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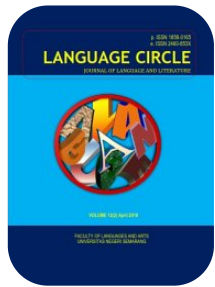
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Enhancing Teachers' Resilience through Teacher Professional Development

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Abstract

Many studies have proven that teacher resilience is one of the fostering factors of teacher commitment to stay in their teaching career. Although many studies have been conducted around the topic of teacher resilience, there is still a gap in the literature on what teacher professional development was done by resilient teachers that contributed to their decision to stay in their careers. In filling the void, this narrative inquiry-designed research aimed at understanding the experiences and perceptions of teachers considered resilient in their teaching career's early years. In-depth interviews were done with four Indonesian teachers to answer two research questions: (1) What features of teacher professional development (TPD) learning activities in which resilient teachers participate? (2) What are teachers' perceptions about their TPD? The findings show that the teachers undertook both formal and informal TPD programs, such as seminars and webinars, courses and workshops, dialogue with other teachers, observation visits to other schools, and professional literature reading. The teachers believe that teaching is their calling which makes them committed to the teaching profession. And TPD programs are believed to be the supportive factors of their resilience because they equip the teachers with the skills, knowledge, and understanding that they need to tackle teaching constraints.

Keywords: teacher professional development, teacher commitment, teacher resilience

INTRODUCTION

Teacher resilience is a relative, dynamic, and constantly evolving construct that is socially influenced and depends on personal and professional traits. To fully understand teacher resilience, issues regarding commitment, professionalism, and professional identity need to be examined (Athina Daniilidou & Platsidou, 2018). According to a definition provided by Brunetti (2006), teacher resilience is a quality that enables teachers to maintain themselves by being committed to teaching. As opposed to teacher resilience, teacher attrition could be put into perspective to view the multifaceted factors of teacher resilience.

Studies worldwide have shown that high rates of teacher attrition occur early in their careers as teachers. A survey in England shows that approximately 30% of teachers leave within the first five years (Bubb, 2004). Supporting the claim, Gallant & Riley (2014) explained that 40-50% of teachers in various countries leave their profession within their first five years. Meanwhile, in Indonesia, it is reported that in 2022, 442 PPPK

teachers drew back from their employment even before the teaching started (Dirgantara, 2022). Even though the number is considered low compared to the total of 305,778 PPPK teachers who passed the selection, this matter still becomes a concern because the number of the register reached 957,637 people. The action is very unfortunate to the other 651,859 people registered for the position. This becomes a concerning issue because teachers have a vital role in education because they hold the curriculum, learning resources, infrastructure, facilities, and learning climate to be meaningful for students' lives.

Focusing on why teachers stay in the profession is an alternate approach to the issue of teacher attrition. It has been widely admitted that teacher resilience is highly associated to teacher commitment to teaching profession (Day and Gu, 2013; Gu, 2014). According to Day and Gu, (2013), the strength of teachers' inner commitment to teaching is affected by their ability to be resilient. In addition, Arnup & Bowles (2016) holds the view that stress impacts teacher commitment in the classroom, which provokes teachers to want to leave their jobs. Nevertheless, it is

regarded that resilience is a measure of a person's capacity to cope with stress successfully (Athena Daniilidou et al., 2020). Thus, from the presented views it can be synthesized that resilience plays a significant role in helping teachers to cope with stress which enables them to stay committed to the teaching profession.

A study by Fitriyanti et al. (2019) found that there is a significant positive relationship between teacher empowerment and teacher commitment to profession. The study further explained teacher empowerment as the provision of opportunities and encouragement for teachers to actualize their potential, skills, and talents to achieve the goals set by the school, which includes increasing the ability of teachers providing facilities, cooperation, teacher guidance, motivation and support (Fitriyanti et al., 2019). The study implies that teacher professional development is one of the key elements that affect teachers to stay committed in teaching. This is aligned with Sara Bubb (2004) who argued that teachers who have access to additional training or professional development are significantly more likely to desire to stay in the teaching profession.

Holding the argument from the previous theories, it can be concluded that early year teachers' attrition can be limited by the implementation of teacher professional development that promotes teacher resilience. Bubb (2004) proposed the idea of Early Professional Development (EPD). She found that in the schools where EPD is implemented, early year teachers are found to have stronger qualities and commitment in teaching, which is beneficial for the students and for the school.

In Indonesia, numbers of studies have been conducted in the scope of teacher resilience. Rizqi (2017) found that teachers who are resilient are engaged in supportive social and institutional interactions. In line with the finding, Suryaratri et al. (2020) found that social support from the surrounding environment affects teachers' resilience greatly. Another study by Upa & Mbato (2020) found that high resilience of teachers in rural areas contributes positively to their commitment in teaching. Nevertheless, fewer studies disclose the professional development activities of resilient teachers that contribute to their commitment in staying in the teaching profession. Therefore, this present study offers two research questions to fill in the gap in the literature related to teacher professional development implemented by resilient teachers: What features of teacher professional development (TPD) learning activities in which resilient teachers participate?; What are teachers'

perceptions about their TPD?

Teacher's Resilience in Teaching Career

Teacher's resilience is defined by Gu & Day (2007) as the ability to regain strengths or spirit under challenging circumstances. Luthar et al., (2000) describes resilience as the ability to maintain a positive attitude in the face of adversity. Teachers are faced with constraints which come from many directions in their personal and professional life. In the profession, teachers' resilience is challenged by their interaction with the policy makers, co-workers, parents, and students themselves. Teachers are compelled to adapt to any educational changes and policies and are demanded to be responsive in facing the challenges inside their classrooms, which may then make them feel subjected to teaching outside of their control. According to Gu & Day (2007), the nature of the surroundings in which teachers work, the people with whom they interact, and the strength of their values or goals can all increase or limit their ability to be resilient under various unpleasant circumstances, whether they are related to personal or professional reasons. Hence, they agree that resilience is not innate. Instead, it is dynamic and evolving.

The dynamic of resiliency in a person is affected either by fostering factors (Krovetz, 2008) that emerge resilience in a person. In his theory of resiliency, Krovetz (2008) proposed that people can overcome challenges or constraints with the appearance of other people who care, have high expectations and purposeful support, and value their presence. For teachers, they can be family members, mentors, authorities, colleagues, or even parents and students. The fostering factors for teachers can be maintained by fostering collaborations with other teachers and making a close bond with at least one other person in the school who will put teachers accountable for their professional behaviors and decisions (Morris, 2022). According to Henderson and Milstein (2003), the most powerful protective element is a relationship with a caring, supportive adult. Teachers need an adult figure who would provide intellectual stimulation, provide an environment where they can meaningfully participate, give high expectations of responsibility and professional behavior, yet also be caring and supportive.

On the other hand, Henderson and Milstein (2003) proposed that besides fostering factors, there are factors that may hinder resilience, namely negative thoughts about professional development activities. For teachers, these include self-withdrawal from supervision, mentoring, and

relationships with other members of the school, which result in isolation and a lack of a supportive feedback system. Therefore, it is highly suggested that teachers be vulnerable to making a close bond to at least one other person that will provide protective factors to help them cultivate resilience traits. Noonan (1999) presented the protective factors that can be provided for an individual in fostering resilience, such as: assist in identifying and removing barriers to growth, assist in providing choices, demonstrating empathy, listening, providing honest feedback, assisting in clarifying goals, and actively help. This implies that a good leader or environment is profoundly needed for teachers to develop their resilience.

When fostering factors are applied, teachers are more likely to become resilient. According to Connor (1992), resilient people display distinct qualities such as having a positive mindset by being able to see the opportunities amid life intricacies, having goals and being focused in achieving them, showing a high level of adaptability when faced with uncertainty, developing methodical techniques to dealing with ambiguity, embracing change rather than defending against it. An interview by Rizqi (2017) with a resilient EFL teacher in Indonesia, who maintained a positive attitude by consistently exhibiting an exceptional degree of achievement in the teaching profession, reveals that the teacher was involved in favourable social interactions and a supportive institution. In addition, the findings show three key aspects that grant teachers with resiliency: strong institutional support, collegial and family relationship, and upbeat personality. This validates the theory that environmental factors impact resilience (Beltman, 2020).

Diversified Models of Professional Development Available for Teachers

Teacher professional development is a teacher's development of their professional role. Teachers' professional growth results from gained experience and systematic teaching examination. Bubb (2004) defines teachers' professional development as any activity that improves teachers' abilities, knowledge, or understanding, as well as their effectiveness in the classroom.

In their article, Su et al. (2018) summarized two approaches to teacher professional development, namely the knowledge-based approach and the practice-based approach. In the initial process, teachers act as passive receivers of knowledge delivered to the teachers through workshops or training. Meanwhile, in the latter course, teachers develop professionally by engaging in

the dynamic of day-to-day teaching practices.

In addition, TALIS categorizes professional development into formal and informal professional development. In the category of traditional professional development, TALIS recognizes at least seven types of professional development, namely, courses/workshops, education conferences or seminars, qualification programs, observation visits to other schools, participation in a network of teachers, individual or collaborative research, mentoring and peer observation and coaching. And for informal professional development, TALIS notices professional reading literature and engaging in informal dialogue with peers (OECD, 2018).

METHODS

In this section the researchers describe how the study was conducted. The researchers also explain about the design of the study, the participants and the setting of the research, the data collection techniques, and the data analysis techniques.

Research Method

Utilizing a narrative inquiry design (Clandinin, 2012), this study describes the phenomena of selected teachers who are committed to their teaching profession. A narrative inquiry was chosen to allow the participants to bring about in-depth conversations about their beliefs, views, and experiences in their resilience and commitment as teachers. It is desired that the narrative inquiry design provides flexibility for participants to tell stories about their experiences and feelings in participating in teacher professional development programs.

Two major themes were the focus of this study. First, this study explores how resilient and committed teachers develop their professionalism in their teaching profession, which involves knowing what professional development programs have been done. Secondly, this study aims to understand better what factors influence teachers' commitment.

Research Setting

The participants of this study reside in different cities across Indonesia; therefore, in collecting the data, the researcher utilized the use of technology such as Google Forms and Zoom Meeting Video Conference. Google Form was used to manage the data of background information (Robert V. Bullough & Hall-Kenyon, 2012) and to deliver the consent form.

Research Participants

The participants were chosen using a purposive sampling method to meet the subjective criteria of the study. Several measures were implemented to select the participants, such as (1) graduated from the same teacher education program, (2) have undergone a reciprocation teaching program, (3) have around five years of teaching experience, (4) are considered as resilient and committed teachers by the researcher according to the researcher personal's judgment of having relationships with the teachers. The first and second criteria were chosen because the same teacher education program may emerge the same theme for the teachers in term of their experience of undertaking professional development program. The third criteria were chosen as a fulfilment of the theory that teachers can only be called resilient if they have undergone years of struggle in teaching. In addition, five years of teaching can still be considered early year of experience. Based on the criteria, four Indonesian teachers with 5 years of teaching experience or less were selected. They graduated from the same Teachers' College in Indonesia and have undertaken a reciprocation teaching program in Cikarang, Manado, Ambon, and Labuan Bajo, at the schools under the same association. In this research, a reciprocation program is defined as a program that is required to be completed by the scholarship receivers of a particular foundation to work under the foundation upon graduation. The teachers in this study went through a reciprocation program that required them to teach in the school assigned to them for 3-5 years of contract span.

Since the teachers graduated from the same Teacher's College and went through a reciprocation teaching program to teach in schools under the same foundation, they were assumed to have undergone similar teachers' professional development (TPD) programs.

Research Design

In this narrative inquiry design, interviews were conducted to allow participants to account for their experiences of joining TPD in their journey as a teacher. The interviews were done in Indonesian for the participants' convenience. Before the data collection, the participants were informed verbally and in writing about the objectives of the study and about how their interview documents would be used in the study. Next, as ethical consideration, an informed-consent document was distributed to the participants to proceed with the investigation. After the participants

were well-informed about the study's objectives and agreed to proceed with the study, an appointment was made to meet the participants' availability and convenience to conduct the interview. Before the interview, the participants completed a survey to gather background information. Several data were collected to find out the information-rich cases for this study, including years of teaching experiences, education level, teacher education programs, and type of classes they teach. The participants then held a one-on-one interview with the researcher. The discussion was meant to allow the participants to tell their narratives about their experience participating in teacher professional development program and their perception of it. The table below shows the blueprint of the instrument.

The interviews were recorded for analysis. The researcher also noted keywords or key points that highlight the data information for documentation.

Data Analysis Technique

To analyze the data, the researchers employed Polkinghorne's (1995) analytical framework of analysis of narratives. This mode allowed the researchers to focus on the standard and salient themes from the records. In doing that, the first step was to transcribe the recording verbatim. The interview data were transcribed and listened to repeatedly through close, selective, and analytical listening (Widodo, 2014). Secondly, the researchers examined the transcription and focused on finding the common emerging themes. Thirdly, the researchers organized the emerging themes under several categories chosen as the study's foci. In doing so, the researcher employed open coding to allow categorization (Hoggan & Cranton, 2015). Next, the researchers interpreted the data gathered. Finally, the findings were organized around descriptions of common themes in the collected narratives.

To ensure the trustworthiness of the data, the researchers applied member-check technique for this study. The participants were sent back the interpretation of the data gathered and were asked whether the interpretation is in accordance with the data that they have shared. The participants were allowed to add or cut the data as needed.

The results were presented in descriptive narrative rather than as a scientific report. The research reported here focuses on how teachers interpreted their lived experiences and constructed the meanings of their experiences within teaching contexts. Following the phenomenological

Table 1. Instrument Blueprint

Framework	Research Questions	Interview Questions
Resilient Teachers Howard & Johnson, 2004		Can you describe a summary of your teaching? Do you hold any responsibility at school? Do you take any extracurricular activities? Can you give me some examples of your day-to-day stress? Do you have something that you regret in the past? How can you handle a stressful situation? Do you have any achievements to be proud of? What/who your main support is during your teaching career?
(OECD, 2018)	What features of teacher professional development (TPD) learning activities in which resilient teachers participate?	Could you please recount and share the teacher professional development activities you have engaged in so far? How do you, if any, develop yourself professionally besides participating in the school's designed TPD programs?
(Guskey, 2002)	What are teachers' perceptions about their TPD?	What are your perceptions about the TPD programs you have participated in? Do the TPD programs contribute to your resilience and decision to stay committed to your teaching profession?

research tradition (Cresswell & Cresswell, 2018), the researcher tried to identify the essence of the experiences as retold by the participants.

RESULT AND DISCUSSION

The results present the data given by resilient teachers regarding their records of teaching experience as resilient teachers and the formal and informal TPD programs undertaken by them.

Resilient Teachers

In this part, the researchers are going to describe each of the four teachers participated in this study and their resiliency based on the narrative they told during the in-depth interviews. All of the teachers show resilience even though they had been faced with tough experience during their reciprocation teaching programs. They continue their career as a teacher and strive to be a better teacher after all those uneasy years of reciprocation.

Teacher 1

Teacher 1 graduated in 2017 and had finished her reciprocation program in 2020. For her reciprocation, she was placed to teach in Labuan Bajo for three years in which she became the homeroom teacher for kindergarten classes. In addition to her role as a homeroom teacher, she was also given the responsibility to teach ICT for senior high school and to supervisor for extracurricular for senior high school students. Besides that, regularly she took the responsibility to manage school's activities and events. She described that the experience she had as challenging because the school was still new. She was the only kindergarten teacher at that time so she could not share her problems and learn from other experienced teachers. She had to figure out about the lesson plans, curriculum, classroom management, and

other teaching-related matters on her own. Due to the limitation of teacher resource, she was also given the responsibility to teach ICT to senior students even though she was not trained to teach ICT nor senior students before.

Despite the difficulties experienced, she still chose to continue her teaching career after completing the reciprocation program. She applied to other school in Surabaya and has been teaching there for more than two years now. In the new school, she was faced with other difficulties, such as adaption to online and hybrid teaching due to the pandemic. However, it still did not stop her to become a teacher.

Teacher 2

Teacher 2 also graduated in 2017 and had completed her reciprocation teaching program in 2020. She was mandated to teach elementary students in Ambon. She confessed that she enjoyed teaching there despite of the limitations that the school had. The only struggle that she had was being far from her family in Java. She had to take another side job as a private teacher to be able to afford to visit her family despite her loads of work she had as a homeroom teacher and an extracurricular supervisor. She admitted that in her three year of reciprocation program, she only visited her family once.

In her last year in the school, there was a natural disaster in Ambon which caused school to be closed. After that, there was the pandemic outbreak that shifted learning into being online. She regretted the phenomenon because she had not been able to get to know each of her students personally. The situation also limited her interaction with the students because she only had small time meeting the students in person. Although she had tried her best to complete the learning goals through online teaching, she regretted the fact that she missed the opportunity to build relationships with the students and parents.

After she finished her reciprocation program in Ambon, she moved to Jakarta and had been teaching there for more than two years now. She said that she did not want to have the same regret and had been trying to build a strong relationship with the students she teaches in Jakarta.

Teacher 3

Similar to the previous teachers, Teacher 3 also graduated in 2017. She finished three year of teaching reciprocation program in Manado in 2020. She experienced similar struggles as Teacher 1 for being placed in a new established school. She shared that there were a lot of confusions because the cultures and systems of the school have not been settled yet. There were a lot of trials and errors in the implementation of the rules, procedures, and systems which made her struggled in her first years of teaching. Nevertheless, despite of the constraints that she faced, she showed resilience and perseverance for in her third year of reciprocation in Manado she was chosen to become the curriculum coordinator for junior school. She shared her struggle with loads of work and of being far from her family in Java. She shared that during her reciprocation program, she went to the doctor multiple times caused by stress from work.

Nevertheless, she did not quit and even after she finished her reciprocation program, she extended her teaching career at the same school in Manado for another two years. In her sixth year of teaching, however, she decided to move to Cikarang, but she is still trusted to become a curriculum coordinator in the new school. She took the responsibility even though she confessed that being a curriculum coordinator was not an easy job, for she had to deal not only with the teachers, but also the students, parents, and the school leaders.

Teacher 4

Graduated in 2017, Teacher 4 completed her reciprocation program in Bangka in 2021. Unlike the other three teachers, Teacher 4 was assigned for a four-year reciprocation program. She taught elementary students for three years, then was chosen to be a curriculum coordinator in her final year of teaching in Bangka. The school where she taught in Bangka was also a new established school. She was among the first teachers to teach there. She helped to establish the school. The fact that she was chosen to be a curriculum coordinator is a proof that she had been a resilience teacher and had shown a great quality as a teacher despite the struggles that she faced. After

completing her reciprocation program, she moved and started teaching in Jakarta. In her new school, she was also chosen to be a curriculum coordinator. In fact, the school was aiming to get accreditation, making her transition from the previous school to the new one uneasy. Nevertheless, she was faithful to her role as both a teacher and a curriculum coordinator. She often got home very late to finish the paperwork she had as a curriculum coordinator to prepare for accreditation.

TPD undertaken by resilient teachers

Teachers in this study reported to have undertaken various features of both formal and informal TPD. The chart below shows the TPD Programs undertaken by the teachers.

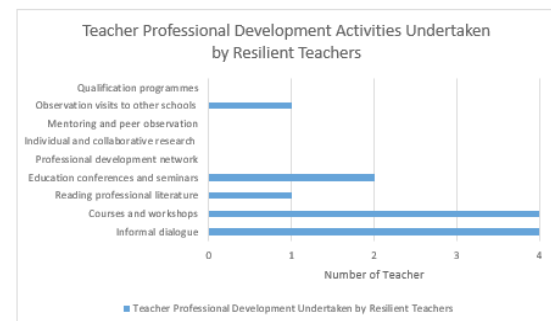


Figure 1. Survey of TPD Programs Undertaken by Participants

From the chart, it can be seen that the features of TPD that are most common and popular among the teachers are education conferences and seminars, courses and workshops, and informal dialogue, which are followed by observation visits to other schools, and reading professional literature. All of the teachers reported that they have undertaken at least 3 courses and workshops which are commended by the school or the stakeholder.

Discussions

In this part, the discussions are done based on the results of survey and interviews done by all four participant teachers.

Courses and Workshops

The teachers reported that the courses and workshops they have attended are relevant to their requirements as teachers because the topics were chosen based on teacher requests. Teacher 1 shared:

“The topic of TPD in our school is based on the teachers’ request, therefore the courses and workshops have been very helpful and applicable

for me. Like recently we learned about robotics that we need to teach the students. Besides, we also learned about digital transformation.”

The excerpts showed that the teacher benefited from the courses and workshops because the topics were corresponding to what she needs to learn. Another study focused on the topic of teacher empowerment conducted by Fitri & Rifa’at (2022) concurred that TPD in the form of school-based trainings that explain the knowledge and skills connected to the useful competencies required by teachers are highly recommended. Meanwhile, Teacher 2 reported that in her school, online courses were implemented. For the TPD, she mentioned that teachers were given options to select the topics that they were interested in that are available in the google classroom that they were assigned to. She mentioned:

“We are given options of topics we would like to learn. Then we can enter the google classroom of our chosen topic. I chose the topic of classroom management and creative teaching. From the google classroom, we can access the materials, room for discussions, and tests.”

Her statement supported the study by Ekwati et al. (2021) which found that teachers’ perceptions of the practicality and use of web-based technology for professional development were overwhelmingly positive due to the open possibility and opportunity to interact with instructors and colleagues from different regions through the online community. Teacher 3 mentioned that every week, during the pandemic outbreak, her school had webinars that were conducted for all the schools under the same associations. The online TPD allowed teachers to learn from and with other teachers from different schools.

Meanwhile Teacher 4 mentioned that she often joins online courses and workshops for her own sake of learning apart from the school programmed TPD. However, she confessed that it had been difficult to complete the courses or workshops due to the loads of work she had from school which left her with limited spare of time to conduct personal TPD.

Education Conferences and Seminars

Teacher 2 and 3 reported that they were involved in the TPD programs that the government conducted in the form of seminars. Teacher 3 herself is a curriculum coordinator in her school who is responsible to give training to the teachers, therefore she often participated in the educational seminars and conferences conducted by the government to learn the materials that they want to convey to the teachers. She mentioned:

“We got conferences from ACSI. Also, from the Ministry of Education, Culture, Research, and Technology [Kemdikbud] about Merdeka Curriculum.”

Meanwhile, Teacher 2 was once chosen to be the representative of her school to participate in the seminar and conference that was held by the government. She was then responsible to present what she had learned from the seminar to other teachers on the school TPD day. Both teachers expressed their gratitude about having the opportunity to be involved in the TPD program conducted by the government because they could learn about the new curriculum that is being implemented in Indonesia. Nevertheless, a study by Rahman (2021) retold stories of teachers who deplored about the absent invitation for their school to join government TPD programs. The teachers’ excerpts in the study suggested that there are “favoritism” practiced by the government authorities that caused TPD programs only available for particular schools and teachers (Rahman, 2021). Teacher 1 and 4 mentioned their desires to join the education conference and seminar particularly on the topic of curriculum development. Teacher 4 expressed:

“If I could ask, I wish I could join seminars on the new curriculum [Merdeka Curriculum]. It would be really helpful if the seminars are scheduled for all teachers specific only for the development of the new curriculum, because then the teachers could have a better understanding of the curriculum and can design the lesson accordingly.”

In addition, Teacher 1 stated:

“I want to join the TPD programs regarding how to plan teaching materials according to Merdeka Curriculum. The materials will make me confident and eventually will increase my resilience when I encounter problems related to my teaching.”

The statement by Teacher 1 and 4 shows that the teachers desire to join education conferences or seminars to enrich their skills and professionalism in accordance with the emerging requirements. Merdeka Curriculum is the new established and agreed curriculum in Indonesia and teachers are willing to learn about the new curriculum and adapt their teaching practices according to it. Nevertheless, it seems that the opportunities are not yet available for all teachers. In addition, Teacher 1 confessed that to fulfill her needs of developing her skills and knowledge, she often joins seminars apart from the school-designed seminars. She confessed:

“I undertake seminars besides the ones

programmed by the school.”

This shows that the teacher navigates their own professional development by actively joining seminars apart from the ones she receives from school.

Informal Dialogue

All teachers participated in this study reported that they engaged in informal dialogue as a part of their professional development. Informal dialogue itself is defined as the conversations that take place among small groups of dependable colleagues (Thomson & Trigwell, 2018). Teachers reported that they engaged in small group conversations about teaching with their trusted colleagues. Two teachers reported that the dialogue happened because it was designed and mandated by the school leaders. Teacher 1 shared that even though the activity was designed for the teachers, the conversations were not rigid because it happened within a small group. She shared:

“We have it [informal dialogue] twice a week. We have small groups to discuss about the learning materials and evaluations with our parallel teachers. In the meeting, we can also share about our struggles and achievements. Having this small group is very helpful for me because it facilitates me for when I need to discuss about anything. Otherwise, I would be reluctant to ask for help.”

This shows that designed program of informal dialogue enables teachers to talk about teaching. The mandatory to participate in the conversation gives teachers chances and confidence to talk about teaching-related matters. In addition, Teacher 3 shared:

“We were put in small groups to talk and discuss some specific topics. There we share our opinions about the topic and how we think we can implement it in our classrooms.”

Meanwhile, the other teachers reported that they often talk to other colleagues that they trust about their day-to-day struggles related to teaching. They reported that the conversations often appear spontaneous and intensive. Teacher 1 shared:

“I usually will have small talk with the teacher that has ever taught the level that I teach. I ask many questions and learn from them.”

Similarly, Teacher 4 stated:

“Yes, I often have conversations with other teachers who I am close with. I often share about my problems and ask for their advises. I learned a lot from the conversations that I had with my colleagues.”

From the excerpts, it can be concluded that the teachers’ perceptions of informal dialogue, either designed or spontaneous, are positive because it is beneficial for teachers since it gives the teachers a space to discuss about any concerns or ideas about teaching which in turn help them to develop professionally.

Observation Visits to Other Schools

Only Teacher 3 reported that she visited another school during her early year of teaching. She shared that as a curriculum coordinator, she had the opportunity to visit another school under the same foundation that she worked at. During her visit she helped the school she visited in terms of curriculum development because the school was a new established school, and it was in the rural area. Besides that, she also observed the activities, pedagogies, and cultures that the other school had. She witnessed that the students in the rural area were very eager to learn despite the limited facilities that they had. Witnessing that she was triggered to be a better teacher and to continue to do the best in her teaching profession. She stated:

“I am grateful to have the experience [to visit the school in the rural area]. I am amazed by the zeal of both the teachers and students here to teach and to learn even though their resources are limited. This encourages me to do better in my profession because it is ashamed if I don’t have the same zeal with better resources I have at the school.”

Teacher 3 expressed her gratitude of being able to visit another school because that experience has encouraged her to be resilient in her teaching profession. From her visit, she noticed that the school she visited had limited resources compared to the school she worked at. However, despite the limitations, she found that the teachers and the students were eager to teach and learn using the limited resources that they had. She noticed the possibility of her being at the school with better resources to give more effort in her teaching practice.

On the other hand, although the other teachers never visited another school during their teaching year, they reported that they visited many different schools during their study in the bachelor’s program. Teacher 4 stated:

“I visited different schools under and outside of the foundation during my study. The experienced helped me to widen my knowledge about teaching itself.”

Similarly, teacher 1 stated:

“My experience of having observations

during my study has helped me to strengthen my will to become a teacher.”

The statements conveyed the teachers’ positive perceptions of having observation visits to other schools for their professional development. The teachers conveyed that the experiences that they had of visiting schools build their constructs on education itself and it has strengthened their volition to become a teacher and to be a better teacher.

Reading Professional Literature

Based on the survey and interview, only one teacher reads professional literature as her professional development program. Teacher 3 confessed that she usually reads a book about teaching as recommended by the school. At the school, there was a program for all teachers to read and learn from recommended books about teaching. Besides that, she confessed that she also reads books apart of the school program on her free time like during holiday. She stated:

“I usually read books on holiday, because when I am not on holiday, I don’t have much spare time to read books. My time is booked to finish other responsibilities I have as a teacher and curriculum coordinator.”

The other teachers expressed their desire to read books as a part of their professional development but confessed that they do not have the time to read books.

Teachers’ perceptions on the TPD activities they undertook

TPD programs equip teachers to be ready to face the constraints of teaching.

Based on the interview, all of the teachers declared that they never had a TPD with the topic of teacher’s resilience. Thus, their resilience is not caused by having an explicit training or workshop on becoming a resilience teacher. Nevertheless, they believed that the TPD program that they undertook have equipped them to be a teacher who is skilled, knowledgeable, and ready to take on any teaching-related matters. And with those skills and knowledge they got from the TPD program, they became resilient in facing any constraints that appeared in their teaching journey. They gain self-confidence that they will be able to face any difficulties because they are aware that they are prepared and equipped by the TPD programs. Teacher 1 stated:

“The TPD that I undertake adds to my knowledge and improves my skills as a teacher. That makes me more confident as a teacher, as to be able to accommodate my students with the

learned knowledge and skills from the TPD programs. Thus, it makes me become more resilient. For example, the TPD about inclusive class helps me to become resilient and not to give up when I face an inclusive student.”

In addition, Teacher 2 stated:

“TPD programs do not make me stay committed to teaching, but I think the TPD programs are very helpful in helping me to keep my commitment as a teacher because they equip me to tackle everyday challenges and demands of being a teacher.”

From the excerpts, it could be concluded that TPD programs are supportive factors of teachers’ resilience, even though it is not the main and ultimate reason of teachers’ resilience and commitment in their teaching profession.

Teachers’ suggestions on the school-programmed TPD

TPD programs should be in accordance with teachers’ needs.

The teachers expressed their gratitude to be joining school-programmed TPD with the topics that they need. Teacher 1 expressed:

“So far, the TPD topics that we had are what we needed, and I am happy with that. For example, we had a TPD with the topic of robotics and digital transformation. The TPD helps me to anticipate any questions related to the topics that are coming from the students.”

When the TPD topics are aligned with the needs of the teachers, the programs would not be left in vain because teachers could directly apply the skills and knowledge they got. Earlier it is revealed that Teacher 1 got the opportunity to request on the topics of TPD programs to the school. It shows that the school is trying to be a supportive institution for the development of the teachers as well as to be a fostering factor of the teachers’ resilience (Beltman, 2020).

In addition, the teachers also voiced their thoughts on TPD topics that would be fostering factors of their resilience and commitment to teaching. Teacher 3 stated:

“I personally think that TPD should also touch the areas of teachers as personal beings. A topic such as spirituality, mental health, identity, etc, should be put on the list because skills and knowledge on teaching aren’t enough. A skillful and knowledgeable teachers will struggle in their teaching if they are not mentally prepared. And a mentally healthy teacher, with the heart for teaching, won’t be effective in teaching the students if they are not skilled and knowledgeable.”

From the excerpt, it could be seen that Te-

acher 3 suggested the schools, institutions, or stakeholders to provide the materials for TPD that are beyond skills and knowledge on teaching. She suggested that the topics for TPD also focus on teachers' well-being. She argued that teachers need to be seen as a whole being holistically, which means teachers are not only academic agents who are responsible for students, but also a person with mind, body, and soul that need to be taken care of.

Teachers' perceptions on their resilience

Beside TPD as the supportive factors of their volition as a teacher, teachers conveyed other themes that they believed to be the triggers of their resilience and commitment as a teacher.

Teaching as a life's calling

All four teachers mentioned about teaching as a life's calling when is asked about the reason of their commitment as a teacher despite the challenging constraints they faced. Teacher 2 stated:

"What makes me stay committed is my confidence that I am called to this. I believe that everything happens for a reason. I believe that God designs and plans everything. The fact that I ended up in a teaching education program and am now placed in a school is an assurance that this is my life's calling."

Similarly, Teacher 1 expressed:

"As for me, teaching is a calling. It might sound cliché but when I live it, that makes me gain my strength."

From the statements of the two teachers, it can be concluded that having the mindset or belief that teaching is a life's calling could help the teachers to stay resilience and committed in the face of difficulties of teaching. The belief makes the teachers feel honored and privileged to do the job because they believe that not all people are called to be a teacher. Therefore, they are eager to live up the destiny to be a teacher as what God has designed them to be. Since teachers believe that the calling to be a teacher comes from the Mighty God, they believe that everything they do as a teacher is accountable to God.

The teachers confessed that this construct that they have about their calling as a teacher was developed since they were in college. The lessons and experiences they had during their undergraduate study shaped their identity and beliefs as a teacher who is called.

Emotional management skill as a fostering fac-

tor of resilience

Teachers expressed that understanding how to manage and control their emotions when faced with problems help them to recover from stress and stay committed. Teachers shared different strategies to manage their emotions during stressful situation. Teacher 3 stated:

"Knowing with whom I am in walking this journey and understanding my end goal of doing this makes me committed. Having a personal relationship with God by praying and having devotional time strengthens me and helps me to be resilient. I am able to recover from the stress that I have day to day."

She explained that on recovering from negative emotions, she prays and have some devotional time or meditation. By praying, she is able to navigate the negative emotions and to stay calm to find solution for the problems. Meanwhile, Teacher 4 shared that in the midst of problems that caused negative emotions, she liked to have some time alone to calm down herself. Then, after she is calm, she would ask for some help from another teacher that she trusted or an authority such as a mentor or school leader that she believed could help her with the problems she had. She stated:

"When I have negative emotions, I tend to avoid people because I don't want to say things or make a decision that would harm others. I would have some time alone just to come my self down. When I am calm, I'd talk to others to ask for help for my problems."

Family as a supportive factor of resilience

Three of the four teachers claimed that family is the biggest reason they are committed to the teaching profession. Teacher 1 stated:

"My family has been the biggest support for me."

Similarly, Teacher 3 stated:

"My main support has been my family. They have been very supportive and very accepting. I am doing what I am doing for my family."

In addition, Teacher 4 said:

"My family is the reason why I try my best to be resilient and stay committed to the teaching profession, because they have supported me from the start where I decided to enter teacher training education. I do not want to put them down."

From the statements, it could be seen that family is a fostering factor of teachers' resilience. This proves the previous study that being in a supportive environment, such as supportive family, grants teachers with resiliency (Beltman, 2020).

Table 2. Data of Color Value

Color Value					Total
1	2	3	4	5	
30	105	125	500	650	1410
30	105	125	570	650	1480
40	105	125	570	650	1490
20	105	125	570	650	1470

**Figure 1.** Figure and title not more than 5cm in Height.

CONCLUSION

The current study gained perspectives of resilient teachers regarding the TPD programs they undertook in regard to their resiliency and commitment to teach. The findings show that resilient teachers undertook formal TPD programs, which is programmed by the school or government and informal TPD that they personally undertook as their own initiative. Teachers agreed that TPD programs that are designed according to their needs helped them to be resilient because they equip them with the skills and knowledge that they need to survive in the teaching profession. Nevertheless, teacher suggested that the TPD programs also bring up the materials that are not only focused on teaching practice but also focused on teachers as a whole being whose well-being needs to be taken care of. Thus, resilient teachers suggested that topics on mental health issues and spiritual matters also put into consideration of TPD design.

The findings also emerge other themes besides TPD programs as a fostering factor of teachers' resilience and commitment. Those fostering factors are (1) teachers' beliefs that teaching is a life's calling, (2) teachers' emotional management skill, (3) teachers' supportive family. These findings bring enlightenment to young teachers to work on adopting the factors that could help them to be resilient thus they can stay committed to the teaching profession. For the school leaders or stakeholders who design TPD, they can use the findings to design the TPD programs with the to-

pic that teachers need so that the TPD programs could equip the teachers to be resilient.

This study is not without limitations because this study only included small numbers of participants. Future researchers could conduct the same research with bigger number of participants to gain a wider perspective on resilient teachers and the factors that make them become resilient.

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