

Nurwidodo, Husamah, Rahardjanto, A Mas'odi, Mufrihah A. (2017). Teacher Resilience in Remote Islands Area: A Case Study in Small Pagerungan Island Sumenep Regency, Indonesia. *Journal of Education and Learning*. Vol. 11 (1) pp. 47-56. DOI: 10.11591/edulearn.v11i1.4669

Teacher Resilience in Remote Islands Area: A Case Study in Small Pagerungan Island Sumenep Regency, Indonesia

Nurwidodo*

University of Muhammadiyah Malang

Husamah**

University of Muhammadiyah Malang

Abdulkadir Rahardjanto***

University of Muhammadiyah Malang

Mas'odi****

PGRI Sumenep School of Teacher Training and Education

Arina Mufrihah*****

PGRI Sumenep School of Teacher Training and Education

Abstract

This study aims to describe resilience teacher at Elementary school III at Small Pagerungan Island. Aspects of resilience in this study are phase of resilience refers to Patterson & Kelleher (2005) and the strategy of resilience refers to Diah & Pradna (2012). This type of research is descriptive qualitative with case study approach. The subjects were 5 teachers (Subject I: government employee (PNS) teachers senior and immigrant from Java, Subject II: government employee (PNS) teachers senior natives, subject III: temporary teacher who has taught more than 10 years, Subject IV: new civil servant teachers a few years removed, and subject V: new no permanent teachers who teach less than 5 years). Data collected through in-depth interviews with each subject of study. Analysis of data using thematic analysis approach hybrid refers to Fereday & Muir-Cochrane version. The results showed that the phase of resilience to be taken by each teacher is different. Subjects I and II has reached growing phase. Subject IV and V are still at the stage of deteriorating phase, while the subject III only at adapting phase. Subjects I and II have an optimistic view and gave rise to 7 points strategy of resilience, which is a positive attitude to face difficulties, focusing on the core value, versatile in the running for the purpose, willing to take concrete steps to face difficulties, create conditions of self and supportive environment, maintain hope and expectation is high, and develop an attitude of participation and responsibility. Subject IV and V are relatively optimistic, but because the teaching experience is still limited cause-point strategy of resilience that appears only reached 4, which is flexible in an effort to achieve goals, create conditions of self and supportive environment, maintain hope and expectation is high, and develop an attitude of participation and responsibility. Subject III is more pessimistic and pragmatic look at the future of the profession so that a strategy of resilience that comes only three, namely flexible in an effort to achieve the goal, to create the conditions themselves and a supportive environment, and develop an attitude of participation and responsibility. Point's resilience strategy that appears, consciously or not by the fifth subject, has been assisting survive to teach at Elementary school III Small Pagerungan Island belonging to the category of remote schools, schools with limited resources, and minimal attention from government.

*Drs. Nurwidodo, M.Kes., Department of Biology Education, Faculty of Teacher Training and Education, University of Muhammadiyah Malang, Jl. Raya Tlogomas 246 Malang, 65144, East Java Indonesia. E-mail: nurwidodo88@yahoo.co.id

**Husamah, S.Pd., M.Pd., Department of Biology Education, Faculty of Teacher Training and Education, University of Muhammadiyah Malang, E-mail: usya_bio@umm.ac.id

Keywords: *Pagerungan, remote area, resilience, Sumenep, teacher*

Introduction

Sapeken is a district in the cluster of Kangean Islands, Sumenep Regency, and East Java Province, Indonesia. The area is located at the very tip of Madura Island. Access to Sapeken Islands is use a passenger ship through the route of Madura Island (Port Kalianget, Sumenep-Madura Island) or Banyuwangi (Port Tanjungwangi) towards Kangean Island (Port Batuguluk) and further to Sapeken Island. Regular time boat cruise on this line is approximately 8-12 hours. Sapeken Islands is one of the districts of the islands that have small islands as much as 53 islands, with 21 inhabited islands and 32 uninhabited islands. One of the islands are inhabited and has a relatively dense population is Small Pagerungan Island.

Small Pagerungan Island located 85 miles or 137 km north of the Bali Island and 210 miles or 338 km east of Surabaya. Geographically, Small Pagerungan Island is located in Java Sea area in 115°55'51" East Longitude and 06°57'24" South Latitude with the boundaries of the region, namely the north bordering the Borneo Island Sea, the south by the Bali Island Sea, east by the Sulawesi Island Sea, and west by Java Sea and Madura Island Sea (Kangean Energy Indonesia, 2013).

Levels and number of education facilities available at Small Pagerungan Island, namely 1 Kindergarten, 9 Elementary schools/Islamic elementary schools (State elementary schools totalling 3 and Islamic elementary schools amounted to 6), 3 Islamic junior high school, and 3 Islamic Senior High School. Islamic Junior High School and Islamic Senior High School is boarding school system, managed by the foundation and is owned by individuals or private. Education at Senior High School and university taken outside Sapeken is in Java, Bali, West Nusa Tenggara, Sumatra, and Sulawesi.

Although relatively large number of educational advice, but the quality of education services in the schools is still not evenly distributed. Quantitatively, the number of students continues to increase, but the supporting infrastructure is still inadequate. Physical education facilities have increased but the acceleration is quite slow, so in some school buildings are not adequate, facilities such as tables, chairs, and textbooks that do not support to the number of students. Another circumstance that the problem is the availability of teachers, both in terms of quantity and quality of teachers, and therefore contributes to the quality of teaching and school management (Kangean Energy Indonesia, 2013).

The educational problem firstly in remote area is teachers problem, like quantity (shortage), unbalanced distribution, under qualification, low competencies, and mismatched about teacher education with teacher teaching activity (Ministry of Education and Culture, 2012). Serious lack of teachers in remote areas is one of the problems that plagued the education in Indonesia is prolonged. This is problems unresolved for a long time. Shortage of teachers is also suspected as a cause of low education index in remote areas that affect citizens participating in economic and health levels. In fact, about 37% of rural and 66% of remote areas are teacher shortages (Erni, 2014; McKenzie *et al.*, 2014).

Based on this fact it can be said that the problem is urgent because it affects too many things is education. This is according to Munaf *et al* (2008), they cause a remote area behind mainland regions (urban) and widen the gap. Sumenep Regency Government has been experiencing problems in establishing and managing the islands, including in this case the problem of education (in many aspects). This is in line with the views of Sion *et al* that the enormous challenges facing the government in the distribution of education (Sion *et al.*, 2012). Indonesia is an archipelago country with a varied geographical conditions (Siagian *et al.*, 2014), so the implications for the development of educational achievement is variation (Candiasa *et al.*, 2013). The islands tend to have gaps compared to the surrounding areas near civilization thinking about the economy and ease of access.

There are still many areas are geographically difficult to reach with any means of transport, causing the remoteness and isolation from other regions (Maryani & Suharmiati, 2013). Geographical constraints and access limitations as remote areas major influence on the course of the educational process. It is a cause that schools and teachers on the Small Pagerungan Island still in disadvantaged category and isolated groups or rarely touched by education development program. This condition is very dangerous, given the existence of the school but it is not offset by the availability of teachers in quantity and quality will cause the quality of graduates and human resources in the District Sapeken are very worrying. Number of human resources that are not qualified and not qualified will hinder Small Pagerungan Island communities to be able to leave the pressures of poverty and underdevelopment experienced to date.

Teachers are individuals who are fully responsible in ensuring the achievement of educational goals that develop human (Osman *et al.*, 2015). Human development is the process of formation of self-respect, self-confident and self-reliance so that they can work together, tolerance of others and realize their potentiality (Richins & Pearce, 2000). Teachers also must have strong endurance although faced

with unfavourable conditions, the conditions are not ideal, or in areas classified as full of limitations and underdevelopment. According to Osman *et al.* (2015) a teacher was said to have staying power if it is able to face all the challenges in education. Teachers who have strong endurance made unfavourable conditions as a challenge and not an obstacle or a problem for them. Durability evolved over time that appears on the capacity of the individual is in the form of proficiency/skill. This proficiency will eventually become eternal power and become part of the lifestyle of the individual. According Cornu (2013) durability of teachers facing unfavourable conditions is known as resilience.

The term resilience introduced by Redl in 1969 and is used to describe the positive part of the individual differences in the person's response to stress and adverse circumstances (adversity) Other (Desmita, 2011; Mate & Ryan, 2015). The term resilience stems from Latin (*resiliens*) and was originally used to refer to the pliant or elastic quality of a substance (Joseph, 1994). Resilience is considered as the basic forces that become the foundation of all the positive traits in building someone emotional strength and psychological. Without their resilience, there will be no courage, perseverance, no rationality (Jackson *et al.*, 2007; Lestari & Mariyati, 2015). Merriam Webster Dictionary (2005) defines resilience as the capability of a strained body to recover its site and shape after deformatory causal especially by compressive stress. Henderson & Milstein (2003) defines resilience as the process of coping with disruptive, stressful, or challenging life events in a way that provides the individual with additional protective and coping skills that prior to the disruption that results from the event.

The pressures of life are of no exception experienced by all individuals, but the difference between one individual and another is on its success in adapting to the pressures. In connection with the Balanon (2002) defines resilience as "successful adaptation to stressful life events," which means the success of adapting to the pressing situation in life. Resilience also means good outcome despite the high-risk status and sustaining competence under threat. This means that the high-risk status even able to give a good impact on the resilient, even make it more competent.

Resilience is an important thing when someone wants to bounce back from problems (Meichenbaum, 2007). Someone who has the resilience be able to rise from the difficulties in his life. Resilience can be formed because it is influenced by two factors: external factors include childhood experiences, such as the close relationship with the environment, the role models that can lead to happiness and self-reliance, and the contribution of family support effectively. Internal factors are factors that come from within oneself (characteristics of a person). Someone who has resilience can be affected by high self-esteem, confidence in himself, problem solving, and interpersonal relationship satisfaction. Resilience can be influenced by self-discipline, self-confidence, curiosity, self-esteem and self-concept (Rachmawati & Listiyandini, 2014).

Someone who has a low level of resilience will tend to require a longer time to be able to accept all the trials that come and conversely if the level of resilience someone is high, it will tend to be stronger and soon emerge from the downturn as well as trying to find the best solution to restore him. This relates to the risk factors and protective factors that are owned by a person in the face of difficult conditions in his life (Murray, 2003).

Assessing teachers resilience condition is very important, especially teachers who teach in remote areas. Their ability to survive in difficult conditions is a remarkable thing. According to Patterson & Kelleher (2005) resilience a basic construction that provides strength to help school leaders to rise and develop from difficulties. School leader is not only meant the leader or the head of the school but also teachers. Moreover, when referring to Joseph (2000) that turned out to be a teacher one position in the level of stress and prone to burnout or be absent from work and out of work. Research conducted by Nagel (2003) also showed that the subjects in the study when asked, "If given the opportunity return to choose a job" are all answered not want to choose to become a teacher. Of the group, 33% claimed that being a teacher giving severe stress, and 30% claimed they would only survive as a teacher for 5 years only. This study aimed to describe resilience teacher at State Elementary School III of Small Pagerungan Island. Aspects of resilience refer to the phase (Patterson & Kelleher, 2005) and strategy (Diah & Pradna, 2012).

Patterson & Kelleher (2005) mentions the four phases of resilience that may occur in individuals when the difficulty comes in his life, namely a) Deteriorating; a phase when difficulties arise. Generally, individuals will experience a worst condition (deteriorate) which is also the initial phase of resilience. In this phase, the individual will feel anger, a sense of guilty all the time. Teachers who are trapped in this phase in the long term will not be able to continue to function as a professional; b). Adapting; this phase is a transitional phase where people are getting used to the difficult situation they face. c). recovering; in this phase the individual in the position of the status quo, neutral. d). growing; this phase is the final phase in which individuals emerge stronger through the lessons and

experience gained when it becomes difficult. Given the difficulties that arise, individuals learn how to face and overcome the problem.

Resilience strategies are a number of ways teachers can use to maintain resilience in the preservation of their professional tasks at school (Abbott, 2004). There are seven key strength used by teachers in maintaining the resilience that is a positive attitude in the face of adversity, focus on core value, flexible in an attempt to reach a goal, dare to take concrete steps in the face of difficulties, create conditions of self and supportive environment, maintain the hope and expectation that high on teachers, students, parents, and develop participative attitude and responsibility (Diah & Pradna, 2012). This study aims to describe resilience teacher at Elementary school III at Small Pagerungan Island.

Methods

This research type is descriptive qualitative case study approach. This study focuses intensively on a single object that is studied as a case. Data of case study can be obtained from all parties concerned, in other words in this study were collected from various sources. According to Yin (2003a; 2003b) case study is a method to perform a study to be a phenomenon that occurs with a focus on the experience of one's life (real life context), when there is a gap between the phenomenon with the existing context. There are several steps in the design of this case study, which was to determine and describe the research questions, selecting and determining the design and research instruments, specify the data collection techniques and perform data collection, making analysis of the data, and prepare the research report.

The subjects were 5 teachers who teach in State elementary school III of Small Pagerungan Island (Subject I: government employees teachers, senior and immigrant from Java Island; Subject II: government employees teachers, senior, natives; subject III: temporary teacher who has taught more than 10 years, Subject IV: government employees teachers; just a few years inducted as a teacher, and subject V: the new temporary teacher who taught for less than five years). Aspects of resilience in this research are the phase of resilience refers to Patterson & Kelleher (2005) and the strategy of resilience refers Diah & Pradna (2012). Data collected through in-depth interviews with each subject of study, using free guided interview guidelines. Researchers asked a question in accordance with the outlines of the issue, but then developed based on the flow of the conversation and the current needs of the passage of the interview. Researchers come directly to the area where teachers teach, it is crucial to be able to discover and experience the real condition of these disadvantaged areas.

Analysis of data is using thematic analysis hybrid approach, a Fereday & Muir-Cochrane (2006) version. There are 6 steps or stages, Stage 1: Developing the code manual. The choice of a code manual for the study was important, because it served as a data management tool for organizing segments of similar or related text to assist in interpretation. The use of a template provided a clear trail of evidence for the credibility of the study. Stage 2: Testing the reliability of the code. An essential step in the development of a useful framework for analysis is to determine the applicability of the code to the raw information. Stage 3: Summarizing data and identifying initial themes. This process involves reading, listening to, and summarizing the raw data. We used this technique as a first step when analysing each transcript of the focus groups. Stage 4: Applying template of codes and additional coding. Using the template analytic technique, we applied the codes from the codebook to the text with the intent of identifying meaningful units of text. Stage 5: Connecting the codes and identifying themes. Connecting codes is the process of discovering themes and patterns in the data. We have illustrated the process of connecting the codes and identifying themes across the three sets of data, clustered under headings that directly relate to the research questions. Stage 6: Corroborating and legitimating coded themes. The final stage illustrates the process of further clustering the themes that were previously identified from the coded text. Corroborating is the term used to describe the process of confirming the findings.

Results and Discussions

The results on the Table 1 showed that the phase of resilience to be taken by each teacher is different. Subjects I and II has reached the phase of growing, meaning they have passed three other phases of his life, which is deteriorating, adapting, and recovering. Indeed, according to Nishikawa (2006) a small minority of individuals, Reviews those who are thrivers, will reach the growing phase and achieve a strengthened resilience level. According to Ledesma (2014) this growing phase is referred to as thriving.

The Results Summary of the Study (Based on Analysis of Interviews) are Presented in Table 1.

No	Subjects (Teachers)	Phase of resilience	Strategy of resilience	Information
1	Subject I: Government employees teacher, senior and immigrant from Java Island, Indonesia	Growing phase	<ol style="list-style-type: none"> 1. A positive attitude to face difficulties 2. Focusing on the core value 3. Versatile in the running for the purpose 4. Willing to take concrete steps to face difficulties 5. Create conditions of self and supportive environment 6. Maintain hope and expectation is high 7. Develop an attitude of participation and responsibility. 	More optimistic
2	Subject II: Government employees teacher, senior, natives (local teacher)	Growing phase	<ol style="list-style-type: none"> 1. A positive attitude to face difficulties 2. Focusing on the core value 3. Versatile in the running for the purpose 4. Willing to take concrete steps to face difficulties 5. Create conditions of self and supportive environment 6. Maintain hope and expectation is high 7. Develop an attitude of participation and responsibility. 	More optimistic
3	Subject III: Temporary teacher who has taught more than 10 years	Adapting phase	<ol style="list-style-type: none"> 1. Flexible in an effort to achieve the goal 2. Create the conditions themselves and a supportive environment 3. Develop an attitude of participation and responsibility 	More pessimistic and pragmatic
4	Subject IV: Government employees teacher; just a few years inducted as a teacher	Deteriorating phase	<ol style="list-style-type: none"> 1. Flexible in an effort to achieve goals 2. Create conditions of self and supportive environment 3. Maintain hope and expectation is high 4. Develop an attitude of participation and responsibility 	Relatively optimistic
5	Subject V: New temporary teacher who taught for less than 5 years	Deteriorating phase	<ol style="list-style-type: none"> 1. Flexible in an effort to achieve goals 2. Create conditions of self and supportive environment 3. Maintain hope and expectation is high 4. Develop an attitude of participation and responsibility 	Relatively optimistic

Someone will develop well if he is able to go beyond previous levels, regain and even accelerate psychological trajectory, and has the advantage of mental and emotional suffering or challenges experienced. Conditions crisis faced because a person begins to develop. Thrivers who have a rational optimism will know when to fight or to flow to the rhythm of difficulty and when to break away from the stresses and possibly move forward (Pearsall, 2003).

Subjects I and II have had experience teaching in this remote region for over 25 years. They have rich experience, and may actually have escaped the experience more severe. It is accordance with Diah & Pradna research (2012) that there are still many teachers in remote areas who are able to interpret his life optimistically. Teachers of the view that all the difficulties he faced as a challenge. Subjects who have optimism in life are makes these challenges as motivation to fight and give hope for change in his teaching.

Subjects I and II the ability to merge and adapt to new environments and challenging cause them to pass through the initial phases and eventually growing resilience. Everall *et al.* (2006) says that some people can demonstrate resilience and functioning of a good, but not necessarily it happens to others even in the same profession. Phase resilience depends on mutual interaction between the individual and the environment. The level of exposure to the risk is partly determined by social circumstances but also significantly influenced by how an individual behaves.

Subjects I was a teacher immigrants, coming from Java. He was born in a rural area which also has limited access and resources. His parents are including weak economic capability. Since childhood he trained independently, have learned to work and help their parents to farm and raise cattle. He was even able to pay school fees himself and pay the cost of education prospective primary school teachers. Free time during school or college he used to add income and get the cost of the study. He was able to withstand the pressures and difficulties in where she worked as a teacher at this time because it has

experience in the area were also full access limitations. Subject II also has the experience and conditions that are relatively similar to the Subject I. Subject II was more fortunate, because the level of adaptability is easy, given that he is a native. However, in the practice of education or teaching conditions experienced by two subjects are the same. This is in line with the opinion of Werner (2005) that many things can be factors that help and support to get up and recover from the difficulties encountered, namely internal individual, family or community and external factors.

Teacher's belief that hard work will give good results for them in the future, regards to resilience. The conviction was stressed the importance of having a sense of purpose (sense of purpose) and optimism. Individuals who tend to have a tough goals, expectations, and plans for the future, combined with perseverance and ambition to bring them on the outcome (Everall *et al.*, 2006). On the other hand, according to a person who was given the opportunity a proper education and develop themselves is one or a positive outcome in poor families, given the fact of poverty is one of the risk factors in resilience that can encourage the emergence of negative things (Walsh, 2003). The positive results were shown family despite being in a difficult situation is one indicator of the resilience of the family (Bhana & Bachoo, 2011).

Phase resilience in the Subject I and II is also associated with their resilience strategy. They have an optimistic view and gave rise to 7 points strategy of resilience, which is a positive attitude to face difficulties, focusing on the core value, versatile in the running for the purpose, willing to take concrete steps to face difficulties, create conditions of self and supportive environment, maintaining hopes and expectations were high, and develop an attitude of participation and responsibility. It is actually reinforced or supported by their status recognized by the government as a professional or a certified teacher. Surya (2000) states that the characteristics of the ideal teacher can be broken down as follows, (1) have high morale, (2) capable of manifesting itself in the linkage and matching with the demands of the environment and the development of science and technology, (3) capable of learning and collaboration, (4) have a strong work ethic, (5) professional spirited, (6) have the foresight, and (7) able to carry out its function and role in an integrated manner.

Subjects I and II have a higher and maximum of phase strategy resilience because they have attributions positive (optimism), so they will tend to address any issues in a positive way, so that organizational-based self-esteem will be affected more positive and will strengthen the work engagement. According Luthans *et al* (2010) teachers committed to work because of a job as a teacher made him feel challenged, enthusiastic, work he did to inspire significant in itself both socially and personally, and felt that the work done is a form of devotion to be done for his country. Aqib (2002) also argued that teachers' attitudes towards work is the conviction of a teacher about the work performed by him, which is accompanied by certain feelings, and provide the basis for the teacher to make a response or behave in a certain way according to his choice. The attitude of teachers to the work will influence of the teacher's actions in carrying out their work activities.

This fact is certainly encouraging and positive thing for the future of education in the islands. We can assume that optimism owned is something that can be learned and transmitted, so that when the teacher and the school system was built with optimism will affect students in the learning process. The studies that have been conducted Bevell & Roxanne (2012) and Cassity (2012) related to the optimism in the academic field shows that academic optimism built schools has a positive influence on student achievement. Patterson *et al* (2004) also says that the teacher's behaviour is positively related to their profession duties will indirectly affect the success of their students.

Other supporting factors for the subject I and II is that they are civil servants and teachers have been certified, so a little financial constraints many problems have been resolved. Their status as civil servants and certified so as to obtain the professional allowance at least be a reinforcement of resilience for the struggle and their patience during this got the attention of government or policy makers. Issues related to the status of teachers themselves, clarity of status will relate to the amount of salary received. This salary issues often become a problem later on, because in the early days of working teachers are not civil servants whose status does not get clarity salary they will receive. This condition is found in subject III. Subject III merely honorary lecturer and has taught more than ten years. This is the basis of why the phase III resiliency subject only to adapting. According Fragrance & Annisa (2015) based on the status of teachers there included teacher fixed and variable, commonly named as honorary teachers. The difference between permanent and no permanent teachers did not stop on status alone, but also on other factors e.g. salary whereas when viewed from side jobs between permanent teachers with temporary teacher had the same job. The existence of these differences is certainly cause dissatisfaction for no permanent teachers. This opinion is also supported by Prestiana & Daughter (2013) that the demands of professional and occurrence of discrimination between teacher salaries to civil service

teachers had caused its own problems, especially for temporary teacher who has long served in the community. The gap between expectations and reality often lead to frustration that led to the saturation of the activities that teachers do.

Subject III are also aware that teaching was his calling. But on the other hand he realized that he would not be able to do much to improve the quality of education in these schools, *let alone* improve the quality of education in the region. Many reasons that he brought out, that status is only temporary teacher, education is still meets the minimum qualifications (only a high school graduate), limited facilities, and lack of access to develop the competencies themselves. This is in line with the findings of Diah & Pradna (2012) that some teachers in remote areas tend to have a realistic view of the Pessimist. They believe that he would not be able to bring about a change in the teaching because of various reasons and trying to be realistic viewing conditions.

Subject III only bring 3 resilience strategies, namely flexible in an effort to achieve the goal, to create the conditions themselves and a supportive environment, and develop an attitude of participation and responsibility. He tended to be more pessimistic and pragmatic look at the future of the profession. According Prestiana & Daughter (2013) unfit (no hardiness) showed signs of high voltage psychic, so it tends to elicit a negative response. Individuals will be pessimistic and loss of creativity because of the stressful situation seen as threatening and cannot be changed, so that the reaction that arises is shy away from the threatening situation. Individuals will tend to do regressive coping in that they seek to deny, avoid, and escape from a stressful situation.

Conditions during the subject III is quite alarming. Moreover, according Prestiana & Daughter (2013) honorary teaching profession is one of the areas of social work who are at high risk for developing chronic job stress that allows it to cause burnout. According Purba *et al* (2007) the burnout symptoms appear in the form of such a feeling of frustration, apathy towards work, feel bound by duty, a cynical attitude towards the students, and are not satisfied with themselves and often absent working with a variety of reasons. Given that the subject III is a high school teacher who graduated from the threat of burnout is huge. According to Cooper *et al*, (1996) burnout is also associated with the level of education and often occurs on the workers concerned with the lack of education and low status.

Meanwhile, the subject of IV and V are still at the stage of phase deteriorating. Subject IV was a young teacher, civil servant status of teachers, only a few years of teaching at this school. Subject V is a young teacher, still a temporary teacher, had taught for less than five years, and he is an alumni of the school. Subject IV and V are relatively more optimistic, resilience strategy that appears only reached 4, which is flexible in an effort to achieve the goal, to create the conditions themselves and the environment that supports, maintains high hopes and expectations, as well as develop an attitude of participation and responsibility. According to Mariani *et al*. (2014) and Musadad (2008) of new teachers or teachers beginners usually do not have much experience as a teacher who was appointed less than five years. Nuraeni (2015) considers that novice teachers generally still face several obstacles, namely the introduction of the characteristics of learners, school culture, adapt to, and communicate with the school community. The introduction of novice teachers to the school situation will determine their future careers and professionalism.

Their optimism novice teachers are very positive and are no strength. Reivich & Shatté find there are seven factors that make up the best resilience concept, namely the regulation of emotion, impulse control, optimism, and analysis of the causes of the problem, empathy, self-efficacy, and opening up (Reivich & Shatté, 2002). Increased internal resilience can help someone in involving them actively encouraging the development of positive and avoid negative behaviours (Sharkey *et al.*, 2008). Optimism would lead one to think more accurately about yourself and the world, leading to better relationships, more productive in the face of adversity, and feel excited and energized in life (Reivich & Shatte, 2002).

Subject IV and V have the potential to bring positive change to schools and education in the region. Over time, more and more experience, their coaching and more attention, and the confidence of the manager of the school or the government, will accelerate the increase in the phase of resiliency and performance resilience strategy. Benders & Jackson (2012) says that the resilience of teachers associated with confidence, skill, "us" taste, and usefulness. Resilience refers to the willingness of teachers to keep trying in the face of obstacles or challenges. Positive teacher believes will have a high confidence in the possibility of succeeding in the future. This belief refers to teachers' commitment to the tasks that have been set. Similarly efficiency refers to the willingness, ability and professional stage teacher in carrying out duties as an educator. Furthermore, teachers who have feelings "us" will consider them as part of the vision and mission of the school.

Points of resilience strategy that appears, consciously or not subject IV and V, as long as it has helped them to survive teach at State elementary school III of Small Pagerungan Island belonging to the

category of remote schools, schools with limited resources, and minimal attention. Related to this point Benders & Jackson (2012) says that the resilient teachers have an optimistic outlook toward education in general and teaching specifically. Resilient teachers are problem solvers and change agents. When teachers feel that they have control over Reviews their work, then Reviews their stress level is decreased. Some teachers may suffer from stress because of the amount of work they need to do in relation to the amount of control they have on the work they have to do.

Conclusions

The results showed that the phase resilience bypassed and resilience strategies are raised by each of the different teachers. Subjects I and II has reached the phase of growing. Subject IV and V is still at the stage of phase deteriorating, while the subject III only at the stage of adapting. Subjects I and II have an optimistic view and gave rise to 7 points resilience strategy. Subject IV and V are relatively more optimistic, but due to limited teaching experience led to point's resilience strategy that appears only reached 4. Subject III is more pessimistic and pragmatic look at the future of the profession so that resilience strategy that appears only 3. Thus we can say that the subject has an optimistic outlook on life and she lived profession tend to be more resistant (resilient) and easier to rise to phase resilience towards higher or better. Subjects were pessimistic view on life and the profession that he concentrates likely will not easily pass through the phase of resilience to get to the next phase. Their optimism novice teachers (subject IV and V) is very positive and the force, which one day will be beneficial for the future of the school and indirectly be "transmitted" to the students being taught. Conditions during the third subject is quite alarming, weak resilience great potential causes subjects experiencing burnout, and of course this will be detrimental to the school and the state of education in this remote region. The study also found that experience, awards from policy makers (government/education department), and the level of teacher education attainment determine the acceleration phase of the resilience and resilience strategies are achieved. Points resilience strategy that appears, consciously or not subject IV and V, as long as it has helped them to survive teach at State elementary school III of Small Pagerungan Island belonging to the category of remote schools, schools with limited resources, and lack of attention from the government.

Acknowledgement

Thanks to the Ministry of Research, Technology and Higher Education of Indonesia which has funded this community service/development and research through a scheme of IbW-CSR, 2016 funding year. We also like to thank Kangean Energy Indonesia Ltd which has been our partner in this community service/development and research.

References

- Aqib Z. Profesionalisme Guru Dalam Pembelajaran. Surabaya: Insan Cendikia. 2002.
- Balanan TG. Integrating Child Centered Approaches in Children's Work. Philippines: Program on Psychosocial Trauma and Human Rights; UP Center for Integrative and Development Studies. 2002.
- Benders DS, Jackson FA. Teacher resiliency: Nature or nurture? *International Journal of Humanities and Social Science*. 2012; 2(16), 103-110. DOI: 10.1080/02607476.2015.1044226.
- Bevel, RK, Mitchell RM. The Effect of Academic Optimism on Elementary Reading Achievement. *Journal of Educational Administration*, 2012; 50(6), 773-878. DOI: 10.1108/09578231211264685.
- Bhana A, Bachoo S. The Determinants of Family Resilience Among Families in low- and middle-income contexts: a Systematic Literature Review. *South African Journal of Psychology*, 2011; 41(2), 131-139. DOI: 10.1177/008124631104100202.
- Candiasa IM, Mertasari NMS, Setemen K, Sunu GKA. Pemerataan dan Peningkatan Mutu Pendidikan Melalui Komunitas Guru Online. *Jurnal Sains dan Teknologi*, 2013; 2(1), 118-127.

- Cassity A. Relationship Among Perception of Professional Learning Community, School Academic Optimism, and Student Achievement in Alabama Middle and High School. Dissertation. Alabama, US: The University of Alabama. 2012.
- Cooper CN, Schabarcq MJ, Winnubst JAM. Handbook of Work and Health Psychology. United States: John Wiley & Sons Ltd. 1996.
- Cornu RL. Building Early Career Teacher Resilience: the Role of Relationships. *Australian Journal of Teacher Education*, 2013; 38(4), 1-16. DOI: 10.14221/ajte.2013v38n4.4.
- Desmita. Psikologi Perkembangan Peserta Didik. Bandung: PT Remaja Rosda Karya. 2011.
- Erni T(Ed). Panduan Penerapan Praktik Cerdas Program Guru Tidak Tetap Di Daerah Terpencil Dan Kepulauan. Jakarta: Department of Foreign Affairs, Trade and Development (DFATD) Canada-Proyek BASICS. 2014.
- Everall RD, Altrows KJ, Paulson BL. Creating a Future: A study of Resilience in Suicidal Female Adolescents. *Journal of Counselling & Development*, 2006; 84(Fall 2006): 461-470.
- Fereday J, Muir-Cochrane E. Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development. *International Journal of Qualitative Methods*, 2006; 5(1), 80-92.
- Henderson N, Milstein MM. Resiliency in Schools: Making it Happen for Students and Educators (updated edition), Thousand Oaks, CA: Corwin Press. 2003.
- Jackson D, Firtko A, Edenborough M. Personal Resilience as a Strategy for Surviving and Thriving in the Face of Workplace Adversity: a Literature Review. *Journal of Advanced Nursing*. 2007; 60(1), 1–9. DOI: 10.1111/j.1365-2648.2007.04412.x.
- Joseph J. The Resilient Child. New York, NY: Insight Books. 1994.
- Kangean Energy Indonesia. Pemetaan Sosial di Sekitar Wilayah Operasi Lapangan Gas Pagerungan. Bogor: Kangean Energy Indonesia Ltd dan Fakultas Ekologi Manusia IPB. 2013.
- Ledesma J. Conceptual Frameworks and Research Models on Resilience in Leadership. *SAGE Open*, July-September 2014:1–8. DOI: 10.1177/2158244014545464.
- Lestari AL, Mariyati LI. Resiliensi Ibu yang Memiliki Anak Down Syndrome di Sidoarjo. *PSIKOLOGI*, 2015; 3(1), 141-155.
- Luthans F, Avey JB, Avolio BJ, Peterson SJ. The Development and Resulting Performance Impact of Positive Psychological Capital. *Human Resource Development Quarterly*, 2010: 21(1), Spring 2010. DOI: 10.1002/hrdq.20034.
- Maryani H, Suharmiati. Health Services at Remote Islands Area in Sumenep District. *Buletin Penelitian Sistem Kesehatan*, 2013; 16(3): 237–247.
- Mariani F, Othman W, Ismail HN, Isa Z. *Isu dan Cabaran Pelaksanaan Pendidikan Asas Vokasional (PAV) di Sekolah Menengah Harian, Malaysia*. Proceeding Internasional Profesional Development in Education, University Widyatama-Universitas Terbuka Indonesia-Open University Malaysia. 2014.
- Mate R, Ryan M. Learning through work: How Can a Narrative Approach to Evaluation Build Students' Capacity for Resilience? *Asia-Pacific Journal of Cooperative Education*, 2015; 16(3), 153-161.
- McKenzie P, Nugroho D, Ozolins C, McMillan, Sumarto S, Toyamah N, Febriany V, Sodo RJ, Bima L, Sim AA. Study on Teacher Absenteeism in Indonesia 2014. Jakarta: Education Sector Analytical and Capacity Development Partnership (ACDP). December 2014.
- Meichenbaum D. Stress Inoculation Training: A preventative and Treatment Approach. In P.M. Lehrer, R.L. Woolfolk & W.E. Sime (Eds.). Principles and Practice of Stress Management. Third Edition. New York: Guilford Press. 2007: 497-518.
- Ministry of Education and Culture. Pedoman Pelaksanaan Program Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal (SM-3T). Jakarta: Ministry of Education and Culture. 2012.
- Munaf DR, Suseno T, Janu RI, Badar AM. Peran Teknologi Tepat Guna untuk Masyarakat Daerah Perbatasan. *Jurnal Sosioteknologi*, 13 (Tahun 7), 2008: 329-333.
- Nurwidodo, Husamah, Rahardjanto, A Mas'odi, Mufrihah A. (2017). Journal of Education and Learning. Vol. 11 (1) pp. 47-56.

- Murray C. Risk Factors, Protective Factors, Vulnerability, and Resilience: A framework for Understanding and supporting the Adult transition of youth with high-incident disabilities. *Journal of Remedial and Special Education*, 2003; 24:16. DOI: 10.1177/074193250302400102.
- Musadad AA. Optimalisasi Pembinaan Guru Baru Dalam Pembelajaran Sejarah. *PAEDAGOGIA*, 11(1), 2008: 51-61.
- Nishikawa Y. *Thriving in the Face of Adversity: Perceptions of Elementary-School Principals*. La Verne, CA: University of La Verne. 2006.
- Nuraeni. Mengenal Program Induksi Guru Pemula (PIGP). *E-Buletin Media Pendidikan*, Edisi Maret 2015.
- Osman MS, Abdullah MC, Ismail AA, Roslan S. Daya Tahan Dalam Kalangan Guru Alaf 21. *International Journal of Education and Training (InjET)*, 2015; 1(2): 1-9. (In Malay Language).
- Patterson JL, Kelleher P. *Resilient School Leaders: Strategies for Turning Adversity into Achievement*. Alexandria: Association for Supervision and Curriculum Development (ASCD). 2005.
- Patterson JH, Collins L, Abbott G. A Study of Teacher Resilience in Urban Schools. *Journal of Instructional Psychology*, 2004; 31(1), 3-11.
- Pearsall, P. *The Beethoven factor: The new positive psychology of hardiness, happiness, healing, and hope*. Charlottesville, VA: Hampton Roa. 2003.
- Prestiana NDI, Putri TXA. Internal Locus of Control dan Job Insecurity Terhadap Burnout Pada Guru Honorer Sekolah Dasar Negeri di Bekasi Selatan. *Jurnal Soul*, 2013; 6(1), 57-76.
- Purba J, Yulianto A, Widyanti E. Pengaruh Dukungan Sosial Terhadap Burnout Pada Guru. *Jurnal Psikologi*, 2007; 5(1), 77-87.
- Rachmawati D, Listiyandini RA. Peran Konsep Diri Terhadap Resiliensi Pada Pensiunan. *Jurnal Psikogenesis*, 2014; 3(1), 1-14.
- Reivich K, Shatte A. *The Resilience Factor: 7 Essential Skills for Overcoming Life's Inevitable Obstacles*. New York: Broadway Books. 2002.
- Richins H, Pearce P. Influences on Tourism Development Decision Making: Coastal Local Government Areas in Eastern Australia. *Journal of Sustainable Tourism*, 2000; 8(3), 207-225. DOI: 10.1080/09669580008667359.
- Siagian TH, Puhadi P, Suhartono S, Ritonga H. Social vulnerability to natural hazards in Indonesia: Driving factors and policy implications. *Natural Hazards*, 2014; 70, 1603. DOI: 10.1007/s11069-013-0888-3.
- Sion IW, Setijopradjudo, Achmadi T. Analisis Pengembangan Pendidikan Wilayah Kepulauan Berbasis Transportasi Laut. *Jurnal Teknik ITS*, 1(Sept, 2012), E47-E50.
- Sharkey JD, You S, Schnoebelen. Relations Among School Assets, Individual Resilience, and Student Engagement for Youth Grouped by Level of Family Functioning. *Psychology in schools*, 2008; 45(5): 402-418. DOI: 10.1002/pits.20305.
- Tommy P, Suyasa YS, Wijaya, F. Resiliensi dan Sikap Terhadap Penyalahgunaan Zat (Studi Pada Remaja). *Jurnal Psikologi*, 2006; 4(2): 102-118.
- Walsh F. Family resilience: A framework for Clinical Practice. *Family Process*, 2003; 42(1): 1-18. DOI: 10.1111/j.1545-5300.2003.00001.x.
- Wangi EN, Annisaa FR. (2015). *Subjective Well-Being pada Guru Honorer di SMP Terbuka 27 Bandung*. Prosiding, Seminar Psikologi & Kemanusiaan 2015 (Psychology Forum UMM).
- Yin RK. *Case study research, design and methods* (3rd Ed., vol. 5). Thousand Oaks: Sage. 2003a.
- Yin RK. *Applications of case study research* (2nd Ed., vol. 34). Thousand Oaks: Sage. 2003b.