

ABSTRACT

Ar-Rahmah, Al-Izzah Aulia (2026): Exploring Teacher Resilience in English Teaching with Limited Resources: A Case Study in One of Islamic Senior High Schools

Instructional quality in English as a Foreign Language (EFL) classrooms in Indonesian *madrasahs* is often influenced by structural limitations, including inadequate facilities, limited access to educational technology, and insufficient instructional materials. Despite these challenges, teachers are expected to maintain effective classroom instruction by adapting to the available resources. In this context, teacher resilience plays an important role in enabling teachers to sustain their professional commitment and instructional effectiveness. This study aims to explore the strategies employed by an English teacher to address limited resources in classroom teaching at an Islamic Senior High School (*madrasah*) and to analyze how these strategies reflect teacher resilience.

This study employed a qualitative approach using a single-case holistic case study design at *Madrasah Aliyah Darul Fithrah*, Bandung. One English teacher was selected through purposive sampling as the participant. Data were collected through classroom observation, semi-structured interviews, and documentation. The data were triangulated and analyzed using thematic analysis to identify the instructional strategies employed by the teacher and the dimensions of resilience reflected in classroom practice.

The findings reveal that the teacher responded to resource limitations by implementing a range of adaptive instructional strategies that supported the continuity of classroom instruction. These strategies included addition, modification, deletion, substitution, realia-based instruction, peer-based activities, and contextual improvisation. The findings further indicate that these strategies reflected four interconnected dimensions of teacher resilience, namely professional, emotional, motivational, and social resilience, which were demonstrated through adaptive instructional decision-making, sustained professional commitment, emotional stability, and collaborative support within the school environment.

This study concludes that limited resources did not necessarily reduce instructional quality. Instead, they created opportunities for the teacher to demonstrate professional agency, adaptability, and resilience through everyday instructional practices. The study contributes to the literature by providing empirical evidence of how teacher resilience is enacted through classroom practices within a resource-constrained Islamic Senior High School context.

Keywords: teacher resilience, English language teaching, limited resources, instructional strategies, Islamic Senior High School