

BRIDGING THE GAP: A STUDY ON SENIOR ENGLISH TEACHER'S RESILIENCE AND KINESTHETIC TEACHING STRATEGIES

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Abstract. Teachers in Indonesia faced various challenges in their work, one of which is the need to adapt their teaching to the diverse learning styles of students, particularly kinesthetic learners who learn more effectively through movement. However, fulfilling students' learning needs requires careful preparation. If teachers don't have resilience, they may feel stressed and overwhelmed when teaching unique characteristics of kinesthetic learners. Therefore, this study aims to explore how a senior English teacher demonstrates resilience through teaching strategies for kinesthetic learners. The study employs a qualitative case study which involves an experienced English teacher. Data were collected through semi-structured interviews. The results indicated that the teacher demonstrated resilience by continuously adapting her teaching methods based on students' characteristics, such as using vocabulary games involving movement, group work, and reducing lecture-based instruction to maintain student engagement. Despite feeling physically and psychologically exhausted, the teacher remained committed due to a strong sense of responsibility as an educator, clear teaching objectives, and support from colleagues, the principal, and family. These findings indicate that teacher resilience is crucial in creating effective and engaging learning experiences for kinesthetic learners, while also providing practical and theoretical insights for the field of English language teaching.

Keywords: senior English teacher, teacher resilience, teaching strategies, kinesthetic students

Introduction

Indonesian teachers are facing many challenges in their professional duties. One of the reasons, because teachers are required to be capable in the complex competencies that create challenges. The challenges faced by teachers like heavy workloads, relatively low salaries, limited facilitation, quickly changing curriculum, and teachers should pay attention to the students learning style (Mukadimah, 2025; Hidayah et al., 2022; Dariyanti et al., 2021). In the context of teaching and learning process, understanding students' learning style is an important aspect to create effective teaching strategies. Learning styles are defined as learning types or models that are important to consider because they describe how each student responds to and processes the information during the learning process (Supit et al., 2023). This idea suggests that each student has their own learning style preference (Indriyani and Nurmasitah, 2025). When teachers understand these tendencies, they can design and adjust their teaching strategies more effectively and have a positive impact on student achievement. In the context of students' learning style, VARK learning style framework is the one of the popular learning style preferences used for students. This framework was introduced by Fleming and Mills (1992) that categories students into four types of learning preference, they are visual, auditory, read/write, and kinesthetic. Students with a visual learning style tend to prefer pictures or diagrams, an auditory learning style are more comfortable with information conveyed through sound, reading and writing learning style prefer material

in text form, while kinesthetic learners find it more effective to learn through physical activities (Madhu and Bhattachryya, 2023). Based on the categories of students learning style, this study especially focuses on kinesthetic learners, because it was identified by the researcher itself when conducting the observation as the preliminary study in a teaching practice program and also was identified by their English teacher as the participant of this research, that mostly students show kinesthetic learners characteristic.

Kinesthetic learners tend to learn most effectively through physical activities that allow them to move and participate directly in the learning process, as they often feel uncomfortable sitting quietly for long periods of time (Harapan et al., 2024; Montero-Saiz Aja, 2022). The student's preference for movement suggests that they positively learn by direct engagement and practical involvement (Yang, 2024). Instead of a lecturer-based learning strategies, kinesthetic students understand better the information when the activities include physical movement and emotional involvement, and they learn most effectively when the learning process is connected to hands-on or bodily activities (Kusumawarti et al., 2020). Therefore, designing effective strategies accommodating the need of kinesthetic students is very important to support students achieve their learning objective as they have an energetic and talkative personality. Teaching strategy refers to the decision-making process carried out to guide lesson planning, the application of learning methods, and curriculum development (Sunra et al., 2025). Teachers should know the students' characteristics first before designing teaching strategies for them. When teachers carefully design the needed strategies based on kinesthetic students' preference, it makes students more motivated, more focused, and have a better understanding of the material. The previous study explored the effective teaching strategies for kinesthetic students such as games, role-play activities, learning outside the classroom, real-world applications, and group projects (Nafratilova and Degeng, 2025). While in a real live practice, meeting the unique needs of kinesthetic learners often presents its own challenges.

The various challenges of teachers when teaching kinesthetic learners, such as limited space for movement, lack of equipment, and the need for longer preparation time, which often become major obstacles, especially when classroom facilities are limited (Simamora et al., 2025). Based on the researcher's observation in teaching practice, in this case, students show the characteristics of kinesthetic learners. They really have a huge physical energy, moving around the classroom, cannot sit for a long time, going outside of the classroom when the learning process begins, and talking with their classmates while not paying attention to the teacher's explanation. These challenges make teachers need a long time to prepare effective learning activities for kinesthetic students to accommodate their learning preference. While in our educational system, teachers are not only responsible for teaching but also for school administrative duties (Halim et al., 2021). That responsibility can make teachers feel overwhelmed because, in addition to school administrative work, teachers also have to deal with kinesthetic learners who require teachers to be more patient. To overcome those problems, resilience of teachers is needed in this situation to help teachers not feel stress and give up when teaching kinesthetic students. Resilience is recognized as one of the main psychological strengths in positive psychology, as it enables individuals to remain persistent and steadfast when facing challenging situations (Wang, 2022). This is closely related to how individuals respond to and struggle through difficulties, which includes not only psychological pressure but also situational challenges that affect their ability to overcome hardships, bounce back from failures, and adapt to changing

circumstances (Kangas-Dick and O'Shaughnessy, 2020). In the context of education, this concept is reflected in teacher resilience, which refers to teachers' ability to maintain a positive attitude and professional qualities while facing various challenges, pressures, and demands in their work. Furthermore, teacher resilience is not only limited to the ability to bounce back from difficulties but also involves the capacity to effectively manage challenges and continuously grow and develop in their professional practice (Mansfield et al., 2016). Many studies have consistently shown that teacher resilience plays an important role in increasing job satisfaction, performance quality, and the quality of the learning process (Zhang and Luo, 2023).

In navigating teaching strategies for kinesthetic learners, teacher resilience has an important role to make teachers adapt, flexible, and patients to teach kinesthetic learners who like to learn with movement and physical involvement. Although the issue of teacher resilience and kinesthetic students in Indonesia is not researched enough, previous studies that specifically highlight how senior English teachers demonstrate resilience through teaching strategies for kinesthetic students over decades also are still very limited. First, study by Halim et al. (2021) aims to identify stress patterns experienced and explain the aspects that build teacher resilience in facing various teaching challenges. The results showed that teachers face six main sources of stress, namely the pandemic, classroom management, physical fatigue, work pressure, time management, inadequate curriculum and administrative support. However, teaching kinesthetic students is not easy, because they need movement activities in the learning process. A teacher needs to be well prepared for lesson plans and classroom management for learning activities to engage kinesthetic students to actively participate in a classroom, without letting them cause chaos when the learning process begins. When learning activities for kinesthetic students are not based on their need, kinesthetic students may feel bored and stressed in a classroom (Aslan et al., 2025) and they will move in their seat in another and make chaos in a classroom. That is why the resilience of a teacher is needed in the professional role facing kinesthetic students.

Second, Nafratilova and Degeng (2025) explores the perceptions of kinesthetic learners in ELT classes by identifying the English learning strategies they prefer and consider most effective. The results showed that kinesthetic learners were more motivated and focused when learning involved physical activities such as games, group projects, role-playing, and outdoor activities. However, it's important to know the senior English teacher's perspective of teaching strategies for kinesthetic students, because teachers are the central role of facilitator and mentor, that help students achieve their learning outcome (Sunra et al., 2025). That is why the perspective of a senior English teacher is important to enrich the knowledge of effective teaching strategies for kinesthetic students used by an English teacher over decades. Based on the two previous studies above, this research fills this gap, specifically studies that highlight teacher resilience of senior English teachers in junior high school navigating teaching strategies for kinesthetic students. It is necessary to explore the experience of a senior teacher with teaching experience of more than 30 years teaching in junior high school. With extensive and rich experience, teachers develop pedagogical competencies through the use of various classroom challenges, enabling them to adjust teaching strategies and create a conducive learning environment (Panganti et al., 2025). While facing kinesthetic students have their own challenges, teachers with 5 to 10 years of teaching experience are considered the most appropriate source for understanding the reasons and ways some teachers demonstrate higher levels of resilience compared to others

(Kyriacou, 2001). Therefore, the research question of this study is “How does a junior high school senior English teacher demonstrate resilience through teaching strategies for kinesthetic students?”, because it is necessary to examine how experienced senior English teachers interpret their professional journey teaching kinesthetic students over a long period of time.

Materials and Methods

This study aimed to examine the resilience of a senior English teacher in implementing teaching strategies for students with a kinesthetic learning style. A case study approach was chosen to gain an in-depth and contextual understanding of this phenomenon, as it allows the researcher to explore individual experiences in detail within a specific context (Coombs, 2022; Ary et al., 2019). Through a case study approach, this research described in detail the resilience and teaching strategies implemented by a teacher in supporting the learning needs of kinesthetic students throughout her professional careers. The participant in this study was a senior English teacher in a public junior high school in Malang, selected through purposive sampling based on her 35 years of teaching experience. The use of a single participant aligns with the characteristics of qualitative case studies, which emphasise data depth over participant numbers, allows the researcher to explore in depth the teacher's perspective, the learning strategies implemented, and the experiences gained during the classroom learning process. The researcher conducted preliminary classroom observations to understand the characteristics of students and teaching strategies used by a teacher. Preliminary observation indicated that the majority of students tended to be kinesthetic learners, a finding confirmed by the teacher's statements. The instrument in this study used a semi-structured interview consisting of 14 questions, covering aspects of learning styles, teaching strategies, and the teacher's resilience. This interview format allowed the researcher to explore information in depth. In analyzing the data, it was analyzed with an analysis model developed by Miles et al. (2014), which includes data condensation, data display, and conclusion drawing and verification. The process of analysis includes giving code, grouping code into themes, then integrating the finding based on previous study or relevant theories. To ensure the validity of the data, the researcher employed a member-checking technique by returning the interview transcripts to the participants for confirmation (McKim, 2023).

Results and Discussion

Teachers' teaching background

The participant has a huge teaching experience of around 35 years at junior high school level since 1991 and taught eight and nine grades in the three years before until today. As she said:

“I have been teaching for a very long time, since 1991. So that means it's been about 35 years. Currently, I teach eighth and ninth grade.”

This indicated that the participant faced any changing circumstance like changing curricula and facing students' variety. Those experiences enable her to adapt from

various challenges, create effective teaching strategies, and make a conducive learning environment (Lumbanraja, 2024), especially teaching kinesthetic students that move frequently even going outside the classroom while the teacher explains the material. This finding is in line with study by Panganti et al. (2025), that teachers with extensive experience develop their pedagogical competence by learning from various classroom challenges, enabling them to adapt teaching methods based on students' learning styles and create a conducive learning environment. This experience indicates that the participant has a senior experience in teaching kinesthetic students. The participant taught in the same grades that are eight and nine grade in the past three years before in a class with approximately 75% students being kinesthetic students. As she stated:

"Approximately 75% or so, but over time, the number of kinesthetic learners here has been increasing, so it keeps growing. This makes most of our students in these school kinesthetic learners."

Through a long teaching experience in the same grades in three years before, enabled her to understand students' learning characteristics and adapt teaching strategies accordingly. This may occur because gaining experience, teachers become more proficient in the subject matter and improve their teaching skills, meaning that the teaching methods they use also become more effective (Ulfa et al., 2022). This lengthy dedication not only demonstrates a strong commitment to the teaching profession, but also enables continuous enhancement in teaching practice. This indicates support from the study by Lika et al. (2024) that found teachers' teaching skills significantly influence students' learning interest and improve their learning outcomes. Thus, teaching experience with extensive years helps to develop resilience in the face of various challenges in creating an interesting learning environment that is able to adapt to the needs of kinesthetic learners. However, recognizing students' learning characteristics, especially those of kinesthetic learners, becomes an essential part of effectively applying teaching strategies.

Characteristic of kinesthetic learners

The long experience teaching English in a junior high school and over three past years teaching English in the same grades level, and huge number of kinesthetic students in the classes, influence her ability to identify kinesthetic students' characteristics. Based on the participant observation, kinesthetic students are frequently moving around, because they cannot sit quietly for a long time. When the learning process requires them to sit still, they will feel bored and restless. As she explained:

"So, these kinesthetic learners usually tend to be unable to sit still, constantly moving around during class, or disrupting their classmates, because they feel restless or bored. That's what I have observed."

In some cases, when kinesthetic students feel bored in the learning process, they will walk around and disrupt their friends. This finding is consistent with Noviska and Anastasia (2023) that found kinesthetic students tend to move a lot during the learning process, they engage in learning activities with physical activities, move actively and find it difficult to sit still in one place for a long time. Adaptation of strategies are needed to accommodate kinesthetic students to learn in the best way. The participant

also found that kinesthetic students participate dependent on the types of activities used in the classroom. When learning activities do not require their need, kinesthetic students will not join the lesson well. She said:

“So, they also struggle to understand the material, and as for class participation, they only join in when there are interesting activities.”

This may occur when kinesthetic students face teaching strategies not dependent on their learning interest (Nafratilova and Degeng, 2025). Active participation by kinesthetic learners in the classroom is highly encouraged, but teachers often only use lecture-based methods, which are not suited to the learning style of kinesthetic learners (Abdamia et al., 2023). This indicates support from study by Arni et al. (2024) that found students whose learning process aligns with their learning style generally achieve better results compared to students who do not learn according to their learning style. In addition, understanding these characteristics helps teachers manage the classroom more effectively by creating more engaging learning strategies based on students' needs and affecting students' participation (Sinaga, 2024). Nevertheless, teachers should always adapt teaching strategies for kinesthetic students to support their learning objective and create strategies based on their interest.

Teaching strategies used for kinesthetic students

To help students actively participate and achieve their learning objective, the participant used various strategies to support their learning. Based on the findings, kinesthetic students have low vocabulary knowledge that makes it difficult for them to understand the material. To overcome this problem, the participant used traditional vocabulary games that involve them in movement-based activities with the reward system. As she explained:

“To get them interested and to help them master the vocabulary, I usually give them a few keywords from the text that I write on the board and then I say, whoever answers first will get extra points. They'll move very quickly, scrambling to fill in the vocabulary including the kinesthetic learners who'll compete to complete the words. I think this is effective, they're interested in competing to answer the vocabulary questions, and that helps them understand the words and enter into the text.”

This strategy accommodates kinesthetic students that prefer movement strategy and is impactful to increase students' motivation to follow learning activities (Hamdan and Aziz, 2026). This finding is in line with a study by Aliriad et al. (2024) that found traditional games through physical experience have a significant impact on improving student motivation and learning outcomes in the learning processes. This discussion shows that traditional movement-based vocabulary games can increase students' motivation to participate and enhance their vocabulary knowledge. Based on the findings, kinesthetic students also like to interact with their classmates and are also talkative, in some cases they disrupt the surrounding. To facilitate these characteristics of kinesthetic students, the participant used group work and avoid individual work to make them engaged and motivated during lessons. As she explained:

“So, divide them into groups and give them group assignments so they can also share ideas with their classmates.”

This finding is supported by a study by Hakimova (2024) that found cooperative learning in learning English helps students develop a strong sense of teamwork, enabling them to collaborate more effectively, become more personally motivated, and improve their language skills. This discussion explains that cooperative learning instruction in learning English for kinesthetic students has an impact on their motivation during lessons and helps them to improve English language skills. When students' learning needs are less accommodated in the learning process, they are more likely to experience pressure and emotional discomfort in a learning environment (Aslan et al., 2025). Kinesthetic students in this case also will feel bored and unengaged when the teacher only talks and explains the material without activity for them in class. As she said:

“So, when dealing with kinesthetic learners here, as I mentioned earlier, I have to avoid giving too many lectures. So, I avoid giving too many lectures and instead create activities that allow them to be active by moving around and interacting with their peers. That's what I feel will be much more effective for our students, most of whom are kinesthetic learners.”

When those feelings happen to students', it will impact their learning achievement. This finding is supported with a study by Beigzadeh et al. (2024) that found when teachers consistently using the lecture method in a classroom activity can make students passive and cause them to underdevelop their critical thinking and communication skills. Based on this, it can be seen that using lecture-based methods have a negative impact on students' participation and critical thinking. To overcome this problem, the participant decided to avoid using large range lecture-based learning strategies and designed activities that involve movement and interaction based on kinesthetic students' needs. Those discussions above are consistent with finding of study by Nafratilova and Degeng (2025) that kinesthetic student tends to have better motivation, focus, and understanding when strategies such as games, role-play, outdoor learning, real-world context application, and group projects are implemented, which play a crucial role in maintaining concentration and minimizing boredom that often arises in passive or lecture dominated learning. This concludes that using traditional game-based movement and cooperative instruction helps kinesthetic students be more engaged and motivated in learning processes compared to used teacher-center learning strategy, because this strategy involves physical movement and supports student-center learning that has a positive impact on kinesthetic students' participation. This is in line with kinesthetic learning style theory in VARK learning style preference that kinesthetic learners prefer learning through direct experiences and practice, enjoying demonstrations, real-life examples, active interactions, group work and activities that involve movement, compared to learning that can be considered too theoretical, with too much verbal instructions, or text-based (Fleming, 2012). Thus, integrating movement-based and interactive strategies not only supports students' learning preferences but also enhances their overall participation and engagement in the classroom compared using many lecturer-based methods. While, implementing teaching strategies for kinesthetic students can still pose certain challenges in the classroom.

Challenges faced teaching kinesthetic learners

The unique characteristics of kinesthetic students that have huge physical energy, make teaching kinesthetic students face many challenges for a teacher in the teaching process. Based on the finding, the participant found that kinesthetic students easily feel bored and unengaged when teaching strategies used are the same over time. As she said:

“The challenge here is always finding the strategy, so besides that, students sometimes get bored if they keep using the same approach all the time. So maybe the challenge for teachers too is finding alternative ways to keep them engaged. It's a challenge for teachers to find ways to keep them active and help them understand.”

This happened because using repeated strategies make kinesthetic students unmotivated to follow the lesson and make them pressured to follow along and complete assignments using strategies they have used repeatedly. This finding in line with a study by Xie (2021) found that if students do not find motivation in completing a task, they will feel pressured to do it and become bored more easily, which also leads them to avoid learning. This behaviour requires the participant very hard to explore any teaching strategies for them to help their active participation and understanding of the lesson. This should be done because English teachers play a crucial role in developing students' language skills from an early stage by managing the learning process, providing information, and creating teaching strategies effectively (Ikhsan et al., 2025). The participant has a challenge that should explore variation of teaching strategies used for kinesthetic students. When the strategies used are not effective for kinesthetic students' engagement, participant should evaluate and modify the strategies. As she said:

“So, as a teacher, I have to plan what activities to do next. Oh, I have to provide this, and that's exactly what's challenging for me.”

To prepare various teaching strategies, the participant needs time to prepare the strategies that will be used in the classroom every meeting. This finding is aligned with Simamora et al. (2025) stating that teachers face challenges in teaching kinesthetic students in the form of the need for larger spaces, resource availability, and more preparation time. So, teachers need to adapt and evaluate the strategies when they are not effective for students. This indicates support from Prayitno et al. (2024) that teachers not only deliver the material but also manage time, student attention, and adjust teaching methods, so they need to be able to organize and design lessons according to the class's needs carefully. Moreover, these conditions highlight the need for teachers to develop resilience in order to effectively manage challenges and maintain the implementation of appropriate teaching strategies for kinesthetic students.

Resilience of teacher facing kinesthetic students

In navigating strategies and facing the challenge of teaching kinesthetic students, teacher resilience becomes an important factor in maintaining mental health during classroom instruction. Based on the finding, the participant stated that teaching

kinesthetic students is physically and psychologically exhausting, making her feel tired and overwhelmed.

"It's understandable, right? As humans, sometimes we feel overwhelmed when dealing with students like that, which is different from those who are already prepared. Here, it becomes a challenge; occasionally, we also feel exhausted dealing with such students."

In this case, kinesthetic students rarely feel unmotivated to learn and they have a huge amount of physical energy to move in a class and also disturb their classmates when the learning process begins. In these situations, it is hard for the participant to manage kinesthetic students' behaviours in the learning activities. This finding is in line with a study by Rachmawati Nur et al. (2025) found that pre-service teachers feel disappointed, uncertain, and even hopeless when faced with students who exhibit immoral behavior, such as running around, disrupting their classmates, getting into fights, and refusing to study. These problems make a participant to be more patient and bounce back from the challenges when teaching kinesthetic students. Although the participant feels tired and overwhelmed facing kinesthetic students, however the participant did not give up, because she felt it was a responsibility she had already taken on. Based on the finding, kinesthetic students also have a difficulty to understand the material because they have low vocabulary knowledge. This challenge gives a pressure for a participant to find effective ways that accommodate students' needs. When strategies used are not effective for kinesthetic students, the participant will adapt to this by finding activities that engage them in learning activities. As she said:

"If I almost gave up, but didn't, I didn't give up, so what made me persevere was because it was already my duty and responsibility as a teacher. If there are students like that, we have to find a solution. If they need to be given something interesting to do, we just have to find that, find interesting activities."

That is to make the participant need a long time to prepare activities based on their interest to help them active participation and achieve their learning outcomes. This finding is aligned with a study by Widyawati and Felicia (2017) that found teachers experience stress due to the pressure of dealing with situations they encounter at work, like teaching preparation that needs time and workload. These challenges make a teacher think really hard for effective teaching strategies for kinesthetic students and also have an impact on a teachers' psychological well-being. To overcome stress when facing characteristics of kinesthetic students, the participant is given the solution that teachers should have a maintaining responsibility of professional duties over time and realizing that as a teacher, their role is not only to teach, but also to ensure that students understand the material and can achieve the learning objectives.

"So, we only realize what our goal is? So, teaching there is not just about delivering the material, right? It is not just that, we have to be aware of our purpose so that the students understand and grasp the material."

By acknowledging that this is a responsibility they have taken on and being aware of students' achievement, teachers are motivated again and believe they can keep going.

This discussion above is in line with a previous study conducted by Halim et al. (2021) that found aspects of English teacher resilience that enthusiasm for teaching and dedication of responsibility as a teacher keeps them going, while seeing the students' improvement progress becomes a source of joy that has an impact on fostering teacher resilience aspect. This discussion explains that realizing responsibility as an educator helps teachers to not give up despite the fatigue. Nevertheless, support from surrounding social circles also plays a role in helping teachers continue to persevere. The participant feels that teaching kinesthetic students is psychologically exhausting. Support from colleagues with sharing experience, principal, and also family that receives encouragement have a positive impact on teacher resilience when facing kinesthetic students' behaviour and make the participant keep going for teaching in almost 35 years. As she said:

"There is a lot of support from my colleagues and peers, so we usually share with each other, and they support each other. Oh, just use this, oh, this child needs help like this. So, from colleagues, also from principal, and family. I often confide in my child like this, so they keep giving me encouragement, which is what has kept me going for 35 years."

This kind of support helps the participant to have emotional support that helps her not to take on the burden alone so that stress can be reduced and psychological wellness is maintained. This discussion above is in line with a study conducted by Rafidatuddini et al. (2026) that found teachers who receive positive support from their families and colleagues tend to feel more valued and connected to others that can help improve teachers' psychological well-being by reducing stress and fostering a sense of belonging and solidarity. With sharing experience with colleagues, the participant can share the effective strategies used that can reduce the mental stress of dealing characteristic of kinesthetic learners, which can be exhausting in the learning process. A study by Halim et al. (2021) also found that support systems from colleagues or peers, principal, and family have an impact on fostering teacher resilience. These discussions above can conclude that supportive family, colleagues and principal have a positive impact to support teacher resilience when teaching kinesthetic students. It is really important for teachers to have resilience, because when teachers have problems with mental issues, it will impact teaching practice performance (Widiasari, 2024). This discussion is in line with the teacher resilience framework by Mansfield et al. (2012) that resilient teachers are characterized by their ability to bounce back from difficulties, adapt flexibly to classroom challenges, maintain a positive attitude, seek support from others, and continuously improve their teaching practices. Additionally, supportive relationships and effective coping strategies also play a crucial role in strengthening teachers' resilience when facing kinesthetic students' characteristics. In the end, teacher resilience is an essential component when teaching kinesthetic students that make a teachers' psychological exhausted to be more adapt on challenges, organize classroom management, and modify learning strategies for kinesthetic students, ensuring that learning is still appropriate and engaging for kinesthetic learning style, even though there are various challenges involved in teaching these unique kinesthetic learners.

Conclusion

This study found that the participant with around 35 years teaching experience in the English context at junior high school, shows significant adaptation and resilience in meeting unique needs of kinesthetic students. The finding shows that kinesthetic students struggle to sit quietly for long periods of time, move frequently, and disengage in a lecture-based learning strategy atmosphere. To solve those problems, the participant used a variety of teaching strategies to enhance their engagement such as, vocabulary game competition through movement, provide group work, and avoid lecture-based approach. However, teaching kinesthetic students have their own challenges, particularly teachers need to explore varied learning activities, need preparation time, and adjust strategies that are not based on kinesthetic needs. Teaching kinesthetic students makes a participant feel fatigue and overwhelm, but the commitment of the professional responsibility, motivation to help students achieve their learning objectives, and sharing experience with teachers' peers, support from school principal, and encouragement from family make a teacher long term commitment to the professional duties. In conclusion, the results of this study indicate that effective learning for kinesthetic learners depends not only on appropriate teaching strategies but also requires teacher resilience in implementing them. This resilience is reflected in the teachers' consistency in adapting learning strategies to keep students engaged and in consistently teaching over three decades despite facing various challenges in the learning process. Despite the various challenges that arise during the teaching-learning process, teachers remain capable of evaluating and adjusting the strategies used to better suit students' needs. In other words, the teachers' resilience in this study is clearly evident in their ability to continuously adapt despite facing difficulties in dealing with kinesthetic learners while supporting the learning success of kinesthetic students.

On the other hand, this study still has several limitations. One of them is the limited number of participants, as it involved only one senior English teacher at a single school. Future research is recommended to involve more teachers from diverse school backgrounds to yield more comprehensive results. Additionally, the lack of direct data regarding students' learning style preferences is another shortcoming of this study. Future research could consider using learning style questionnaires to obtain stronger data. Nevertheless, the findings of this study still provide practical insights for teachers in developing more flexible and responsive teaching approaches to enhance student engagement and learning success. Furthermore, this study underscores the importance of maintaining teacher resilience through self-reflection and social support when facing various challenges in teaching kinesthetic learners.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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