

**UNCOVERING THE STORIES OF ENGLISH TEACHERS FACING
PEDAGOGICAL AND LOGISTICAL CHALLENGES IN
REMOTE AREAS: A NARRATIVE INQUIRY INTO
RESILIENCE AND ADAPTATION**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 AD/ 1447 AH**

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REMOTE AREAS: A NARRATIVE INQUIRY INTO
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Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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ABSTRACT

Fatiyah Rahmatina. 220101030450. Uncovering the Stories of English Teachers Facing Pedagogical and Logistical Challenges in Remote Areas: A Narrative Inquiry into Resilience and Adaptation. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Rahmila Murtiana, MA. 2026.

Keywords: Narrative Inquiry, English Teachers, Remote Areas, Pedagogical Challenges, Logistical Challenges, Resilience, Adaptation.

This research explores the lived experiences of an English teacher working in a remote area, focusing on the pedagogical and logistical challenges encountered and the adaptation strategies developed in response. Using a qualitative narrative inquiry design, the study was conducted at MTs Darul Da'wah Wal Irsyad, Teluk Tamiang, Kotabaru. Data were collected through in-depth interviews and narrative-photovoice from one English teacher with eight years of teaching experience in the remote setting. The findings reveal that the teacher faces significant pedagogical challenges such as students' limited English proficiency, low parental involvement, and restricted access to varied learning materials, alongside logistical challenges including inadequate school facilities, underutilized instructional technology, and transportation barriers that hinder professional development participation. Despite these constraints, the teacher demonstrated notable resilience and adaptability by maximizing simple available resources, adjusting classroom management approaches, and engaging in self-directed professional development through online platforms and reflective teaching practices. Overall, the study concludes that effective English teaching in remote areas relies not only on material resources but fundamentally on teacher agency, creativity, and resilience in navigating contextual challenges.

ABSTRAK

Fatimah Rahmatina. 220101030450. *Mengungkap Kisah Guru Bahasa Inggris yang Menghadapi Tantangan Pedagogis dan Logistik di Daerah Terpencil: Sebuah Narrative Inquiry tentang Resiliensi dan Adaptasi.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Pembimbing: Dr. Rahmila Murtiana, MA. 2026.

Kata Kunci: Narrative Inquiry, Guru Bahasa Inggris, Daerah Terpencil, Tantangan Pedagogis, Tantangan Logistik, Resiliensi, Adaptasi.

Penelitian ini mengeksplorasi pengalaman hidup seorang guru bahasa Inggris yang mengajar di daerah terpencil, dengan berfokus pada tantangan pedagogis dan logistik yang dihadapi serta strategi adaptasi yang dikembangkan sebagai respons terhadap tantangan tersebut. Menggunakan desain penelitian kualitatif narrative inquiry, penelitian ini dilaksanakan di MTs Darul Da'wah Wal Irsyad, Teluk Tamiang, Kotabaru. Data dikumpulkan melalui wawancara mendalam dan narrative-photovoice dari satu orang guru bahasa Inggris yang telah mengajar selama delapan tahun di lingkungan terpencil tersebut. Hasil penelitian mengungkapkan bahwa guru menghadapi tantangan pedagogis yang signifikan, seperti kemampuan bahasa Inggris siswa yang terbatas, kurangnya keterlibatan orang tua, serta terbatasnya akses terhadap beragam bahan ajar. Selain itu, tantangan logistik juga ditemukan, meliputi fasilitas sekolah yang kurang memadai, teknologi pembelajaran yang tidak dimanfaatkan secara optimal, serta hambatan transportasi yang menghalangi partisipasi dalam pengembangan profesional. Meskipun demikian, guru menunjukkan resiliensi dan kemampuan adaptasi yang nyata dengan memaksimalkan sumber daya sederhana yang tersedia, menyesuaikan pendekatan manajemen kelas, serta melakukan pengembangan diri secara mandiri melalui platform daring dan praktik refleksi mengajar. Secara keseluruhan, penelitian ini menyimpulkan bahwa keberhasilan pengajaran bahasa Inggris di daerah terpencil tidak hanya bergantung pada ketersediaan fasilitas, melainkan juga pada kemandirian, kreativitas, dan resiliensi guru dalam menghadapi tantangan kontekstual.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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