

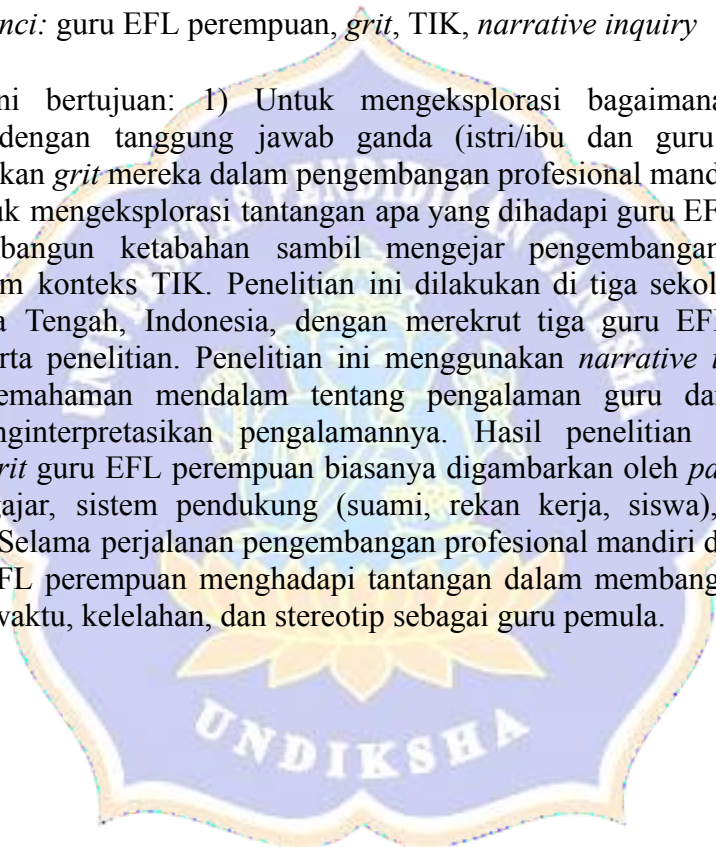
## ABSTRAK

**Kartikawati, Amelia** (2024), Exploring Female EFL Teachers' Grit in Self-Directed Professional Development in ICT Context: A Narrative Inquiry. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci:* guru EFL perempuan, *grit*, TIK, *narrative inquiry*

Penelitian ini bertujuan: 1) Untuk mengeksplorasi bagaimana guru EFL perempuan dengan tanggung jawab ganda (istri/ibu dan guru profesional) menggambarkan *grit* mereka dalam pengembangan profesional mandiri di konteks TIK. 2) Untuk mengeksplorasi tantangan apa yang dihadapi guru EFL perempuan dalam membangun ketabahan sambil mengejar pengembangan profesional mandiri dalam konteks TIK. Penelitian ini dilakukan di tiga sekolah menengah atas di Jawa Tengah, Indonesia, dengan merekrut tiga guru EFL perempuan sebagai peserta penelitian. Penelitian ini menggunakan *narrative inquiry* untuk mencapai pemahaman mendalam tentang pengalaman guru dan bagaimana mereka menginterpretasikan pengalamannya. Hasil penelitian menunjukkan bahwa: 1) *Grit* guru EFL perempuan biasanya digambarkan oleh *passion* mereka dalam mengajar, sistem pendukung (suami, rekan kerja, siswa), dan *growth mindset*. (2) Selama perjalanan pengembangan profesional mandiri dalam konteks TIK, guru EFL perempuan menghadapi tantangan dalam membangun *grit*, yaitu manajemen waktu, kelelahan, dan stereotip sebagai guru pemula.



## ABSTRACT

**Kartikawati, Amelia** (2024), Exploring Female EFL Teachers' Grit in Self-Directed Professional Development in ICT Context: A Narrative Inquiry. Thesis, English Language Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I: Prof. Dra. Luh Putu Artini, M.A., Ph.D., and Supervisor II: I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

*Key words:* female EFL teacher, grit, ICT, narrative inquiry

This study was aimed: 1) To explore how female EFL teachers with double responsibilities (wife/mother and professional teacher) describe their grit in self-directed professional development in the ICT context. 2) To explore what challenges female EFL teachers face in constructing grit while pursuing self-directed professional development in the ICT context. The study was conducted in three senior secondary schools around Central Java Province, Indonesia, by recruiting three female EFL teachers as the research participants. This study employed narrative inquiry to achieve in-depth understanding of the teachers' experiences and how they interpret their experiences. The results showed that: 1) Female EFL teachers' grit was typically described by their passion for teaching, support system (husband, colleagues, students), and growth mindset. (2) During the journey of self-directed professional development in the ICT context, female EFL teachers faced challenges in constructing grit, namely time management, burnout, and stereotypes as novice teachers.

