

ABSTRACT

Patricia Natasya Rhea Sudarna. 2022. *Exploring the Resilience of an English Teacher in Teaching Disadvantaged Students: A Narrative Inquiry*. Yogyakarta: The Graduate Program in English Language Studies, Universitas Sanata Dharma.

Teaching is considered one of the most demanding professions. The job of teachers requires them to have good self-management. A great combination between daily workload and challenges demands teachers to maintain and develop their resilience, especially for those who are working in a school serving disadvantaged students. Seeing the importance of teacher resilience, teachers must have the ability to sustain and develop their resilience so that they can stay in the profession. Beltman (2011) mentions that resilience is shown to be the outcome of a dynamic relationship between challenges and support.

Referring to the background and conditions, this study aims to provide an in-depth description of an English teacher's experience in a school that is serving disadvantaged students in developing teacher resilience through her daily struggle in encountering challenges and support. Addressing this issue, a narrative inquiry is seen as the most suitable method to be used in this research. Using a narrative inquiry, a clear description of the factors that enables an English teacher to develop and sustain resilience in their working place is unfolded in this research. The research question is constructed as follows: *How does the experience of an English teacher teaching in a school serving disadvantaged students enable her to develop and sustain resilience?*

Since this is a qualitative study, the data were collected through interview and completed with a pre-screening questionnaire and observations as the triangulation of the data. There was only one research collaborator in this study since it is focused on providing an in-depth description of a teacher's lived experience in relation to the development of teacher resilience. Furthermore, the results of this study are presented in a chronological order through narrative writing by considering the structure of the narrative text. The narrative text is written under several sub-themes; (1) Planting the Seed, (2) A Little Sprout that Keeps Growing, (3) Little Sprout: Fun and Easy Ways to Grow, (4) Hot is Too Hot for Plants, (5) We are in Drought!, (6) Survive a Heat Wave, (7) Another Weather, (8) Another Challenge, (9) Grow Taller and Thicker, (10) As the Plants Grow, the Bugs are More Varied, (11) New Formulations for the New Bugs, (12) Adaptive Strategies to Grow, (13) Effective Strategies That Work for Her, (14) Plants that Grow Well Together, (15) Plant, Grow, Harvest, Repeat!, (16) From Seeds, to Fruits – 1, (17) From Seeds, to Fruits – 2, (18) Keep Going, Keep Growing. In summary, the findings address some implications that the combination between challenges and support played an important role in the collaborator's level of teacher resilience. Therefore, positive reinforcement from the school as an organization, students, parents, and also family is necessary.

Keywords: teacher resilience, disadvantaged students, narrative inquiry, lived experience

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Mengajar merupakan salah satu pekerjaan yang memiliki tuntutan kerja yang tinggi. Pekerjaan seorang guru mewajibkan mereka untuk memiliki pengelolaan diri yang baik. Kombinasi antara beban kerja dan tantangan yang terus dihadapi setiap harinya membuat guru harus menjaga dan mengembangkan resiliensi guru dalam diri mereka, terutama bagi mereka yang mengajar di sekolah yang melayani siswa kurang mampu. Melihat pentingnya tingkat resiliensi guru, maka wajib bagi guru untuk memiliki kemampuan dalam mempertahankan dan mengembangkan resiliensi dalam dirinya agar dapat bertahan dalam profesi. Beltman (2011) menyebutkan bahwa resiliensi ditunjukkan sebagai hasil dari hubungan dinamis antara tantangan dan dukungan dalam profesi.

Merujuk pada latar belakang dan kondisi tersebut, penelitian ini bertujuan untuk memberikan gambaran secara mendalam tentang pengalaman seorang guru bahasa Inggris di sekolah yang melayani siswa kurang mampu dalam mengembangkan resiliensi guru melalui perjuangannya sehari-hari dalam menghadapi tantangan dan dukungan. Menyikapi masalah ini, metode inkuiiri naratif dipandang sebagai metode yang paling cocok untuk digunakan dalam penelitian ini. Dengan menggunakan inkuiiri naratif, deskripsi yang jelas tentang faktor-faktor yang memungkinkan seorang guru bahasa Inggris untuk mengembangkan dan mempertahankan resiliensi di tempat kerja mereka akan terungkap dalam penelitian ini. Rumusan masalah dalam penelitian ini adalah: Bagaimana pengalaman seorang guru bahasa Inggris yang mengajar di sekolah yang melayani siswa yang kurang mampu memungkinkan dia untuk mengembangkan dan mempertahankan resiliensi guru?

Karena ini adalah penelitian kualitatif, maka data dikumpulkan melalui wawancara dan dilengkapi dengan kuesioner pra-skrining serta observasi sebagai triangulasi data. Dalam penelitian ini, hanya ada satu kolaborator yang berpartisipasi. Hal itu dikarenakan penelitian ini berfokus pada penjabaran deskripsi yang mendalam tentang pengalaman seorang guru Bahasa Inggris dalam kaitannya dengan pengembangan ketahanan guru. Selanjutnya, hasil penelitian ini disajikan secara kronologis melalui penulisan naratif dengan mempertimbangkan struktur teks naratif. Teks narrative tersebut terdiri dari beberapa sub tema; (1) Planting the Seed, (2) A Little Sprout that Keeps Growing, (3) Little Sprout: Fun and Easy Ways to Grow, (4) Hot is Too Hot for Plants, (5) We are in Drought!, (6) Survive a Heat Wave, (7) Another Weather, (8) Another Challenge, (9) Grow Taller and Thicker, (10) As the Plants Grow, the Bugs are More Varied, (11) New Formulations for the New Bugs, (12) Adaptive Strategies to Grow, (13) Effective Strategies That Work for Her, (14) Plants that Grow Well Together, (15) Plant, Grow, Harvest, Repeat!, (16) From Seeds, to Fruits – 1, (17) From Seeds, to Fruits – 2, (18) Keep Going, Keep Growing. Secara singkat, temuan dari penelitian ini

menunjukkan beberapa implikasi bahwa kombinasi antara tantangan dan dukungan memainkan peran penting dalam tingkat resiliensi guru. Oleh karena itu, penguatan positif yang datang dari pihak sekolah sebagai organisasi, para siswa, orang tua, dan juga keluarga sangat diperlukan.

Keywords: resiliensi guru, siswa kurang mampu, inkuiri naratif, pengalaman hidup

