functioning after encounter pressing conditions, yet they were able to surpass this level in some respect. Individual experiences enable them to face and cope with difficult conditions pressing, even challenging life to make individuals become better person. This can be manifested in behavior, emotions and cognitive such as sense of purpose of in life, clarity of vision, more values life, and a desire for positive social relationships.

### **3.2 Key Aspects of Teacher's Resilience**

There are some factors to help teachers build their resilient behavior. Fergus and Zimmerman (2005) state a key requirement of resilience is the presence of both risks and promotive factors that either help bring about a positive outcome or reduce or avoid a negative outcome. He stated that there are two promotive factors that can help youth avoid the negative effects of risks may be either assets or resources. Assets are the positive factors that reside within the individual, such as competence, coping skills, and self-efficacy. Resources are also positive factors that help youth overcome risk, but they are external to the individual. Resources include parental support, adult mentoring, or community organizations that promote positive youth development. The term resources emphasizes the social environmental influences on adolescent health and development, helps place resilience theory in a more ecological context, and moves away from conceptualizations of resilience as a static, individual trait. It also stresses that external resources can be a focus of change to help adolescents face risks and prevent negative outcomes. So, based on the explanation, it can be conclude that, Fergus and Zimmerman (2005) divided promotive factors that can help someone to build resilient into two groups.

They are: Assets, that is a factor that comes from within the individual and (2) Resources, which is a factor that comes from external of individual or social environmental of individual.

Specifically to teacher, Gu and Day (2013) mentioned some factors that influence teacher resilient based on some research, that over time the educational literature has also been consistent in suggesting that in-school management support for teachers' learning and development, leadership trust and positive feedback from parents and pupils are key positive influences on their motivation and resilience. This indicates that school environment is important to build resilient behavior to teachers. The positive environments like support from the management in that school, leader, partners, students and also even parents contributes in factors to build resilience. In addition, previous research has also found that teacher effectiveness can be predicted by traits such as persistence, passion, and life satisfaction, which are connected with resilience (Richards, et al., 2016).

In EFL teacher context, Rizqi (2017) revealed three key aspects that help teacher becomes resilient as follows:

#### 1. Strong institutional support

This is related to the support from institute to develop teaching career from teacher trainings. The training is useful because the teachers can meet new scholars and acquaintances, thereby increasing their teaching motivation. Moreover, the training also gives the opportunity to teachers to exchange ideas with their teaching colleagues.

#### 2. Conducive social network/relationship (Continuous Collegial and Family Relationship)

It is related to the support from colleagues and family in teaching career. Collegial and Family Relationship have a role as informal mentors for teachers.

### 3. Strong positive emotion (positive personality).

It is related to the sense of love to teaching and students. The love for teaching and students has driven teachers to become a caring person. It enables them to recognize their students' limitations. Thus, the teachers are not easily frustrated when their students fail to reach the target. Indeed, they even play a complementary role, becoming a parent to their students and loving them while also showing concerns for their future outlook.

Anne (2017) states resilience scale can guide the teacher to develop their resilient as follows.

**Table 2.3**  
**Resilience Scale**

No	Resilience Scale	Definition
1	Self belief	The extent to which an individual has confidence in their ability to address problems and obstacles that they encounter
2	Optimism	The extent to which an individual believes that they will experience good outcomes in life, and the way in which they explain setbacks that they experience
3	Purposeful Direction	The extent to which an individual has clear goals that they are committed to achieving
4	Adaptability	The extent to which an individual is willing to adapt their behaviour and approach in response to changing circumstances
5	Ingenuity	The extent to which an individual perceives they are capable of finding solutions to problems that they encounter
6	Challenge Orientation	The extent to which an individual enjoys experiences which challenge them, and perceives stretching situations as opportunities to learn and develop
7	Emotion Regulation	The extent to which an individual is able to remain calm and in control of their emotions in stressful situations
8	Support seeking	The extent to which an individual is willing to ask others for help and support when dealing with difficult situations

#### **4. Perception**

The word perception leads us to such words as “observation” and “opinion,” with definitions that include a view, judgment, or appraisal formed in the mind about a particular matter, a belief stronger than impression and less strong than positive knowledge, a generally held view, a formal expression of judgment or advice, and a judgment one holds as true (Bernhardt, 2007:1). Perception refers to the teacher’s subjective based on their experiences. Perception cannot decide whether it is right or wrong. Each person has his or her right to have their perception as long as it can be proved with the facts. Perception is the way stimuli are chosen so that they can be meaningful. Perception is broadly interpreted as a form of thinking about something that forms a certain pattern of attitudes.

Robbins and Judge (2008:175) Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. Perception is also a process of the entry of information or messages into the human brain (Slameto, 2010). Teachers’ perceptions are based on three assumptions. Canh and Barnard (2009) articulated that teaching is largely influenced by teachers’ cognition, teaching is guided by teachers’ thoughts and judgments, and teaching constitutes a high level of decision-making.

Phipps and Borg (2009) elaborated teachers’ perception about teaching and learning is influenced by teachers’ learning experience, acts as a filter to interpret new information and experience, outweigh the effects of teacher education in influencing teachers’ action in the classroom, influences teachers’ instructional practices, not always

reflected in the practice, and interact bi-directionally with experience. They also stated that evidently, teachers' perceptions have a powerful effect on teachers' pedagogical decisions, strongly influence what and how teachers learn during language teacher education and can be deep-rooted and resistant to change.

The way perception is described shows that stimuli have an important role in building perception. Every teacher has their perception of implementing e-learning. Perceptions are to spark off similar behaviour (Bargh et al. 1996). The study about perception had been done before the pandemic before, because of some factors that influence the perception such as study of Jannah (2020) in which focus on perception of primary school teachers about learning based on the digital 21<sup>st</sup> century. From this study it was found that the competence of the teacher determines the success of 21st century learning not only technology that has been used. Besides that, the positive change is happened at schools which have digital technology more than the school that does not have digital technology.

Perceptions have an interest and concern to participate in the learning process. Qiong (2018) states the word "perception" comes from the Latin words perception, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses". Then, Hong (2018) argues that perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about something that they learn. In this process, many factors such as feelings, needs, motivation, educational background, experience are involved. Then, the process is followed by a process in which a person's brain arrives at the meaningful interpretation of stimuli. Qiong (2018) explains the three processes of perception: selection, organization, and interpretation.

### 1. Selection

Selection is the first stage in the process of perception, during which we convert the environment stimuli into meaningful experience.

### 2. Organization

The second stage in the perception process is organization. After selecting information, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers.

### 3. Interpretation

Once the selected stimuli have been categorized into structured and stable patterns, it is tied to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. While, Shidu (2003) argue that “students’ perceptions are students’ point of view toward something that happened in the learning process and produced it with suggestions or arguments for teachers or classmates to improve their learning process”. Furthermore, Chen (2003) also states that “the students’ perceptions are very important for evaluating the effectiveness of teaching and learning” (Bagata, 2020).

## **B. Previous Research**

Many researchers have reported about online learning, resilience, and perception. Online learning or it is known as E-learning means using information and computer technologies and systems in order to build and design learning experiences. It is used to transfer the knowledge and education by utilizing various electronic devices, and the concept can be better understood when is integrated into a context in which

technology is used in order to meet people's need to learn and evolve. Coman et.al (2020) describes Romanian universities managed to provide knowledge during the Coronavirus pandemic, when, in a very short time, universities had to adapt the educational process for exclusively online teaching and learning. In this case, the students' perception regarding online learning, their capacity to assimilate information, and the use of E-learning platforms. An online survey based on a semi-structured questionnaire was conducted. Data was collected from 762 students from two of the largest Romanian universities. The results of the research revealed that higher education institutions in Romania were not prepared for exclusively online learning. Thus, the advantages of online learning identified in other studies seem to diminish in value, while disadvantages become more prominent. Technical issues are the most important, followed by teachers' lack of technical skills and their teaching style improperly adapted to the online environment. However, the last place was assigned by students to the lack of interaction with teachers or poor communication with them.

Thongbunma et.al (2021) writes about teachers and students' perspectives towards online learning amid the COVID-19 outbreak. Data were collected through online survey in Semester 2 Academic Year 2020. Questionnaires about online learning amid COVID-19 outbreak and online. The respondents were 38 teachers and 212 students from one secondary school, Mahasarakham province, Thailand interviewing were used. It found that that teachers had positive perspective towards online learning at high level, but students had their perspective was at low level. It can be concluded that online learning activities may be suitable for readiness students in both methods and tools, the study also need to be



discussed by educators and policy maker for helping students meet the goal of curriculum and students' success.

Resilience refers the capacity to adapt successfully in the face of threat or disaster. It develops as people grow and gain better thinking and self-management skills and more knowledge. Boone (2021) explained that a critical examination of teacher resilience. Resilience is one's ability to manage stressors and maintain adaptive functioning across all domains of life. Scholars investigated resilience in teachers through qualitative or quantitative studies. This result of the study found that teacher resilience is conceptually flawed, limited in scope, based on teachers' functioning within their professional lives.

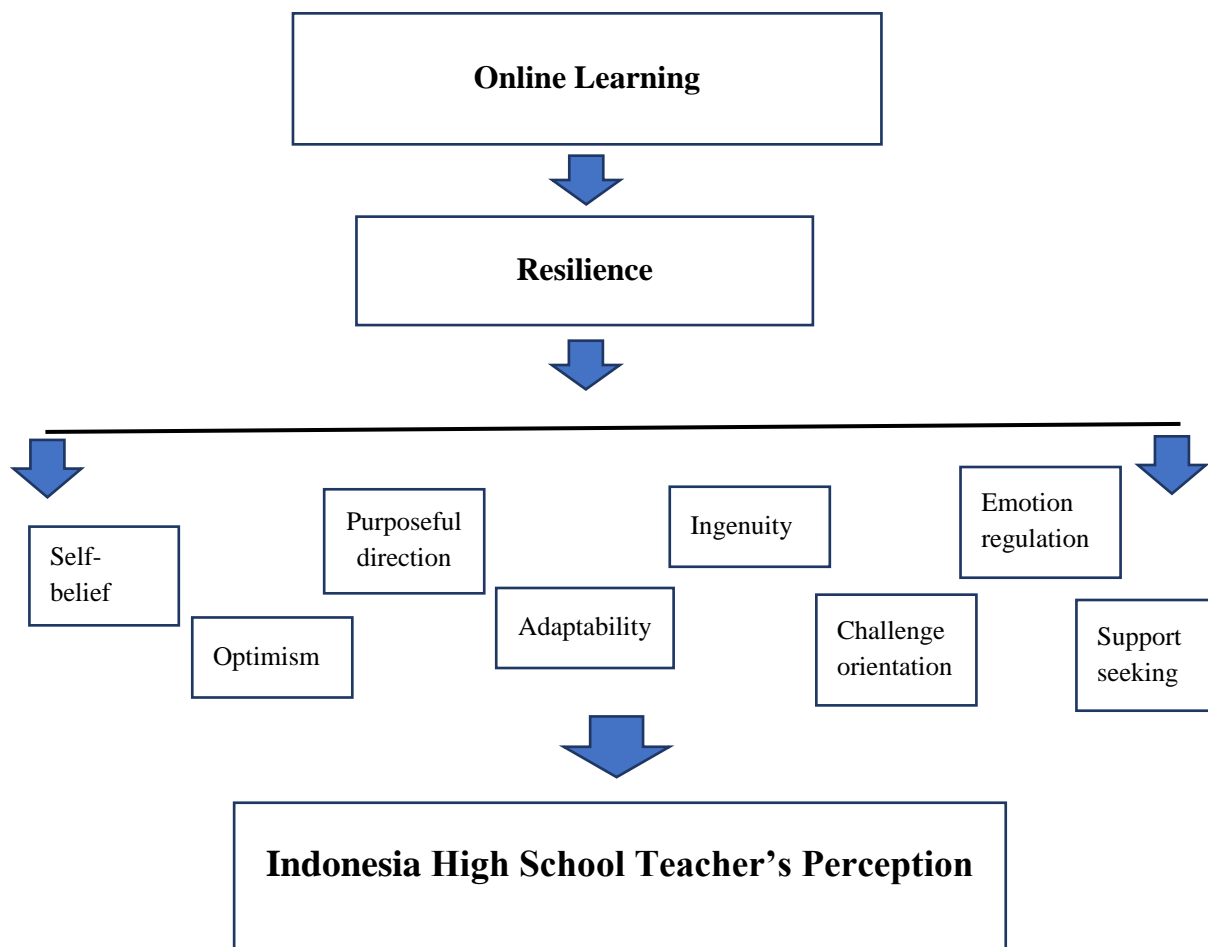
Tamah and Wirjawan (2022) describe that teachers' learning in keeping abreast of groundbreaking instructional techniques is crucial for their continuous development of which the ultimate goal is meaningful learning for students. However, research on the extent teachers respond to the demand to change especially on their assessment practice is limited. This study investigated teachers' resilience on a new educational innovation on formative assessment which is group oriented. The study engaged a cohort of 100 high school teachers joining a professionalism-related seminar and workshop for the expected change. The data were collected from a set of individual questionnaires. Mowbray's insight on process of reacting to events was employed to analyse the data projected to describe the teachers' resilience on an innovative assessment practice. The findings indicated teachers revealed resilience to a certain extent on the innovative assessment practice. The majority were open to the challenge to change; it is the novice teachers who revealed the greatest resilience.

Based on the previously of the researchers, it can be known that the similarities of the study are online learning and resilience. And the differences of the study are the

method of the study, the location of the study, and the purpose of the study. That is why, this study is very important to be analyzed in depth.

### C. Conceptual Framework

This study focuses on the resilience of online learning in English Foreign Language (EFL) classroom post covid 19 : perception of high school teachers in indonesia. Its purpose is to describe the teachers' perception on online learning at the Post Covid-19 at High Schools and to know the real of teacher's challenge toward their resilience on online learning at the Post Covid-19 at High Schools. For make it clearly, it can be seen the Figure 2.1



**Figure 2.1**  
**Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study used a mixed-method. Mixed-method research is research which combines both qualitative and quantitative research. The mixed method research not only involves the collection of both qualitative and quantitative data in response to research questions but also involves both quantitative and qualitative analysis and interpretation in the study (Creswell and Poth, 2018:81). Qualitative method is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem (Creswell, 2018). Quantitative method is used to explain phenomena by collecting numerical data that are analysed using mathematical in particular statistic (Aliaga and Gunderson, 2018:81). This research methods aimed to obtain data that was more comprehensive, valid, reliable, and objective.

As a qualitative design, phenomenology aims to describe and understand participants' lived experiences of a particular phenomenon (Ullla and Perales, 2021). In this study, qualitative method was used to describe Indonesia high school teachers' perspective on resilience of online learning in EFL classroom post Covid 19. Quantitative method explains phenomena by collecting numerical unchanging detailed data that are analysed using mathematical (Merriam and Robin, 2019). In this study, quantitative method was used to find out the level of teacher's perception of resilience on online learning in EFL classroom post Covid- 19.

## **B. Subject of the Research**

The subject of this research was taken from Indonesia' High School teacher. There are 50 teachers was taken as the subject who have certain criteria such as she/he is English teacher at high school, she/he should be actively teaching during the pandemic, she/he have implemented online teaching using one or more platforms, she/he has used online teaching during Covid-19, and its possibilities was continued. There were the participants' demographics, including age, gender, education level, teaching experience, and platform used. With these reasons, the selection of teachers as the subject of this study allowed to know the teachers' experienced and workload such as the problems in learning process, preparing teaching material, using internet technology during Covid-19.

## **C. The Technique of Data Collection**

The data of this research was be taken from qualitative and quantitative data. Qualitative data was taken from interview test. This test was aimed to know the teachers' perception on resilience of online learning at the post Covid-19 from Google form. It is formed into written interview with forming structures interview. There are 10 questions which contained the resilience online learning at the post Covid-19. The indicator of resilience on online learning at the post Covid-19 is adopted from Anne's theory (2017) which consists of 8 dimensions such self-belief, optimism, purposely direction, adaptability, ingenuity, challenge orientation, emotion regulation, and support seeking.

In quantitative data, it used questionnaire test. This test was aimed to know the level of teachers resilience toward online learning at the post Covid-19 from Google form. The indicator of resilience on online learning is also adopted from Anne's theory (2017) which described self-belief, optimism, purposely direction, adaptability, ingenuity,

challenge orientation, emotion regulation, and support seeking. There are 20 questions which is formed into closed-ended question. It is designed by using a Likert Scale with five items such as: Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly agree (SA). Each of scale will be given different score as follows.

**Table 3.1**  
**Questionnaires' Score Based on Likert Scales**

No	Scale	Score
1	Strongly Agree (SA)	5
2	Agree (A)	4
3	Neutral (N)	3
4	Disagree (D)	2
5	Strongly Disagree (SD)	1

#### **D. The Technique of Data Analysis**

In analyzing of the data, qualitative and quantitative data was analyzed through :

1. Tabulating the data
2. Organizing and interpreting data based on Anne's theory about resilience which is adopted online learning such as self-belief, optimism, purposeful direction, adaptability, ingenuity, challenge orientation, emotion regulation, and support seeking.
3. Making the distribution frequency by using SPSS 20
4. Making the percentage of teacher's perception of resilience on online learning
5. Describing the level teachers' perception of resilience on online learning

**Table 3.2**  
**The Level Teachers' Perception of Resilience Online Learning**

No	Score	The Level of Resilience
1	90-100	Very Positive
2	70-89	Positive
3	60-69	Negative
4	50-59	Very Negative

## **CHAPTER IV**

### **DATA ANALYSIS AND FINDINGS**

#### **A. Data Description**

This research involved quantitative and qualitative data. The quantitative data was taken from 20 items of questionnaires and qualitative data was taken from 10 items of interviewing. These data were shared at Google form. The result of respondents toward the questionnaire and interviewing can be analyzed as follows.

#### **B. Data Analysis**

In this study, the data were analyzed to describe resilience online learning in English Foreign Language (EFL) classroom at post Covid 19. These data were analyzed through the teacher's perception and the most dominant dimension of resilience online learning as shown.

##### **1) The Teachers' Perception of Resilience on Online Learning**

Resilience on online learning is understanding when a teacher may be at risk online, knowing what to do if something goes wrong, learning from their experiences of being online, and being able to recover from any difficulties or upsets. That is why resilience online learning is an important area of study because teachers who do a good job and stay in the field have a positive effect on their students' learning. Resilience on online learning can improve along with their knowledge, skills, and other qualities, make up a patchwork of learning support that helps students do better in school especially past Covid-19. It sees itself as a concept that bridges the gap between the complicated contexts of practice and the people who work in them. So, this study is better to know the teachers' perception of resilience on online learning in EFL class at post Covid-19.

Based on the result of questionnaires, the teachers' perception of resilience on online learning scores was made into frequency distribution. It can be shown as follows.

**Table 4.1**  
**The Teachers' Perception of Resilience on Online Learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
59	1	2.0	2.0	2.0
60	2	4.0	4.0	6.0
62	1	2.0	2.0	8.0
63	1	2.0	2.0	10.0
68	2	4.0	4.0	14.0
69	2	4.0	4.0	18.0
70	1	2.0	2.0	20.0
71	3	6.0	6.0	26.0
72	1	2.0	2.0	28.0
73	2	4.0	4.0	32.0
74	1	2.0	2.0	34.0
75	1	2.0	2.0	36.0
76	1	2.0	2.0	38.0
77	2	4.0	4.0	42.0
Valid 78	2	4.0	4.0	46.0
79	2	4.0	4.0	50.0
80	3	6.0	6.0	56.0
81	2	4.0	4.0	60.0
82	5	10.0	10.0	70.0
83	2	4.0	4.0	74.0
84	1	2.0	2.0	76.0
85	2	4.0	4.0	80.0
86	1	2.0	2.0	82.0
87	4	8.0	8.0	90.0
89	2	4.0	4.0	94.0
91	1	2.0	2.0	96.0
92	1	2.0	2.0	98.0
97	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table 4.1 described the distribution frequency of the data. This table explained the number of times the score occurs in the data. After knowing that, it made the minimum and maximum scores, mean, and standard deviation as follows.



**Table 4.2**  
**The Minimum, Maximum Scores, Mean, Median, Standard Deviation**  
**of Teachers' Perception of Resilience on Online Learning**

Statistics	
Resilience	
Valid	50
Missing	0
Mean	77.92
Median	79.50
Std. Deviation	8.843
Minimum	59
Maximum	97

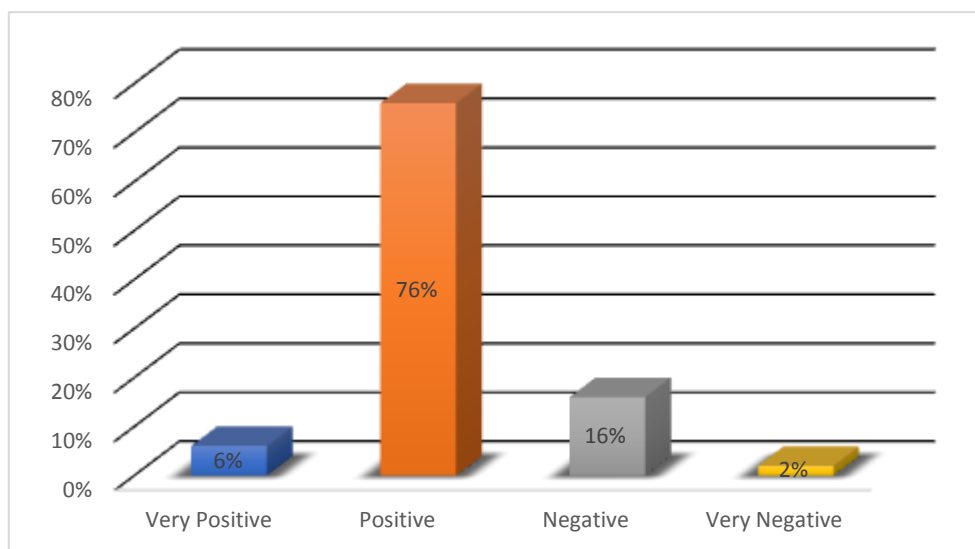
Table 4.2 described 59 for the minimum score, 97 for maximum score, 77.92 for mean, 79.50 for median, and 8.843 for standard deviation. All this score was aimed to show a set of data in statistical analysis. Then, to know the level perception of teachers of resilience on online learning. They are:

**Table 4.3**  
**The Level Perception of Teachers Resilience on Online Learning**

No	Interval	Frequency	Percentage (%)	The Level of Resilience
1	90-100	3	6	Very Positive
2	70-89	38	76	Positive
3	60-69	8	16	Negative
4	50-59	1	2	Very Negative
Total Number		50	100%	

Tabel 4.3 explained 3 (6%) teachers' perception of resilience on online learning were categorized very positive, 38 (76%) teachers' perception of resilience on online learning were categorized positive, 8 (16%) teachers' perception of resilience on online learning were categorized negative, and 1 (2%) teachers' perception of resilience on online learning were categorized very negative. It means that most teachers' perception of

resilience on online learning have positive in EFL class at the post Covid-19. This perception can be figured in the cart diagram follows.



**Figure 4.1**  
**Diagram of Teacher's Perception of Resilience on Online Learning**

Based on the diagram, it can be explained that the most teachers' perception was positive, it was 76%. It means that teachers have the capacity to get out of a difficult circumstances, are skilled in behaviour management, able to empathise with difficult students, able to restrain negative emotions and focus on the positive, experience a sense of pride and fulfilment and increased commitment to develop their learning process. Resilience is a hot topic that gets special attention in education especially during Covid-19. Resilience as the ability to adjust to the consequences of adversity and build social competence even in extreme stress arising from personal or environmental challenges or trauma. This topic became increasingly hotly discussed among educators when the pandemic began to appear in the middle of 2020. The pandemic confused educators about finding various standards for managing classes well. The confusion persists today regarding where schools and

colleges could run face- to-face courses. Pandemics are one of the triggers to make people enter a critical state: the extent to which they can continue to survive and continue to develop themselves is a representation of resilience.

Being resilient is not easy, teachers must be a facilitator to solve some problems with their students and teaching material everyday during online learning. The role of teachers during online learning was different with face to face. They are provide learning facilities through a variety of learning applications that can be virtual face-to-face discussions using teleconference, providing video learning, learning podcasts through various applications that can used like WhatsUp Group, Google Classroom, Google Meet, Google Zoom, or a website that can be managed in such a way for learning purposes so that students can carry out independently learning from home.

## **2) The Teacher's Perception toward 8 Dimension of Resilience on Online Learning**

Based on the result of questionnaires toward resilience on online learning at the post Covid-19, it can be found eight dimension of resilience was adopted Anne's theory (2017) such as self-belief, optimism, purposely direction, adaptability, ingenuity, challenge orientation, emotion regulation, and support seeking.

### **1. Self -Belief on Online Learning**

Self -belief describes the extent to which an individual has confidence in their ability to address problems and obstacles that they encounter. It relates to the way teacher feels about herself/himself regardless of their achievements, looks or other things they may feel confident in. Based on the calculation of self-belief, it can be described the teacher's perception on online learning in EFL class at the post Covid-19 as shown.

**Table 4.4**  
**The Result of Respondent toward Positive Self-Belief**

<b>Number of Items</b>	<b>Scores</b>	<b>Percentage</b>	<b>Total Percentage</b>
2	201	40.2%	40.5%
6	204	40.8%	

Table 4.4 explained there are two items of question which contains positive statements toward self-belief when the online learning was felt confident to be applied for learning process in the EFL class. Based on the calculation of the two statements' scores, the total percentage was 40. It means that teachers self-belief has important role for applying online learning in the EFL class. Self -belief describes the teachers capacity to achieve specified educational goals. From this point, to achieve a successful outcome, teachers must recognize their capacity and be prepared to turn it into action. They can be expressed as the extent to which they can place the learning skill, behaviour in the student and they belief about the professional background they have.

Meanwhile, there were also two items of question which contains negative statements toward self-belief when the online learning did not feel confident to be applied in the EFL class. Table 4.5 shown the result of self-belief in the negative statement toward online learning as follows.

**Table 4.5**  
**The Result of Respondent toward Negative Self-Belief**

<b>Number of Items</b>	<b>Scores</b>	<b>Percentage</b>	<b>Total Percentage</b>
16	166	33.2%	30.6%
19	140	28%	

Table 4.5 described the two items of question which contains negative statements toward self-belief gave the contrarily response where most of the respondents did not

agree with these statements. Based on the calculation of the two statements' scores, the total percentage was 30.6.

Based on the interview, teachers self belief related to their using or applying online learning at the school showed good because most teachers believe their talent as teachers who always give the best learning for students. They know online learning is not easy to be applied but, they believe it would empower them to achieve great things, especially to get the successful national education objective. Self-belief is about knowing how a teacher can handle her/his teaching material by opening heart and use their ability to do the best.

## 2. Optimism on Online Learning

Optimism described the extent to which an individual believes that they will experience good outcomes in life, and the way in which they explain setbacks that they experience. It means that optimism is a mental attitude characterized by hope and confidence in success and a positive future. Based on the calculation of optimism, it can be described the teacher's perception on online learning in EFL class at the post Covid-19 as shown.

**Table 4.6**  
**The Result of Respondent toward Positive Optimism**

Number of Items	Scores	Percentage	Total Percentage
1	221	44.2%	43.6%
3	215	43%	

Table 4.6 explained there were two items of question which contained positive statements toward optimism when the online learning was hopefulness and confidence about the future or the successful outcome of learning in the EFL class. Based on the

calculation of the two statements' scores, the total percentage was 43.6. It means that teachers optimism gave contribution for applying online learning in the EFL class. Most of the teachers hopeful to use online learning in their EFL classroom on the post Covid-19 if they have optimism. Teacher always optimizes to look on the bright side of his/her profession, looks for solutions to the existing problems, and manoeuvres over the strengths and positive features of students, classes, schools, and networks.

For two items of question which contained negative statements toward optimism when the online learning did not give hopefully to be applied in the EFL class. Table 4.7 shown the result of optimism in the negative statement toward online learning as follows.

**Table 4.7**  
**The Result of Respondent toward Negative Optimism**

Number of Items	Scores	Percentage	Total Percentage
15	176	35.2%	35.2%

Table 4.7 described the item of question which contained negative statements toward optimism who gave the contrarily response where most of the respondents did not agree with these statementst. Based on the calculation of the statement's scores, the total percentage was 35.2

Based on the interview, it can be found that 80 % teachers optimised that online learning gave solution for their learning during Covid-19 because they can learn technology beside their working. Online learning is a type of learning method carried on using internet network with accessibility, connectivity, flexibility and ability to carry out various types of learning interactions. But for 20% teachers who did not optimise toward online learning said online learning did not give much contribution to overcome the

teachers' problem in the learning process because it was not familiar in operating, so that the platforms made difficult to deliver learning materials effectively.

### 3. Purposeful Direction on Online Learning

Purposeful direction describes the extent to which an individual has clear goals that they are committed to achieving. That is why if someone is purposeful, they show that they have a definite aim and a strong desire to achieve it. Based on the calculation of purposeful direction, it can be described the teacher's perception on online learning in EFL class at the post Covid-19 as shown.

**Table 4.8**

**The Result of Respondent toward Positive Purposeful Direction**

Number of Item	Scores	Percentage	Total Percentage
4	203	40.6%	40.6%

Table 4.8 inferred the item of question contained positive statements toward purposeful direction when the online learning gave a strong desire to be applied for learning process in the EFL class. Based on the calculation of the statements' scores, the total percentage was 40.6. It means that teachers purposeful direction raised desire for applying online learning in the EFL class. Teachers purposeful direction are ethical professionals with long-term commitment to their students and educational goals they intend to meet in their teaching. In this work, they needed to find meaningful purposes for themselves that at the same time go beyond themselves and serve their students and school communities. The purpose can be seen as a key promoter in both professional growth and resilience for teachers. Teachers did not only teach knowledge content, but also to reflect on the purposefulness of their teaching.

Based on the interview, it can be known most teachers must solved their problem online learning during covid-19 through focusing the using of technology to transfer the teaching materials. Teachers have decided what they want to teach and how they want to teach it, they may look over the many online learning technologies available and choose the ones that best fit their needs. But, for teachers who did not commit toward online learning, she/he thought technology made teaching more difficult and lead to inferior learning outcomes. She/he assumed online teachers should prioritize learning objectives over technology.

#### 4. Adaptability on Online Learning

Adaptability describes the extent to which an individual is willing to adapt their behaviour and approach in response to changing circumstances. It relates to how far the teachers are able to adjust their thoughts, actions, and emotions in order to successfully respond to student's needed during learning process based on the situation. Based on the calculation of adaptability, it can be described the teacher's perception on online learning in EFL class at the post Covid-19 as shown.

**Table 4.9**

**The Result of Respondent toward Positive Adaptability**

<b>Number of Item</b>	<b>Scores</b>	<b>Percentage</b>	<b>Total Percentage</b>
7	202	40.4%	40.4%

Table 4.9 explained the item of question contained positive statement toward adaptability when the online learning can change good situation in the EFL class. Based on the calculation of the statements' scores, the total percentage was 40.4. It means that teachers adaptability changed learning situation better in the EFL class. Teachers



adaptability involves adjusting the way the teacher think about the situation to consider different options, undertaking different actions to better navigate the situation, and minimising emotions (like anxiety or frustration) that may be unhelpful or distracting. Adaptability is something teachers require on a regular basis and likely plays an important role in helping them to navigate the demands of their work. When teachers were more adaptable, they tended to use some media to gain her/his aim of teaching. It means that adaptability may be one factor to consider in efforts to support teachers' well-being and promote teacher retention.

There are two items of question contained negative statements toward adaptability when the online learning did not changed the learning situation in the EFL class. Table 4.10 shown the result of adaptability in the negative statements toward online learning as follows.

**Table 4.10**  
**The Result of Respondent toward Negative Adaptability**

<b>Number of Items</b>	<b>Scores</b>	<b>Percentage</b>	<b>Total Percentage</b>
8	174	34.8%	35.5%
17	181	36.2%	

Table 4.10 described the two items of question contained negative statements toward adaptability gave the contrarily response where most of the respondents did not agree with these statement. Based on the calculation of the two statements' scores, the total percentage was 35.5.

## 5. Ingenuity on Online Learning

Ingenuity describes the extent to which an individual perceives they are capable of finding solutions to problems that they encounter. When covid-19 pandemic situation hit Indonesia, the education system could not run as usual. Schools are closed to limit the spread of the Covid virus. In order to students can continue their learning, the government find the solution by using online learning. This solution is called as ingenuity. Based on the calculation of ingenuity, it can be described the teacher's perception on online learning in EFL class at the post Covid-19 as shown.

**Table 4.11**  
**The Result of Respondent toward Positive Ingenuity**

<b>Number of Items</b>	<b>Scores</b>	<b>Percentage</b>	<b>Total Percentage</b>
5	214	42.8%	42.9%
9	225	45%	
10	205	41%	

Table 4.11 showed there were three items of question contained positive statements toward ingenuity when the online learning needed skill or cleverness to be applied for learning process in the EFL class. Based on the calculation of these statements' scores, the total percentage was 42.9. It means that teachers ingenuity developed the skill for applying online learning in the EFL class. The teachers ingenuity is skill or cleverness that allows someone to solve problems, invent things, etc. When the covid-19 situation, teacher as learning resource always prepared teaching material which was easy to understand by the students. By using online learning, they have a good solution for attracting their students full attention through teaching media such picture, maps, video, etc. This solution is categorized as ingenuity. The teacher ingenuity relates to the ideas and

making them a reality. Therefore, ingenuity allows teachers to take their creativity and turn it into something they can use in the world.

When two items of question contained negative statements toward ingenuity, the online learning did not give the improvement skill and cleverness to be applied in the EFL class. Table 4.12 shows the result of ingenuity in the negative statement toward online learning as follows.

**Table 4.12**  
**The Result of Respondent toward Negative Ingenuity**

<b>Number of Items</b>	<b>Scores</b>	<b>Percentage</b>	<b>Total Percentage</b>
18	196	39.2%	38.3%
20	187	37.4%	

Table 4.12 described the two items of question contained negative statements toward ingenuity gave the contrarily response where most of the respondents did not agree with these statements. Based on the calculation of the two statements' scores, the total percentage was 38.3.

## **6. Challenge Orientation on Online Learning**

Challenge orientation describes the extent to which an individual enjoys experiences which challenge them, and perceives stretching situations as opportunities to learn and develop. The Covid-19 situation made the teacher has many challenge orientation such as the lack of teacher ability use of digital media, lack of technology-based facilities provided by schools, the difficulty of creating learning materials in digital form, internet access, etc. Based on the calculation of challenge orientation, it can be described the teacher's perception on online learning in EFL class at the post Covid-19 as shown.

**Table 4.13**  
**The Result of Respondent toward Positive Challenge Orientation**

Number of Items	Scores	Percentage	Total Percentage
14	202	40.4%	40.4%

Table 4.13 showed the item of question contained positive statements toward challenge orientation when the online learning gave great mental or physical effort to be applied for learning process in the EFL class. Based on the calculation of the statements' scores, the total percentage was 40.4. It means that teachers challenge orientation gave great mental or physical effort for applying online learning in the EFL class. During covid-19, the teacher found some challenges in their work. One of them was not able to operate computers or gadgets to use the application of online learning such as *google Classroom, Google Meet, Zoom, and etc.* They did not operate it to support teaching because their abilities were still limited. Some of them still cannot access anything further regarding the network internet, using various learning applications, and creating their own learning media/videos. all these challenges made the teacher's good experience because through these challenges, it can make them learn technology while they worked.

Based on the interview, teachers gave their comments toward challenge orientation is very difficult because there are many obstacles that teachers face and try to find the appropriate strategies to teach learners through online teaching. However, there is ambiguity and disagreement about what to teach, how to teach, the workload of teachers and students, the teaching environment, and the implications for education equity. That is why, the teachers who wanted make their effective online instruction is dependent upon 1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors; 2) creation of a sense of online learning

community ; and 3) rapid advancement of technology. Having online teaching with students is very hard because teachers need to organize and create online learning class in the best way possible.

## 7. Emotion Regulation on Online Learning

Emotion regulation describes the extent to which an individual is able to remain calm and in control of their emotions in stressful situations. It relates to a person's ability to effectively manage and respond to an emotional experience. Based on the calculation of emotion regulation, it can be described the teacher's perception on online learning in EFL class at the post Covid-19 as shown.

**Table 4.14**

**The Result of Respondent toward Positive Emotion Regulation**

<b>Number of Items</b>	<b>Scores</b>	<b>Percentage</b>	<b>Total Percentage</b>
11	193	38.6%	36.7%
12	174	34.8%	

Table 4.14 explained two items of question contained positive statements toward emotion regulation when the online learning should be able to manage teachers emotion for learning process in the EFL class. But, in this case, most of the teachers disagree that they can control their emotions because of their lack of internet technology knowledge. Based on the calculation of the two statements' scores, the total percentage was 36.7. It means that most of the responded was not able to control their emotion because of the stress. During the Covid-19 pandemic, most teachers may experience stress, anxiety, fear, sadness, loneliness, getting mental health disorders, including anxiety and depression, can worsen. The predominant stressors were uncertainty about the consequences of the

pandemic, work overload and inadequate working environment. The more stress they perceived, the higher the manifestation of unwanted psychophysical symptoms.

## 8. Support Seeking on Online Learning

Support seeking describes the extent to which an individual is willing to ask others for help and support when dealing with difficult situations. It relates to a desire for a teacher to solve or look solution with their colleagues. They make collaboration and communicate all the problem during learning. Based on the calculation of support seeking, it can be described the teacher's perception on online learning in EFL class at the post Covid-19 as shown.

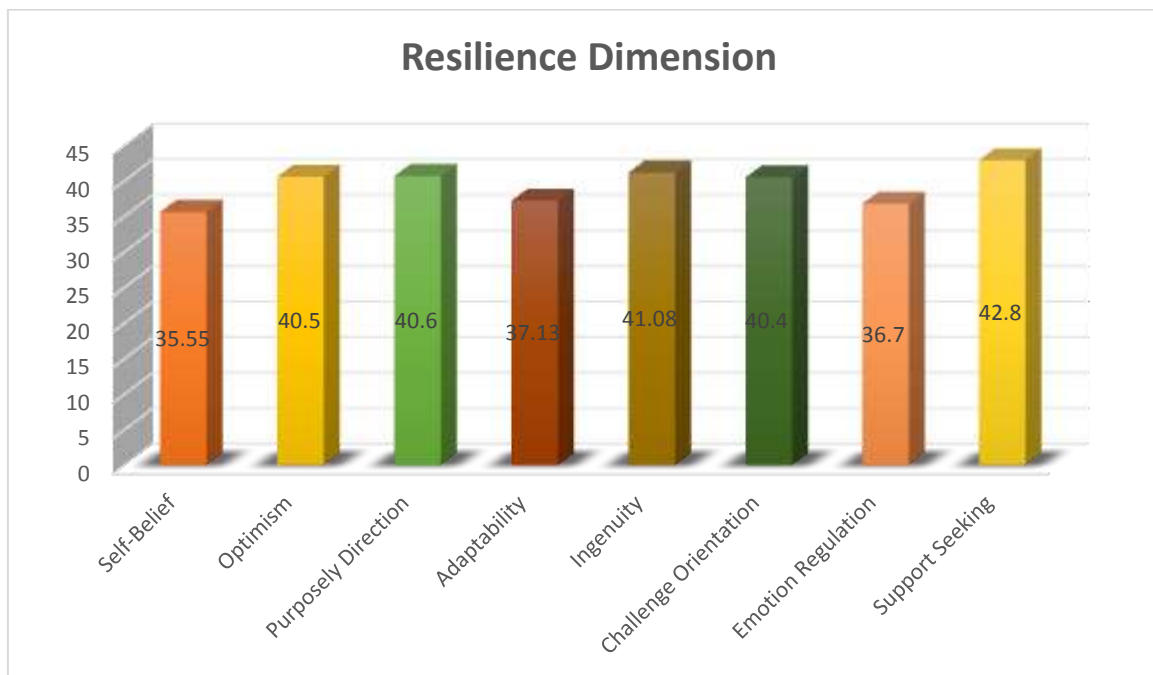
**Table 4.15**  
**The Result of Respondent toward Positive Support Seeking**

Number of Item	Scores	Percentage	Total Percentage
13	214	42.8%	42.8%

Table 4.15 explained the item of question contained positive statements toward support seeking when the teachers needed to search for or request help to solve many problems during learning process in the EFL class. Based on the calculation of the statements' scores, the total percentage was 40.5. It means that most of the teachers always needed discussion and made communication with their colleagues to solve some problem in applying online learning in their EFL classroom. Support seeking is an important part of growing in any profession, especially for teacher. She/he can be proactive by consistently collaborating and openly communicating with colleagues to develop their skill or knowledge. The teachers have their own way of dealing with their

problems and it is very difficult to handle them independently, so they will discuss with colleagues to find solutions.

Based on the analysis of teacher resilience dimension toward online learning, it can be found the most dominant dimension as follows.



**Figure 4.2**  
**Resilience Dimension**

Based on the figure 4.2 describe the most dominant resilience dimension on online learning was support seeking. This dimension showed strong willing of teacher to encounter online learning difficulties, and entails using others as resources to acquire the necessary help. When online learning was applied, support seeking is an important learning strategy, because in learning settings teachers may come across situations in which they need help or advice in order to continue the learning task. In such situations, teachers are required to take responsibility in order to obtain the necessary help and to

continue the learning process. Therefore, teachers must be aware that they need help, decide to seek help, and approach the appropriate source to obtain the required help.

### **3) The Reasons Why Support Seeking is Most Dominant for the Teachers' Perception of Resilience**

Resilience has strong relation with support seeking. When people have positive support-seeking, they will get better solutions and treatment so that they become more resilient. Support seeking is a coping mechanism that can foster resilience by increasing positive emotions. When facing crises or stressful in the school, usually the teacher asked her/his friend of the school will support him/her to have good access.

The act of support seeking from others has been found to contribute to teachers resilience, however this research has shown that teachers sometimes perceive support seeking as evidence of failing or weakness. But, in reality, support seeking can also create feelings of vulnerability, however teachers have reported that both seeking help and being able to give help significantly contribute to their own sense of resilience. That is why, support seeking is most dominant for teachers perspective of resilience because the teacher thought support seeking can help them to minimize their problem, feeling boring during online learning and find the better solution by sharing and communicate with their peers at the school.

### **C. Discussion**

When teachers have perception positive toward resilience on online learning, they are considered capable of handling negative experiences with online learning. They have the ability to survive pressure when the learning process changes during the post-pandemic



period. Teachers' perception that online learning is a positive challenge that brings changes to technology-based national learning. Using online learning in their teaching learning process, their role of teachers did not only to educate their students, but also to be as facilitators in learning interactions that utilize internet technology. Yuliani et.al (2022) in their research explained that applying online learning created the role of the teacher as an online learning facilitator who uses information and communication technology (ICT) through WhatsApp, Google Meet, and Google Classroom. Teachers as facilitators must also be able to provide facilities to make student learning activities easy and comfortable, it is able to create a pleasant learning environment and facilitate students to learn optimally by using various strategies, methods, media and learning resources. Then, Hakim (2021) in his research also explained that online learning is a positive challenge for teachers from the aspects of human resources, facilities and technical implementation. Online learning can improve teachers' abilities in following technological developments, adapting to the use of laptops or computers as support in operating online learning systems.

On the other hand, for some teachers, online learning have them a negative challenge because they thought online learning provides less effective learning conditions. The teaching material delivered by teachers cannot be received well due to internet network problems. The implementation of distance learning between teachers and students by utilizing the internet network sometimes creates problems for teachers and students who live in areas with limited internet networks. This addition is in accordance with the research results of Sholichin, et.al (221) which revealed that the obstacle most felt by teachers when applying online learning is an unstable internet network. Slow internet while teaching can disrupt the teaching and learning process and can affect the level of achievement of learning objectives.

Meanwhile, the resilience on online learning is believed to be able to overcome various learning problems at post the Covid-19 pandemic. Support seeking is one of the resilience dimension that the most important to be explained because it related to the teachers' willingness to seek help advice, prayers, ideas, and so on through online learning environments. By this supporting, the teacher can know the solution for their students' problem and thinking to used some strategies or methods to minimize the problem. Feeling boring during online learning pushed teachers to change their way of teaching by support seeking online. Broabent and Howe (2022) in their research found that when teachers found some problems in the learning process, and they felt unconfident, they were engaged in support seeking to get online interesting information. Importantly, supporting seeking behaviors were positively associated with teaching professionals.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **5.1 Conclusion**

After analysis the data of questionnaires, this study can be concluded as follows.

1. The teachers' perception on resilience of online learning at EFL class in the post Covid-19 was categorized positive. It was proved that 3 (6%) teachers resilience were categorized very positive, 38 (76%) teachers resilience were categorized positive, 8 (16%) teachers resilience were categorized negative, and 1 (2%) teachers resilience were categorized very negative.
2. The teacher's perception toward 8 dimension of resilience on online learning were 35.33% for self-belief, 40.5% for optimism, 40.6% for purposely direction, 37.13% for adaptability, 41.08% for ingenuity, 40.4% for challenge orientation, 36.7% for emotion regulation, and 42.8% for support seeking
3. The reason why support seeking was most dominant of teachers' perception of resilience because support seeking can help them to minimize their problem, feeling boring during online learning and find the better solution by sharing and communicate with their peers at the school.

#### **5.2 Suggestions**

Based on the finding of the study, there are several suggestions that can be taken into consideration, namely:

- 1) When the teaching learning process takes place by online learning, the teacher should have resilience to face some problems in their learning process.
- 2) Teachers are expected to be teachers resilience to gain their professional.

- 3) For schools, it is hoped that this study can be used as a reference for schools regarding the need to implement online learning by improve their teacher resilience.

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# Appendix 1

THE RESULT OF RESPONDEN TOWARD QUESTIONAIRES																					
NO	THE ITEMS OF QUESTIONAIRES																				SCORES
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
2	5	5	5	5	4	4	5	4	5	3	5	4	3	5	4	5	2	5	4	4	86
3	5	4	5	4	4	5	4	5	3	5	4	3	5	4	5	4	5	3	4	2	83
4	5	3	5	5	4	5	4	5	5	4	3	5	4	5	3	5	4	4	4	4	87
5	5	5	5	5	4	5	3	5	3	5	4	3	5	1	5	3	5	4	4	4	83
6	5	3	5	2	3	5	4	5	3	5	4	3	5	4	5	2	5	4	3	2	77
7	5	5	5	2	4	5	4	5	5	5	4	3	5	5	3	4	5	4	4	5	87
8	5	3	5	5	4	5	4	5	5	5	4	3	5	5	5	4	5	4	4	4	89
9	5	4	5	5	4	5	4	5	5	5	4	3	5	5	5	4	5	4	4	5	91
10	5	5	5	5	4	5	4	5	3	5	4	3	5	4	5	4	5	3	4	2	85
11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	97
12	5	3	5	3	3	4	5	3	2	2	3	5	3	4	1	3	5	3	2	5	69
13	5	3	5	3	4	4	5	3	5	3	3	5	3	4	1	3	5	3	2	4	73
14	5	3	5	3	4	1	5	3	5	3	3	5	3	5	1	3	5	3	2	4	71
15	5	3	5	5	4	1	5	3	5	3	3	5	3	2	1	3	5	3	2	4	70
16	5	3	5	3	4	1	5	3	5	3	3	5	5	2	1	3	5	3	2	2	68
17	5	3	5	5	4	1	5	3	5	3	3	5	3	5	1	3	3	3	2	4	71
18	5	3	5	5	3	1	5	3	3	3	3	5	3	2	1	3	5	4	2	4	68
19	5	3	5	5	5	5	5	5	5	5	3	3	5	5	5	3	5	5	5	5	92
20	5	3	5	4	4	4	5	3	2	3	3	5	3	2	1	3	5	3	2	4	69
21	5	5	5	3	4	4	4	5	5	5	4	5	3	2	1	5	5	5	2	4	82
22	3	5	1	3	4	1	3	2	5	4	3	2	3	5	1	3	2	4	2	4	60
23	3	5	1	3	4	4	3	2	4	4	3	2	3	5	1	3	2	5	2	4	63
24	3	5	1	3	5	1	3	2	5	4	3	2	3	2	1	3	2	4	2	5	59
25	3	5	1	3	5	1	3	2	5	4	3	2	3	5	1	3	2	4	2	5	62
26	3	5	4	3	4	1	3	2	5	1	3	2	3	5	1	3	2	4	2	4	60
27	3	5	4	5	3	5	3	2	5	3	3	2	5	3	5	3	2	4	5	4	74
28	3	5	1	5	3	5	3	2	5	3	3	2	5	5	5	3	2	4	3	4	71
29	5	3	5	5	4	5	3	2	5	3	5	2	5	5	2	5	5	3	4	4	81
30	5	5	5	5	5	5	3	2	5	3	5	3	5	5	5	3	2	4	3	4	82
31	5	3	5	5	4	5	5	3	5	4	5	3	5	5	5	3	2	5	3	2	82
32	5	3	5	5	5	5	5	3	5	4	5	4	5	3	5	3	2	5	3	5	85
33	3	4	4	4	5	4	5	3	4	4	4	3	5	5	3	3	2	5	3	5	78
34	5	5	5	5	4	5	5	3	5	4	5	3	5	5	3	5	2	1	3	2	80
35	5	5	5	4	5	5	5	5	5	5	5	3	5	5	4	5	2	5	1	3	87
36	5	3	5	4	5	5	5	3	5	5	5	3	5	5	3	3	2	4	1	3	79
37	5	3	5	5	4	5	5	5	5	4	5	3	5	1	5	3	5	5	1	3	82
38	5	3	5	4	5	5	5	2	5	5	5	3	5	5	5	5	5	5	2	5	89
39	5	3	5	3	5	5	5	3	3	5	5	3	5	1	5	4	5	3	2	5	80
40	5	5	5	5	4	5	5	3	5	5	5	3	5	5	4	5	5	5	1	2	87
41	5	3	5	4	5	5	5	2	4	5	5	5	3	5	5	3	2	5	1	3	80
42	5	3	4	4	5	5	5	3	5	5	5	5	3	5	5	2	1	5	3	3	81
43	5	3	5	5	4	4	2	3	3	4	5	5	4	5	3	2	1	3	5	2	73
44	5	5	5	4	5	5	3	5	5	4	2	4	5	5	5	3	1	3	5	5	84
45	3	5	4	3	5	5	3	5	5	5	2	3	5	3	1	4	2	2	5	2	72
46	3	5	5	4	5	4	2	1	5	4	5	3	5	5	5	2	2	4	5	3	77
47	3	5	1	3	5	5	3	5	4	5	2	4	5	3	5	3	5	5	1	3	75
48	3	4	4	3	5	4	3	5	5	4	4	5	3	5	5	4	5	3	1	4	79
49	3	5	5	4	4	5	2	1	5	4	3	3	4	4	4	5	5	2	1	3	72
50	3	5	1	3	5	5	3	5	5	5	3	3	4	4	4	5	2	5	2	5	77
TOTAL	221	201	215	202	214	204	202	174	223	205	193	174	214	202	175	166	181	196	140	187	3889
%	44,2	40,2	43	40,6	42,8	40,8	40,4	34,8	45	41	38,6	34,8	42,8	40,4	35,2	33,2	36,2	39,2	28	32,4	