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(1) Universitas PGRI Semarang

(2) Universitas PGRI Semarang

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Acehnese Students' Perception of Teacher's Motivational Teaching Strategy in Teaching English

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Indonesian English Teacher's Identity: Bridging the Gap between Teachers' Personal and Professional Identity

Patrick Adtya Pratama Sinom¹
jiksau04@gmail.com

Paulus Kuswandono²
kus@usd.ac.id

^{1,2}Sanata Dharma University, Yogyakarta

Abstract

Teachers' personal and professional identities play a crucial role in the learning process. This research aimed to reveal the gap between teachers' personal and professional identity from the perspective of Indonesian teachers. There were five participants in the research. The participants were selected based on geographical differences. The participants were approached by using virtual media communications. A phenomenological approach with the semi-structured interview was applied to deeply discover and identify teachers' experiences on personal and professional identity development. Then, thematic analysis was used to put the data into themes. The study revealed that teachers' personal identity was perceived as individuals' goals, values, beliefs, actions or behaviour, and interactions in the social-cultural area. Whereas, the professional identity was related to professional competence, teaching ideology, and transferring cultural content and role model. In addition, a teacher's personal and professional identity are overlapped in terms of identity formation and identity in social interaction. Besides, they are confined by a classroom setting and social context. This research is expected to have a great contribution to teacher identity development, especially for teachers' personal and professional identity development.

Keywords: English teacher identity, personal identity, professional identity.

INTRODUCTION

In an educational context, the role of Identity is very important for a teacher to understand 'self'. Additionally, it helps teachers to recognize and conceptualize the nature and the culture of their working environment (Kelchtermans & Vandenberghe, 1994). By understanding an identity personally and professionally, teachers are expected to express their professionalism in their daily live performances. Therefore, there is

inescapable interconnectedness between teachers' personal and professional identities (Day et al., 2006). In a social context, identity takes a vital consideration in human existence; moreover, it is crucial for humans' psychosocial functioning to their interactional contributions. Identity is not merely talking about social construction. Moreover, it is also taking up a biographically grounded, emotion, and expression of daily life interaction. Therefore, identity is a dynamic

process of construction between many viewpoints of life (Medhy Aginta Hidayat & Farid, 2021).

The explanation of personal identity has been widely discussed a long time ago by many researchers (Erikson, 1977; Waterman, 1999). Although the definition of professional identity was not explicitly mentioned by previous works of literature, some researchers, such as Gardner (1995), Gaziel (1995), Goodson & Cole (1984), Mawhinney & Xu (1997) denote the term professional identity indirectly. Based on the literature from Gardner (1995); Gaziel (1995); Goodson and Cole (1984); Mawhinney and Xu (1997), professional identity is a complex, dynamic, and not fixed image of identity. Therefore, teacher professional identity is an ongoing process of contextual interpretations of professional reality based on cultural standards. In this research, the researchers performed a definition of personal identity as individual goals, values, and beliefs in its cultural areas (see, Waterman, 1999; for more discussion). Additionally, the researchers also utilized the definition of personal identity from Wardekker and Miedema (2001) who stated that personal identity is the creation of a life story, social interaction, and the commitment and consistency of decisions made that are created through elements that are existed in the culture.

To state the relevance of this research, a teacher's personal identity (personal dimension) and teacher's professional identity (interpersonal dimension) are supposed to be in the same direction which is a linear process of identity development (Cross et al., 2003; Suh, 2002; Van Hoof & Raaijmakers, 2002). In fact, the process of well-balancing the teacher's personal and professional identity is not easy. In other words, the challenges might be encountered by teachers as they may experience the world is more complicated, it may not be as expected or different from what they have thought. Therefore, understanding teacher identity such as practices, dimensions, and roles is assumed to be able to handle contradictions between professional and personal identity construction.

In an Indonesian teacher's identity context, the previous study by Yuwono and Harbon (2010) found that Indonesian teachers' professional identity is on the face of contradicting their personal identity, especially for teachers in rural areas. They further stated that due to some particular conditions, teachers tended to act unprofessionally. Furthermore, they stated that teachers' personal and professional identities need to be reconceptualized. In the same sense, the study from Lomi & Mbato (2020) also revealed that Indonesian teachers are struggling in equilibrating personal and professional identity, especially to posit personal identity in a professional context or professional identity. With respect to the previous studies, Noonan (2018) stated that every individual has a unique way of interpreting their identity related to their past understandings and future prospective. Thus, the development of teacher identity must be done as supposed to be-naturally evaluate the learning effectiveness. In addition, as teachers' personal identity evolves during their teaching professionalism, an interactive and nimble approach are important to consider for the continuous growth of teacher identity. For example, teachers develop their own teaching approach, working collaboratively with colleagues, and relating the teaching to the use of modern technology or digital learning. The most recent research from Richards (2021) exposed that the process of becoming a teacher must include the development of teacher identity which is formed by teachers' professional development, such as social behaviour, earlier knowledge, chatting with others, reading, and institutional formation. Moreover, by those inputs of understanding, teachers are developing their own knowledge of their special teaching-the understanding of a good teacher or ideal teaching. Furthermore, this sense of understanding is a loop process of identity development between teacher professional identity development (social interaction, institutional instruction, skills development, etc.) and teacher personal identity (relationship, awareness, attitudes, and motivation). In short, a teacher's developmental

process is a transformative re-imagining process of self (Danielewicz, 2001).

This study, therefore, aimed to find out the possibility of the barriers and overlapping aspects between teachers' personal and professional identity in the Indonesian context. The researchers formulated the research questions into two:

1. How do pre-service and in-service teachers perceive their personal and professional identity?
2. What are the barriers and overlapping aspects between teachers' personal and professional identities?

LITERATURE REVIEW

Conceptualizing teacher identity

Identity is perceived to represent the beliefs, values, and goals of an individual (Erikson, 1977). Therefore, identity is a personal facet that may differentiate one individual from others. Identity correspondingly affects human behaviour in their daily life activities. According to Cote and Levine (2002), identity incorporates the perceptions of people around, to see the individual itself. So, identity is closely acting as it is received from its surrounding. Goffman (1959), Swann and Bosson (2008), and Ting-Toomey (2015) also stated that individuals tend to act as they want people to perceive or recognize them. Consequently, identity leads to the action of impressing others. In other words, the role of others-environment, cultures, and nature of areas, may shape the process of an individual's identity itself. Therefore, identity is the process of the construction of self that includes individuals' daily life and dynamic processes to create, construct, and manage their developmental progression (Beauchamp & Thomas, 2009; Rodgers & Scott, 2008)

The concept of identity is a complex instrument of character which comes from the personal dimension and interpersonal dimension. Thus, identity is not only about social construction

but also the concept of 'self'. In addition, identity is perceived as a dynamic process of constructional character from many elements or aspects (Brekhus et al., 2010; Hidayat, 2016). (Day et al., 2006) also shared the same idea that identity is a collective changing representation of individual biography and social and cultural influences towards a particular circumstance. Additionally, the unavoidable connectedness of personal and interpersonal leads to the further explanation of those aspects which will be combined in teachers' identity.

Teacher Identity: personal and professional

In defining the concept of teacher identity, it has been clearly stated before that individual identity consists of personal and interpersonal dimensions. In simple terms, teacher identity is widely understood as a complex relationship between individual experience and social connection-cultural, social, institutional, and environmental situations. Furthermore, in this explanation, the concept of identity is further explained in terms of educational context. According to Sachs (2005), teacher identity is a negotiation process of a teacher's experiences and the ability to make sense of the experiences. Akkerman and Meijer (2011) further defined teacher identity as self-positioning in various participation in a working place. Therefore, it includes the process of defining "I" or the individual itself. In addition, as identity is a dynamic process, teacher identity also shares the same concept, that it is dynamic and involves many elements (Schultz & Ravitch, 2013). Thus, teacher identity may be considered as one's personal identity but in a specific role of being a particular occupation-the nature of teaching. To be more specific, teacher identity may be constructed through interaction in an intercultural context, for example, the culture of educational instruction and everyday experience from other teachers and students (Burke & Stets, 2009; Lave & Wenger, 1991).

Teacher Personal Identity: Personal dimension

Personal identity refers to the ability of individuals to maintain their stability and uniqueness of themselves. Moreover, personal identity is an individual characteristic to be performed or executed in social interaction (Gee, 2001). According to Schwartz et al. (2008), personal identity is a personal dimension that embodies goals, values, and beliefs (see also, Erikson, 1977). Thus, the teacher's personal identity is coherent with the 'self'. Also, it can be stated that the teacher's personal identity is a question of 'who am I?' (Jensen, 2003). Further discussion, someone, who is well-understood of his/her personal identity or teacher identity construction, can perceive the possibility of future actions related to cultural belief or interpersonal dimension. For instance, whether the teacher's personal identity is in the same direction or not as other dimensions, such as educational school beliefs, cultures and norms, and practices.

Teacher Professional Identity: Interpersonal dimension

Social interaction is closely connected to the individual concept of identity. Therefore, the position of language and social experiences is vital to intellectualizing the individual identity itself. Consequently, individuals only can develop their identity in a zone of social setting communication. Thus, social condition helps individuals to understand the role of others as well as to investigate and explore human actions-practices, behaviours, beliefs, faiths, etc (McCormick & Pressley, 1997).

No doubt that personal identity plays a significant role in teacher professionalism. Moreover, in an educational context, especially in teaching, teacher identity is not only about personal aspects but also the capability to understand the technical and emotional aspects of teaching, such as classroom management, subject knowledge, and students' particular characters (Sumsion, 2002). The possible distinction between teachers' personal identity and professional identity in teaching is that personal identity

requires teachers to use their personal experiences in performing an action of teaching-professional roles. Also, there is a possibility of teaching requires teachers' particular demands in practice. Old studies, such as Knowles (1992) and Nias (1989) argued that professional identity refers to the self-imaging of being a teacher. It implies that teachers are constructing their identity based on what they perceive as the role of teachers. Supported by Volkmann & Anderson (1998), professional identity emphasises teachers' role. Beijaard et al. (2004) then proposed the characteristics of professional identity into four:

1. Professional identity is a dynamic and ongoing process of analysing and understanding experiences.
2. The process-dynamic and ongoing requires personal and interpersonal dimensions. Thus, professional identity is related to the amalgamation of a community of practice.
3. It requires the willingness to develop more; professional development and personal goals.
4. There is an interconnectedness between professional identity and sub-identities, such as race, class, gender, and background experience. In which, the development might not always be stable or smooth.

Furthermore, this concept of images (teachers' roles) affects the way of teaching performance-teacher professional development, teacher attitude, and perceptions towards educational changes. In addition, the role of reflection and past experiences are also considered important in teacher professional identity development (Cooper & Olson, 1996).

METHODOLOGY

Research Design

This research aimed to reveal the possible barrier and overlapping aspects between the personal and professional identity of teachers in the

Indonesian context. Thus, the researchers employed the phenomenological approach to investigate teachers' perceptions of teacher identity; precisely, teachers' personal and professional identity. A phenomenological approach is an approach to subjectively revealing the hidden meaning of the participants' experiences (Creswell, 2012). It needs to be emphasised in this research that the phenomena or area of discussion is a subjective perspective of the participants' experience of their identity development. Therefore, the conformity of employing the phenomenological approach is that the participants have the freedom to share their experiences, feeling, and opinions/perceptions related to the teacher's identity. The researchers provide the research method as follows:

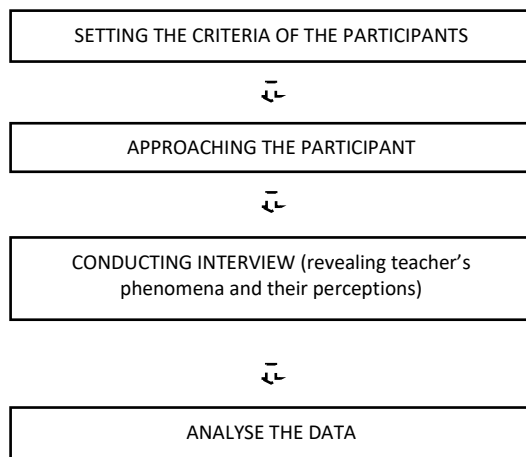


Figure 2.1 Research method

Setting and Participant

In this research, the researchers employed purposeful sampling to choose the participants. According to Creswell (2012), purposeful sampling is when the researchers choose or select participants according to the researcher's consideration or meeting the criteria that have been set. Therefore, the participants were assumed to have rich information related to the topic of the research (Patton, 1990). Additionally, the researchers considered some criteria in choosing the participants. First, the participants are

categorised as pre-service or in-service teachers of formal education. Second, the in-service teachers are considered novice teachers or with teaching experience of fewer than five years. Third, the pre-service teachers are in a process of formation to becoming teacher-undergraduate and graduate students are considered pre-service teachers. Fourth, the pre-service teachers must have at least one year of knowledge and practical implication of education with a consideration of having been introduced to a teaching matter.

Furthermore, the researchers approached pre-service and in-service teachers to be the participants. The participants of this research were five teachers. The participants are considered to meet all the criteria.

Participant Demographics		
Measure	Item	Frequency
Gender	Male	3
	Female	2
Age	15-20	1
	20-25	3
	25-30	1
Origin	West Nusa Tenggara	1
	Middle Java	2
	West Borneo	1
	D.I. Yogyakarta	1
Educational background	High school	3
	Bachelor degree	2
Teacher status	Pre-service	3
	In-service	1

	Pre-service and in-service (at the same time)	1
Experience in teaching	No experience	1
	<1 year	1
	1-2 years	1
	4-5 years	2

Instrument

The instrument of the semi-structured interview was adapted from Wilt (2013) and Xiong & Xiong (2017). However, the background study was not exactly the same. Wilt's (2013) research focused on teachers' identity of students with autism spectrum disorder and Xiong & Xiong (2017) was focusing on primary school teachers' perceptions of teacher identity. As the background of their study was slightly different from the current research, the researchers modified some questions. For example, "what made you become a teacher, specifically a special education teacher?" became "what made you become a teacher?". After some discussion and linking to the current research background, the researchers finally ended up with a final instrument. There were ten questions in the interview. The foci of the instrument were teachers' backgrounds, perceptions, reflective experiences, and projections of future teachers.

Data Collection

To collect the data, the researchers employed semi-structured interviews. Additionally, employing semi-structured interviews was considered to get the participant to be able to reflect and reconstruct their experiences towards personal and professional identity. Also, a semi-structured interview was used because it was able to explore participants' opinions, perceptions, and clarifications of relevant issues

(Barriball & While, 1994). To be more precise, the researchers employed semi-structured interviews regarding the complexity and sensitivity of the possible data collected; in addition, the researchers need to clarify the data related to the topic discussion. On the other hand, the semi-structured interview also allowed the researchers to lead the interview session to keep on track.

Data Analysis

Thematic analysis was employed in this research. The researchers used thematic analysis to interpret the data thematically. The thematic analysis was considered to be matched to the aim of the research which was to bridge the gap. Therefore, the themes can possibly answer the gaps in the teachers' personal and professional identity. The thematic analysis was used to identify the themes of the data collected and also to use the themes to interpret the data or issue of the discussion. Also, a good thematic analysis is provided with interpretations and the sense of it (Braun & Clarke, 2006).

RESULT AND DISCUSSION

This research focuses on teacher identity; to be more specific, this research revealed Indonesian teachers' perspectives on personal identity and professional identity. The findings and discussions were segmented into two big topics- as it is carried out by the research questions. The topics are (1) Indonesian teachers' perspectives on their personal and professional identity and (2) the barriers and overlapping aspects of Indonesian teachers' perspectives on personal and professional identity.

Indonesian pre-service and in-service teachers perceive their personal and professional identity

The analysis found that there was multiple awareness of teacher identity that were perceived

by Indonesian teachers. The themes are represented in table 1.

Table 1. Indonesian teachers' perceptions of teacher identity

Categories	Themes	notions
<i>Personal identity</i>	individuals' goals, values, and beliefs	be myself-goal and belief, personal's background
	the actions or behaviour	we as we are, social interaction, behaviour, act, behave.
	interaction in the social-cultural area	social interaction and personal identity have no template-very flexible.
<i>Professional identity</i>	Professional competence	job position/function, skill, capability, knowledge, pedagogical teaching,
	Professional teacher's ideology	institution's core value and belief, the teacher has a template, adaptation, work, training process,
	transferring cultural content and role model	give and transfer knowledge, role model, closely related to personal identity (behaviour).

In the teacher's personal identity, the thematic analysis revealed that the complexity of personal identity was conically perceived as an individual's goals, values, and beliefs (Theme 1), the actions or behaviour (theme 2), and closely related to interaction in the sociocultural area - the formulation of 'self' formed by objects of social environments (theme 3). While in professional identity, the thematic analysis discovered three themes; namely, professional competence (theme 4), teaching ideology (theme 5) and transferring cultural content and role model (theme 6). The further explanation is divided based on two big categories-personal identity and professional identity.

development, an individual's perception of his/her personal identity is as achieving his/her goals, values, and belief (Theme 1).

"To me, personal identity is when I put aside my identity as a teacher as I become myself, my goals, my own belief" (data 5).

In doing so, Indonesian teachers perceive that personal identity then is a matter of becoming a person which is driven by their intrinsic features towards their actions. They see that achieving goals, values, and beliefs can put them into a specific behaviour or attitude of an individual which differentiates one from another person (Theme 2).

Indonesian teachers' perception of personal identity

The thematic analysis revealed that Indonesian teachers perceive personal identity as an individual striving for his/her goals that have been set before. In other words, personal identity is a personal development which is in a line with goals, values, and beliefs. So, in identity

"I personally perceive that personal identity as the way how I act, behave, and interact with others (in a social context)" (data 1)

With respect to the statement above, no doubt that social environment puts individuals to their particular or personal characteristics. Indonesian teachers perceive that teacher's personal identity is an individual matter. However, even though it is a personal or intrinsic matter, personal identity is essentially corresponding to interpersonal dimensions, such as social setting, a community of practice, tradition, and culture. In fact, they believe that the interpersonal dimension (social interaction) takes a tremendous contribution to forming their personal identity (theme 3).

"We as we are in our social interaction, in terms of behaviour" (data 2).

The thematic analysis further revealed that Indonesian teachers perceived social interaction from two points of view; namely, the background of knowledge and the domain of action. First, it is seen as the 'background of knowledge' which refers to the past knowledge of an individual in forming their personal identity. It is closely related to perceiving past experiences in social interaction as sources of the evaluation process which is commonly known as reflection. Second, 'social interaction' is a domain of action. In this case, social interaction is perceived as an area for individuals to perform their actions, behaviour, or attitude in connection with others. In addition, the thematic analysis also brought up interesting findings on personal identity in term of social interaction which is stated as follow:

"Personal identity is a free template for an individual to use, however, this needs to be emphasized that personal identity is closely related to his/her background, such as where she/he was raised, how she/he was raised, etc." (data 3).

The pre-service teachers perceived that personal identity is an open character built by an

individual. Therefore, the role of social interaction as a background of knowledge takes a vital impact on their personal identity development.

In a line with the perceptions of teacher personal identity above, Bandura (2006) asserted that by understanding his/her own goals, values, and beliefs, a teacher is capable to view him/herself; as a consequence, the teacher can evaluate as well to perform well in a social context or a teaching process by considering the commitments-evaluation of goals, values, and beliefs. In the same vein, the research from Richards (2021) revealed that teachers perceived that they are responsible for their own goals, values, and beliefs. Moreover, he found that it takes teachers to a decision making of their present and future actions or behaviour. Concerning social interaction (theme 3), Richards (2021) shares the same thought in the finding that social interaction forms the teacher's identity, especially in intent, power, and self-image. In that sense, the connection between social interaction and the teacher's personal identity is related to the dimension of reflection and action in a social context.

Indonesian teachers' perceptions of professional identity

Indonesian teachers have various perceptions of teacher professional identity. The perceptions are narrowed into three themes namely (1) professional competence, (2) teaching ideology, and (3) transferring cultural content and role model.

Indonesian teachers perceive that teacher's professional identity is a matter of an individual's professional work in terms of being skilful or well-qualified in a profession. Furthermore, it is stated that teacher professional identity is how a teacher sees teaching as a job function which refers to the competence of teachers in their teaching ability, such as pedagogical teaching and subject knowledge.

"Teacher identity is related to a job position. Therefore, a professional teacher is expected to have good skills, capabilities, and knowledge. Furthermore, to state that you yourself as a professional teacher is how you can be 'capable to teach others, especially in terms of your pedagogical teaching'" (data 1).

Consequently, the teacher's professional identity is perceived as the teacher's professional teaching technique. Indeed, that teachers' competency in teaching-pedagogical and subject knowledge is affected by their training process. In this case, institution or professional training has greatly impacted their teacher's professional identity development. Moreover, every institution has its own belief or ideology in training the student teacher in terms of their professionalism in teaching.

"Professional identity is really related to when I work and being trained in an institution which is also related to particular institution's core value and belief" (data 5).

With respect to the previous discussion, an interesting finding from the analysis expressed that the teacher's professional identity is perceived as a specific template that the teacher needs to adjust.

"Teacher on the other hand has a well-known or remarkably mark perceived by people around of how teachers act, behave, and the role or position of teacher itself in a surround. I would say it is a 'template', so professional teacher identity is when a teacher can posit him/herself into that template without damaging the template itself" (data 3).

It is stated that even though student teachers are taught with specific ideology or belief in different contexts from their institutions (see data 5), 'teacher' itself has a remarkable mark which has been perceived by the surrounding people. In other words, a teacher's professional identity (as perceived by a particular institution) needs to adjust to the real teaching environment (teacher as

perceived by particular culture). Additionally, as the task of the teacher is commonly known as transferring cultural content (knowledge) or teaching theory (Sanjaya, 2007), Indonesian teachers also perceive that teacher professional identity is closely related to the ability in conveying subject or content knowledge to students. This finding is in a line with the research from Tao and Gao (2018) which revealed that teacher professional development is directed to the teacher's ability on the content or subject knowledge.

"Teacher's professional identity is related to the one who gives or transfers knowledge and at the same time also be a role model. Therefore, professional identity is closely related to our personal identity-we have to behave well for our students" (data 2).

Furthermore, a teacher's professional identity is also perceived as a professional role model. In this sense, teachers are also expected to show a good model for their students in terms of behaviour, attitude, etc. Therefore, a teacher as a role model is interrelated to a good personal identity-behaviour and attitude.

In agreement with Indonesian teachers' perceptions of a professional teacher's identity, Noonan (2018) stated the same idea that a teacher who is identified as a pedagogical expert is an exemplary teacher. In this case, a teacher's professional identity is strongly connected to a good teacher's pedagogical knowledge or a pedagogical expert. Afterwards, considering the role of an institutional training program in a teacher's professional identity, Day and Lee (2011) held the same concept that institutional cultures including norms, beliefs, and attitudes are intentionally or unintentionally attached to an individual's identity. Slightly different to the finding of Day & Lee (2011), this research asserted that institutional belief or ideology needs to come along to the terms of 'teachers being perceived by particular demographic area or culture'; therefore, it needs to be emphasized that the role of teachers might be different from one place to another

related to a particular psychological area or characteristics. Subsequently, concerning the teacher's professional role model, the finding shares the same idea as Beauchamp & Thomas (2009) who stated that a teacher's professional identity shapes the teacher's personal identity. In this case, the teacher's professional identity impacts to the role of the teacher as a well-being person as well as a good role model for students-how the teacher behaves and acts in professional and personal dimensions. With respect to the previous statements, Day (2011) stated that professional life and job commitment are affecting individual's professional work. Therefore, teacher's commitment needs to be well maintained especially in a professional work or professional dimension/norm (see. Bandura, 2006; for more discussion).

The barriers and overlapping aspects between teachers' personal and professional identities.

The analysis found that Indonesian teachers' perspectives on personal identity and professional identity overlapped from one particular aspect to another. However, it was also found that some aspects were limiting other aspects. The findings and discussion are further explained as follows:

The overlapping aspects between teacher's personal and professional identity

Indonesian teachers mostly perceive that teachers' personal and professional identities are strongly related. The thematic analysis discovered the two themes of the interconnections between teachers' personal and professional identities. The themes are (1) the teacher's personal identity such as behaviour, action, and attitude in social interaction forms professional identity and (2) the teacher's professional identity cannot be separated from personal identity in social interaction. There is a slight difference between theme 1 and theme 2, especially in terms of personal and professional development.

a. Identity formation: Personal identity such as behaviour, action, and attitude in social interaction forms professional identity

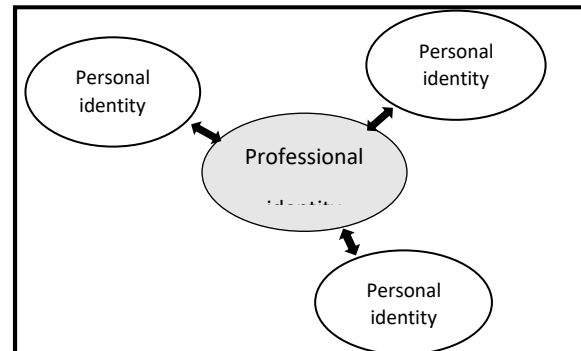


Figure 2.1 Personal identity formulates professional identity

Personal identity is considered an important value in forming a professional identity. Figure 2.1 represents Indonesian teachers' perception that an individual's experience or value of social interaction is a predominant factor for teachers to connect to professional work. Moreover, it is perceived that teachers' social background projects them to their future professional identity. It is stated as follows:

"If the person has a good characteristic (being raised well by parent and environment), his/her ideology would fit a template of a teacher" (data 3)

Similarly, another statement is:

"If you are a teacher (as function-teacher identity) also you are as professional identity (capability to do something better than others) in doing so, related how to interact within a social surrounding" (data 1)

In a simple pattern, the thematic analysis exposes that teachers' personal identity is in a line with their professional identity. Regarding the statement before, it is stated that a teacher's professional identity has a positive correlation with a good personal identity. The finding of the thematic analysis shares the same idea of Mawhinney and Xu (1997), Moate and Ruohotie-Lyhty (2014) and Kayi-Aydar (2017) who revealed

teacher's professional identity is highly related to the relationship to the school system. They further explained that a teacher's professional identity refers to the ability of a teacher to adjust him/herself to a professional environment such as mentors, experienced teachers, and staff. They also mentioned that professional identity is greatly affected from teacher professional linguacultural such as professional sharing and actions. Also, a teacher who is being a part of a professional community of practice would help the teacher independently improved (Feryok, 2012; Noonan, 2018).

b. Identity in social interaction: Professional identity cannot be separated from personal identity

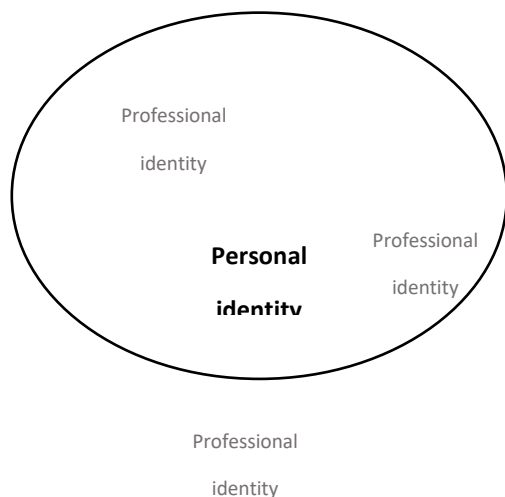


Figure 2.1 Personal identity formulates professional identity

Indonesian teachers perceived that teachers' professional identity cannot be removed from personal Identity. Figure 2.2 explains the position of personal identity as a personal domain in a social domain. As a consequence, in a teacher's personal domain, professional identity also contributes to the actions, behaviours, and attitudes of the teacher in a social setting. It is stated as follows:

"Outside of the school, we are still teaching. Meaning to say, in terms of teaching, even though we are in personal identity (interacting with social), our professional identity also sticks with our personal actions" (data 2)

It is perceived that teacher's professional identity is not limited by the teaching demographic territory such as classroom, school, or institutions. Moreover, a teacher's professional identity is connected to the teacher's actions in any condition. In the same sense, another participant also stated that:

"Being a teacher is attached with me even when I meet with students outside the school" (data 4)

This finding shares the same ideas as the studies from Sachs (2005) and Tao and Gao (2018) which revealed teacher's professional identity strongly contribute to a teacher's decision-making- the behaviour, action, and attitude, therefore it is greatly connected to the teacher's position in society. In addition, Volkmann and Anderson (1998) also stated the same notion that a teacher's professional identity is intertwined with the social role and self-image.

The barriers between teacher's personal and professional identity

The thematic analysis revealed the two novel themes of the barriers between teachers' personal and professional identity. The themes are (1) A classroom setting: personal and professional identity performance and (2) A social context: personal and professional identity performance.

a. A classroom setting: personal and professional identity performance

The analysis discovered that teachers should be able to perform their personal and professional identity in an appropriate situation. It is stated by one of the Indonesian teachers as follows:

"We need to put a border in teaching. I would say 30-40 % of my personal in teaching. Otherwise,

there will be no barrier between teachers and students. And the 60% is for managing the classroom (professional identity)" (data 4)

It is perceived that teachers need to balance their identity used (performed) in a classroom, for the classroom to be running well, cognitively and affectively. Personal identity therefore closely connected to the students' affective domains such as feelings, emotions, and attitudes. Whereas, professional identity is related to students' cognitive domain such as knowledge and intellectual matters. In the case that teachers are unable to well-balance the personal and professional identity, the classroom setting would not be appropriate for students-too much personal identity performed will cause no boundaries and no focus, while too much professional identity performed will cause the opposite effects.

b. A social context: Personal and professional identity performance

Another interesting finding is that Indonesian teachers' professional identity in some cases may not be in a line with their personal identity (see. the overlapping aspects as a comparison). It is stated by the teacher that:

"Sometimes I don't want my students to see my personal identity. In my opinion, teachers should be perfect as a role model, however, I am not that perfect" (data 5)

Similarly, another teacher also stated that:

"In becoming a professional teacher, sometimes we are limited by our pure/basic personal characteristics which might not be appropriate to a professional culture" (data 3)

In a particular circumstance, Indonesian teachers perceive that in professional work they are limited by their personal identity; personal identity is understood as a teacher's actions, behaviours, and attitudes which are extracted from their unique or particular psychological characteristics. In this way, teachers are perceived

as good role models for their students, in doing so teachers are expected to show their professionalism to students or in social interaction. Therefore, teachers must be aware to perform their identities, especially their personal identities (see. The overlapping aspects as a comparison).

CONCLUSION

This research has discussed that teachers' personal and professional identities are bridged with the perceptions of personal identity that is related to individuals' goals, values, and beliefs, the actions or behaviour, and interaction in the socio-cultural area; Whereas, the professional identity is related to the professional competence, teaching ideology, and transferring cultural content and role model. In addition, teachers' personal and professional identity are overlapped in terms of identity formation and identity in social interaction. Besides, they are confined by a classroom setting and social context.

Suggestions are addressed to teachers and future researchers. For teachers, this study may be useful in understanding teacher identity especially personal and professional identity. For future researchers, studies on the topic of teachers' personal and professional identity performance in a classroom are still worth investigating, particularly on how an institution, social setting and teacher's tempestuousness can balance the needs to shape personal and professional identity.

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