Disaster mitigation and resiliency learning strategies of teachers during Covid-19 pandemic from several provinces in Indonesia

Rini Riris S¹, Alifi Nur P N², Satrio S P³

¹Graduate School, Universitas Negeri Yogyakarta, Yogyakarta, Yogyakarta Special Province, Indonesia
²Department of Social Education, Universitas Negeri Yogyakarta, Yogyakarta, Yogyakarta Special Province, Indonesia
³Budi Utama School, Yogyakarta, Indonesia

Email: riniriris.2020@student.ac.id

Abstract. The Covid-19 disaster changed as well as limited students’ learning space in carrying out learning activities at school. The face-to-face learning process was suspended and transformed into an online system. This education emergency demands rapid changes that must be made by all components of education, especially teachers. The enactment of the regulation on limiting the students’ learning activities required teachers as educational facilitators to be ready and alert in changing the educational pattern. This study described the readiness of teachers and the resilience of teacher strategies in carrying out learning during the pandemic in accordance with teacher competency standards in Law Number 14 of 2005. The research data was collected through observation, questionnaires and interviews. Data analysis was performed using descriptive analysis and questionnaire data scoring. The results showed that according to the four teacher competencies, i.e. pedagogic, personality, social, and professional competences, only personality competency was in the good category range, while the other three components according to the average score are in the moderate category range. Therefore, some improvements on the mitigation and resilience of teachers' strategies when facing emergency disaster are needed.

1. Introduction
Learning is a human process in adapting to the environment so that they can survive. Through the process of adapting to the environment when learning, someone can carry out social interactions [1]. The spread of SARS-CoV-2 or better known as the Novel Coronavirus (Covid-19) causes restrictions on human space for social interactions, and in the field of education this is not an exception [2]. The social distancing restriction imposed on the education sector forced the implementation of an educational emergency system that its mitigation had not been designed before. Face-to-face learning is suspended and it is temporary transformed into e-learning protocols to minimize the progression of the virus spread and avoid physical contact [3]. Indonesia followed this in mid-March 2020 through Ministerial Circular Letter Number 4 of 2020 concerning the emergency period of Covid-19 spread [4]. The adaptation to this pattern of emergency education has become something new in the field of education throughout history.
The application of learning with an online system in education is one of the mitigation measures against the spread of Covid-19. Disaster mitigation has to be designed comprehensively for communities in dealing with the disaster [5]. At the educational level, the response to the Covid-19 pandemic related to the application of an online learning system that causes disruption in the cognitive, affective and psychomotor aspects of students as well as the competence of teachers as educators [6]. Education facilitators during the Covid-19 pandemic depended on IT infrastructure, the availability of learning technology support, digital literacy, and mental resilience [7]. Mitigation related to education should be an important issue for education practitioners. Therefore, it needs to be prepared in depth.

Knowledge of disasters by teachers is necessary to make sure that teacher competence and quality of education are well maintained. Teachers as the main agents in driving education must have the individual ability in reading, understanding, using and preparing mitigation when a disaster emerges [8]. The government and schools as legality holders also need to have emergency learning standards related to the models, strategies, methods and media that teachers must use [9]. The relationship between teachers and other education stakeholders is an important key in mitigating the education sector, given the important role of teachers in education as a determinant of the direction of future generations [10].

This study serves as a reminder to all teachers in the world regarding the importance of mitigation and strategies resilience in a lesson in the realm of education when a disaster occurs. The descriptions of the results of this study were obtained from teachers in all subject teachers in Indonesia. First, the study describes four teacher competency standards including pedagogic, personality and social competences related to the mitigation and teacher’s strategy resilience in dealing with disaster emergencies. Second, the study describes the research method, the third explains the results of the research and discussion, and the fourth part is a description of the research conclusions.

2. Methods
This study is a qualitative study in the case of mitigation and teachers’ resilience in implementing emergency learning during the Covid-19 pandemic in Indonesia. The research data was collected using Google Form that was distributed randomly via WhatsApp media by researchers. Respondents in this study were teachers of all subjects in senior high schools in 7 provinces in Indonesia: Bali, West Nusa Tenggara, East Java, Central Java, Banten, DI Yogyakarta and Jambi. The teachers have implemented rules for transitioning the implementation of learning in schools to online learning from mid-March 2020 to September 2020. Online learning is expected to last until the end of 2020/2021. The decision to implementing online learning depends on government policy by taking into account the health risks resulting from the Covid-19 pandemic.

The data obtained from the results of this study were related to the mitigation and strategies resilience carried out by teachers in accordance with the four competencies that teachers must possess. Four teacher competencies as stated in Law Number 14 of 2005 including pedagogic, personal, social, and professional competencies. The competencies in the law were then developed by researchers in which there is implementation of learning, method selection, readiness of learning media, platforms, evaluation, teacher communication, and teacher professional attitudes. In addition, the data collected from observations were the difficulties experienced by teachers in implementing online learning. The data that researchers get was data from observations, discussions and filling out questionnaires by teachers of different subjects such as history, geography, Indonesian, Mathematics, English, Physics, Chemistry, and the principal.

Data analysis was carried out by combining the results of observation, scoring and interviews. The researchers' observations were made on several teachers either directly or through discussion to observe the difficulties or constraints that were felt during the implementation of online learning in schools. Researchers used descriptive analysis to discuss the mitigation and resilience of teacher strategies in dealing with the Covid-19 pandemic in accordance with four teacher competency standards. Descriptive analysis data were obtained from the results of a questionnaire on 57
respondents with 20 indicators representing the four teacher competency variables (Tables 1 to 5). The results of the questionnaire were analyzed using simple linear regression with the help of Microsoft Excel. On another hand, the data from the unstructured interview is used by the researchers as additional material as well as a supplement from the principal to confirm the readiness and resilience of the teacher's strategy in carrying out learning during the Covid-19 pandemic.

Table 1. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic according to the Pedagogic Competence

| No | Variables                                                                 | Score       |
|----|----------------------------------------------------------------------------|-------------|
|    |                                                                            | 5 (Very Often) | 4 (Often) | 3 (Sometimes) | 2 (Rarely) | 1 (Never) |
| 1  | Designing learning by making a Learning Implementation Plan (RPP) in Distance Learning during the Covid-19 pandemic | 3.5% (2) | 1.8% (1) | 15.8% (9) | 57.9% (33) | 21.1% (12) |
| 2  | Implementing various Information and Communication Technology (ICT)-based learning models prior to distance learning due to the Covid-19 pandemic | 3.5% (2) | 8.8% (5) | 22.8% (13) | 43.9% (25) | 21.1% (12) |
| 3  | Implementing various Information and Communication Technology (ICT)-based learning models after distance learning is conducted due to the Covid-19 pandemic | 26.3% (15) | 54.4% (31) | 17.5% (10) | 1.8% (1) | 0% |
| 4  | Applying a variety of learning media used in distance learning during the Covid-19 pandemic | 0% (0) | 28.1% (16) | 35.1% (20) | 35.1% (20) | 1.8% (1) |
| 5  | Conducting evaluation of learning in distance learning during the Covid-19 pandemic | 0% (0) | 52.6% (30) | 35.1% (20) | 12.3% (7) | 0% |

Table 2. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic according to the Personality Competence

| No | Variables                                                                 | Score       |
|----|----------------------------------------------------------------------------|-------------|
|    |                                                                            | 5 (Very Often) | 4 (Often) | 3 (Sometimes) | 2 (Rarely) | 1 (Never) |
| 1  | Facilitating students to develop their potential both academic and non-academic in implementing distance learning during the Covid-19 pandemic | 3.5% (2) | 24.6% (14) | 19.3% (11) | 52.6% (30) | 0% |
| 2  | Providing motivation to students when implementing distance learning during the Covid-19 pandemic | 56.1% (32) | 40.4% (23) | 3.5% (2) | 0% | 0% |
| 3  | Guiding students in completing tasks during the implementation of            | 42.1% (23) | 52.6% (22) | 5.3% (2) | 0% | 0% |
distance learning during the Covid-19 pandemic

4 Giving freedom to students in exploring learning strategies that students do during the implementation of distance learning during the Covid-19 pandemic

5 Conducting evaluation of learning in distance learning during the Covid-19 pandemic

### Table 3. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic according to the Social Competence

| No | Variables                                                                 | Score       |
|----|---------------------------------------------------------------------------|-------------|
|    |                                                                           | 5 (Very Often) | 4 (Often) | 3 (Sometimes) | 2 (Rarely) | 1 (Never) |
| 1  | Utilizing WA, Google classrooms, social media and other platforms to communicate with students before distance learning is implemented due to the Covid-19 pandemic | 0%          | 14%       | 21.1%        | 61.4%      | 3.5%       |
|    |                                                                           | (8)         | (12)      | (35)         | (2)        |
| 2  | Using the online lecturing method when delivering material during the implementation of distance learning during the Covid-19 pandemic | 5.3%        | 10.5%     | 29.8%        | 45.6%      | 8.8%       |
|    |                                                                           | (3)         | (6)       | (17)         | (26)       | (5)        |
| 3  | Teacher communication with students before the distance learning is implemented due to the Covid-19 pandemic | 1.8%        | 12.3%     | 12.3%        | 33.3%      | 40.4%      |
|    |                                                                           | (1)         | (7)       | (7)          | (19)       | (23)       |
| 4  | Communication with students during the implementation of distance learning during the Covid-19 pandemic | 50.9%       | 42.1%     | 7%           | 0%         | 0%         |
|    |                                                                           | (29)        | (24)      | (4)          | (1)        |
| 5  | Inviting students to be active in discussions when distance learning is implemented during the Covid-19 pandemic | 38.6%       | 40.4%     | 19.3%        | 1.8%       | 0%         |
|    |                                                                           | (22)        | (23)      | (11)         | (1)        | (23)       |

### Table 4. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic according to the Professional Competence

| No | Variables                                                                 | Score       |
|----|---------------------------------------------------------------------------|-------------|
|    |                                                                           | 5 (Very Often) | 4 (Often) | 3 (Sometimes) | 2 (Rarely) | 1 (Never) |
| 1  | The quality of material comprehension by teachers decreased when carrying out distance learning during the Covid-19 pandemic | 29.8%       | 24.6%     | 22.8%        | 14%        | 8.8%       |
|    |                                                                           | (17)        | (14)      | (13)         | (8)        | (5)        |
Designing various models, strategies, methods and learning media that have been prepared for use in emergency situations (such as during the Covid-19 pandemic)

|   | 1.8% (1) | 3.5% (2) | 19.3% (11) | 33.3% (19) | 42.1% (24) |

Developing creative and innovative ICT-based learning materials for each material that will be taught during the implementation of distance learning during the Covid-19 pandemic

|   | 0% (0) | 0% (0) | 28.1% (16) | 52.6% (30) | 19.3% (11) |

Adjusting quickly and easily when there are changes in policies, situations and conditions in the implementation of learning in schools during the Covid-19 pandemic

|   | 3.5% (2) | 17.5% (10) | 29.8% (17) | 49.1% (28) | 0% (0) |

Understanding the concepts related to science, material comprehension and basic competencies of the taught subjects

|   | 56.1% (32) | 38.1% (22) | 5.3% (3) | 0% (0) | 0% (0) |

3. Results and Discussions

3.1. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic according to the Pedagogic Competence

Pedagogic competence requires teachers as educational facilitators to be able to manage learning in accordance with the applicable curriculum. The level of teacher pedagogic competence varies greatly depending on the level of professionalization at the school level and the educational background of the teacher [11]. The role of schools is of course very important for teachers in managing learning in schools, including support for school facilities. Thus, the educational background of teachers is also a factor of the broad scope of insights possessed by teachers in managing and providing variations in classroom learning.

Ideally, learning management that has to be done by the teacher includes designing learning, learning models, media and conducting evaluations. Through activities related to the implementation process of learning, the teacher can help students realize their own learning following certain methods to make learning more learner-centered [12]. The process of designing learning by making a Learning Implementation Plan (RPP) becomes an administrative completeness that must be carried out by the teacher. The fact is that some of the teachers often do not prepare the administrative requirements. From the results of research data obtained it shows that 57.9% of teachers rarely prepare lesson plans during the application of Distance learning during the Covid-19 pandemic. Based on the results of field observations, teachers still use the old lesson plans from the face-to-face learning lesson plans. This condition shows that teacher mitigation and resilience in the face of the Covid-19 pandemic is still minimal. The fundamental basis of the researchers' conclusions comes from the fact that the implementation of face-to-face activities with the implementation of online distance learning in terms of models, strategies and media are two different things.

The distance-learning model applied during the Covid-19 pandemic is based on the use of Information and Communication of Technology (ICT). ICT is currently a major component in implementing Learning Distance in Indonesia. This is because the ability of teachers to master ICT in Indonesia is not evenly distributed. Mastery of ICT and other supporting facilities often experiences...
various obstacles. Only 3.5% of teachers very often applied the ICT-based learning model even before the pandemic. The positive side of the covid-19 pandemic has an indirect impact on the distribution and mastery of ICT by teachers. Since the Covid-19 pandemic and the government implemented Learning Distance, 54.4% of teachers have used ICT in implementing Learning Distance. There is a movement for significant changes towards a positive direction from the covid-19 pandemic in terms of the use of ICT in learning.

The use of ICT in learning by teachers still needs to be developed and combined with learning media. The combination of ICT with learning media will make a big contribution in the field of education if it can continue to be developed. Based on the results of research, 28.1% of teachers often use varied learning media during the Covid-19 pandemic. This percentage is very low considering that now the world has entered into the revolutionary order 4.0 where everything related to ICT has been integrated with other media. Another interesting thing based on the research findings is that 52.6% of teachers often carry out learning evaluations during the Covid-19 pandemic. This relatively high percentage of evaluations shows that learning in Indonesia is still result-oriented, not process-oriented.

3.2. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic according to the Personality Competence

The state of the Covid-19 disaster emergency demands the readiness and maturity of a teacher's personality in educating students. The psychological readiness factor of teachers greatly influences the learning motivation of students during the Covid-19 pandemic. Based on data compiled from WHO, most of the findings that have been published regarding the effects of a pandemic, the emergence of Covid-19 affect a fairly high increase in stress, PTSD, and psychological stress in most of the world's people [13]. The disturbances that arise will affect the quality of a person in carrying out their daily routine without exception to the teaching profession. Therefore, the teacher as a facilitator of students must have a strong personality readiness in order to continue to encourage students to develop.

In fact, the facilitation provided by teachers to students in developing academic and non-academic potential is still minimal, especially during the Covid-19 pandemic. The data from the research results prove that 57.9% of teachers said they rarely acted as facilitators in developing the potential of students in implementing distance learning during the Covid-19 pandemic. The limitations of space, time and teacher personnel are the reasons for the low role of teachers in developing the potential of students. In addition, the covid-19 pandemic made it difficult for teachers to adjust to changes in the direction of learning in schools. For example, it is difficult to transform face-to-face into online learning.

If course it is not only the teachers that feel the adjustment of the learning model during the Covid-19 pandemic, but also the students. Based on Circular Number 3 of 2020, the government advised the Department of Education to consider suspending the implementation of teaching and learning activities in schools in order to reduce the risk of spreading the covid-19 virus [14]. However, activities of staying at home and isolating oneself that last for a long time increase the risk of a depressed mood and lead to stress and anxiety in students [15]. In this condition, teacher motivation to students is very much needed in carrying out distance learning during the Covid-19 pandemic. The research data shows that 56.1% of teachers very often motivate students to remain enthusiastic in carrying out learning even in situations and conditions that are different from normal conditions. However, this does not rule out other factors that affect the low motivation of students to take part in learning during the pandemic.

The teacher's effort to guide students in completing tasks during the implementation of distance learning during the Covid-19 pandemic is also quite good. About 52.6% of the 57 respondents stated that they often provide assistance both individually and in groups to students to complete the tasks given by their respective teachers. The guidance carried out by the teacher is not conducted since it is important to consider the health protocols, therefore they use social media assistance such as WA, Instagram, Google Classroom, school’s LMS and several other platforms.
Teacher control of students during the Covid-19 pandemic was very limited. Thus, a broad scope of leisure must be given to students related to their respective learning styles during the pandemic. From the respondents, 56.1% of teachers often gave freedom to students in exploring the learning strategies during the implementation of distance learning during the Covid-19 pandemic. Meanwhile, the questionnaire data showed that 56.1% of teachers often conducted learning evaluations. This situation shows that the freedom to explore the learning strategies of students given by the teacher makes the teacher integrated the learning style into teacher activities in evaluating the learning.

3.3. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic according to the Social Competence

The implementation of education carried out by the teacher is divided into the delivery of theory and practice. A professional teacher needs social principles in carrying out learning including communication therein [16]. The communication aspect in the implementation of learning cannot be eliminated, thus the learning must be delivered with the right method to students. Changes in situations and conditions during the Covid-19 pandemic from delivering direct (face-to-face) learning to learning with virtual spaces encourage changes in teacher communication styles with students. Before the Covid-19 pandemic, 61.4% of teachers rarely used WhatsApp, Google classroom, social media and other platforms to communicate with students. Meanwhile, at this time almost all teachers in Indonesia depend on these media to establish communication with students. The communication that has been established due to Covid-19 has had a good impact on increasing the capacity of teachers in the development of the world of science and technology.

Another favorable condition is the limited space and time, causes learning to no longer be text-oriented. This is evidenced by the results of the study which show that only 5.3% of teachers still use the lecturing method when implementing Learning Distance during the Covid-19 pandemic. Then, in terms of teacher communication with students, it is getting more intense during the Covid-19 pandemic. Before the pandemic, 40.4% of teachers never communicated with students except when they were at school. The facts in the field today, 50.9% of teachers and students cultivate a quite loose communication by using various media platforms to establish communication. Even though there are differences when communicating directly through digital platforms, 40.4% of teachers still invite students to be active in discussions when the implementation of distance learning is implemented during the Covid-19 pandemic.

3.4. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic according to the Professional Competence

One of the special requirements for teacher competence according to Law Number 14 is professionalism [17]. The quality of professional teachers also determines the quality of education in Indonesia. In any situation and condition, the professionalism of teachers has to be maintained. The results of the research questionnaire showed that 29.8% of the teachers experienced a decrease in quality of material comprehension due to the Covid-19 pandemic in implementing Learning Distance. After the researchers confirmed through closed interviews with several teachers, the decline in the quality of material comprehension by the teacher was due to the adaptation conditions of the teacher in carrying out online learning. The teachers are not familiar with the use of ICT, and thus the focus of the teacher has shifted to using Learning Distance supporting tools that are carried out online. The results of this research can also be used as a reference for evaluation that the government and education stakeholders need to provide assistance, development and widespread distribution of ICT-related facilities.

Teachers’ readiness as professionals in dealing with disasters is still very low. From the respondents, 42.1% of the teachers have never designed various models, strategies, methods and learning media specifically for use in emergency situations (such as during the Covid-19 pandemic). As a result, the teachers are not ready to mitigate learning, and consequently they do not have a
resilience strategy in dealing with sudden disasters. Another obstacle that arises later is the lack of development of ICT-based creative and innovative learning materials, in which there was only 28.1%. Teachers who should be able to adjust quickly and easily when there are changes in policies, situations and conditions in the implementation of learning in schools are difficult to implement. Only 3.5% of teachers were able to adjust quickly during the Covid-19 pandemic. Even though the Covid-19 pandemic has reduced the quality of teacher professionalism, at least 56.1% of teachers still understand concepts related to science, material comprehension and basic competencies of the taught subjects.

3.5. Mitigation and Teachers’ Strategy Resilience during Covid-19 Pandemic

There are four competency standards that have to be used as guidelines for teachers in carrying out learning: pedagogic, personality, social and professionalism competence. During the Covid-19 pandemic that hit Indonesia, there were drastic changes in the education sector. The implementation of education that was originally carried out face-to-face is now carried out online. Changes in educational arrangements can be seen from the following picture of research result.

![Bar chart showing teacher competency standards](image)

**Figure 1.** Mitigation and Teachers’ Strategy Resilience In Facing Covid-19 Pandemic According to Teacher’s Competency Standards

The bar chart image above explains that of the four teacher competency standards, the results of the research questionnaire show that pedagogic competence gets the lowest average score. The average pedagogic, social and professional scores, respectively, are 2.94, 3.28, and 3.35. They are in the range of 2.60 <X≤3.40, therefore are included in the moderate category. Meanwhile, the average score for personality competence is 4.04 in the range of 3.40 <X≤4.20 which is included in the good category.

4. Conclusion

The Covid-19 pandemic disaster changed the order of life in Indonesia, without exception in the field of education. Pandemic conditions and situations require education practitioners to make changes and adjustments quickly in the continuity of learning in schools. However, the adaptation to education disaster emergency conditions must still be implemented in accordance with teacher competency standards. Thus, the mitigation and teachers’ strategies resilience as education implementers must be prepared in advance in order to avoid shocks or disturbances both mentally and physically when facing an emergency. Based on the results of observations, the researchers found constraints related to teacher readiness in carrying out distance learning, especially regarding the use of ICT-based tools. Furthermore, the researchers also observed that the teachers were less professional in their respective
professions, as evidenced by their unpreparedness in making changes to learning models, strategies, and the use of learning media.

Based on the observational questionnaire, it was found that the teacher's pedagogic, social, and professional competence had decreased during the implementation of distance learning due to the Covid-19 pandemic. The three of them fall into the moderate category range according to the teacher competency standards in Law Number 14 of 2005. In contrast to the three competencies, the personal competence of teachers based on the research results is in the good category. This also shows that the situation is quite good where teachers can control their personalities to make sure they can continue to motivate students to learn during the Covid-19 pandemic.

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