

## The Influences of Change Readiness and Self-Efficacy on Teacher Performance during the COVID-19 Pandemic

Mega Alawiyah Maksum<sup>1</sup>, Joko Purwono<sup>2</sup>, Furqon Syarief Hidayatulloh<sup>3</sup>

<sup>1</sup> Program Studi Ilmu Manajemen, Sekolah Pascasarjana IPB; Indonesia; megalawiyah@apps.ipb.ac.id

<sup>2</sup> Departemen Agribisnis, FEM IPB; Indonesia; jokopur06@gmail.com

<sup>3</sup> Departemen Manajemen, FEM IPB; Indonesia.

---

### ARTICLE INFO

#### *Keywords:*

readiness for changes;  
self-efficacy;  
teacher performance;  
SEM-PLS

---

#### *Article history:*

Received 2022-01-10

Revised 2022-03-23

Accepted 2022-05-09

---

### ABSTRACT

The Covid-19 epidemic has also had an impact on the work environment for teachers who used to teach in schools but now work from home (WFH) at home. To succeed in these shifting situations, teacher preparation must be improved. Personal preparedness (self-efficacy) is strongly linked to change readiness, which is useful for increasing student learning outcomes. This study intends to investigate the relationship between elementary school teachers' readiness for change and their self-efficacy during the Covid-19 pandemic in Cibitung Regency, as well as the readiness for change in self-efficacy in Cibitung Regency during the Covid-19 pandemic. The study gathered data from 135 people using probability sampling and cluster random sampling procedures, and then analyzed it using SmartPLS 3.0 software and Structural Equation Modeling - Partial Least Squares (SEM PLS). The results revealed that changing intentions had a 60.5 percent effect on teacher performance, self-efficacy had a 22.4 percent influence on teacher performance, and changing intentions had a 60.6 percent effect on self-efficacy. Many schools have stopped receiving quota help from the Ministry of Education and Culture, which has hampered online learning and potentially harmed teacher effectiveness. It is expected that stakeholders, particularly school principals, the Education Office, and the Ministry of Education and Culture, will continue to offer data internet in order to improve education in Cibitung Regency's public elementary schools. single space.

*This is an open access article under the [CC BY-NC-SA](#) license.*



---

### Corresponding Author:

Mega Alawiyah Maksum

Program Studi Ilmu Manajemen, Sekolah Pascasarjana IPB, Indonesia; megalawiyah@apps.ipb.ac.id

---

## 1. INTRODUCTION

The coronavirus (Covid-19) pandemic is a global tragedy that has wreaked havoc on all aspects of life. In dealing with and breaking the COVID-19 transmission chain, the government has decided to pursue social distancing policies that significantly impact the economy, society, education, and other areas. The Covid-19 pandemic has also affected teachers' work environments. For example, the term Work From Home (WFH) refers to work done from home, which was first used to describe activities taught in schools and is now being used to describe activities conducted at home. Electronic learning (e-learning) or online learning (online) is a learning system in which WFH does not meet face-to-face but instead uses a platform to aid the teaching and learning process despite the distance (Anugrahana, 2020; Rokhani, 2020). Performance can be determined by an individual's behavior while performing their duties, not least in the field of education, where instructors act as teachers. As a result, the effectiveness of instructors as educators determines the success of the learning process (Hakim, 2015; Mincu, 2015; Strong et al., 2011)

WFH introduces a new working method, and teachers must be prepared to implement it. For success in change, teachers' change readiness must be increased. Differences can lead to the establishment of rejection and acceptance attitudes. One of the elements that affect teachers'/educators' performance is their conduct and attitudes in schools. A teacher's self-efficacy (efficacy) towards his primary task is one of the aspects that affect their performance. Teachers' behavior in carrying out their essential tasks, such as planning, implementing, and assessing learning activities, can be used to measure teacher performance. Enhanced student learning outcomes are supported by high teacher efficacy (Gacs et al., 2020; Hartiwi et al., 2020; Iglesias-Pradas et al., 2021; Rapanta et al., 2020).

Teachers with solid self-efficacy have high confidence in their ability to do the work, which affects their mental attitude and overall behavior at work. As a result of their increased self-efficacy, teachers' confidence in their abilities to direct and implement will grow. Teachers will feel compelled to offer information since they are engaged in intellectual activities and solving issues. For example, the Covid-19 pandemic has driven several groups to employ technology as a means of communication. Learning with electronics frequently has challenges, especially when the network is poor there is no internet. Teachers frequently have problems employing technologies that promote learning even when capable teachers. This condition is inextricably linked to instructors' limited ability to utilize information technology fully.

Due to the inefficiency of online learning, students, teachers, and parents encounter numerous difficulties and challenges in the distance learning process. In the green and yellow zones, the administration has restored schools. Minister of Education Nadiem Makarim decided based on public feedback on distance education challenges and issues. Schools must also follow strict health protocols to safeguard pupils from exposure to Covid-19 (Fauzan et al., 2022). The intention to reintroduce face-to-face schooling has caused debate among parents and educators, who are concerned that reopening schools may transform them into new Covid-19 transmission clusters as the number of Covid-19 (Firdaus & Susilowati, 2020).

One study claim that the first concern with such an online learning system is the internet network's fragility. Second, teachers are technologically illiterate (technological stuttering), and their ability to use technology will significantly impact the quality of their instruction. Third, there is a lack of access to technology such as the internet and amenities such as laptops, computers, and cellphones. Fourth, not all teachers and students, especially those who prepare digital learning materials, can operate online learning systems rapidly (Cindy et al., 2022)

According to one findings, teacher performance during the COVID-19 epidemic was classified as less effective. The quality of teacher work is described as less efficient because of the numerous hurdles in carrying out learning during the COVID-19 epidemic. As a result, the teacher's punctuality has gotten worse. During the pandemic, teacher initiatives have been largely ineffectual. Due to restricted infrastructure, internet quotas, and unstable networks that do not enable online learning activities, including technology, instructors' capability is less efficient during the COVID-19 epidemic.

Communication during the COVID-19 epidemic is classed as inefficient because numerous hurdles obstruct the learning process, resulting in ineffective communication (Nasution & Ramadan, 2021)

However, several studies have demonstrated that using technology to keep distant employees in the network with their bosses and other coworkers is critical (Lippe & Lippényi, 2020; Molino et al., 2020). Another study shows that institutions with more mature technology can retain good employee performance in times of crisis, such as the present pandemic crisis. This study aims to find empirical evidence about the association between high and low teacher performance during the pandemic and willingness to change, using self-efficacy as an intervention variable, based on the description above of change during the present epidemic. All primary schools in Cibitung District that match the research subject's criteria are considered (Shoaib et al., 2022)

Readiness for change, according to Hanpachern (Meria & Tamzil, 2021) is the degree to which teachers are cognitively, psychologically, or physically prepared to participate in organizational development activities, and it has a beneficial impact on performance even in the Industry 4.0 evaluation (Yuwono et al., 2020). Teachers play a critical role in modifying school structures in education. The teacher determines the success or failure of transformation. Teacher competencies are also crucial in responding to changes that arise due to the change. Teacher acceptance of change will influence individual and organizational acceptance of teacher performance. Similarly, resistance to change impacts individual faculty and organizational performance. There is a considerable need to prepare for adjustments in reaction to employment changes, especially during a pandemic (Kamar et al., 2020; Zhang et al., 2020).

The association between teacher performance and readiness for change will be linked to higher teacher performance with greater readiness for change. Individuals and organizations will benefit immensely from teachers who are willing to change. Based on this research, it is evident that there is a consistent pattern of association between employee performance and desire to change, indicating that the willingness to change requires special attention for teacher performance to improve. Anticipation and preparedness, compliance, leadership support, effectiveness, and personal valence will all be used to assess change readiness. The first hypothesis based on the preceding explanation is:

Readiness for change is defined by organizational members' beliefs, attitudes, and intentions about the extent to which the organization requires change and the organization's ability to implement the change successfully, according to Armenakis (Holt et al., 2007). Readiness to change is the degree to which teachers are cognitively, psychologically, or physically prepared to participate in organizational development activities. Individuals must be ready to face change based on this perspective. Teacher self-efficacy influences teacher preparation to deal with changes in the classroom. Therefore, individual readiness to change is critical. Change is easier to accept when an individual has a high level of self-preparation and vice versa. During the pandemic, changes in attitudes and views about administrative assistance have linked teacher resilience and burnout (Kustini, 2018; Sokal et al., 2020) The three dimensions of teacher self-efficacy will be examined: task complexity, behavioral range, stability, and confidence. The second hypothesis based on the preceding explanation is:

Self-efficacy has three effects on teacher confidence in the classroom. The first is the magnitude/level, which refers to a person's confidence in the acts made. This level demonstrates a classroom teacher's confidence in acting to help pupils become brilliant students and achieve academic and non-academic success, including dealing with tardy students. The second variable is intensity, which pertains to the number of students in each class—the consistency of a person's self-perceptions or beliefs (Putri & Fakhrudiana, 2019). For example, when a teacher wants to make his students into good students, he must meet his goals. Stable teachers are more likely to be prepared to deal with any problem that arises, especially those involving their children. The third consideration is the scope or range of behavior's generality. This consideration has to do with the teacher's background. For example, a teacher who enjoys experimenting with new ideas will have more experience, mainly dealing with various issues. It is clear from this explanation that a teacher's self-confidence influences their performance.

The framework for this study is as follows, based on the previous explanation of the hypothetical relationship pattern:

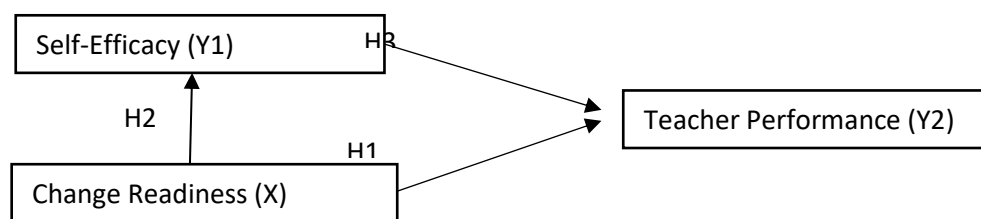


Figure 1. Conceptual Framework

## 2. METHODS

The study took place at a Cibitung DISTRICT public elementary school. The research was carried out from June 2021 until December 2021. The data used in this study is a combination of primary and secondary data. The original data were gathered directly from sources, mainly elementary school teachers, by conducting interviews with elementary school teachers. Researchers obtained the data by distributing questionnaires to elementary schools in the Cibitung district. Respondents were school teachers. The questionnaire was given via WhatsApp using a Google Form link with closed questions answered using a Likert scale. The Likert scale is used to quantify each questionnaire answer related to a person's statement with interval data. A scale of 1-5 was utilized in this study, with statements ranging from strongly disagree to agree strongly. This study focuses on teachers who work in primary schools in the Cibitung district. Probability sampling with random cluster sampling was utilized as the sampling approach. Calculate the number of samples from the sloven formula, which is:

$$n = \frac{N}{1 + Ne^2}$$

n = sum of example

N = sum of population

e = critical valued

According to the attached statistics, there are 37 public elementary schools and 11 private elementary schools in Cibitung District. All schools in the Cibitung district continue to use a hybrid system, in which students meet in person at school for part of the day and complete the remainder of their coursework at home. In addition, elementary school teachers make up the majority of the workforce. As a result, some educators work on-site at the school, while others do so remotely. Results from calculating samples from 616 teachers registered with the Ministry of Education and Culture using the Slovin formula resulted in 87 teachers being studied. This research use SEM (Structural Equation Modeling) method using SmartPLS 3.0 software with two test models, namely the backfill model and the structural model.

### Hypotheses

Based on background of the research, it can be concluded that these hypothesis, which is:

H1: Readiness for change has a significant effect on the performance of elementary school teachers in Cibitung District.

H2: Change readiness has a significant effect on the self-efficacy of elementary school teachers in Cibitung District.

H3: Self-efficacy has a significant effect on the performance of elementary school teachers in Cibitung District

### 3. FINDINGS AND DISCUSSION

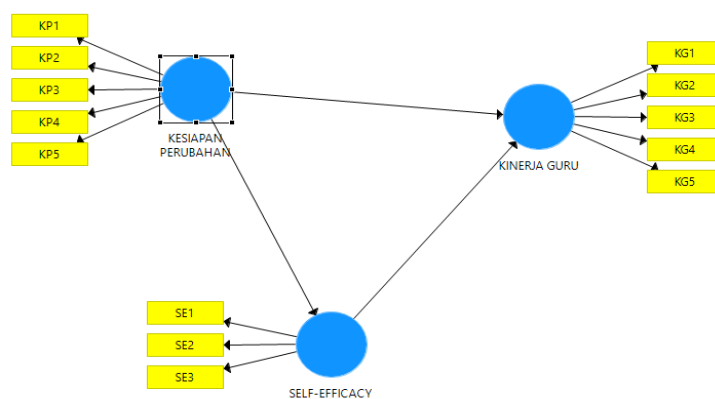
#### 3.1. Analysis of the Measurement Model (Outer Model)

Convergent Validity Test –The study of the measurement model begins with the measurement of the latent variable on the validity and reliability test findings for each indicator using convergent validity, discriminant validity, and composite reliability tests. The value of the loading factor and the value of the AVE can be used to determine convergent validity (average variance extracted). According to Hair et al. (2019), a loading factor value of greater than 0.7 indicates that the construction can explain more than 50% of the indicator variance, indicating that the indicator's dependability can be accepted (reliable). The loading factor value for each indication is as follows:

**Table 1.** Loading Factor Value

No	Variable	Indicator	Loading Factor
1	Change Readiness	KP1	0.842
		KP2	0.799
		KP3	0.807
		KP4	0.764
		KP5	0.798
2	Self-Efficacy	SE1	0.896
		SE2	0.838
		SE3	0.885
3	Teacher Performance	KG1	0.754
		KG2	0.721
		KG3	0.759
		KG4	0.716
		KG5	0.787

The all loading factor from the results of the convergent validity test of the initial PLS-SEM model chart is above 0.7, indicating that it has met and fulfilled the convergent validity test requirements.



**Figure 1.** SEM

Furthermore, the AVE value on reliability and construct validity must be addressed during the convergent validity stage. The variable's AVE value in the reliability and construct validity results

must be greater than 0.5 ( $>0.5$ ). Based on the reliability and construct validity results, the AVE value is as follows:

**Table 2.** AVE Value on Reliability and Construct Validity

No	Variabel	AVE
1	Change Readiness	0.644
2	Teacher Performance	0.559
3	Self Efficacy	0.763

All variables have an AVE value above 0.5 based on the reliability and construct validity AVE value data, hence the validity has been met at the convergent stage.

Validity Discriminant Test – The one which comes next is what's known as discriminant validity, which is determined by looking at the correlation between two variables or by looking at how one variable correlates with other variables. It is necessary that the correlation between a variable and its own be stronger than the correlation between a variable and any other variables in order for the Fornell Lacker to be valid:

**Table 3.** Result of Fornell Lacker SEM PLS

No	Variabel	Change Readiness	Teacher Performance	Self Efficacy
1	Change Readiness	0.803		
2	Teacher Performance	0.741	0.748	
3	Self Efficacy	0.606	0.591	0.874

The comparison value of the variable with the variable itself (in green) is more significant than one variable with other variables, as seen in the findings above. This value means that the Fornell Lacker results in the study met the standards. However, there is discriminant validity if the Fornell Lacker criteria value on each variable is more significant than other variables and if the AVE value is greater than 0.5 and the Fornell Lacker criterion value is more significant than other variables (Pratama, 2018).

Construct Reliability Test – The third step is to construct reliability, which can be assessed in two ways: by looking at the value of Cronbach Alpha or by looking at the value of Composite Reliability (CR). When the Cronbach Alpha value is greater than 0.6, the indicator is considered credible; nevertheless, it is preferable if the Cronbach Alpha value is greater than 0.7. The following is the result of calculating the Cronbach Alpha value:

**Table 4.** Result of Cronbach Alpha SEM PLS

No	Variabel	Cronbach alpha
1	Change Readiness	0.862
2	Teacher Performance	0.803
3	Self Efficacy	0.845

The table above shows that the Cronbach alpha value for all variables in this study is already greater than 0.7. Because the data was split as much as the number of items, Alpha Cronbach was used in this investigation. The lower the measurement error, the higher the dependability coefficient attained, and the more dependable the measuring instrument to be utilized.

Structural Equation Modeling – The structural model explains the connections between latent variables through mathematical equations. To assess the structural model's predictive power, R-squared values (R<sup>2</sup>) for each endogenous latent variable must be examined, among other things. Exogenous latent variables can impact endogenous latent variables by changing the value of R<sup>2</sup>. The following are the results of the calculation of R<sup>2</sup> obtained:

**Table 5.** R-Square Value in Inner Model

No	Variabel Laten Endogen	R-Square
1	Teacher Performance	0.574
2	Self-Efficacy	0.363

Based on the information in the table above, the R<sup>2</sup> value of the teacher's performance is 0.574, which indicates that it is moderate. The value of R<sup>2</sup> on teacher performance explains 57.4 per cent of the variance in variables, with the remaining 42.6 per cent explained by other factors not included in this model. The R<sup>2</sup> Self-Efficacy value is 0.363, which is considered moderate. This number explains 36.3 per cent of the variability of factors that may be explained, with the remaining 63.7 per cent explained by other variables not included in this model.

The structural model's next step is to look at the Q<sup>2</sup> predictive relevance, which validates the model. Q<sup>2</sup> > 0 implies that the model is predictive is a good sign. The formula for computing Q<sup>2</sup> is as follows:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2)$$

The model has predictive relevance, which means that the exogenous variable has predictive significance to the impacted endogenous variable, according to the Q<sup>2</sup> value derived using the above method of 0.74. The model can explain 74% of the information in the data, whereas other variables not included in the model can explain the remaining 26%. The model's fit is the next stage to consider. The fit model in this study had a value of 80.4 per cent, indicating that the model was 80.4 per cent fit.

### 3.2. Hypothesis Testing

Hypothesis testing is the final stage of the SEM analysis, and it is done by looking at the significance test value, which is equal to 5% or 0.05. When the path analysis value or path coefficient is > 0.1, the P-values are 0.05, and the T-statistical value is larger than the T-table value at a level of =5%, which is 1.96, the hypothesis is accepted. The following is a description of the hypothesis testing that was obtained in this study:

#### Path Analysis

The path coefficients obtained in this study are as follows:

**Table 6.** Value of Path Analysis

No	Path	Koefisien Jalur
1	Change Readiness -> Teacher Performance	0.605
2	Change Readiness -> Self-Efficacy	0.606
3	Self-Efficacy-> Teacher Performance	0.224

In this study, all path coefficient results have a value greater than 0.1. The initial requirement of hypothesis testing on all paths has been met. The parameter coefficient is visible to the path coefficient (original sample). For a positive or unidirectional link between exogenous and endogenous variables to exist, the initial sample value must be positive, whereas a negative value indicates the opposite. In this study, all of the original sample values were positive.

### P-Values Statistical Test

The P-Value values obtained in this study are as follows:

**Table 7.** P-Values Statistical Test

No	Path	P-Values
1	Change Readiness -> Teacher Performance	0.000
2	Change Readiness -> Self-Efficacy	0.000
3	Self-Efficacy-> Teacher Performance	0.001

Source: Data Processed 2021

The p-value statistical test results in this study were all less than 0.05, indicating that the second criteria for testing the hypothesis in all paths had been met.

### T-test

The final requirement for evaluating the hypothesis is that the T-statistical value must be bigger than the T-table with a level of =5%, which is 1.96. (The T-statistic is greater than 1.96)

**Table 8.** T-statistical Value

No	Path	T-statistics
1	Change Readiness -> Teacher Performance	16.715
2	Change Readiness -> Self-Efficacy	9.572
3	Self-Efficacy-> Teacher Performance	3.199

Source: Data Processed 2021

When the T-statistics produced by all pathways are greater than 1.96, the hypothesis' third condition is met. According to the three requirements of hypothesis testing, all pathways have significant hypotheses. The hypothesis derived from the SEM calculation is that readiness for change has a significant effect on teacher performance, self-efficacy has a significant effect on teacher performance, readiness for change has a significant effect on self-efficacy, and readiness for change has a significant effect on self-efficacy. Meanwhile, the original sample can be used to determine the direction of the exogenous variable's influence on the endogenous variable.

### Readiness for Changes Effect on Teachers Performance

The T-statistic value for the relationship between readiness for change and performance is 16,715, where the value is more significant than 1.96, with a P-value of 0.000, indicating that the readiness for change has a significant effect with the original sample value of 0.605, according to the explanation of the hypothesis test results above. According to this, the variable readiness for change might boost teacher performance by 60.5 percent. This remark is consistent with research, which found that teacher readiness to change significantly impacted teacher performance (Novitasari et al., 2020).

During the pandemic, teachers' performance can be enhanced by introducing adjustments, the most visible of which is a shift in the method they educate, which used to be done face-to-face but now requires technology. Similarly, as developments occur, school principals teach socialization about the use of technology. Teachers better understand what is needed for learning, and the Principal gives encouragement and ensures that the changes are beneficial to individual teachers.

### Readiness for Changes Effect on Self-Efficacy

The T-statistic value for the link between change readiness and individual beliefs was 9.572, which was more than 1.96, based on the findings of the hypothesis test above. The P-Values in this variable connection is 0.000, indicating that teachers' self-efficacy can improve if they are willing to change, based on the original sample value of 0.606. This value suggests that change readiness and self-efficacy are positive/unidirectional. The change readiness variable can boost individual preparedness by 60.6 percent who claims that readiness to change has a significant impact on self-confidence (Emsza et al., 2016). Teachers' beliefs were influenced by changes that occurred during the pandemic, as evidenced by Scherer et al., (2021) finding that teachers must believe in their capacity to teach online. As a result, teachers must be confident in their ability to continue working and teaching effectively during a pandemic. Teachers must also be able to adopt successful pandemic tactics. Stakeholders must support and socialize technology to support teaching and add teachers' experience, making it easier for them to gain confidence in themselves.

### Self-Efficacy Effect on Teachers Performance

With a T-statistical test result of 3,199, more significant than 1.9, and a P-value of 0.001, the individual readiness variable is significant to teacher performance with the original sample value of 0.224. The individual variable's association with the teacher's performance variable is positive in this direction, indicating that the self-efficacy variable can raise the teacher's performance variable by 22.4 percent. This finding is in line with who argue that as the industrial era 4.0 unfolds, changes in work will occur, and employees will need to prepare themselves to deal with these changes, mainly because they are presently dealing with a pandemic caused by the covid-19 virus (Novitasari & Asbari, 2020). In addition, employees and teachers must persuade themselves that working from home or WFH is a viable option. It is critical to build self-confidence to multitask and boost performance during a pandemic. Teachers must not only supply information and instruction, but they must also be skilled in the use of educational technology. Meanwhile, Teacher effectiveness is determined by how teachers behave, their perspectives, and beliefs. As a result, during a pandemic, teachers must prepare themselves both physically and psychologically to avoid a loss of resistance and the onset of tiredness that takes them (Sokal et al., 2020).

## 4. CONCLUSION

Teachers must modify the way they work and educate due to the work-from-home policy; formerly, teachers directed learning, but now it must be done remotely. During the pandemic, teachers must maintain their performance. Their readiness influences the performance of SDN teachers in the Cibitung District. In addition, change readiness, and individual readiness element (self-efficacy) significantly impacts elementary teacher performance in Cibitung District. Also, Change readiness significantly impacts the self-efficacy of teachers in Cibitung District. This study demonstrates that raising the change readiness and self-efficacy variables makes it possible to maintain or increase teacher performance during a pandemic. It is hoped that stakeholders will continue to give Kemendikbud quota help to all public elementary schools in Cibitung District while implementing remote learning. Leaders' support is also critical, motivating teachers and providing them with training. This training can be tailored to the usage of learning techniques such as Zoom, Google Classroom, and Google Forms so that teachers can use these tools in the future rather than relying solely on the What's App app. Furthermore, this study has limitations, such as that no questions with a weighting scale relating to teachers' efforts and challenges during the epidemic are currently accessible. As a result, future researchers should include questions using a scale relevant to teachers' efforts and challenges to obtain more general results when employing quantitative questions.

**Acknowledgments:** The authors acknowledge Mr. Dr. Ir. Joko Purwono M.S and Mr. Dr. Furqon Syarief Hidayatulloh, S.Ag., M.Pd.I., as the supervisor who has provided guidance and support in completing this journal.

**Conflicts of Interest:** The authors declare no conflict of interest.

## REFERENCES

- Anugrahana, A. (2020). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10(3), 282–289. <https://doi.org/10.24246/j.js.2020.v10.i3.p282-289>
- Budiani, M. S., Mulyana, O. P., & Puspitadewi, N. W. S. (2020). Peran Kepercayaan Diri dan Kemampuan Multitasking terhadap Readiness to Change pada Mahasiswa. *Jurnal Psikologi Teori dan Terapan*, 10(2), 150. <https://doi.org/10.26740/jppt.v10n2.p150-162>
- Cindy, A. H., Sugiyono, S., Usman, H., & Herwin, H. (2022). Factors that affect the optimisation of vocational high school facilities and infrastructure. *Cypriot Journal of Educational Sciences*, 17(2), 586–600. <https://doi.org/10.18844/cjes.v17i2.6847>
- Emsza, B., Eliyana, A., & Istyarini, W. (2016). The Relationship Between Self Efficacy and Readiness for Change: The Mediator Roles of Employee Empowerment. *Mediterranean Journal of Social Sciences*. <https://doi.org/10.5901/mjss.2016.v7n3s1p201>
- Fauzan, A., Haryanto, T., & Herdian. (2022). STRES KERJA PADA GURU SELAMA PANDEMI COVID-19. *Psychoidea*, 20(1), 10.
- Firdaus, Z., & Susilowati, T. (2020). NILAI AKSIOLOGIS KEBIJAKAN COVID-19. *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan*, 20(3), 15.
- Gacs, A., Goertler, S., & Spasova, S. (2020). Planned online language education versus crisis-prompted online language teaching: Lessons for the future. *Foreign Language Annals*, 53(2), 380–392. <https://doi.org/10.1111/flan.12460>
- Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal Of Engineering And Science (IJES)*, 4(2), 12.
- Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The Effect of Certified Teacher and Principal Leadership Toward Teachers' Performance. *International Journal of Educational Review*, 2(1), 22.
- Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness for Organizational Change: The Systematic Development of a Scale. *The Journal of Applied Behavioral Science*, 43(2), 232–255. <https://doi.org/10.1177/0021886306295295>
- Iglesias-Pradas, S., Hernández-García, Á., Chaparro-Peláez, J., & Prieto, J. L. (2021). Emergency remote teaching and students' academic performance in higher education during the COVID-19 pandemic: A case study. *Computers in Human Behavior*, 119, 106713. <https://doi.org/10.1016/j.chb.2021.106713>
- Kamar, K., Novitasari, D., Asbari, M., Winanti, W., & Goestjahjanti, F. S. (2020). Enhancing Employee Performance During the Covid-19 Pandemic: The Role of Readiness for Change Mentality. *Jurnal Dinamika Manajemen*, 11(2), 154–166. <https://doi.org/10.15294/jdm.v11i2.25279>
- Kustini, M. H. A. (2018). KESIAPAN PERUBAHAN DALAM MENERAPKAN TEKNOLOGI INFORMASI PADA GURU-GURU SMA. *Seminar Nasional Manajemen Dan Bisnis Ke-3 Program Studi Manajemen Fakultas Ekonomi Dan Bisnis Universitas Jember*, 232–243.
- Lippe, T., & Lippényi, Z. (2020). Co-workers working from home and individual and team performance. *New Technology, Work and Employment*, 35(1), 60–79. <https://doi.org/10.1111/ntwe.12153>
- Meria, L., & Tamzil, F. (2021). PENGARUH EFIKASI DIRI TERHADAP KESIAPAN UNTUK BERUBAH DAN KINERJA KARYAWAN. 18, 12.
- Mincu, M. E. (2015). Teacher quality and school improvement: What is the role of research? *Oxford Review of Education*, 41(2), 253–269. <https://doi.org/10.1080/03054985.2015.1023013>

- Molino, M., Ingusci, E., Signore, F., Manuti, A., Giancaspro, M. L., Russo, V., Zito, M., & Cortese, C. G. (2020). Wellbeing Costs of Technology Use during Covid-19 Remote Working: An Investigation Using the Italian Translation of the Technostress Creators Scale. *Sustainability*, 12(15), 5911. <https://doi.org/10.3390/su12155911>
- Novitasari, D., & Asbari, M. (2020). Peran Kesiapan untuk Berubah terhadap Kinerja Guru di Masa Pandemi Covid-19. *MANAGEMENT RESEARCH*, 1(2), 19.
- Novitasari, D., Goestjahjanti, F. S., & Asbari, M. (2020). The Role of Readiness to Change between Transformational Leadership and Performance: Evidence from a Hospital during Covid-19 Pandemic. *Asia-Pacific Management and Business Application*, 9(1), 37–56. <https://doi.org/DOI:10.21776/ub.apmba.2020.009.01.4>
- Putri, F. A. R., & Fakhruddiana, F. (2019). Self-efficacy guru kelas dalam membimbing siswa slow learner. *JPK (Jurnal Pendidikan Khusus)*, 14(1), 1–8. <https://doi.org/10.21831/jpk.v14i1.25161>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*, 2(3), 923–945. <https://doi.org/10.1007/s42438-020-00155-y>
- Rokhani, C. T. S. (2020). Pengaruh Work From Home (WFH) Terhadap Kinerja Guru SD Negeri Dengkek 01 Pati Selama Masa Pandemi Covid-19. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 14.
- Nasution, S. I., & Ramadan, Z. H. (2021). Primary School Teacher Performance During The Covid-19 Pandemic. *Jurnal Ilmiah Sekolah Dasar*, 5(4), 639. <https://doi.org/10.23887/jisd.v5i4.40237>
- Scherer, R., Howard, S. K., Tondeur, J., & Siddiq, F. (2021). Profiling teachers' readiness for online teaching and learning in higher education: Who's ready? *Computers in Human Behavior*, 118, 106675. <https://doi.org/10.1016/j.chb.2020.106675>
- Shoail, M., Nawal, A., Korsakienė, R., Zámečník, R., Rehman, A. U., & Raišienė, A. G. (2022). Performance of Academic Staff during COVID-19 Pandemic-Induced Work Transformations: An IPO Model for Stress Management. *Economies*, 10(2), 51. <https://doi.org/10.3390/economies10020051>
- Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100016. <https://doi.org/10.1016/j.ijedro.2020.100016>
- Strong, M., Gargani, J., & Hacifazlıoğlu, Ö. (2011). Do We Know a Successful Teacher When We See One? Experiments in the Identification of Effective Teachers. *Journal of Teacher Education*, 62(4), 367–382. <https://doi.org/10.1177/0022487110390221>
- Yuwono, T., Wiyono, N., Asbari, M., & Novitasari, D. (2020). ANALISIS PENGARUH EFEKTIVITAS KEPEMIMPINAN TRANSFORMASIONAL DAN KESIAPAN UNTUK BERUBAH TERHADAP KINERJA KARYAWAN WANITA DI MASA PANDEMI COVID-19. 5(3), 18.
- Zhang, Y., Wei, L., Li, H., Pan, Y., Wang, J., Li, Q., Wu, Q., & Wei, H. (2020). The Psychological Change Process of Frontline Nurses Caring for Patients with COVID-19 during Its Outbreak. *Issues in Mental Health Nursing*, 41(6), 525–530. <https://doi.org/10.1080/01612840.2020.1752865>

