

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter provides a comprehensive overview of the research results as well as an in-depth discussion regarding the implementation of an independent curriculum. Researcher explored how to build teacher identity and supporting factors for teacher identity. Analysis is carried out through a narrative approach, which involves data analysis according to the research focus.

#### **A. Findings**

Analysis of this particular finding is based on interviews from participant that researcher labeled as *RI*. *RI* is the teacher at the schools that researcher studied and conducted interviews. Through interviews and a narrative framework, the researcher gathered insight into how to construct and support factors for teacher identity. Respondent completed a narrative framework and were asked a total of 60 questions by the researcher. Two main research problems were explored in this study. The first is how to build teacher identity in schools that implement an independent curriculum. The second is the supporting factor for teacher identity in schools that implement an independent curriculum. The topics and categories that arose from the process of gathering and analyzing data are shown in the following figures. Furthermore, based on the obtained by the researcher, the following are the findings:

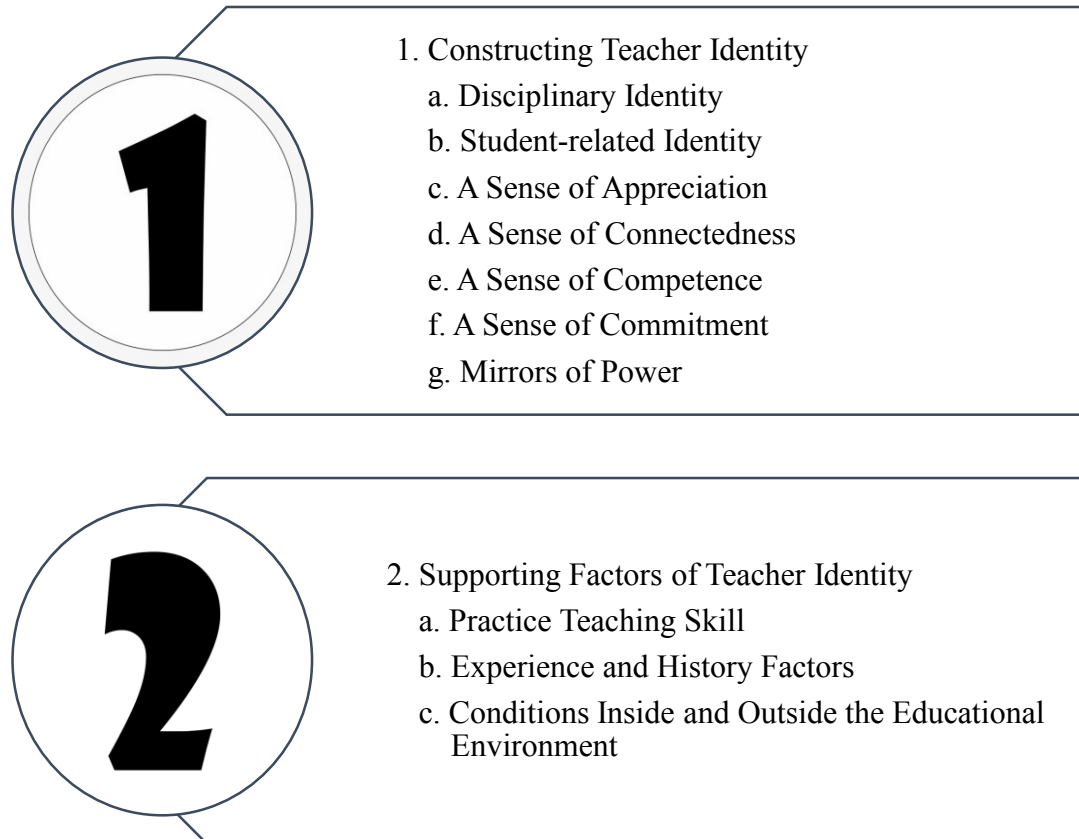


Figure 4.1 Narrative Categories of the Findings

## 1. Constructing Teacher Identity

Researcher gained an in-depth understanding of the formation of a teacher's identity in schools that implement an independent curriculum through interviews with the teacher. By using 60 questions based on five relevant theories, the narrative inquiry approach allows researcher to investigate teachers' experiences in detail. The results of interviews between researcher and teacher are described to illustrate how teacher identity is formed. The following data are the results:

### a. Disciplinary Identity

Disciplinary identity is a professional identity developed by specialized knowledge and abilities acquired through formal education and practice in language teaching. The teacher told:

“I am a graduate of the English Education study program, which I studied for several years. My academic journey started in 2007 and ended in 2013. However, the journey was not smooth. I faced challenges in the form of changing the thesis title, which occurred no less than three times. This challenge eroded my enthusiasm, and I faced difficulties in completing my thesis. However, with perseverance and strong determination, I managed to complete the study program. This shows that even if there are obstacles in the way, with strong determination, we can overcome anything and achieve the desired academic goals.”

Based on the teacher statement, in the context an English Language Education graduate faces an academic journey full of challenges, including changing the thesis title three times. However, with perseverance and strong determination, he successfully completed his study program in 2013, showing that obstacles can be overcome with unwavering determination.

b. Student-related Identity

Student-related identity is the professional identity of an English teacher who focuses on student characteristics during the teaching process. Teachers not only focus on teaching materials, but also pay attention to student characteristics as valuable indicators in designing effective language teaching processes in the classroom. The teacher mentioned:

“When preparing teaching materials related to student character, the first step that must be taken is to understand students' interests and learning abilities through an initial diagnosis or diagnostic assessment. After that, learning materials must be adapted to individual student needs, both in content, products, and results. This is done based on the results of the diagnosis; for example, if students A, B, C, or D have different abilities, then the learning demands are adjusted. This is because the main goal is for each student to achieve understanding according to his abilities. This customization also includes matching the student's interests and available facilities. However, there are obstacles that may arise regarding time allocation, especially because there are three educational objectives at school, namely academics, boarding school, and tahfidz. Therefore, the use of time and language in teaching is limited. Through this initial diagnosis, we can adjust the learning approach using various methods, such as lectures, explanations, and learning videos, according to student needs.”

Based on the statement above, in this context preparing teaching materials related to student character, the first step that must be taken is to understand students' interests and learning abilities through initial diagnosis or diagnostic assessment. After that, learning materials must be adapted to individual student needs, both in content, products and results. This is done based on the results of the diagnosis, for example if students A, B, C, or D have different abilities, then learning demands are adjusted. The main goal is

for each student to achieve understanding according to his abilities. This customization also includes matching student interests and available facilities. However, there are obstacles that may arise regarding time allocation, especially because there are three educational objectives at school, namely academics, Islamic boarding school, and tahfidz. Therefore, the use of time and language in teaching is limited. Through this initial diagnosis, we can adjust the learning approach using various methods, such as lectures, explanations, and learning videos, according to student needs.

Imagining their Future job Trajectory as Teachers refers to a teacher's capacity to see their future job path as a teacher. This involves teachers' capacity to see and plan how they wish to grow and advance in their careers as educators. The teacher conveyed:

“Improving competence as a teacher is very important considering the complexity of future generations, such as the current generation Z, which will likely be followed by an even more sophisticated generation, such as the Alif generation. As teachers, we must prepare ourselves to face the challenges of the times to come by preparing our abilities from now on. Imagine if future generations were able to communicate in English as fluently and naturally as we speak Indonesian. If a teacher is not ready to face these challenges, even after being certified, then this shows that the teacher does not have sufficient competence. Certification should not just be about income but rather about the teacher's ability to answer the challenges of the future and improve his career in the field of education. It is important for a teacher to continue to upgrade their competencies and improve their abilities so that they can prepare the steps necessary to achieve the desired future vision for their students. This can be done through seminars, in-house training, and various other forms of self-development.”

Based on the preceding statement, in this context the importance of increasing competence as a teacher considering the complexity of future generations, such as the current generation Z, which will likely be followed by a more sophisticated generation, such as the Alif generation. As teachers, we must prepare ourselves to face future challenges by renewing our abilities from now on. Imagine if future generations were able to communicate in English as fluently and naturally as we speak Indonesian. If a teacher is not ready to face these challenges, even after being certified, then this shows that the teacher does not have sufficient competence. Certification should not only be related to income, but rather to teachers' ability to meet future challenges and advance their careers in education. It is important for a teacher to continue to increase their competence and improve their abilities so that they can prepare the necessary steps to achieve the desired future vision for their students. This can be done through seminars, internal training, and various other forms of self-development. Thus, the interview results highlight the urgency and importance of increasing teacher competence in facing an increasingly complex future.

c. A Sense of Appreciation

Get sentiments of praise or recognition for their teaching efforts. Feelings of personal gratitude for the instructor's instruction are critical in building teacher identity. that appreciation given to students for their

achievements, both in terms of English language skills and active involvement in the learning process, has a very important impact. The teacher mentioned:

“When you see students or students succeeding in achieving achievements, whether in terms of English language skills or active involvement in the learning process, the appreciation given by the students themselves, their superiors, or their parents is very important. Awards from various parties have a significant impact on appreciating student achievements, especially after seeing the results of their efforts in achieving certain learning goals. Supporting factors such as appreciation, formal awards in the form of certificates, or teacher performance assessments all have an important role in motivating teachers and increasing their enthusiasm to continue giving the best to students. These awards provide strong encouragement and motivation to continue to develop better teaching methods. This is because when the hard work made by teachers feels appreciated and recognized, it will have a huge positive impact on learning. Apart from that, appreciation from superiors and colleagues also provides strong encouragement to continue working and produce quality work in the educational process. This all encourages greater enthusiasm and desire to continue to produce achievements in the world of education.”

From the statement above, this appreciation can come from the students themselves, their superiors, or from their parents. Awards from various parties have a significant impact in appreciating students' achievements, especially after seeing the results of their efforts in achieving certain goals in learning. Supporting factors such as appreciation, formal awards in the form of certificates, or teacher performance assessments, all have an important role in motivating teachers and increasing their enthusiasm to continue providing the best to students. These awards create strong encouragement and motivation to continue developing better teaching methods. This is because when the hard efforts made by teachers feel appreciated and recognized, this will have a big

positive impact on learning. Apart from that, appreciation from superiors and colleagues also provides strong encouragement to continue working and produce quality work in the educational process. All of this encourages greater enthusiasm and the desire to continue to produce achievements in the world of education.

Context-related identity is a professional identity that changes and adapts to different teaching contexts or situations. When facing a new teaching situation, teachers are faced with new opportunities and challenges. Each new teaching situation brings fresh teaching conditions. The teacher claimed:

“For example, when I taught at this school, I had previously taught at an elementary school where English was used. However, because using English for elementary school children is relatively easier, I'm sure it won't be too difficult. However, when I started teaching English at this junior high school (SMP), the differences were probably only limited to the subject matter. Apart from that, the adaptation between teaching in elementary and middle school is almost the same.”

Based on the preceding statement, in the context previous teaching experience in an elementary school where English was used gave the belief that teaching English to secondary school students would not be too difficult. However, when starting to teach English in junior high school, the main differences encountered are likely to be limited to the subject matter. In addition, adaptation between teaching in elementary school and middle school is almost the same, indicating that previous experience can be beneficial in adapting to different teaching environments.



Discourse in teacher identity refers to the role of language and communication in shaping understanding and building a teacher's identity. This involves the way teachers use language, phrases, and narratives to understand and interpret their roles and authority in the teaching context. Discourse also includes how teachers respond to institutional demands, social norms, and work environment pressures through the use of language and communication. Thus, understanding the discourses in teacher identity helps in seeing how language and communication play a key role in the formation and understanding of teacher identity. The teacher said:

“As a teacher, it is important to be a good role model for children. Therefore, teachers must provide examples of good words, expressions, and ways of speaking so that children can imitate this behavior. At school, we have nine pillars of character, one of which is speaking wisely. We try to instill in children the importance of saying words such as sorry, please, excuse me, and the like. The goal is for children to have good role models, and these role models are their teachers. They will imitate and follow the teacher's way of speaking, and if the teacher sets a good example, the students will follow him well too. Apart from that, we also try to get to know each child by calling them by name, and when they succeed in something, we give them appreciation or praise. We also call them by familiar names to create closeness between teachers and students. We are aware that formal addresses such as 'you' can create distance between teachers and students, which should be avoided. Even when we are angry, it is important to show that anger is not just a way to release emotions but rather a way to show that they made a mistake, but in a good way. In this way, we invite them to think about their actions. The use of appropriate language is also very important in this case, so that children can understand the difference between right and wrong behavior.”

Based on the preceding statement of being a good example for children as a teacher. Teachers are expected to provide examples of the use of good

words and positive ways of speaking, as well as instilling values such as honesty and humility in students. Apart from that, teachers also try to build closeness with students by calling them by their names and giving appreciation when they succeed. Teachers also teach the importance of controlling emotions, showing that anger is not the only way to respond to mistakes. This is done in the hope that students can understand the difference between right and wrong behavior through appropriate communication.

When it comes to teaching identity, emotioncy means how people understand the world the way they do. This idea covers how teachers use their emotional experiences to understand and make sense of their world in the classroom. If teachers' emotions affect how they see themselves, their power, and their job in the classroom, they can have a big impact on how they identify as a teacher. The teacher stated:

“Entering the classroom as a teacher is not just a routine task, but also a moment that requires deep emotional awareness. I believe that teachers should bring feelings appropriate to the needs of the situation, whether they are sad, happy, or full of enthusiasm. Even in negative emotional conditions, teachers must be able to manage them well so that they do not affect the overall classroom atmosphere. In my view, emotional experiences greatly influence how we interact with students and provide instruction. The ability to control emotions before entering the classroom allows us to remain focused on our main task, namely providing quality learning, without being affected by emotional situations that we may experience. As a teacher, it is important to understand that our presence in the classroom has a far-reaching impact on students. They can capture the energy and mood that we bring to the classroom, so it is very important for us to create a positive atmosphere and build enthusiasm for learning. My experience also shows that students respond better to teachers who are able to display passion and dedication in their teaching. Therefore, control over our emotions is key

to creating a productive learning environment and building good relationships with students. I also believe that awareness of the emotional, spiritual, and intellectual dimensions is very important in developing oneself as an educator. The ESQ concept, which teaches the importance of balance between emotional, spiritual, and intellectual intelligence, provides a strong foundation for self-improvement as a teacher. By understanding and managing these aspects, we can become more effective and influential teachers in students' lives. Thus, controlling emotions is not just a skill but also an underlying principle in carrying out one's duties as a teacher. This not only allows us to provide quality teaching but also builds strong bonds with students and helps them grow and develop holistically.”

Based on the preceding statement, in this context emotional awareness for a teacher when entering the classroom. It is believed that teachers must bring feelings appropriate to the situation, be it sad, happy, or enthusiastic. The ability to manage emotions, even in negative conditions, is vital so as not to affect the overall atmosphere of the class. Additionally, teachers realize that their presence and mood have an impact on students, so creating a positive atmosphere and building enthusiasm for learning is essential. Awareness of emotional, spiritual and intellectual dimensions is also considered crucial in self-development as an educator, with the balance principle of the ESQ concept being a strong basis for professional growth.

d. A Sense of Connectedness

A sense of connectedness may be defined as a feeling of connection or attachment to other instructors that reinforces one's identity as a teacher. This

closeness involves a sense of reciprocal connection, shared experiences, and mutual support among other educators. The teacher spoke:

“It is very important for us to connect with our fellow teachers, because through this connection we can learn, carry out self-evaluation, and get input from our colleagues who may have better abilities in some aspects. This is very influential, especially in terms of feeling connected with fellow teachers, which allows us to broaden our horizons and approaches to teaching. When each teacher works independently, we may not know the student's background well and tend to teach according to our own preferences and versions. Therefore, it is very important to connect with other fellow teachers, because this allows us to get information about various approaches that other fellow teachers can take. For example, in the context of Islamic boarding schools that implement the use of Arabic and English, if we can build good communication with other fellow teachers, then the possibility of success in learning will be much higher. This is because we can reach agreement on the consistent application of language, which in the end can support students' success in understanding the material being taught.”

Based on the teacher statement, in the context The interview results highlight the importance of establishing relationships with fellow teachers, because through these relationships we can learn, carry out self-evaluation, and get input from our colleagues who may have better abilities in some aspects. This is very influential, especially in terms of feeling connected to fellow teachers, which allows us to broaden our horizons and approaches to teaching. When each teacher works independently, we may not know students' backgrounds well and tend to teach according to our own preferences and versions. Therefore, it is very important to connect with other fellow teachers, as this allows us to gain information about the different approaches that other fellow teachers can take. For example, in the context of Islamic boarding

schools that implement the use of Arabic and English, if we can build good communication with other fellow teachers, then the chances of success in learning will be much higher. This is because we can reach an agreement on the consistent application of language, which in the end can support students' success in understanding the material being taught.

"Capital" in teacher identity refers to the tangible and intangible things that a teacher has that can help them build and improve their professional identity. This idea includes many things, like economic capital, cultural capital, symbolic capital, and social capital. For example, social capital can help teachers make connections and networks that are useful in the classroom, and cultural capital can help teachers understand and value the different cultures in their classes. The teacher explained:

“One of the most valuable resources for a teacher is intrinsic motivation, namely motivation that comes from within oneself. This motivation brings awareness that, as teachers, our job is not just to teach but also to plan everything well. This includes planning lesson plans and preparing the material to be taught. My experience as a student shows that a teacher's teaching style, be it Teacher A or Teacher B, can influence the way I teach in the future. Apart from that, the training I attended also provided insight and inspiration to improve my knowledge and skills in teaching. This source of inspiration can be obtained from various sources, such as online training, tutorials on YouTube, or supporting applications for teaching English, for example. An example is the use of support from colleagues. Recently, I received an atlas book from the school, which was delivered by the principal through administration. My hope is that this book can provide material that is easier to understand and more applicable. In it, I found access to additional resources in the form of animated videos, audio learning, and other additional learning materials. This is an example of how we can leverage support from colleagues to improve the quality of teaching.

While this book is limited for now, primarily for English teachers, I hope to see the addition of material for other subjects in the future.”

Based on the statement above, in this context intrinsic motivation for a teacher in carrying out his duties. Teachers are made aware that their duties are not only limited to teaching, but also planning well, such as preparing lesson plans and preparing teaching materials. Experience as a student and the training that took place provided inspiration and insight to improve the quality of teaching. The source of inspiration can come from various sources, such as online training, tutorials on YouTube, or teaching support applications. A concrete example is the use of support from colleagues, such as an atlas book recently received from school, which provides access to additional materials and other learning resources. This shows efforts to continuously improve the quality of teaching by utilizing available resources.

e. A Sense of Competence

A sense of competence" may be defined as a feeling of competence or achievement in one's work as a teacher. This sensation is an important sign in creating one's identity as a teacher. The teacher stated:

“When we have reached a sufficient level of expertise in the field of teaching, being a role model for students and succeeding in educating them is not merely important, but is the essence of the role of an educator. This reflects the well-known philosophy, namely "follow and imitate," where a teacher's behavior and actions become an example that is imitated by his students. In addition, Ki Hajar Dewantoro's famous educational principle, "ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani," emphasizes the importance of being a role model, providing inspiration, and giving wise direction to his students.

Not only that, a sense of competence or self-confidence in competence is also a very important aspect in the world of education. As a teacher, having strong competencies and feeling confident in your ability to teach are the main keys to guiding students to success. For example, in teaching English, we must continue to develop our language skills in order to provide quality teaching and help students achieve success in learning the language. However, there is a very real risk when a teacher does not feel ready or is less competent in teaching material. This can hinder the learning process because students may feel less confident in the teacher's abilities. Furthermore, if a teacher does not feel competent in explaining the material clearly or is not ready to provide in-depth understanding, then students can feel frustrated and lose interest in learning. Not only that, but the importance of cultivating a strong sense of self-confidence and competence in teaching also helps in creating a positive and productive learning environment. Teachers who feel confident and competent in their teaching abilities tend to be more motivated to create innovative and interesting teaching methods for students. On the other hand, when a teacher does not feel competent or is not ready to provide good understanding, then learning will be hampered, and students may experience difficulty understanding the material being taught. Therefore, it is important for every teacher to continue to develop their abilities and confidence in teaching in order to provide meaningful and effective learning experiences for students. It's not just about imparting knowledge to students; it's also about providing encouragement and motivation for them to continue learning and developing. As educators, we have a great responsibility to form a competent and confident future generation.”

Based on the statement above, in this context the importance of being a good example for students and successfully educating them is at the core of the role of an educator. This reflects the well-known philosophy of "following and imitating", where a teacher's behavior and actions become an example that is imitated by his students. Furthermore, a sense of competence or self-confidence in competence is also a very important aspect in the world of education. As a teacher, having strong competencies and feeling confident in your teaching abilities is the main key in guiding students to success.

However, there are very real risks when a teacher does not feel prepared or is less competent in teaching the material. This can hinder the learning process because students may feel less confident in the teacher's abilities. Therefore, it is important for every teacher to continue to develop skills and confidence in teaching to provide meaningful and effective learning experiences for students. As educators, we have a great responsibility to form a competent and confident future generation.

Language-related identity can be defined as an identity based on a teacher's language abilities. This identity encompasses how a teacher's linguistic background and degree of ability impact their approach to teaching and engaging with pupils in class. The teacher said:

“In classroom communication during teaching and learning activities, Indonesian still dominates, but English is often used to give simple instructions and respond to children. However, if children seem to have difficulty or do not understand, language use will return to Indonesian. The estimated percentage of use of Indonesian is probably around 60%, while English is around 40%.”

From the statement above, in the context of teaching and learning activities in the classroom, Indonesian dominates as the main language in communication. However, English is also often used to give simple instructions to children and respond to them. When children have difficulty or do not understand, teachers tend to return to using Indonesian. The estimated percentage of Indonesian language use in classroom communication is around 60%, while English is around 40%.



f. A Sense of Commitment

A "sense of commitment" is characterized by a great personal interest in educating the future generation, as well as a profound sense of duty or dedication. Thus, "a sense of commitment" refers to a profound sense of duty and devotion to the teaching profession, as well as a strong personal interest in helping to shape the future generation. These sentiments play a significant role in shaping a teacher's identity and can impact how instructors respond to events and problems at work. The teacher uttered:

“Feeling responsible for carrying out the role as a teacher implies a strong commitment to self-development. If we feel less competent in an area, we are expected to continue to improve our abilities. Apart from that, having learning targets for students guides us in providing appropriate teaching so that the competencies we want to achieve can be conveyed well to students. The importance of measuring students' abilities and feeling responsible encourages us to complete assignments seriously and have motivation to achieve learning goals. A committed teacher will try to find solutions to the challenges faced, such as dealing with students with learning difficulties by looking for ways so that they can participate in learning well. Evaluation of student abilities also helps teachers adjust teaching methods to suit individual student abilities.”

From the statement above, in this context emphasizes the importance of feeling responsible in carrying out the role as a teacher, which implies a strong commitment to self-development. If we feel less competent in an area, it is hoped that we will continue to improve our abilities. In addition, having learning targets for students guides us in providing appropriate teaching so that the competencies we want to achieve can be conveyed well to students. The importance of measuring students' abilities and feeling responsible

encourages us to complete assignments seriously and have motivation to achieve learning goals. A committed teacher will try to find solutions to the challenges faced, such as dealing with students with learning difficulties by looking for ways so that they can participate in learning well. Evaluation of student abilities also helps teachers adjust teaching methods according to students' individual abilities.

When teachers think about and understand their job roles, responsibilities, and relationships in educational settings, they use something called "imagination of reality." It has to do with how teachers think about and understand different parts of their jobs, like how they relate to students, coworkers, and the school system as a whole. This part is a mental framework for understanding how teachers' identities change over time. It is made up of other parts, such as mirrors of power, discourse, investment, and feeling. Teachers are seen as inspirers and motivators, who play a role in shaping students' views on learning. The teacher told:

“In the educational context, a teacher's identity becomes an example that is followed and imitated by his students. This concept is reflected in the principle of "ing ngarso sung tulodo", where teachers act as role models, inspirers and motivators for their students. As teachers, we reflect on ourselves as students in the past, whose experiences shape our view of the kind of teacher we want to be. Experience with a variety of teachers gives us an idea of the responsibilities and approaches required in teaching. From there, we imagine how we can become the teachers our students want in the future. This is important so that children get an idea of a responsible teacher, which will later influence their learning experience. In this way, learning becomes meaningful for them. To achieve this, we need to understand what images are relevant to children, so that learning can be tailored to their needs. For example, by

presenting a learning context that is simple but relevant to their lives, such as discussions or dialogues in English about topics that are familiar to them. The principle is to immerse yourself in the children's world, not the other way around, so that learning can be more meaningful and directly connected to their experiences.”

Based on the teacher statement, teacher identity is an example for his students and the principle of "ing ngarso sung tulodo" where teachers act as role models. Teachers reflect on their experiences as students to form their views about the type of teacher they want to be. This is important so that children get an idea of the teacher in charge, which will influence their learning experience. To achieve this, learning needs to be adapted to children's needs, by providing learning contexts that are relevant to their lives.

Investment in teacher identity means that a teacher works hard to build and improve their professional identity. This idea includes a lot of different things, like putting time, energy, and other resources into getting skills, information, and experience that are useful for teaching. The teacher spoke:

“Commitment in the context of being a teacher indicates that the teacher has set goals to be achieved, both in terms of competence and responsibility for learning. This commitment encourages teachers to take concrete steps to improve their knowledge, skills and professionalism in teaching children. The importance of this commitment lies in the teacher's awareness of always adapting to the demands of ever-changing times. Thus, teachers are required to look for skills and experience that are relevant to current needs, such as the ability to integrate technology in English language learning. In our school, teacher self-development is strongly supported through various activities such as webinars, training and internal meetings. This activity involves various resources, both from inside and outside the school, including fellow teachers who share their knowledge and experience. In this way, teachers can continue to learn and develop to improve the quality of their teaching for the benefit of children.”

From the statement above, commitment to becoming a teacher. This commitment encourages teachers to continue to improve their knowledge and skills through various self-development activities such as webinars, training and internal meetings at school. This is done so that teachers can continue to adapt to current developments and improve the quality of their teaching for the good of children.

g. Mirrors of powers

The idea of "mirrors of power" in teacher identity pertains to external influences that shape an individual's self-perception and professional role within an educational setting. These external factors encompass institutional expectations, societal norms, and workplace pressures. In the realm of teacher identity development, the concept of "mirrors of power" illuminates how educators perceive their own authority and function within the teaching environment. This perception significantly impacts a teacher's confidence and effectiveness in fulfilling their instructional responsibilities. Therefore, comprehending the notion of "mirrors of power" is crucial for grasping the intricate process of teacher identity formation. The teacher responded:

“By watching and imitating others, we can check how good we are as teachers. This evaluation allows us to identify our own weaknesses and strengths and see opportunities to improve ourselves or develop abilities that are still lacking. This is also related to observations of the principal, especially in the way he collects and gives advice to students. We can pay attention to the method of communication and intonation used by

the school principal which turns out to be effective in making students focus more and listen. Examples like that, such as the approach taken by Ustadz Rosid, can be an inspiration for us in developing teaching methods in the classroom. Apart from that, our perspective on the role of the teacher is also influential. If we see ourselves as responsible people who have the mandate to improve our abilities and qualities spiritually and emotionally, then we will try as much as possible to upgrade. However, if we see school as a company and are more influenced by superiors' orders and pressure, then we will most likely tend to complain and lose focus on competence. Therefore, it is important to understand our responsibility and commitment as teachers in creating an effective and positive learning environment for students.”

Based on the teacher statement, the notion of "mirrors of power" in teacher identity relates to how external variables shape an individual's sense of self and organization, which shapes the construction of a teacher's professional identity. The importance of self-evaluation for a teacher, both through observing and imitating the behavior of others and through observing the school principal. Teachers are also reminded to understand their role as forming an effective and positive learning environment for students.

## **2. Supporting Factors of Teacher Identity**

In this research, researcher used a narrative inquiry approach to gain an in-depth understanding of the formation of teacher identity in schools that implement an independent curriculum. Through interviews with teachers, researcher used 8 aspects of questions based on two relevant theories to investigate teachers' experiences in detail. The results of the interview are then described to illustrate what factors support the formation of the teacher's identity.

a. Practiced-Teaching Skill

Practiced teaching skills is teaching skills that have been practiced and applied by a teacher in the teaching process in the classroom. For English teachers, these types of teaching skills include language teaching and pedagogical teaching. The teacher said:

“Recently, we participated in a training program for English teachers organized by Rillow with sponsorship from the Embassy. In this training, we learned about classroom management, skills in opening and closing lessons, as well as important instructions in the learning process. Apart from that, we also gain professional knowledge for English Language Teaching (ELT) and explore various aspects of learning such as vocabulary, grammar, speaking, etc. This program makes a significant contribution to improving our teaching abilities because the knowledge gained can be directly applied to daily learning activities.”

In the training organized by Rillow with support from the Embassy, English teachers gained knowledge about classroom management, skills for opening and closing lessons, as well as important instructions in the learning process. They also gain professional knowledge for English Language Teaching (ELT) and explore various aspects of learning such as vocabulary, grammar, speaking, etc. This program makes a significant contribution in improving their teaching abilities, because the knowledge gained can be directly applied in daily learning activities.

Apart from teacher training programs that can support teacher identity development factors, teaching skills in the classroom are also needed. The teacher said:

“The teaching skills that I apply generally involve various aspects, but the one I most often emphasize is speaking ability. In the learning process, I tend to use a combination of methods, such as giving instructions to students for speaking and writing. However, oral speaking is often the main focus, because I believe that the ability to communicate verbally is a very important skill for students. By practicing speaking, students can develop their confidence in using language, as well as improve their ability to interact in everyday situations. Therefore, I often provide opportunities for students to speak in class, either in the form of group discussions or presentations. I believe that by paying special attention to speaking skills, students will be able to gain maximum benefit in the learning process.”

In teaching, the teacher emphasized speaking ability as the main skill. The teacher used a combination of methods, such as giving students instructions for speaking and writing. However, verbal speaking is often the main focus, because teacher believe that the ability to communicate verbally is a very important skill for students. By practicing speaking, students can develop confidence in using language, as well as improve their ability to interact in everyday situations.

Interactions with students, colleagues, and parents, as well as the overall teaching experience, influence how teachers view their duties and responsibilities. Adapting to varied student needs, managing classroom dynamics, and overcoming challenges might have an impact on their professional identity. The teacher explained:

“When we are in a learning environment, whether as observers in a boarding class or in an active teaching situation, we as teachers often get new inspiration from the way students learn and teacher interactions in the classroom. For example, when we attended morning classes at the cottage, we often saw how the teachers managed their classes and started learning in an interesting way. This experience gave us a new

perspective on various approaches that we can apply to learning in our own classrooms. This is very important for us because it can be used as evaluation material to improve the quality of our teaching. During the teaching process, we realize that each student has a different learning style. Therefore, we need to have diverse skills and approaches to delivering material in order to reach various types of learners. Although at first we may feel surprised or even stressed by the demands we face, we realize that being a teacher requires readiness to face various challenges. One of the challenges we face is limited resources or technology in the classroom. For example, when the lights go out while using the LCD, we must be prepared with a backup plan so that the learning process continues smoothly. We learned to remain optimistic and not give up in the face of these obstacles. Our commitment as teachers encourages us to continue trying to provide the best for students, even when faced with difficult situations. Sometimes, teaching experience also brings awareness of weaknesses or deficiencies in our teaching approach. However, we see this as an opportunity to learn and grow. By upholding our commitment as teachers, we strive to improve our abilities through continuous learning and reflection on our teaching experiences. Thus, we believe that the teaching experience is not just a process of imparting knowledge to students, but is also a personal journey that involves continuous growth, learning, and self-improvement.”

Based on the preceding statement, in the learning environment, both as observers in the classroom and in teaching situations, teachers often gain new inspiration from the way students learn and teacher interactions in the classroom. Experiences such as attending morning classes at the boarding school often provide new perspectives on various approaches that can be applied in one's own classroom, which is important as evaluation material to improve the quality of teaching. During the teaching process, teachers realize that each student has a different learning style, so they need to have diverse skills and approaches in delivering material to reach various types of learners. Although initially they may be surprised or even stressed by the demands they



face, teachers realize that being a teacher requires readiness to face various challenges.

Teachers frequently face students with various needs, talents, and experiences. Adapting to developmental differences and meeting individual student needs can have a big impact on their professional identity. The teacher said:

“Understanding that each student has differences in their own learning styles, strengths and weaknesses is important in the teaching process. As teachers, we strive to maximize students' potential according to their abilities. For example, if there are students who have strengths in speaking English or prefer to express themselves in writing, we will develop their potential in those areas. In addition, we realize that there are various types of learning styles and intelligence, such as musical intelligence, interpersonal intelligence, and linguistic intelligence. In preparing learning plans, we include approaches that suit student needs, such as using the multiple intelligence approach (MIA). This approach allows us to adapt learning methods to students' learning conditions and preferences, such as using audio-visual media or holding practical activities outside the classroom. We also use diagnostic assessments or initial assessments to evaluate student abilities before starting new learning. In this way, we can identify differences in student understanding and adjust learning goals and achievements according to each student's capacity. For example, for students who learn slowly, we can use collaborative methods with fellow students or adapt learning materials with various approaches, such as verbal explanations or the use of visual materials. With an appropriate approach and the right use of assessments, we can respond to differences in student learning styles and ensure that each student has an effective learning experience, even if they have different learning preferences.”

Based on the statement above, in teaching, teachers understand that each student has different learning styles, strengths and weaknesses. Teachers try to maximize students' potential according to their abilities, for example by developing speaking or writing skills for students who excel in these areas. In

preparing learning plans, teachers use approaches that suit students' needs, such as the multiple intelligence approach (MIA), which allows learning methods to be adapted to students' learning conditions and preferences. With the right approach, teachers can respond to students' different learning styles and ensure an effective learning experience for each student, even with different learning preferences.

Motivation and learning considerations are the things that teachers think about how to motivate students to learn and how students learn well. It involves thinking about what makes students motivated, how they learn in different ways, and how teachers can help them learn better. The teacher uttered:

“At the beginning of the learning process, we really pay attention to the importance of creating a conducive setting in the classroom. One of the methods we apply is by using various methods that attract students' attention, such as singing or telling short stories that are relevant to the material to be studied. The aim is to arouse students' interest and concentration so that they are ready and motivated to be involved in the learning process. When we start learning, we actively pay attention to students' movements in class. We look at how they sit, their facial expressions, and whether they focus on what is being said. If we see signs that some students are not fully focused or engaged, we try to bring them into the learning process by calling them personally, giving them special attention, and encouraging them to actively participate in learning. One of the approaches that we apply is to take a personal approach to students who appear to be having difficulty or do not understand the material. We try to identify the problems they are facing and provide extra guidance according to their needs. This could be in the form of additional explanations, additional exercises, or providing an opportunity for them to ask more questions. Diagnostic assessments are also an important part of our learning process. By conducting diagnostic assessments at the start of learning, we can better understand students' learning preferences and their level of understanding of the

material to be studied. This allows us to adapt our teaching approach and delivery of material to better suit individual student needs. For example, we may use various types of learning media such as video, audio, or interactive activities to increase student understanding and interest. We also strive to accommodate diverse learning styles by implementing a variety of learning strategies. Every student has a different learning style, and we believe that by providing a variety of learning methods, every student can have the same opportunity to succeed in the learning process. As such, we are committed to creating an inclusive, supportive and motivating learning environment for all students.”

From the statement above, at the beginning of learning, the teacher creates a conducive atmosphere by using methods that attract attention, such as singing or telling stories. When starting, the teacher actively pays attention to students' movements to ensure their involvement. If necessary, the teacher gives special attention and encourages students who are less focused to be more actively involved. A personal approach is applied to students who experience difficulties or do not yet understand the material, by providing additional guidance as needed. Diagnostic evaluations are used to understand students' learning preferences and adjust teaching approaches. Various learning media, such as video or audio, are used to increase students' understanding and interest. Teachers also strive to accommodate various learning styles so that every student has the same opportunity to succeed in learning, creating an inclusive, supportive and motivating environment.

b. Experience and History Factor

Experience and history factors is the influence of a teacher's experience and career history in forming their professional identity. A teacher's teaching experience and history develops throughout their career, starting from the pre-service period when they were still prospective teachers by undergoing teaching practice in their education program the teacher uttered:

“My experience in teaching includes a variety of situations and learning methods that I have applied over the years. In the teaching process, I always try to understand the needs and characteristics of each class and the students I teach. Through this experience, I was able to identify various strengths and weaknesses in myself as an educator. By considering these various factors, I continue to strive to develop and perfect my teaching methods. I believe that each classroom has unique dynamics, so an approach that is effective in one situation may not be equally effective in another. Therefore, I am always open to new approaches and constantly try to adapt my teaching style to the specific needs of each group of students. Apart from that, teaching experience is also an opportunity for me to continue learning and developing myself. I always try to improve my understanding of the material I teach and deepen my skills in conveying material effectively to students. By continuing to learn and adapt to developments in the world of education, I am confident that I can become a better educator and provide a meaningful learning experience for every student I teach.”

A teacher's teaching experience includes a variety of situations and learning methods that have been applied over the years. In the teaching process, teachers always try to understand the needs and characteristics of each class and student being taught. Through this experience, teachers can identify various strengths and weaknesses in themselves as educators. By considering these various factors, teachers continually strive to develop and perfect their teaching methods. Teachers believe that each classroom has

unique dynamics, so an approach that is effective in one situation may not be equally effective in another.

Teachers' professional identity is significantly influenced by their personal experiences, both within and outside the educational setting. Positive experiences, such as successful teaching moments, supportive interactions with students, colleagues, and parents, as well as personal achievements, can contribute to a strong professional identity. The teacher revealed:

“When I accompanied students in an English speech competition, I decided to give an opportunity to students who had never previously been involved in a similar competition. This decision turned out to bring positive results, because the student managed to win first place in the competition. This taught me the importance of recognizing the potential of each student and providing opportunities for them to develop. Through positive and professional interactions with students, we as educators are responsible for creating an environment that supports their growth so that they can achieve good competency standards. This experience also reminded me of the importance of building positive interactions with colleagues and students. When our interactions are positive, we become more confident in our profession as teachers. However, if our interactions are not positive, it can make us doubt our abilities and suitability as educators. As teachers, we have a significant impact on the development of our students and colleagues. Therefore, we must realize that being a teacher is a calling that requires high dedication and commitment. Another impressive experience was when I taught students at the high school level who had difficulty understanding material that should have been studied since grade 7. This shows the importance of in-depth evaluation of student learning progress and flexibility in delivering the material so that each student can achieve a proper understanding. maximum. With the right approach and continuous evaluation, we have succeeded in completing the material well so that students can master the concept well.”

From the statement above, one of the positive experiences that teachers have had is that when students took part in an English speech competition, the

teacher decided to give opportunities to students who had never been involved before. This decision bore sweet fruit when one of the students won first place. This experience taught me the importance of recognizing each student's potential and giving them opportunities to grow. Through positive and professional interactions with students, teachers are responsible for creating an environment that supports their growth so that they achieve good competency standards.

Teachers' academic education and educational background have a crucial role in shaping their professional identity. The knowledge, skills, and pedagogical approaches acquired through formal education and professional development programs contribute to the way they view themselves as professionals. Continuous learning and involvement in educational research also influences their identity as educators. The teacher stated:

“Our education in the classroom does not only depend on academic aspects, but is also greatly influenced by our spiritual and character education, as well as our personal background. For those from Islamic boarding schools, Islamic religious education is the focus, while for those from more general backgrounds, formal education may be more prominent. However, ideally, diverse educational backgrounds can make a valuable contribution to our personal development as teachers. When attending college, academic background provides an important foundation for our role as educators. Starting from understanding learning theory to the psychology of learning, everything has a big influence on our teaching practices. Our religious experiences and knowledge can also shape the way we influence our students. In our school, various trainings are regularly held every semester or every year. This training covers various aspects, including classroom management, which helps us in managing the development of diverse students with different backgrounds and understanding. We also take part in training such as in-house training, webinars and seminars, which provide

additional insight into educational psychology. Through this training, we learned how to see and respond to children's development in the classroom. This allows us to provide personalized guidance to students who need it, even if they tend to be more introverted in a classroom setting. With a personal approach, we can understand the obstacles they face and help them overcome these difficulties.”

Based on the teacher statement, education in the classroom is not only about lessons, but also about spiritual education, character and personal background. Students from Islamic boarding schools, for example, focus more on Islamic religious education, while those from general backgrounds receive more formal education. However, this diverse educational background provides added value in the teacher's personal development. While studying, academic background forms an important basis for the role as an educator, including an understanding of learning theory and psychology, which influences the way of teaching. Religious experiences also shape the way teachers influence students. At school, we attend various trainings for classroom management and personal development. This helps us manage the development of students with diverse backgrounds. We also attend internal training, webinars, and seminars to gain insight into educational psychology, which helps us respond personally to student development in the classroom.

c. Conditions Inside and Outside the Educational Environment

Conditions Inside and Outside the Educational Environment refers to the elements that influence a teacher both inside and outside of the educational

environment and can shape their professional identity. This encompasses a variety of factors, including the classroom environment, administrative assistance at school, educational policies, connections with colleagues, and external influences such as the social and economic circumstances outside the school. The teacher stated.

“In our efforts to build good interactions with students, we set ourselves up as equal figures to their parents or guardians, but still maintain our integrity and dignity as teachers. We are actively involved in their lives, strive to guide them in a positive direction, and create an environment that supports joyful learning. We try to keep the class atmosphere warm and friendly, avoiding tension that could disrupt the learning process. We believe that relaxed but serious interaction is the key to creating an effective learning environment. From a humanitarian perspective, the development of a civilization depends greatly on the extent to which society respects the role of teachers. For example, during the time of Caliph Harun Ar-Rasyid and Caliph Al-Makmun, teachers were given great rewards in the form of significant salaries. This shows that respect for teachers is an integral part of the development of an advanced society. A teacher's sincerity is also measured by his ability to face challenges in everyday life. However, in Indonesia, this condition has improved, and teachers can now carry out their duties better, supported by the facilities and support available in schools. One important element in education is parental influence. We try to convey the same character values both in class and at home, so that there is consistency in the learning approach. The challenges of the times and technological developments also influence education, and as teachers, we feel the responsibility to make maximum use of technology in the learning process. We are committed to continuing to adapt to changing times and ensuring that the education we provide is relevant and effective in preparing students for a better future.”

Based on the teacher statement, teachers try to be equal figures with students' parents, maintain integrity, and create a pleasant learning environment. They are actively involved in students' lives, guiding them in positive directions, and maintaining a warm and friendly classroom



atmosphere. Casual yet serious interactions are considered key in creating an effective learning environment. Teachers also try to convey the same character values both in class and at home to maintain consistency in learning approaches. They feel responsible for making the best possible use of technology in the learning process and adapting to changing times to prepare students for a better future.

## **B. Discussion**

The researcher has carried out qualitative research using the narrative inquiry method to collect relevant data. This research specifically focuses on how to construct teacher identity as well as the factors that influence teacher identity. In the discussion section, the researcher details the findings obtained from the data collection and analysis process. The main aim of this discussion is to provide answers to general and specific research questions that have been formulated in the context of this research. The researcher focuses on the following research questions when explaining the findings:

- a. How does the teacher construct teacher identity in English teaching of Independent Curriculum implementation?
- b. What are the factors that influence teacher identity construction of Independent Curriculum in English subject?

Some significant themes and categories that emerged from data collection and analysis are used as a core concept in connecting these research findings with

previous theories. The following description goes over each research issue addressed in this study:

## 1. Constructing Teacher Identity

### a. Disciplinary Identity

Disciplinary identity is a professional identity that is formed by specific knowledge and skills obtained through formal education and experience in the field of language teaching (Penington & Richard, 2016). This is in line with the result that the teacher graduated of the English Education study program has completed his studies for several years. The academic journey began in 2007 and ended in 2013.

### b. Students-related Identity

Based on the teacher statement, in this context of preparing teaching materials related to student character, the first step that must be taken is to understand students' interests and learning abilities through initial diagnosis or diagnostic assessment. After that, learning materials must be adapted to individual student needs, including content, products and results. This is in line with (Farrel, 2009 & Verghasen, 2005) findings that students-related identity in English language teacher should not only focus on teaching material but also students' characteristics. Students characteristics gives teacher a valuable indicator on how to design an effective language teaching process in classroom.

Imagining their Future Job Trajectory as Teachers refers to a teacher's capacity to see their future job path as a teacher. This involves teachers' capacity to see and plan how they wish to grow and advance in their careers as educators (Pishghadam et al., 2022). From the Pishghadam statement is in line with researcher's findings that teacher prepare themselves to face future challenges by updating their abilities from now on. It is important for a teacher to continue to improve competence and improve his abilities so that he can prepare the steps necessary to achieve the future vision that his students desire. This can be done through seminars, internal training, and various other forms of self-development.

c. A Sense of Appreciation

Things that build a teacher's identity, such as awards, formal awards in the form of certificates, or teacher performance assessments, all have an important role in motivating teachers and increasing their enthusiasm to continue to provide the best to students. Apart from that, appreciation from superiors and colleagues also provides strong encouragement to continue working and produce quality work in the educational process. All of this encourages greater enthusiasm and desire to continue to produce achievements in the world of education. This finding is in line with the findings by Lankveld et al. (2016) that they receive sentiments of praise or

recognition for their teaching efforts. Feelings of personal gratitude for the instructor's instruction are critical in building teacher identity.

As mentioned by (Barkhuizen & Mendieta, 2020) context-related identity is a professional identity that develops and adapts according to different teaching contexts or situations. In this context, teaching in new situations offers new opportunities and challenges for teachers. That statement from (Barkhuizen & Mendieta, 2020). Appropriate to researchers' finding that that teachers have taught at two different school levels which have challenges and opportunities to take good experiences and learn to adapt.

Discourse in teacher identity refers to the role of language and communication in shaping understanding and building a teacher's identity. This involves the way teachers use language, phrases, and narratives to understand and interpret their roles and authority in the teaching context (Pishghadam et al., 2022). That results in keeping with researchers' findings that teachers are good role models for students. Teachers provide examples of the use of good words and positive ways of speaking, and instill values such as honesty and humility in students. Apart from that, teachers also try to build closeness with students by calling them by name and giving appreciation if they are successful. Teachers also teach the importance of controlling emotions.

Emotioncy means how people understand the world the way they do. This idea covers how teachers use their emotional experiences to understand and make sense of their world in the classroom (Lankveld et al., 2016). That statement consistent with the researchers' that teacher presents feelings appropriate to the situation, whether sad, happy or enthusiastic. The ability to manage emotions, even in negative conditions, is very important so as not to affect the overall classroom atmosphere. In addition, teachers realize that mood has an impact on students, so creating a positive atmosphere and building enthusiasm for learning is very important. Awareness of emotional, spiritual and intellectual dimensions is also considered important in self-development as an educator, with the principle of balancing the ESQ concept being a strong foundation for professional growth.

d. A Sense of Connectedness

It is important for teachers to have good relationships, because through these relationships we can learn, carry out self-evaluation, and get input from our colleagues who may have better abilities in some aspects. This is very influential, especially in terms of feeling connected with fellow teachers, so that we can broaden our horizons and approaches to teaching. This finding is in line with the findings made by Lankveld et al. (2016). A sense of connectedness with other teachers has the effect of strengthening one's

identity as a teacher. This connectedness includes a sense of mutual connection, sharing experiences, and mutual support between fellow teachers.

In proportion to Pishghadam et al. (2022) Capital in teacher identity refers to the tangible and intangible things that a teacher has that can help them build and improve their professional identity. This idea includes many things, like economic capital, cultural capital, symbolic capital, and social capital. This concept above is in line with the result that teachers are made aware that their job is not only limited to teaching, but also planning well, such as preparing lesson plans and preparing teaching materials. The experience of being a student and the ongoing training provide inspiration and insight to improve the quality of teaching. Sources of inspiration can come from various sources, such as online training, tutorials on YouTube, or teaching support applications. A concrete example is the use of support from colleagues, such as an atlas book that has just been received from school, which provides access to additional materials and other learning resources.

e. A sense of Competence

The importance of being a good role model for students and being successful in educating. Apart from that, a sense of competence or self-confidence in competence. teachers, having strong competence and self-confidence in their teaching abilities is the main key in guiding students towards success. The research results found by researchers are in line with

previous research that Sense of competence is defined as a feeling of competence or success in carrying out the role as a teacher. This feeling is a key indicator in developing identity as a teacher (Lankveld et al., 2016).

In accordance with (Richard, 2010) Language-related identity is defined as identity related to the language owned and the language skills of a teacher. This identity includes how teachers' language background and level of language proficiency influences their approach to teaching and interacting with students in the classroom. This research is in line with research that researcher have researched that teaching and learning activities in the classroom, Indonesian dominates as the main language for communication. English is also often used to give simple instructions to children and respond to them. When children experience difficulties or don't understand, teachers tend to return to using Indonesian. The estimated percentage of use of Indonesian in classroom communication is around 60%, while English is around 40%.

f. A Sense of commitment

It is important to have a sense of responsibility in carrying out your role as a teacher, which implies a strong commitment to self-development. If we feel less competent in a field, it is hoped that we can continue to improve our abilities. this is in line with Pishghadam et al. (2022) a deep feeling of responsibility and commitment to the teaching profession as well as a strong

personal interest in contributing to the formation of the next generation. These feelings are important factors in forming a teacher's identity and can influence the way teachers respond to situations and challenges that arise in their work environment.

As mentioned by Pishghadam et. al (2022) teachers think about and understand their job roles, responsibilities and relationships in the educational environment, they use something called “reality imagination”. It relates to the way teachers think about and understand various parts of their job, such as how they relate to students, colleagues, and the school system as a whole. The research results found by researchers are in line with previous research that Teachers reflect on their experiences as students to form their views about the type of teacher they want. This is important so that children get an idea of the teacher on duty, which will influence their learning experience. To achieve this, learning needs to be adapted to children's needs, by providing a learning context that is relevant to their lives.

Commitment to becoming a teacher encourages them to continue to improve their knowledge and skills through various self-development activities such as webinars, training and internal meetings at school. This is done so that teachers can continue to adapt to current developments and improve the quality of their teaching for the good of children. This research is in line with research that researchers have researched Investment in teacher



identity refers to the commitment and efforts made by teachers to build and strengthen their professional identity. This concept covers various aspects, such as investment of time, energy and other resources in developing skills, knowledge and experience relevant to the teaching profession (Pishghadam et al. 2022).

g. Mirrors of Power

In proportion to Pishghadam et al. (2022) The “mirror of power” helps in understanding how teachers view themselves, their authority, and their role in the teaching environment. This can have an impact on a teacher's self-confidence and effectiveness in carrying out their teaching duties. Thus, the concept of "mirrors of power" becomes important in understanding the complexity and dynamics of teacher identity formation. Teachers carry out evaluations, both through observing and imitating other people's behavior and through observing the school principal. Teachers are also always reminded to understand their role in creating an effective and positive learning environment for students.

2. Supporting Factors Teacher Identity

a. Practiced teaching skills

Practiced teaching skills are teaching skills that have been practiced and applied by a teacher in the classroom teaching process. For English teachers, this type of teaching skill includes language teaching and teaching pedagogy

(Barkhuizen & Mandieta, 2020). This is in line with the result that English teachers gain knowledge about classroom management, skills for opening and closing lessons, as well as important instructions in the learning process. They also gain professional knowledge for English Language Teaching (ELT) and explore various aspects of learning such as vocabulary, grammar, speaking. In its application in the classroom, teachers emphasize speaking ability as the main skill. Teachers use a combination of methods, such as giving instructions to students for speaking and writing.

Interactions with students, colleagues, and parents, as well as the overall teaching experience, influence how teachers view their duties and responsibilities. Adapting to varied student needs, managing classroom dynamics, and overcoming challenges might have an impact on their professional identity (Gholampour & Ayati, 2020). This is in proportion with the results that in the learning environment, teachers often find new inspiration through interacting with students and observing classroom dynamics. Experiences like attending classes at religious schools provide fresh perspectives on teaching approaches. Teachers recognize the importance of accommodating various learning styles among students and understand the need for diverse skills in delivering lessons. Though initially daunting, being a teacher requires readiness to face different challenges.

Teachers understand that each student has different learning styles, strengths and weaknesses. Teachers try to maximize students' potential

according to their abilities, for example by developing speaking or writing skills for students who excel in these areas. In preparing learning plans, teachers use approaches that suit students' needs, such as the multiple intelligence approach (MIA), which allows learning methods to be adapted to students' learning conditions and preferences. This is line with teachers often face students with varying needs, talents, and experiences. Adapting to developmental differences and meeting students' individual needs can have a major impact on their professional identity (Gholampour & Ayati, 2020).

As claimed by (Gholampour & Ayati, 2020) teachers' own motivation in teaching and their approach to student learning are important factors in the development of their professional identity. Their commitment to student success, passion for the subject matter, and dedication to continuous improvement contribute to how they view themselves as educators. It has correlation with research finding that teachers create a conducive atmosphere with interesting methods such as singing or telling stories. The teacher actively pays attention to students' movements to ensure their involvement. Teachers give special attention and encouragement to students who lack focus. A personal approach is applied to students who experience difficulties, by providing additional guidance as needed. Diagnostic evaluation is used to understand students' learning preferences. Various learning media such as video or audio are used to improve student understanding. Teachers

accommodate a variety of learning styles, creating an inclusive and supportive environment.

b. Experience and History Factor

In relation to (Barkhuizen & Mandieta, 2020) Experience and history factors are the influence of a teacher's experience and career history in shaping his professional identity. A teacher's teaching experience and history develops throughout his career, starting from the pre-service period when he was still a prospective teacher by undergoing teaching practice in his education program. This is in line with the result that teachers' teaching experience, teachers have been through various situations and learning methods that have been applied over the years. In the teaching process, teachers always try to understand the needs and characteristics of each class and student being taught.

One of the teacher's positive experiences was when students took part in an English speech competition. The teacher gave new students the opportunity to take part, and one of them won first place. It teaches the importance of recognizing the potential of each student and giving them opportunities. This in line with teachers' professional identities are strongly influenced by their personal experiences, both inside and outside the educational environment. Positive experiences, such as successful teaching moments, supportive interactions with students, colleagues, and parents, and

personal accomplishments, can contribute to a strong professional identity (Gholampour & Ayati, 2020).

Teachers realize that education in the classroom is not only about lessons, but also about spiritual education, character and personal background. Teachers note that their academic background is an important basis for their role as educators, including an understanding of learning theory and psychology. Religious experiences also shape the way teachers influence students. Through various training, including classroom management and personal development. Internal training, webinars and seminars on educational psychology help teachers respond to individual student development in the classroom. This is in line with Teachers' academic education and educational background have a crucial role in shaping their professional identity. The knowledge, skills, and pedagogical approaches acquired through formal education and professional development programs contribute to the way they view themselves as professionals. Continuous learning and involvement in educational research also influences their identity as educators (Gholampour & Ayati, 2020).

c. Conditions Inside and Outside the Educational Environment

Based on (Gholampour & Ayati, 2020) Conditions Inside and Outside the Educational Environment refers to the elements that influence a teacher both inside and outside the educational environment and can shape their

professional identity. This encompasses a variety of factors, including the classroom environment, administrative assistance at school, educational policies, connections with colleagues, and external influences such as the social and economic circumstances outside the school. This is in line with the result that teachers become equal figures with students' parents, maintain integrity, and create a pleasant learning environment. Teachers are involved in students' lives, guiding them in positive directions, and creating a warm classroom atmosphere. Casual but serious interactions are considered important in creating an effective learning environment. Teachers emphasize character values both in the classroom and at home for consistency in learning. Teachers are also responsible for utilizing technology and adapting to changing times to prepare students for the future.