

TEACHER RESILIENCE IN THE PANDEMIC ERA

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ABSTRACT

In the era of the COVID-19 pandemic, the ability of teachers to adapt and have resilience to various challenges in tasks according to their profession is urgently needed. This study aims to measure the level of teacher resilience in the pandemic era. Resilience is the ability to adapt in dealing with difficult situations in life and is indispensable so that teachers have the flexibility and adaptability to the dynamics of change. Resilience is a social process that is built based on mitigating risk factors and building social environmental resilience. In the school context, the personal resilience of teachers needs to be improved to support strengthening school resilience. In building school resilience, teachers have an important role to move all aspects so that students are more resilient in facing the dynamics of school life. This study uses a quantitative approach using a modified instrument from Reivich and Shatte (2002). Respondents in this study were junior high school teachers in DIY. Data were analyzed by descriptive statistics and CFA (Confirmatory Factor Analysis). The results showed that there were 37 variables with high values, 4 with moderate values and 15 with low values. This shows that from all aspects of teacher resilience assessment, respondents have high resilience. However, if viewed from the aspect of resilience, there are aspects that have not been achieved optimally by respondents, so it is necessary to improve aspects that have not been maximized. Therefore, efforts are needed to improve aspects that have not been achieved by respondents.

Kata Kunci: *resilience, teachers self efficacy, emotional regulation, adaptation*