

Exploring Teacher Resilience in Indonesia: A Scoping Review of Challenges, Strategies, and Support Mechanisms

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ABSTRACT

The number of students enrolled in Indonesia's education departments has remained high, as seen in the case of the English Education Program at Universitas Negeri Yogyakarta (UNY) and there are over 3.4 million active teachers nationwide. However, teachers face various challenges, including heavy workloads, low salaries, inadequate facilities, and the pressures of adapting to rapid curriculum changes and the Covid-19 pandemic. This study explores factors contributing to the resilience of Indonesian teachers by elaborating it to the paradigm from Beltman (2020); person-focused perspective, process-focused perspective, context-focused perspective, and system-focused perspective. The study is intended to capture broad aspects of resilience, such as psychological, social, professional, and social factors that support teachers in overcoming challenges. This article adopts a scoping review methodology, following Arksey and O'Malley's (2005) framework, to map existing literature on teachers' resilience in Indonesia over the last five years. The review process includes five stages: identifying the research question, selecting relevant studies, study selection, charting the data, and summarizing the results. The findings emphasize that teacher resilience in Indonesia is not solely an individual trait but rather a dynamic interplay of personal characteristics, professional skills, social support, and organizational factors. The research highlights the crucial role of self-efficacy, emotional regulation, and social networks, as well as the importance of school leadership and community support in fostering resilience.

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Introduction

The number of students in Indonesia enrolled in education department is relatively high over the last five years. As for an example, based on the data from sidata-ptn-snpmb.bppp.kemdikbud.go.id, the number of students who register for

English Education Program in Universitas Negeri Yogyakarta (UNY) has a fairly high enrollment rate (Table 1). Besides that, according to the data provided by the Ministry of Education and Culture's official database (dapo.kemdikbud.go.id/guru), there are currently 3.423.878 active teachers nationwide. Showing that becoming teachers is still one of the professions of interest.

Tabel 1. Enrollment Rate of English Language Education Program in UNY

SEBARAN PEMINAT					
	2019	2020	2021	2022	2023
Jumlah Peminat	853	1014	916	1094	887
Daya Tampung	48 (5.63%)	68 (6.71%)	106 (11.57%)	112 (10.24%)	60 (6.76%)

Numerous researches have shown that teaching requires a broad variety of complex competences (Haerani et al., 2020; Nurul Huda et al., 2021; Bahriadi et al., 2022; Saekan, 2023) covering pedagogical, social, personal and professional competences. Teachers in Indonesia are expected to handle a variety of difficulties that can make their jobs more difficult, in addition to the complexities of pedagogy and educational material. Some of the difficulties are heavy workload (Rizky Listyaputri & Liana, 2023), low salaries, and lack of facilities. Hidayah et al., (2022) adds the rapidly changing curriculum development as one of the problems teachers may encounter.

The Covid-19 pandemic forced the education system to transform its traditional teaching methods to more flexible learning options employing technology such as *Zoom*, *Google Meet*, *Google Classroom*, and other *Learning Management Systems*. Teachers in Indonesia had to quickly adapt to digital literacy skills despite all the struggles they may encounter such as limited access to the internet and electronic devices, lack of the necessary training and resources, distraction from the environment, and so forth (Rido et al., 2022), moreover for those who live in remote areas. Natural disasters such as volcanic eruptions, earthquakes, or tsunamis (Harahap et al., 2022) can also have a significant impact on education by causing school closures, displacing students and teachers, and creating barriers to accessing learning resources. Despite all the difficulties, the current number of teachers across Indonesia remains relatively high since teaching is still considered a respectable career (Damar, 2018; Cirocki et al., 2023).

According to positive psychology, resilience is among the psychological strengths that, when nurtured, helps individuals remain tenacious and perseverant in apprehensive situations (Wang, 2022). Resilience is synonymous with an individual struggle in the face of difficulties, not only psychiatric difficulties but the difficulties of circumstances can also affect the resilience of individuals in developing and rising from the problem (Suryaratri et al., 2020). Teachers' resilience refers to the ability of educators to adapt and thrive despite the numerous challenges they face. The importance of teacher resilience is underscored by its

direct correlation with job satisfaction, work engagement, and the capacity to foster resilience in students, making it an essential element of effective teaching and a positive learning environment (Zhang & Luo, 2023).

Beltman (2020), identified four ways in which the concept of resilience might be conceptualized. The first paradigm is *person-focused perspectives* that view resilience as a personal quality that shows up in times of distress. In this perspective, there are four dimensions of resilience: profession-related, emotional, motivational, and social. Personal skills and capacities such teaching competence and skills, ability to bounce back, and being positive and optimistic belong to the first three dimensions. While the social dimension incorporated context in the personal capacities such as interpersonal skills, professional and personal support network, and asking for assistance. It could be seen from the dimensions that the responsibility for developing teachers who are resilient lies within the individuals.

The second conception, known as the *process-focused perspectives* view resilience as the outcome of interactions between individuals and their surroundings. According to this definition, resilience is the process by which an individual deliberately employs suitable tactics to preserve their dedication and wellbeing in the face of adversity. For example, when the teachers face challenges in emotional dimension of resilience, they would apply strategies such as keep calm, manage emotions, and focus on what you love about the job. When it comes to social dimension, the teachers may ask for help rather than pretend they are good. This perspective highlights the agency of teachers to use various strategies to overcome challenges rather than being passively affected by challenges.

The third paradigm is *context-focused perspectives*, where it views the specific setting is just as important as the individual's abilities and tactics. According to this viewpoint, resilience is the ability to function well in a demanding sociocultural setting or in stressful situation such as unreasonable parental expectations, unsupportive school administration, and a competitive work climate. The last paradigm called *system-focused perspective* views resilience as a process involving numerous systems, both internal and external to the individual, that actively interact with one another in the system-focused final conceptualization. Not only an individual, a system could be a family, a school, a community, an organization, and an economy. Building on this explanation, the aim of this study is to examine the paradigms that support Indonesian teachers in maintaining resilience to overcome various challenges.

The primary research question guiding this study is: “Which resilience paradigms contributing to teachers' resilience in Indonesia as discussed in literature published over the last five years?” This question is intended to capture broad aspects of resilience, such as psychological, social, professional, and social factors that support teachers in overcoming challenges. Thus, the indicators used in selecting the literatures focus on resilience-related themes and contextual emphasis on teachers working in Indonesia.

Research Method

This article adopts a scoping review methodology following Arksey and O'Malley's (2005) framework to map existing literature on teachers' resilience in

Indonesia over the last five years. The review process includes five main stages: identifying the research question, identifying relevant studies, study selection, charting the data, and collating, summarizing, and reporting the results. A comprehensive search strategy was employed to identify relevant studies. The following databases were used to compile peer-reviewed journal article and conference papers: *Scopus*, *ERIC*, *Research Gate* and *Mendeley*. The articles were selected based on predefined inclusion and exclusion criteria. The initial screening included a review of titles and abstracts, followed by a full-text review of potentially relevant studies.

Tabel 2. Predefined Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
○ Studies published in English or Bahasa Indonesia between 2019 and 2024. ○ Articles focused on teachers in Indonesia. ○ Research discussing aspects of resilience or strategies used by teachers to cope with challenges.	○ Studies not related to teacher resilience (e.g., general education policies). ○ Articles outside the specified time range. ○ Non-peer-reviewed articles or sources with low research quality.

Data from selected articles were extracted using a standardized template design. The data extraction indicators are as follows:

- Article Details: Author(s), publication year, journal/source, and type of study (e.g., qualitative, quantitative, mixed-methods).
- Methodological Approaches: Study design and sample characteristics.
- Contextual Elements: Specific challenges faced by teachers in Indonesia and factors influencing resilience.
- Resilience Paradigm(s): Key findings related to person-focused, process-focused, context-focused, and system-focused perspective.

Findings and Discussions

This section provides the findings from 8 articles from 31 selected articles meeting the criteria for the study. The following databases were used to compile peer-reviewed journal article and conference papers: *Scopus*, *ERIC*, *Research Gate* and *Mendeley*.

Tabel 3. Studies of Teachers Resilience in Indonesia

No.	Author(s)	Publication Year	Journal/Sources	Title	Type of Study	Methodological Approach	Contextual Elements	Resilience Paradigm(s)
1.	Suryaratri et al.	2020	Prosiding from "The 4th ICLIQE, September 5, 2020, Surakarta, Indonesia"	The Influence of Social Support towards High School Teachers' Resilience in Jakarta, Indonesia	Quantitative Study	Quantitative Approach	The change to work from home environment during Covid-19 pandemic	System-focused perspective (Social support from the family and surroundings)
2.	Amin et al.	2022	<i>Indonesian TESOL Journal</i> (Vol. 4, Issue 1) (Amin et al., 2022)	Teacher Resilience in Facing Changes in Education Policy due to Covid-19 Pandemic	Descriptive Study	Mixed-Method Approach	The changes in education policies during Covid-19 pandemic	Person-focused perspective (The majority of the teaching staff perceive education change as something normal and unavoidable, and even necessary for development.)
<i>cont...</i>								
3.	Harahap et al.	2022	The Asian Institute of Research Education Quarterly Reviews (Vol. 5, Issue 2)	Lombok Teachers and Principals Building Resilience in Facing Earthquakes and Covid-19 Pandemic	Qualitative Study	Qualitative Phenomenology Design	Consecutives natural disasters causing in infrastructure damage, trauma and mental health, limited resources, economic impact.	Context-focused perspective (Support from Education Office and principals)
4.	Go et al. (2022) (Go et al., 2022)	2022	European Journal of Teaching and Education	Teachers' Metamorphoses: A Narrative Inquiry into Indonesian Secondary School Teachers'	Narrative Inquiry	Qualitative research method	Online and remote teaching during Covid-19 Pandemic	Person-focused perspectives (self-efficacy)

Resilience during the Covid-19 Pandemic								
5.	Rusydi et al. (Rusydi et al., 2023)	2023	International Journal of Recent Educational Research (Vol. 4, No. 5)	Influence of Self-Efficacy and Resilience on Subjective Well-Being: A Study of the New Curriculum Implementation in Indonesia	Correlational Study	Quantitative Study	New curriculum policies	Person-focused perspective (Self-efficacy and resilience)
<i>cont...</i>								
6.	Izzah & Febria (Izzah & Febria, 2023)	2023	Elsya : Journal of English Language Studies (Vol.5, No. 3)	TESOL Teachers' Resilience to Encounter Challenges and Explore Opportunities during COVID-19 Pandemic: A Case Study	Qualitative Case Study	Qualitative Approach	Covid-19 Pandemic Challenges: internet connection issues and less supports from the institution	Process-focused perspective and context-focused perspective (Resilient, developed their skills, and explore the emerging opportunities offered)
7.	Parrot et al. (Parrott et al., 2024)	2024	Sustainability (Vol. 16, Issue 73)	Community Resilience after Disasters: Exploring Teacher, Caregiver and Student Conceptualisations in Indonesia	Exploratory Study	Mixed-Method Approach	Natural disasters	Context-focused perspective (Community cohesion, religious coping, psychological support)
8.	Wahyuni et al. (2024)	2024	Journal of Innovation in Educational and Cultural Research (Vol. 5, Issue 3)	Exploring Protective Factors for Resilience among Teachers in Islamic Elementary Schools in Remote Area	Qualitative Study	Phenomenological Approach	Islamic elementary schools in remote areas	Person-focused perspective (religious and cultural commitments, personal commitment, and a sense of purpose) System-focused perspective (social support)

The findings from the scoping review on teacher resilience in Indonesia align with various aspects of the *Beltman's (2020) teacher resilience framework*, which emphasizes the complex and multifaceted nature of resilience and the interplay between individual and contextual factors. First, Beltman (2020) argues that personal characteristics such as emotional regulation, self-efficacy, and optimism play a critical role in enhancing teacher resilience. This aligns with the findings of Rusydi et al. (2023), who demonstrated that teacher resilience in Indonesia was significantly influenced by self-efficacy. Teachers who believed in their ability to manage challenges, such as the implementation of new curricula, were better able to cope with adversity. Similarly, the work of Amin et al. (2022) emphasizes how teachers' belief in their competence during policy shifts, such as those prompted by the COVID-19 pandemic, contributed to their ability to adapt to new teaching environments.

Beltman's framework also highlights the importance of professional factors, such as teachers' skills, experience, and preparedness, in building resilience. The study by Izzah and Febria (2023) exemplifies this aspect of Beltman's model. TESOL teachers in Indonesia exhibited resilience by using their professional skills to adapt to the challenges of remote teaching during the COVID-19 pandemic. Their ability to creatively engage students through technology and alternative pedagogical strategies reflects the role of professional knowledge and adaptability in fostering resilience, as outlined by Beltman. In this sense, teachers' professional skills not only help them manage classroom challenges but also serve as a source of resilience in the face of systemic disruptions.

Additionally, Beltman (2020) emphasizes the importance of social and organizational supports in cultivating teacher resilience. This aspect is strongly reflected in the studies by Harahap et al. (2022) and Suryaratri et al. (2020), which underscore the role of social support networks in strengthening resilience. Teachers in both Lombok and Jakarta reported that support from colleagues, school leaders, and the broader community played a pivotal role in helping them cope with natural disasters and the COVID-19 pandemic. As Beltman suggests, the support of others provides teachers with the resources and emotional strength needed to persist in challenging situations. These studies highlight the collaborative and supportive networks that are essential in fostering a resilient teacher workforce, a crucial component of Beltman's model.

Moreover, Beltman (2020) suggests that teacher resilience is not just an individual trait but is deeply embedded in broader systemic and contextual factors, including organizational culture and educational policies. This resonates with the findings of Parrott et al. (2024), who discuss the importance of community resilience, highlighting that teachers are integral to fostering resilience within their broader communities. Teachers' resilience is not only shaped by their own coping mechanisms but also by the resilience of the institutions and communities they serve. The role of school leadership, as seen in the study by Harahap et al. (2022), further emphasizes how organizational support and proactive management can buffer teachers from stress, thereby contributing to their resilience. Beltman's framework acknowledges the importance of these systemic factors, asserting that a

supportive school environment is essential for cultivating resilient educators who can thrive in the face of adversity.

Finally, the theory of teacher resilience proposed by Beltman (2020) underscores the dynamic nature of resilience, suggesting that it is developed over time through the continuous interaction of personal, professional, and contextual factors. This is evident in the findings of Suryatri et al. (2020), which show that resilience is not a static trait but evolves as teachers receive ongoing support and develop coping strategies. Beltman's framework encourages a holistic view of resilience, acknowledging that it grows through the teachers' experiences, their interactions with others, and the educational policies they navigate. These ongoing processes of adaptation and support align with the cyclical nature of teacher resilience, as described in the studies reviewed.

The application of the four paradigms of resilience, as proposed by Beltman (2020), is critical for addressing the unique challenges Indonesia faces in terms of disaster management, changes in education policy, and overall community resilience. Each paradigm offers insights into the individual and environmental variables that shape resilience, emphasizing the complexity of the teaching landscape in Indonesia (Ismail & Nikpoo, 2023; Potolea & Toma, 2023). Challenges such as heavy workloads, inadequate resources, and diverse student needs can undermine resilience, indicating that individual traits must be supported by a conducive teaching environment. Recent research underscores the role of self-efficacy in enhancing resilience, particularly in the face of evolving demands such as digital transformation and the aftermath of the COVID-19 pandemic (Potolea & Toma, 2023; Wahyuni et al., 2024).

Moreover, the responsibility for fostering resilience extends beyond individual teachers to encompass institutional and community support. Creating a culture of resilience within educational settings involves collaborative efforts from educators, administrators, and policymakers to address both personal and contextual factors. Such comprehensive approaches are vital for enhancing teacher effectiveness, job satisfaction, and ultimately, student outcomes (Mansfield et al., 2012) in Indonesia's educational landscape.

Conclusion

This study has explored the various paradigms that contribute to building resilience among Indonesian teachers as they navigate a multitude of challenges, including natural disasters, policy changes, and the ongoing impacts of the COVID-19 pandemic. The findings emphasize that teacher resilience in Indonesia is not solely an individual trait but rather a dynamic interplay of personal characteristics, professional skills, social support, and organizational factors. The research highlights the crucial role of self-efficacy, emotional regulation, and social networks, as well as the importance of school leadership and community support in fostering resilience. Furthermore, the study aligns with Beltman's (2020) framework, which underscores the importance of both individual and contextual factors in building long-term resilience.

Ultimately, the study contributes to the growing body of research on teacher resilience, offering insights into the specific factors that help Indonesian teachers

remain resilient despite adversity. By examining these paradigms, it provides valuable recommendations for educational policymakers, school leaders, and teacher educators to foster a resilient teaching workforce. As Indonesia continues to face uncertainties and disruptions, supporting teachers in maintaining their resilience is essential not only for their personal well-being but also for the success of the education system as a whole.

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