Teachers' Hardiness Personality Towards Learning Dynamics In The Covid-19 Pandemic Period At Public Elementary School In City And District Of Kediri

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ABSTRACT

The main problems faced by teachers facing changes in learning dynamics include schools being transferred to homes through online and blended learning processes, transformation of technology-based learning media and learning adjustments and demands for collaboration between parents and students at home as a substitute for teachers controlling student learning. This sudden change also raises various new problems such as causing work stress. The purpose was to analyze the personality description of teacher's hardiness towards learning dynamics during the Covid-19 pandemic at public elementary schools in city and district of Kediri. This research was conducted at SDN Setonorejo I,2, SDN Ngronggo 3 and SDN Burengan 2, Kediri City. This research used a descriptive analytical research design. The samples were all teachers at SDN Setonorejo I, SDN Sukorame 2, SDN Ngronggo 3 and SDN Burengan 2 who met the inclusion criteria with total sample of 50 respondents. The sampling technique used purposive sampling. The results showed that 47 respondents (94%) had good hardiness personality. It can be concluded that while facing changes in the learning dynamics, the teacher has developed a good coping mechanism so as to foster a high and resilient hardiness personality in dealing with stressors in learning dynamics. The results of this study are expected to be able to support the nursing profession to better participate in preventing work stress and improve the Hardiness Personality of education personnel, especially Elementary School Teachers.

INTRODUCTION

Reality shows that the learning dynamics in Indonesia are currently disrupted by the Covid-19 outbreak which has had an impact including; 1) schools are transferred to homes through an online learning process; 2) there is a transformation of technology-based learning media through the use of Whatsapp Group, Zoom, Google

Classroom, WebEx, Youtube, and TV channels (TVRI); 3) adjustment of learning methods; 4) adjustment of learning evaluation to determine grade and graduation standards; and 5) demands for collaboration between parents of students at home as a substitute for teachers controlling children's learning. Distance Learning began to be implemented after the termination of face-to-face learning for all levels of education in early 2020 and will continue until 2021 to suppress the chain of distribution of Covid-19 in Indonesia. Distance Learning is an effort to continue to make educational activities in Indonesia continue. This system uses online learning through e-learning services such as Google Classroom and special e-learning sites provided by each educational institution. In addition to using e-learning sites, the education workforce provides learning materials via video teleconference to students via Google Meet and Zoom. This distance learning system helps educational activities to continue learning, but this sudden change also raises various new problems. The continuity of online learning depends on various factors such as the level of school preparation, parent/family readiness, and teacher readiness (Yunitasari, 2020). One form of this policy is the implementation of working from home with an online system (WFH). One of the workers affected by the WFH work system is educators such as teachers, or other types of educators. The impact of online learning was explained by Purwanto (2020) in his research which showed that working hours for teachers during the COVID-19 pandemic became very tight because they were required to maintain good coordination with parents, teachers of other subjects, and even school principals. This online learning system causes minimal socialization processes

between individuals due to limited face to face communication. This is also coupled with the demand for mastery to operate technology to support the online learning system itself. Solid working hours and a different learning system that automatically makes it harder for them to adapt is an increase in the workload on educators. Apart from their scope of work, they also experience increased responsibility in raising children and taking care of their families while at home (Amnesty International Indonesia, 2020). Tasks that demand mental and physical activity are the key to stress and frustration because they are required to do several jobs at one time (Guastello, 2014). This has an effect on the formation of one's personality, especially the hardiness personality of the teacher

The Covid-19 pandemic in Indonesia affected 646,192 educational units, 68,801,708 students, and 4,183,591 educators ranging from Early Childhood Education to Higher Education, Special Education, Vocational Education, Community Education, Courses and Religious Education (Ministry of Education and Culture, 2020). Regarding the dynamics of distance learning, the researcher conducted an interview with teachers in elementary schools. He stated that 75% of teachers at the elementary school were still constrained by IT and had not been able to carry out varied distance learning because they had not previously received online learning training. These constraints become an important record of the world of education. The reason is, educators must pursue online learning targets quickly. In fact, technically and our education system has not had a ready response.

So far, online learning has only been a technical concept and tool, not

yet a way of thinking, namely a learning paradigm. Online learning is not a method for changing learning roles, nor does it burden students with stacked assignments every day. But the essence of online learning is to encourage educational actors to be innovative and creative in utilizing sophisticated digital technology, by accessing as many sources of knowledge as possible, being able to produce works, honing insights and building character which is valued in a complex way in the current era of globalization. In line with this, the researcher also gave an interview to the school principal, who stated that online learning should be used as an opportunity to transform our education. This transformation includes mindset, ecosystem, culture or learning environment to the pedagogical system. The steps that can be used as a reference in improving our education system, especially in online learning, namely learning that is exploratory not abstract so that students are able to think critically while the learning conditions in elementary schools are still not ready for changes in online learning mechanisms that require IT skills from elementary teachers so that they can form a Tough personality like the hardiness personality.

Individuals themselves actually have the ability to be able to influence the work stress they feel, at least reduce what they feel and minimize the bad effects they experience. One of the things that can affect the level of perceived work stress is personality. Muchtar (in Auliya, 2014) revealed, a personality factor that can help uncover stress is personality hardiness. Hardiness personality has been widely considered as a mental attitude that can reduce the effects of stress physically and mentally which can be used by teachers as an adaptive coping

mechanism in dealing with the dynamics of learning in the ever-evolving Covid-19 era. Based on the description above, the researcher is interested in researching with the title "Description of the Teacher's hardiness personality towards the learning dynamics during the Covid-19 Pandemic at Public Elementary Schools in the City and District of Kediri".

METHOD

This research was conducted at *SDN Setonorejo I, SDN Sukorame 2, SDN Ngronggo 3 and SDN Burengan 2*, Kediri City. This research used a descriptive analytical research design. The samples in this research were all teachers at *SDN Setonorejo I, SDN Sukorame 2, SDN Ngronggo 3 and SDN Burengan 2* who met the inclusion criteria with a total sample of 50 respondents. The sampling technique used was purposive sampling. The instrument used in this study was a questionnaire with a Hardiness Scale measurement.

RESULTS

The results were obtained in this study:

Table 1. Characteristics of Respondents based on Gender (N=50)

Gender	Frequency	Percentage (%)
Male	13	26
Female	37	74
Total	50	100

Based on the results of the study, it was found that most respondents were female, 37 respondents (74%).

Table 2. Characteristic of Respondents based on Age (N : 50)

Age	Frequency	Percentage (%)
< 18 years	0	0
18 – 40 years	10	20

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41 - 60 years	35	70
> 60 years	5	10
Total	50	100

Based on the results of the study it was found that most respondents were aged 41-60 years as many as 35 respondents (70%).

Table 3. Characteristics of Respondents based on Teacher Hardiness Personality on Learning Dynamics

Competency	Frequency	Percentage (%)
Good	47	94
Sufficient	2	4
Less	1	2
Total	50	100

Based on the results of the study, it was found that most respondents had good Hardiness Personality, 47 respondents (94%).

DISCUSSION

Based on the results of the study, it was found that most respondents were female, 37 respondents (74%), 35 respondents (70%) aged 41-60 years, 47 respondents (94%) had good hardiness personality.

Hardiness personality is a personality constellation that is beneficial for individuals to be able to deal with pressures in their lives. Further disclosed by Gentry and Kobasa (2018), hardiness is a very important personality type in resistance to stress. Individuals with a hardiness personality will show three basic characteristics, namely control, a tendency of feelings and actions that individuals feel capable of influencing various events in their life; commitment as a tendency to involve oneself in every matter encountered; and challenges reflect the tendency to see change as an opportunity to grow

and not as a threat. Based on the description above, it can be seen that hardiness personality provides positive personality characteristics for individuals by directing positive mindsets, feelings and actions in dealing with stressful situations so that it will inhibit the emergence of burnout. This is based on the Lazarus cognitive approach that a person's positive or negative mindset is closely related to the emergence of stress. Stress arises from an assessment of a situation that will be perceived as a threat or a challenge and an assessment of one's self-capacity in assessing whether or not one is capable of dealing with external pressure. In the end, the assessment will produce appropriate and effective coping strategies or actions to deal with stress. If the source of stress is considered threatening, it will produce a negative response, whereas if the source of stress is considered as challenging, it will result in a positive response (Widyastuti, 2008).

Conversely, teachers with non-hardiness personalities will give negative cognitive assessments of stressful situations, so they tend to give rise to negative responses. Individuals become pessimistic because the situation makes them stress is seen as threatening and cannot be changed, so the reaction that arises is to avoid the threatening situation. Agreeing with this, Kobasa and Gentry (2018) state that individuals with low hardiness personalities tend to do regressive coping, which is trying to deny, avoid, and escape stressful situations. Furthermore, someone who feels unable to deal with stressful situations directly will use a type of intra-psychic coping associated with burnout such as avoiding, distancing themselves, reducing efforts to achieve goals and blaming others. Referring to Contrada's opinion, the personality characteristic of hardiness can hinder the process of responding to stress or pressure by

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influencing the assessment of the emergence of psychological threats. Based on this, teachers with high hardiness personality when faced with stressful work situations will be able to manage and deal with them, so that the possible impact of increasing chronic work stress can be anticipated. Hardiness personality characteristics will inhibit the increase in chronic work stress on teachers by influencing the formation of positive perceptions and responses to sources of stress so as to reduce the appearance of burnout symptoms. Based on the description above, personality hardiness has a positive personality impact on teachers by directing it to mindsets, feelings and actions.

Based on the research results, it was found that 47 respondents (94%) had good hardiness personality. In accordance with the results of observations in the field, at SDN Setonorejo 1, SDN Sukorame 2, SDN Burengan 2 and SDN Ngronggo 3, it was found that 47 respondents had good hardiness personality. This shows that teachers with high hardiness personalities will be able to actively inhibit increased stress in dealing with emotional demands while serving the needs of many students by managing, dealing with and making the stressors pressing from the job as positive challenges so that the negative impact of chronic work stress such as the emergence of burnout can be minimized. A study shows that individuals who have a hardiness personality are characterized by lower stress, burnout, and distress and higher job satisfaction, compared to individuals who have a low personality. Based on the results of interviews with the Principal, it was found that during the pandemic, the Teacher remained actively involved in participating in Online Seminars, Online Training and other Webinars which ultimately made the teacher able to adapt more to the environment and have a high hardiness personality in dealing with learning dynamics.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the study, it was found that the most respondents were female, 37 respondents (74%), 35 respondents (70%) aged 41-60 years, 47 respondents (94%) had good hardiness personality. Based on the results of the research that has been done, it is hoped that it can increase the teacher's knowledge in knowing each other's hardiness personality in dealing with the learning dynamics of. The results of this study are expected to be able to support the nursing profession to participate more in preventing work stress and increasing the hardiness personality of education staff, especially elementary school level educators.

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