Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

Pedagogical Resilience of Elementary School Teachers in the Context of Marginalized School Governance (Case Study of Samudrajaya 03 State Elementary School, Bekasi)

Lilis Suwandari, Ajat Sudrajat*, Ade Hernawan, Saoqy Noor Muhammad Isa, Sahru Abdul Muhsin
Graduate School of Educational Administration, Nusantara Islamic University, Bandung, 40286, Indonesia

ARTICLE INFO

Article history:

Received: 10 Jan 2026
Revised: 10 March 2026
Accepted: 08 April 2026
Published online: 15 April 2026

Keywords:

Pedagogical Resilience,
Elementary School Teachers,
Marginal Schools,
School Governance,
Qualitative Study

* *Corresponding author:*

E-mail: ajatsudrajat1205@gmail.com

Article Doi:

https://doi.org/10.31258/jes.10.4.p.745-759

This is an open access article under the CC BY-SA license.

A B S T R A C T

This study examines the pedagogical resilience of elementary school teachers within the context of marginal school governance through a qualitative case study conducted at State Elementary School Samudrajaya 03, Bekasi, Indonesia. Marginal schools commonly operate under weak governance structures, limited resources, and minimal institutional support conditions that potentially constrain pedagogical practices. However, this study finds that teachers do not merely endure these constraints but actively develop adaptive and reflective pedagogical strategies. Data were collected through in-depth interviews, classroom observations, and document analysis. The findings indicate that pedagogical resilience is manifested through conscious instructional adaptation, curriculum negotiation, and contextual classroom management. Teachers exercise professional agency by strategically adjusting pedagogical practices to sustain meaningful learning despite structural limitations. Conceptually, this study positions pedagogical resilience not as an individual psychological trait, but as a form of professional agency enacted through pedagogical practice under conditions of weak school governance. Rather than seeking statistical generalization, the study offers analytical generalization that contributes to the discourse on teacher resilience and school governance in marginalized educational settings. The findings also have implications for educational policy and professional development initiatives aimed at strengthening pedagogical capacity in marginal schools.

1. Introduction

Primary education is a strategic arena for developing students' cognitive, social, and character competencies. However, in many developing countries, including

Indonesia, the primary education system still faces inequities in school governance, which directly impact teachers' pedagogical practices (OECD, 2021; UNESCO, 2022). Schools in marginalized communities often operate with limited resources, minimal managerial support, and excessive administrative burdens on teachers (Hallinger & Liu, 2022). This places elementary school teachers in a paradoxical position: they are required to meet professional standards yet are hampered by structural limitations (Suyanto & Jihad, 2020; Suhardiman & Arifin, 2020).

According to Muzdalifa et al. (2025), the quality of school management, particularly the role of the principal, significantly determines the effectiveness of learning outcomes in Indonesian elementary schools. Wigati (2025) found that teachers with limited institutional support face significant barriers to implementing innovative pedagogical practices, making school-level support an absolute prerequisite for sustainable professional capacity development. The pressures faced by teachers in schools with weak governance are systemic, including limited learning resources, minimal instructional leadership, and weak decision-making based on real needs (Berkovich & Bogler, 2020; Day & Gu, 2021). Sudadi et al. (2025) showed that data-driven planning in Indonesian elementary schools is still hampered by principals' limited understanding of quality indicators and low human resource capacity. Nevertheless, many teachers are able to develop adaptive and creative pedagogical strategies despite weak governance (Gu & Day, 2023; Mansfield et al., 2022). Nufus et al. (2025) documented that teachers in challenging institutional contexts actively develop adaptive teaching strategies through self-study, peer collaboration, and ongoing pedagogical experimentation as a form of professional resilience.

Unfortunately, studies on teacher resilience are still dominated by an individual-psychological perspective that reduces resilience to a purely personal attribute (Beltman et al., 2020). Septiani et al. (2025) emphasize that teachers require not only individual coping skills but also collaborative professional networks and a growth-oriented school culture. Meanwhile, studies on school governance often position teachers as policy objects rather than active pedagogical subjects (Bush, 2020; Hallinger, 2021). Therefore, resilience in a professional context must be understood as an active and socially situated practice, not simply a static personal trait. This gap is the central issue of this research. This study proposes the concept of pedagogical resilience as a teacher's reflective and strategic capacity to design, adapt, and implement quality pedagogical practices amidst weak school governance, not as a passive acceptance of limitations, but as an active practice through pedagogical improvisation, curriculum negotiation, and contextualized classroom management (Wigati, 2025; Septiani et al., 2025).

This study focuses on SDN Samudrajaya 03 Bekasi as a case study representing the dynamics of elementary schools in a marginalized urban context. The selection of this case is intended not to produce statistical generalizations, but to gain in-depth understanding of how teachers' pedagogical resilience is developed and practiced under conditions of weak school governance. Using a qualitative case study approach, this research allows for rich exploration of teachers' experiences, reflections, and pedagogical strategies in everyday learning. This study aims to: (1)

analyze the context of marginal school governance that shapes the pedagogical work conditions of elementary school teachers; (2) identify and describe the conscious pedagogical strategies teachers develop in response to governance limitations; and (3) formulate a conceptual understanding of teacher pedagogical resilience as a form of pedagogical agency under less-than-ideal structural conditions.

2. Methodology

Types and Approaches of Research

This research uses a qualitative approach with a case study design, aiming to gain an in-depth understanding of the pedagogical resilience of elementary school teachers in the context of marginalized school governance. A qualitative approach was chosen because it allows for a contextual and holistic exploration of teachers' experiences, practices, and pedagogical reflections, particularly in educational settings impacted by structural and institutional constraints (Creswell & Poth, 2018). The case study design was used to intensively examine the phenomenon of pedagogical resilience within a specific school context with distinct marginal characteristics. This design was not intended to generate statistical generalizations, but rather to obtain analytical generalizations, namely a conceptual understanding of how teachers' pedagogical resilience is developed and implemented within conditions of weak school governance (Stake, 2015).

Research Location and Context

This research was conducted at SDN Samudrajaya 03 Bekasi, a public elementary school operating in a socio-economic and institutionally marginalized environment. The school is located in an area with limited access to transportation and public infrastructure, as well as the relatively low economic conditions of the surrounding community, which directly impacts school management and the implementation of the learning process. Geographically, the school is in a paradoxical position, sandwiched between the industrial area of Bekasi Regency and the outskirts of metropolitan Jakarta. This situation reflects the inequality of educational development, where regional economic growth does not automatically imply strengthening of elementary school governance. This context makes SDN Samudrajaya 03 Bekasi relevant as a research location to examine teachers' pedagogical practices in situations of structural inequality and marginal school governance (OECD, 2021; UNESCO, 2022).

Research Subjects and Informants

The subjects of this study were elementary school teachers actively teaching at SDN Samudrajaya 03 Bekasi. Informants were selected using a purposive sampling technique with the following criteria: (1) having at least three years of teaching experience; (2) being directly involved in the planning and implementation of learning; and (3) having ongoing experience in addressing limitations in school

governance. Based on these criteria, this study involved five teachers as primary informants. The number of informants was determined based on data saturation, which occurs when follow-up interviews no longer yield new substantive information relevant to the research focus. The school principal was involved as a supporting informant to gain a contextual understanding of school governance, internal policies, and institutional dynamics that influence teachers' learning practices.

Data Collection Techniques

Data collection was conducted using three main techniques: in-depth interview, learning observations, and documentation studies.

In-depth interview

Semi-structured interviews were conducted to explore teachers' experiences, reflections, and pedagogical strategies in addressing school governance constraints. Interviews were conducted with all teacher informants, with each interview lasting between 45 and 60 minutes. Multiple interviews were conducted with several informants to deepen and confirm the data obtained (Kvale & Brinkmann, 2015).

Semi-structured interviews were conducted to explore teachers' experiences, reflections, and pedagogical strategies in addressing school governance constraints. This interview format was deliberately chosen because it provides sufficient structure to ensure that key research themes are consistently addressed across all informants, while simultaneously allowing sufficient flexibility for participants to elaborate on experiences and perspectives that emerge organically during the conversation. Interviews were conducted with all teacher informants, with each session lasting between 45 and 60 minutes to allow for meaningful exploration of complex professional experiences without inducing informant fatigue. Multiple interview sessions were conducted with several informants to deepen, clarify, and confirm the data obtained in earlier sessions, ensuring that emerging themes were adequately saturated and that initial interpretations were grounded in the informants' actual meanings rather than the researcher's assumptions (Kvale & Brinkmann, 2015). All interview sessions were audio-recorded with participants' informed consent and subsequently transcribed verbatim to support rigorous and systematic data analysis.

Learning Observations

Non-participant observations were conducted of classroom learning processes over approximately two weeks, focusing specifically on learning strategies, classroom management techniques, and pedagogical adaptations that emerged in actual instructional practice. The non-participant stance was adopted to minimize researcher influence on the natural flow of classroom interaction, thereby preserving the authenticity of the pedagogical practices being observed and documented. Observations were guided by a structured observation protocol that directed attention toward key dimensions of pedagogical resilience, including how

teachers responded to resource limitations, managed student engagement under constrained conditions, and improvised instructional approaches when standard materials or support were unavailable. Field notes were recorded systematically during and immediately after each observation session, capturing both observable teacher behaviors and the broader classroom atmosphere, and these notes were subsequently used to complement, corroborate, and contextualize the data gathered through interviews.

Documentation Study

The documentation study included systematic analysis of teachers' lesson plans, teaching schedules, classroom learning materials, and relevant internal school policy documents accessible through the school administration. Documentary data served a dual function in this study: first, as an independent source of evidence regarding the formal and informal governance structures within which teachers operate; and second, as a triangulation mechanism for validating and enriching the data obtained through interviews and observations (Miles, Huberman, & Saldaña, 2014). Documents were analyzed with particular attention to gaps or tensions between formal policy requirements and the practical pedagogical adaptations documented through other data sources, as these discrepancies often revealed the most significant sites of teachers' pedagogical resilience and agency. All documentary sources were treated as contextual artifacts that reflect the institutional conditions shaping teachers' professional practice rather than as neutral records of objective fact.

Data Analysis Techniques

Data analysis was conducted simultaneously and continuously from the beginning of data collection, following an interactive analysis model that includes data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). The analysis process began with initial coding of interview transcripts, observation notes, and research documents, which were then grouped into analytical themes relevant to the research focus. The analysis aimed to generate an interpretive understanding of the dynamics of teacher pedagogical resilience in the context of marginalized school governance, ensuring that research findings did not stop at empirical descriptions but contributed to the development of conceptual understanding.

Data Validity

Data validity was ensured through the application of source and technique triangulation techniques, comparing data obtained from interviews, observations, and documentation. Furthermore, limited member checking was conducted with several key informants to ensure the researcher's interpretations aligned with the informants' experiences and intended meanings (Lincoln & Guba, 1985). This strategy aimed to increase the credibility and dependability of research findings in the context of qualitative studies (Nowell et al., 2017).

3. Results and Discussion

Results

The research findings are presented through five analytical themes that represent how elementary school teachers' pedagogical resilience manifests within the context of marginalized school governance at SDN Samudrajaya 03 Bekasi. Each theme is supported by triangulated data drawn from in-depth interview, classroom observations, and documentation analysis, ensuring that the findings reflect the complexity of teachers' lived pedagogical experiences rather than relying solely on self-reported accounts. This multi-source presentation is intended to demonstrate the relationship between the school's structural conditions, teachers' professional awareness, and the pedagogical practices that develop in daily learning, while also enabling critical scrutiny of the conditions under which pedagogical resilience is both possible and limited.

Theme 1: Marginal School Governance as a Space of Pedagogical Pressure

Interview data, classroom observations, and school documentation collectively confirm that the governance of SDN Samudrajaya 03 Bekasi is characterized by ongoing and deeply embedded structural limitations that directly shape teachers' daily pedagogical work. These limitations are not temporary or situational but constitute a persistent institutional reality that has been experienced by teachers across multiple academic years. They include a shortage of learning resources and instructional media, weak managerial support from school leadership, and severely limited access to professional development opportunities. Documentary analysis of the school's internal records, including teaching schedules, resource inventories, and administrative meeting minutes, revealed a consistent pattern of resource scarcity and policy demands that were not calibrated to the school's actual institutional capacity. Teachers were required to meet national curriculum targets and administrative reporting obligations that were designed for schools with significantly greater resources, creating a structural mismatch between policy expectations and classroom realities.

Classroom observations conducted over two weeks corroborated these documentary findings, revealing learning environments in which instructional materials were visibly limited, classroom furniture was insufficient, and teachers routinely relied on verbal explanation and chalkboard instruction as primary pedagogical tools in the absence of digital or visual media. Despite these conditions, classrooms remained functional, and teachers maintained structured instructional sequences, suggesting that pedagogical pressure had been internalized as a routine feature of professional life rather than an exceptional circumstance. This observation aligns with interview data, in which teachers articulated the experience of structural pressure as normalized rather than acute.

"In terms of facilities, they are indeed very limited. Learning media are also minimal, and training is almost non-existent. But the learning process must continue, so teachers must adapt to the conditions." (Teacher 1)

"Curriculum and administrative targets still have to be met. Sometimes we feel like we're being held to the same standards as schools with complete facilities, even though our circumstances are very different." (Teacher 3)

Importantly, this theme also surfaces a critical boundary of pedagogical resilience: when structural pressure becomes normalized, the risk emerges that substandard learning conditions are accepted as inevitable rather than challenged institutionally. Documentary evidence showing the absence of formal institutional grievance mechanisms or participatory planning processes within the school suggests that teachers' resilience, while professionally commendable, may inadvertently absorb systemic pressures that should instead be addressed through governance reform. This raises an important analytical question about the limits of individual pedagogical resilience in contexts where structural change is absent.

Theme 2: Teachers' Reflective Awareness of Structural Limitations

Amidst the constraints of school governance, teachers demonstrate a form of reflective professional awareness that constitutes a foundational cognitive capacity underlying pedagogical resilience. This awareness is not simply a recognition of difficulties but a structured and contextually nuanced understanding of the institutional position of their school within the broader educational system. Interview data consistently revealed that teachers have developed, through years of professional experience, a sophisticated ability to distinguish between what they can control pedagogically and what lies beyond their influence structurally. This distinction enables them to direct their professional energy strategically rather than becoming paralyzed by the totality of institutional limitations.

Classroom observation data enriched this theme by revealing how reflective awareness translates into observable instructional behavior. On multiple occasions, teachers were observed making real-time adjustments to their lesson delivery in response to student comprehension signals, modifying explanations, introducing additional examples from students' immediate environments, or slowing the pace of instruction without abandoning the lesson's core learning objectives. These micro-level adaptations, which occurred naturally and without apparent distress, reflect the internalization of a reflective professional disposition that continuously mediates between curriculum demands and classroom realities.

Documentary analysis of teachers' lesson plans revealed a further dimension of reflective awareness: while lesson plans formally adhered to the structure required by the national curriculum, annotations and handwritten notes in the margins of several documents indicated that teachers routinely anticipated gaps between planned and actual learning conditions, pre-identifying alternative approaches in anticipation of resource limitations. This practice of anticipatory pedagogical planning represents a sophisticated form of professional reflection that goes beyond reactive problem-solving.

"We are aware that this school has many shortcomings. But if teachers only focus on the shortcomings, learning will not progress. The important thing is how to continue teaching as well as possible under the existing conditions." (Teacher 2)

"Not everything in the textbook can be applied exactly. We have to choose what is most important and appropriate to the abilities of the children here." (Teacher 4)

This reflective awareness, while professionally productive, also carries a risk that warrants critical examination. When teachers internalize the responsibility for managing structural inadequacies through personal reflection alone, without institutional mechanisms for collective problem-solving or policy advocacy, the cognitive and emotional labor of resilience becomes unevenly distributed. The absence of formal reflective communities or instructional coaching structures at the school, as confirmed by documentation analysis, means that teachers' reflective capacities develop in professional isolation, which may limit the depth and sustainability of their pedagogical adaptation over time.

Theme 3: Conscious Pedagogical Strategies as a Response to Limitations

The research findings demonstrate that teachers at SDN Samudrajaya 03 Bekasi consciously develop and implement a range of adaptive pedagogical strategies to maintain instructional quality under conditions of resource scarcity. These strategies are not improvised reactions to immediate difficulties but rather the accumulated products of sustained professional reflection on the effectiveness of classroom learning over time. They include the simplification of teaching materials without reducing conceptual depth, the selection of contextual learning methods that draw on students' immediate social and cultural environments, the improvisation of alternative learning resources from locally available materials, and the deliberate structuring of participatory learning activities that do not depend on purchased or technology-based media.

Classroom observations provided particularly rich empirical documentation of these strategies in action. On multiple observation sessions, teachers were observed using natural objects, everyday household items, and environmental features of the school compound as instructional materials in place of commercial teaching aids. In one observed lesson, a teacher used locally gathered stones and leaves to illustrate concepts in mathematics and natural science, while simultaneously drawing on students' knowledge of local agricultural practices to contextualize the content. This approach, observed consistently across multiple teachers and subjects, represents a pedagogically sophisticated form of cultural and environmental contextualization that aligns with contemporary principles of meaningful and experiential learning.

Documentary analysis of lesson plans confirmed that these contextual approaches were not entirely spontaneous but were partially pre-planned, with several lesson plan documents explicitly noting the use of "locally available materials" or "environmental observation" as instructional methods. This finding indicates that teachers' adaptive strategies occupy a deliberate and structured position within their

overall pedagogical planning, rather than being purely reactive responses to last-minute resource gaps.

"The material still refers to the curriculum, but we simplify the delivery. Sometimes we use examples from the surrounding environment to make it easier for the children to understand." (Teacher 1)

"If there are no teaching aids, we make our own from simple materials. The important thing is that the concept reaches the children." (Teacher 5)

A critical dimension of this theme concerns the boundary conditions of adaptive strategy development. While teachers demonstrate impressive pedagogical creativity, classroom observations also revealed instances in which resource limitations constrained the depth of learning activities in ways that teachers' strategies could not fully compensate for. In lessons requiring laboratory equipment, digital data, or printed reference materials, teacher improvisation could sustain student engagement but could not fully replicate the learning outcomes that access to appropriate resources would have enabled. This observation points to a genuine ceiling on pedagogical resilience: adaptive strategies can mitigate but cannot fully overcome the learning consequences of sustained structural deprivation.

Theme 4: Curriculum Negotiation as a Critical Pedagogical Practice

Curriculum negotiation emerged as one of the most analytically significant and pedagogically complex practices identified across all three data sources. This practice involves teachers' conscious and professionally deliberate interpretation, adaptation, and prioritization of national curriculum requirements in response to the actual learning conditions of their students and the resource constraints of their school. Curriculum negotiation in this context is not a form of non-compliance or pedagogical negligence but rather a sophisticated professional strategy for ensuring that the primary purposes of the curriculum, namely student learning and development, are preserved even when full formal implementation is structurally impossible.

Interview data revealed that curriculum negotiation operates at multiple levels: adjustments to the pace of instructional delivery, prioritization of core learning objectives over peripheral content, modification of assessment formats to better reflect students' developmental realities, and selective emphasis on competencies most directly relevant to students' immediate social and educational needs. Teachers described these negotiations as conscious and considered rather than arbitrary, reflecting an awareness of both curriculum intent and classroom context.

Classroom observations confirmed this multi-level negotiation in practice. In observed lessons, teachers consistently prioritized depth of understanding over breadth of content coverage, dedicating extended time to foundational concepts before introducing more complex material, even when this meant that the full scope of the planned lesson was not completed within the allocated period. This deliberate slowing of instructional pace was accompanied by sustained formative assessment

activity, including frequent questioning, peer explanation exercises, and informal comprehension checking, that provided teachers with real-time data on student understanding and informed their ongoing curricular decisions.

Documentary analysis of teaching schedules and lesson plan archives further corroborated the negotiated nature of curriculum implementation. Comparison of officially mandated curriculum pacing guides with teachers' actual teaching schedules revealed consistent discrepancies, with teachers systematically allocating more time to foundational competencies and less time to supplementary content areas. Several lesson plan documents contained explicit teacher annotations explaining the rationale for these adjustments in terms of student readiness and available resources.

"We still adhere to the curriculum, but not all targets can be enforced. Sometimes the learning pace needs to be slowed down so that the children truly understand." (Teacher 3)

"We adjust the assessments to the students' abilities. What is important is that they develop, not just the numbers on the report card." (Teacher 2)

This theme also demands critical scrutiny regarding the potential risks of curriculum negotiation. While the practice reflects professional agency and student-centered commitment, the systematic reduction of curriculum scope and pace in marginalized schools raises legitimate concerns about educational equity. If students in structurally disadvantaged schools consistently receive a negotiated rather than full curriculum, their preparation for subsequent levels of education may be compromised relative to peers in better-resourced schools. This risk points to a structural contradiction at the heart of pedagogical resilience: the very practice that enables teachers to maintain meaningful learning in the short term may, if institutionally unaddressed, contribute to cumulative learning disadvantage over time. Curriculum negotiation is, therefore, not only a pedagogical strategy but also a site of ongoing tension between professional agency and structural inequality that demands policy-level attention.

Theme 5: Pedagogical Resilience as Teacher Professional Agency

The totality of findings from interviews, observations, and documentation analysis converges on a single overarching conceptual finding: teachers' pedagogical resilience at SDN Samudrajaya 03 Bekasi constitutes a form of active professional agency that is exercised continuously and deliberately in response to the structural conditions of marginalized school governance. This agency is not passive endurance of difficult circumstances but an active, reflective, and strategically oriented professional practice that maintains the continuity and meaningfulness of learning under conditions that structurally compromise both. Teachers do not merely survive within governance constraints; they actively construct pedagogical alternatives, negotiate institutional demands, and sustain professional commitments in ways that represent a genuine and sustained form of professional agency.

Classroom observation data provided the most direct empirical evidence of this agency in action, documenting teachers who maintained structured, student-focused, and intellectually engaging learning environments despite the absence of the institutional support that typically enables such environments. Documentation data confirmed that this agency extended beyond the classroom into teachers' planning and preparation activities, with lesson plan archives showing evidence of creative resource planning, anticipatory problem-solving, and reflective self-assessment that constituted a form of ongoing professional development in the absence of formal institutional mechanisms.

"We may not have complete facilities, but we have a responsibility as teachers. As long as we can still teach, learning must remain meaningful." (Teacher 4)

Critically, this theme also surfaces the most important limitation of pedagogical resilience as a conceptual framework: when resilience becomes the primary mechanism through which learning quality is maintained in marginalized schools, the structural conditions that necessitate resilience risk becoming permanently normalized and institutionally unaddressed. Teachers' professional agency, while genuine and commendable, cannot substitute for the institutional governance reforms, resource equity policies, and systemic professional development investments that marginalized schools require. Pedagogical resilience, therefore, must be understood not as a self-sufficient solution to educational inequality but as a professional response that deserves both recognition and structural support.

Discussion

This discussion situates the research findings within the broader literature on teacher resilience and elementary school governance, while extending the analysis toward a more critically reflective and theoretically productive examination of pedagogical resilience as a professional practice in marginalized institutional contexts. The empirical findings from SDN Samudrajaya 03 Bekasi are treated not as locally confined observations but as analytically generalizable insights into the structural dynamics between weak school governance and teachers' professional pedagogical capacity.

The first and most foundational finding of this study confirms that weak school governance creates a pedagogical workspace characterized by persistent structural pressure that shapes every dimension of teachers' professional practice. This finding is consistent with Hallinger and Liu (2022), who documented the systemic relationship between institutional governance quality and classroom pedagogical conditions across developing country contexts. However, the present study extends this finding by demonstrating, through triangulated observational and documentary evidence, that governance weakness does not operate as a uniform constraint but is experienced differentially by teachers depending on their reflective capacity, professional experience, and pedagogical creativity. While prior studies have tended to treat governance weakness as a deterministic barrier to learning quality, this study reveals a more nuanced dialectical relationship in which structural

limitations condition but do not fully determine pedagogical outcomes (Priestley et al, 2021).

The reflective awareness demonstrated by teachers constitutes a theoretically significant finding that both confirms and extends existing literature on teacher professional identity in challenging contexts. Gu and Day (2023) documented that teachers who sustain professional commitment under adverse conditions tend to possess a strong sense of professional identity and a capacity for contextual reflection that enables them to distinguish between what they can control and what lies beyond their individual agency. The present study confirms this pattern and enriches it with empirical specificity, demonstrating through lesson plan annotations and observed instructional micro-adjustments that reflective awareness is not merely a dispositional trait but an actively exercised professional competence with concrete pedagogical consequences. Critically, however, this study also identifies a risk that the literature has not adequately addressed: when reflective awareness operates in institutional isolation, without collective professional communities or formal coaching structures, it may sustain individual pedagogical quality while failing to generate the collective professional knowledge that marginalized schools require for systemic improvement.

The adaptive pedagogical strategies identified in this study align with Mansfield et al. (2022), who characterized resilient teachers as creative problem-solvers who draw on contextual resources to maintain instructional effectiveness. The contribution of the present study lies in its empirical documentation, through classroom observation, of precisely how this creativity operates at the level of instructional micro-decisions, confirming that adaptive strategy is not a general disposition but a set of specific, learnable, and documentable pedagogical practices. At the same time, this study introduces a critical qualification: the observed ceiling effect of adaptive strategies, wherein resource limitations constrain learning outcomes in ways that creativity alone cannot fully overcome, suggests that pedagogical resilience has genuine limits that must be acknowledged in both research and policy. Framing teacher resilience as an adequate response to structural inequality, without simultaneously advocating for resource equity, risks placing an unfair professional burden on already marginalized educators.

Curriculum negotiation as a pedagogical practice represents the most complex and theoretically productive finding of this study. While Berkovich and Bogler (2020) and Day and Gu (2021) have noted that effective teachers in challenging contexts exercise professional judgment in curriculum interpretation, the present study is among the first to document, through combined interview, observation, and documentary evidence, the specific mechanisms through which curriculum negotiation occurs and the equity implications it carries. The finding that systematic curriculum scope reduction in marginalized schools may contribute to cumulative learning disadvantage, even when motivated by genuine professional care, introduces a critical tension that the resilience literature has not adequately addressed. Pedagogical resilience, when it operates in the absence of governance reform, may paradoxically reproduce the educational inequalities it seeks to

mitigate, a finding with significant implications for education policy in developing country contexts.

The overarching finding of this study, that pedagogical resilience constitutes a form of active professional agency rather than passive endurance, makes a meaningful theoretical contribution to the literature by redefining resilience as a pedagogical rather than solely psychological construct. This conceptual reframing has both theoretical and practical implications. Theoretically, it repositions teachers as active subjects of educational analysis rather than passive objects of governance policy, opening new lines of inquiry into the mechanisms through which professional agency operates under structural constraint. Practically, it implies that teacher professional development programs in marginalized school contexts should prioritize the cultivation of reflective capacity, adaptive strategy repertoires, and professional community-building, rather than focusing exclusively on technical skill transfer or administrative compliance. Educational policy interventions must simultaneously address the structural governance conditions that necessitate resilience, ensuring that teachers' professional agency is supported and scaffolded rather than simply expected and taken for granted.

4. Conclusion

This study concludes that the pedagogical resilience of elementary school teachers in the context of marginalized school governance represents a conscious and reflective form of professional agency. In conditions of ongoing structural limitations, teachers not only persevere in the face of systemic pressures but also actively develop pedagogical strategies that enable meaningful learning to continue. Pedagogical resilience manifests itself through the adjustment of instructional practices, curriculum negotiation, and classroom management contextualized to school conditions and student characteristics. These findings demonstrate that weak school governance does not deterministically determine low learning quality. Rather, teachers' pedagogical practices serve as the primary space where structural limitations are professionally negotiated. Through a case study of SDN Samudrajaya 03 Bekasi, this study offers analytical generalizations that enrich theoretical understanding of the relationship between school governance and teachers' pedagogical agency. By positioning teachers as active, reflective, and strategic pedagogical subjects, this study emphasizes the importance of viewing pedagogical resilience as a key element in maintaining the quality of elementary education amidst inequities in school governance.

References

Beltman, S., Mansfield, C. F., & Harris, A. (2020). Quietly Sharing the Load? the Role of Resilience in Teachers' Work. *Teaching and Teacher Education, 93*, 103050. https://doi.org/10.1016/j.tate.2020.103050

Berkovich, I., & Bogler, R. (2020). Conceptualizing the Mediating Role of Teachers' Psychological Empowerment: An Empirical Examination.

Educational Management Administration & Leadership, 48(1), 91–109. https://doi.org/10.1177/1741143218792912

Bush, T. (2020). School Leadership and Management in Challenging Contexts. *Educational Management Administration & Leadership, 48*(2), 191–193. https://doi.org/10.1177/1741143220902094

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (4th ed.). Sage Publications.

Day, C., & Gu, Q. (2021). Teacher Resilience: A Necessary Condition for Effectiveness. *Teachers and Teaching, 27*(1–4), 1–3. https://doi.org/10.1080/13540602.2021.1899890

Gu, Q., & Day, C. (2023). Teachers' Resilience: Sustaining Commitment and Effectiveness. *Teaching and Teacher Education, 120*, 103889. https://doi.org/10.1016/j.tate.2022.103889

Hallinger, P. (2021). Leadership for Learning: Lessons from 40 Years of Empirical Research. *Educational Management Administration & Leadership, 49*(4), 519–537. https://doi.org/10.1177/1741143220935448

Hallinger, P., & Liu, S. (2022). Educational Leadership under Context: Understanding Leadership Practice in Challenging Conditions. *Educational Management Administration & Leadership, 50*(2), 193–216. https://doi.org/10.1177/1741143220902993

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry.* Sage Publications.

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2022). Building Resilience in Teacher Education: An Evidence-Informed Framework. *Asia-Pacific Journal of Teacher Education, 50*(3), 1–15. https://doi.org/10.1080/1359866X.2022.2049743

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage Publications.

Muzdalifa, R., et al. (2025). The Role of Principal in Improving Teacher Competence and Learning Quality in Elementary Schools. *Journal of Educational Sciences, 9*(4), 2333–2346. https://doi.org/10.31258/jes.9.4.p.2333-2346

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods, 16*(1), 1–13. https://doi.org/10.1177/1609406917733847

Nufus, H., Husnan., Nurjannah., & Nasarudin. (2025). Teachers' Experiences in Teaching Arabic in Madrasah: A Multisite Study. *Journal of Educational Sciences, 9*(4), 2028–2037. https://doi.org/10.31258/jes.9.4.p.2028-2037

OECD. (2021). *Education at a Glance 2021: OECD Indicators.* OECD Publishing. https://doi.org/10.1787/b35a14e5-en

Priestley, M., Biesta, G., & Robinson, S. (2021). Teacher Agency: What Is It and Why Does It Matter? *Teachers and Teaching, 27*(1–4), 1–15. https://doi.org/10.1080/13540602.2021.1908734

Septiani, R. P., Nugraha, S. I., & Ambarwati, E. K. (2025). Exploring AI-Driven Language Teaching for English as a Foreign Language Teachers in Vocational High School in Karawang. *Journal of Educational Sciences, 9*(4), 2073–2084. https://doi.org/10.31258/jes.9.4.p.2073-2084

Stake, R. E. (2015). *The Art of Case Study Research.* Sage Publications.

Sudadi., Rasiman., & Soedjono. (2025). Implementing Data-Based Planning in Elementary School: A Case Study at SD Negeri 2 Pamotan. *Journal of Educational Sciences, 9*(5), 3676–3687. https://doi.org/10.31258/jes.9.5.p.3676-3687

Suhardiman, B., & Arifin, I. (2020). Tata Kelola Sekolah Dasar dan Mutu Pembelajaran. *Jurnal Administrasi Pendidikan, 27*(1), 1–12.

Suyanto, S., & Jihad, A. (2020). Tantangan Profesionalisme Guru di Sekolah Terbatas. *Cakrawala Pendidikan, 39*(3), 512–524. https://doi.org/10.21831/cp.v39i3.32289

UNESCO. (2022). *Reimagining Our Futures Together: A New Social Contract for Education.* UNESCO Publishing.

Wigati, F. A. (2025). Enhancing Junior High School Teachers' Capacity in Educational Problem-Solving: An Evaluation of a Design-Based Research Workshop. *Journal of Educational Sciences, 9*(1), 366–376. https://doi.org/10.31258/jes.9.1.p.366-376

How to cite this article:

Suwandari, L., Sudrajat, A., Hernawan, A., Isa, S. N. M., & Muhsin, S. A. (2026). Pedagogical Resilience of Elementary School Teachers in the Context of Marginalized School Governance (Case Study of Samudrajaya 03 State Elementary School, Bekasi). *Journal of Educational Sciences*, *10(4)*, 745-759.