

CHAPTER I

INTRODUCTION

This chapter presents an overview of the research through the background, research questions, and research objectives. The significance of the study is explained, the scope and limitation of the study are outlined, and the conceptual framework guiding the analysis is introduced. Relevant previous studies are also reviewed in this chapter to provide context and support for the present research.

A. Research Background

Instruction quality in English as a Foreign Language (EFL) across Indonesian *madrasahs* shows unevenness caused by structural disparities in educational resources and institutional support. According to information published on the official website of the Ministry of Religious Affairs, adequate facilities together with a supportive learning environment are regarded as essential requirements for optimal educational outcomes (Kemenag, 2024). Disparities in access to educational resources among *madrasahs*, however, continue to present a challenge for effective instructional implementation. Such disparities shape classroom practices and produce different teaching realities across institutions.

Islamic Senior High School (*Madrasah Aliyah*) is categorized as a level of secondary education within the Indonesian national education system under religious education, as regulated by Law Number 20 Year 2003 on the National Education System, particularly Articles 15 and 18 (Undang-Undang Nomor 20, 2003). Within the broader *madrasah* system, Islamic Senior High School offers a more specific setting for the implementation of English language instruction at the upper secondary level. Teaching and learning implementation in this setting is not determined solely by formal curriculum demands but is also shaped by contextual conditions, including facility availability, institutional support, and access to learning resources and instructional media. Such a view is supported by (UNESCO, 2015), which explains that learning processes are influenced by social, cultural, and institutional environments, and is reinforced by findings from the (World Bank,

2020) concerning the role of educational resources and instructional support in shaping classroom practices.

Effective EFL instruction, ideally, requires adequate instructional media, access to digital resources, supportive learning environments, and institutional facilitation for teacher professional development. The quality of learning is emphasized in educational frameworks as closely related to the availability of appropriate learning environments and institutional support (UNESCO, 2015). Effective instruction in English language teaching involves providing learners with meaningful opportunities to use language in communicative activities and fostering active engagement of learners in the learning process (Harmer, 2007). Instructional effectiveness is therefore closely linked to institutional readiness and the adequacy of teaching resources.

Actual conditions in some *madrasahs*, however, reveal facility limitations, limited access to digital tools, and reliance on conventional teaching resources. In addition, differences in educational resources among Indonesian schools remain evident across various educational settings. Access to instructional materials, technological facilities, and institutional support differs from one institution to another, creating varied teaching conditions for English teachers. Within private *madrasahs*, these differences may influence how classroom instruction is organized and implemented. Consequently, English teachers are often required to make instructional adjustments to ensure that learning activities continue to take place effectively despite existing limitations. This condition indicates that the implementation of English language teaching is closely associated with the context in which teaching occurs and the resources available within the institution (UNESCO, 2015; World Bank, 2020).

Professional challenges for teachers are created by this discrepancy between expected instructional standards and the realities encountered in certain educational settings. Reduced learning effectiveness would inevitably occur in schools with limited facilities if instructional quality depended solely on structural factors.

Classroom realities, however, are not fully explained by this structural deterministic assumption. Teachers, in practice, function not merely as passive actors shaped by institutional conditions but as individuals who actively respond to challenges within the teaching environment. In this regard, teacher resilience is argued by (Gu & Day, 2013) to play a crucial role in sustaining commitment and instructional effectiveness despite contextual adversity. From a socio ecological perspective, similarly, resilience is understood as a dynamic process shaped by interaction between individuals and the surrounding environment, rather than as merely an individual psychological trait (Ungar, 2011).

Instructional failure, from this theoretical standpoint, is not automatically determined by structural limitations. Conditions that require adaptive professional responses are created instead. Teacher resilience becomes a relevant analytical lens, therefore, for understanding how teachers negotiate constraints, maintain pedagogical commitment, and sustain classroom engagement within challenging contexts.

B. Research Questions

Based on the background above, this study is guided by the following questions:

1. What strategies does an English teacher use to deal with limited resources in classroom teaching at an Islamic Senior High School (*madrasah*)?
2. How do these strategies reflect the teacher's resilience in facing resource constraints in classroom teaching at an Islamic Senior High School (*madrasah*)?

C. Research Purposes

The purposes of this study are:

1. To explore the strategies used by an English teacher to deal with limited resources in classroom teaching at an Islamic Senior High School (*madrasah*).
2. To analyze the ways these strategies reflect the teacher's resilience in facing resource constraints in classroom teaching at an Islamic Senior High School (*madrasah*).

D. Research Significances

Both theoretical and practical contributions to the field of English language education are provided by this research. A contribution to the development of scholarly understanding of teacher resilience is made theoretically, through examination of how resilience is manifested in instructional practice within resource constrained Islamic senior high school contexts. Context based insights for English teachers, school administrators, and education policymakers are offered practically by the findings, particularly in strengthening professional support systems and sustaining instructional quality in settings with limited resources.

1. Theoretical Significance

Theoretically, this study contributes to the advancement of knowledge on teacher resilience in English as a Foreign Language (EFL) education. It reinforces the perspective that teacher resilience is not merely a psychological construct related to emotional endurance, but also a pedagogical capacity reflected in adaptive strategies, instructional decision-making, and classroom management practices under structural constraints.

By situating the study within a Islamic Senior High School (*Madrasah Aliyah*) context, this research provides empirical evidence from an Islamic Senior High School setting that remains relatively underrepresented in mainstream academic discourse. The findings enrich theoretical discussions on how structural limitations and professional agency interact in shaping instructional practice, particularly in developing educational environments. Furthermore, this study is expected to provide additional empirical evidence regarding teacher resilience within the context of Islamic Senior High Schools in Indonesia. Previous studies have discussed teacher resilience across various educational settings; however, studies focusing specifically on English teachers in private *madrasah* contexts remain limited. Therefore, the findings of this study may serve as a reference for future studies examining teacher resilience from pedagogical and contextual perspectives in similar educational environments.

2. Practical Significance

Practically, this study provides meaningful implications for stakeholders within and beyond the research setting, particularly in Islamic Senior High Schools (*madrasahs*) operating under limited-resource conditions. It offers insights into how teachers develop and implement adaptive instructional strategies in response to resource constraints, thereby supporting efforts to sustain instructional quality in challenging educational environments. The practical significance may benefit:

a. English teachers in Islamic Senior High School

This research can serve as a reflective resource for teachers to develop and implement innovative and adaptive instructional strategies despite working in schools with limited resources.

b. *Madrasah* Administrators

The study's findings may guide schools in designing context-sensitive support mechanisms that enable teachers to implement adaptive instructional strategies effectively, while ensuring the continuity and quality of instruction.

c. Education Policymakers

This research provides grounded insights into the challenges experienced by teachers in developing schools, which can inform policy decisions regarding teacher training, resilience support, infrastructure development, and the promotion of adaptive instructional strategies in resource-constrained classrooms.

E. Research Scope

This study was limited to exploring teacher resilience in English language teaching at *Madrasah Aliyah* Darul Fithrah, a private Islamic Senior High School located on Jl. Parigi, Kec. Ciparay, Kab. Bandung, West Java, Indonesia. The research focused on one of the English teachers who taught Grade 10 and had been serving at the school since 2020. This grade level was selected because it represented the initial stage of secondary education, where students were transitioning into a new learning environment and adapting to increased academic demands. In such a context, teachers are required to employ adaptive strategies to support students while also managing existing resource limitations.

This study focused on a single English teacher to enable an in-depth and comprehensive exploration of how teacher resilience was manifested in actual classroom practices. By concentrating on one participant, the study sought to generate rich and contextually grounded insights into the teacher's experiences, adaptive strategies, and responses to ongoing challenges within a specific teaching environment. This approach is consistent with the principles of qualitative research, which emphasize depth of understanding rather than breadth of participants (Creswell, 2014), and support detailed, context-sensitive analysis of a bounded system (Merriam, 2009).

The primary focus of this study was teacher resilience as reflected in the instructional strategies employed by the teacher, including adaptive decision-making and classroom management under limited-resource conditions. The resource constraints referred to in this research included limited physical facilities, minimal access to technology, and insufficient teaching materials. This study did not examine other subjects, grade levels, or teachers within the school, nor did it measure students' learning outcomes, motivation, or engagement quantitatively. Instead, the research emphasized how teacher resilience was manifested in daily English language teaching practices within the specified research setting.

F. Conceptual Framework

The primary focus of this study is teacher resilience as reflected in instructional strategies, adaptive decision-making, and classroom management under limited-resource conditions (Gu & Day, 2013; Beltman, Mansfield, & Price, 2011). The resource constraints referred to in this research include limited physical facilities, minimal access to technology, and insufficient teaching materials (Restika & Maisarah, 2025). This study does not examine other subjects, grade levels, or teachers within the school, nor does it measure students' learning outcomes, motivation, or engagement quantitatively. Instead, the research emphasizes how teacher resilience is manifested in daily English language teaching practices within the specified research setting.

Therefore, this study focuses on examining the instructional strategies employed by the teacher as a means to understand how teacher resilience is enacted in resource-constrained EFL classrooms.

This study argues that such constraints do not automatically lead to a decline in instructional quality. This perspective is supported by resilience theory, which defines resilience as a dynamic process shaped by the interaction between individuals and their environment (Ungar, 2021). In educational contexts, Gu & Day (2013) explain that teacher resilience includes professional commitment, emotional strength, and the capacity to adapt under pressure. Therefore, resilience in this study is understood as a professional capacity reflected in instructional decision-making and adaptive classroom practices.

Resilience in educational contexts is understood as a dynamic process that involves teachers' ability to utilize personal and contextual resources, as well as adaptive strategies, in responding to professional challenges. This perspective indicates that resilience is not merely an individual capacity, but is closely related to how teachers actively engage with and respond to the demands and conditions of their teaching environments (C. M. & S. Beltman, 2020).

Within this framework, the concept of teacher agency becomes essential in explaining how resilience is enacted in practice. Rather than being viewed as a separate construct, agency can be understood as the mechanism through which resilience is realized in classroom actions. Mark Priestley & Robinson (2015) define agency as teachers' capacity to act purposefully and make informed decisions within their professional contexts. In situations characterized by limited resources, this capacity enables teachers not only to cope with constraints, but also to actively shape and adjust their instructional practices.

From this perspective, resilience becomes visible through teachers' agentic actions, particularly in how they modify instructional strategies, adapt teaching materials, and manage classroom interactions in response to contextual limitations. In this context, structural constraints do not function solely as barriers; rather, they create conditions that require adaptive professional responses (Gu & Day, 2013). Therefore, teacher resilience can be understood as a professional and pedagogical

process reflected in adaptive and context-responsive teaching practices, especially in situations where English language instruction is carried out under resource-constrained conditions.

The following figure visualizes the flow of thought constructed by the researcher, based on the problem, theoretical foundation, and methodological approach of this study:

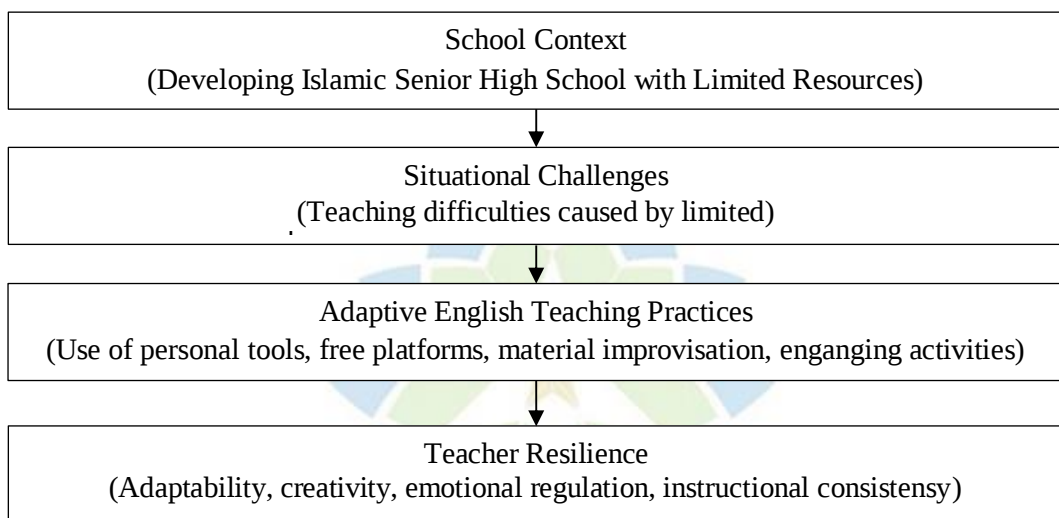


Figure 1. 1 Research Scheme

G. Previous Study

Several previous studies have examined teacher resilience in English language teaching, particularly in contexts with limited resources. These studies provide important insights while also highlighting areas that require further exploration.

Putri (2022) conducted a qualitative study involving five English teachers in Makassar to explore how they developed resilience in facing teaching challenges. The findings revealed that teachers demonstrated resilience through creative instructional strategies, support systems, and the use of contextual learning materials despite limited facilities. The study shows that teachers' perceptions of challenges significantly influence how they respond and adapt in their professional practices. This research is relevant because it confirms that resilience plays an important role in sustaining teaching quality in resource-constrained environments.

Similarly, (Webre & Freeman, 2025) examined English teacher development in *madrasahs* with limited resources. Their study emphasized how teachers continue to refine their instructional practices despite infrastructural limitations. The findings highlight the importance of professional growth and adaptive teaching strategies in maintaining instructional effectiveness. This study strengthens the understanding that resilience is closely connected to teachers' professional commitment and capacity to adjust to contextual challenges.

However, although these studies discuss teacher resilience in limited-resource contexts, they do not specifically explore how resilience is manifested in English teaching at the Islamic Senior High School level, particularly in Grade 10 classrooms. Therefore, this study seeks to fill this gap by investigating how an English teacher demonstrates resilience through instructional strategies in a developing Islamic Senior High School context.

