Preface

The organizing committee are pleased to present the e-proceedings of the 4th International Language and Language Teaching Conference (LLTC) 2017. The conference was organized on 3-4 November 2017 by the Undergraduate Program of English Language Education in collaboration with the Graduate Programs of English Language Education and English Language Studies, Sanata Dharma University. In this e-proceedings, there are around 50 papers on various topics related to English language teaching, literature and linguistics.

Editors
PROCESS OF CONSTRUCTING TEACHER IDENTITY AND CRITICAL AWARENESS ON BECOMING A TEACHER AFTER JOINING SM3T PROGRAM IN INDONESIA

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Abstract

Teacher identity construction is an ongoing process experienced by teachers in the world. Hence, this study focuses the research on teacher identity construction and critical awareness process on becoming a teacher. The participants of this study are pre-service teachers who have been experienced SM-3T program, a program conducted by the Indonesian government to send graduated students of education to teach in outermost, frontier, and disadvantaged areas in Indonesia. Researcher used quantitative method by providing questionnaire to collect all the data needed. This study aimed to explore teacher identity construction processes and also critical awareness development on becoming a teacher after teaching in challenging areas. Briefly, the result of this study is that there are five processes of constructing teacher identity, those are: self-reflection, beliefs changes, external factors, encouragement, and critical awareness. This study also aimed to give contribution or enrich the knowledge on teacher identity construction in any further research and also to give contribution to Indonesian government in running the SM-3T program.

Keywords: teacher identity construction, critical awareness, reflection, beliefs, external

Introduction

Constructing teacher identity is the core basis to develop personal and social identity. According to Viskovic & Robson (2001), the formation of identity is from a fundamentally social character. In other words, the process of redefining the teacher identity will be addressed through exploring areas of teacher socialization.

Regarding teacher identity construction process, Indonesia has a specific program for students of education to deepen their educational services, this program is called SM-3T (Sarjana Mendidik di Daerah Terluar, Terdepan, dan Tertinggal), means students of education have the chance to dedicate their teaching service in outermost, frontier, and disadvantaged areas in Indonesia. According to Directorate General of Higher Education, Ministry of National Education, Indonesia, 2012, SM-3T program is an education service program for graduates of education to participate in accelerating development of education in the frontier, outermost, and disadvantaged regions in Indonesia for one year as a professional educator preparation that will be followed by a Teacher Professional Education Program or PPG (Operating Procedure of SM-3T Program, 2012).
The purposes of SM-3T program are to help the frontier, outermost, and disadvantaged regions to solve some educational problems especially the lack of teachers, to give service experience for graduates of education, to prepare teacher candidates having passion to educate students from frontier, outermost, and disadvantaged areas, and to prepare professional teacher candidates before join Teacher Professional Education Program or PPG (Operating Procedure of SM-3T Program, 2012).

Regarding SM-3T program conducted by the government in recent years, this study is investigating pre-service teachers’ beliefs on constructing teacher identity and critical awareness after they join SM-3T program. Teacher identity is becoming important for SM-3T teachers since it is constructed as part of the process of learning to teach (Britzman, 2001). In addition, Shapiro (2010) states that teacher identity must begin to encompass the emotional realities of human existence.

Besides, this study also investigates critical awareness that possibly appear among those SM-3T teachers after they experienced teaching in special regions in Indonesia; frontier, outermost, and disadvantaged. Pre-service teachers from this SM-3T program definitely had obstacles and challenges when they ran their program in each region. These obstacles and challenges they got from SM-3T program may develop critical awareness among them related to real conditions. Capacity for critical perception can be increased by material culture pedagogy. It has the potential to help students gain greater awareness of perception as an intellectual and physical process that plays a role in both individual agency and social dynamics (Sienkiewicz, 2013).

This study will examine pre-service teachers’ perception on constructing both teacher identity and critical awareness after they have faced so many obstacles and challenges in SM-3T program. So, this study is aimed to answer the following research questions. First, are there any processes of teacher identity construction and critical awareness experienced by pre-service teachers upon completion of the SM-3T program? Second, what are the processes of teacher identity construction and critical awareness experienced by pre-service teachers after joining SM-3T program?

**Literature Review**

This study is aiming at finding pre-service teachers’ perception on teacher identity construction and critical awareness. The subject for this research are pre-service teachers who are already joined SM-3T program conducted by the government. Therefore, literature review part will give the context about SM-3T program in Indonesia and explain the understanding on teacher identity, from definition to types and difficulties of teacher identity.

**SM-3T Program**

According to Directorate General of Higher Education, Ministry of National Education, Indonesia, 2012, SM-3T program is an education service program for graduates of education to participate in accelerating development of education in the frontier, outermost, and disadvantaged regions in Indonesia for
one year as a professional educator preparation that will be followed by a Teacher Professional Education Program or PPG (Operating Procedure of SM-3T Program, 2012).

The purposes of SM-3T program are to help the frontier, outermost, and disadvantaged regions to solve some educational problems especially the lack of teachers there, to give service experience for graduates of education, to prepare teacher candidates having passion to educate students from 3T areas, and to prepare professional teacher candidates before join Teacher Professional Education Program (PPG).

SM-3T program has been successful at least in the last five years. In 2014, the head of district offices in Talaud island said that SM-3T program in Talaud island was successful and SM-3T teachers were competent and qualified (Maulipaksi, 2014).

Delving the Understanding on Teacher Identity

Teacher identity is one of the important things to understand teachers’ capacities in making change (McDougall 2009). Zambylas (2010) stated that teacher identity is constructed across difference that subverts the tradition that conceives identity as a totalizing object of vision. According to Floresa and Dayb, 2006, becoming a teacher involves the (trans)formation of the teacher identity, a process of being open, negotiated and shifting. In other terms, Frankie McKeon and Jennifer Harrison (2010) also explain that the process of becoming a teacher is not an isolated one, nor is it a totally personal one. It occurs within the socially and culturally constructed context of the world of education.

The explanation about teacher identity according to Zambylas (2010) have made the cultural myths about teacher identity—for example, the teacher is an expert, the teacher is highly professional (i.e. unemotional), and so on—aim at creating a totalizing object of teacher identity that remains little room for ‘abnormal’ identities. What makes identity possible is the ‘politics of difference’—the fact that every identity is placed, positioned in a culture and a history (Hall, 1987).

Cate Watson (2006) added a general notion of identity as essential about a fixed and stable core of ‘self’. She stated that identity is an ongoing and performative process in which individuals draw on diverse resources to construct selves. However, identity can never be something that is just interior because identity is necessarily relational, to do with recognition of sameness and difference between ourselves and others. Identity only has meaning within a chain of relationships, there is no fixed point of reference for ‘an identity’. Teacher identity must begin to encompass the emotional realities of human existence. For as John Dewey told us, “Education is not a preparation for life; education is life itself” (Shapiro, 2010).

Discussing on the shaping of identity, Viskovic & Robson (2001) explain that identity is a becoming and the work of identity is not simply confined to one period of teachers’ lives nor is it confined to specific settings. The formation of identity is from a fundamentally social character. In other words, the process of redefining the teacher identity will be addressed through exploring three areas of
teacher socialization: interactive influences between students and teacher within the classroom microculture; institutional influences related to the characteristics of the school setting; and cultural influences deriving from wider societal expectations. (Hausfather, 1997)

Hausfather (1997) – influenced by Zeichner (1987) added that the role of pupils in the development of teacher identity also provides a significant, reciprocal influence within the classroom. The forms of meaning and rationality dominant in society also affect one’s socialization into the teacher identity. Cultural influences continued to challenge identity as a teacher. Maintaining a teacher identity is very important since many beginning teacher educators perceived teacher identity as part of professional credibility in the eyes of pre-service teachers and mentor teachers in schools (McAnulty & Cuenca, 2014). Fundamentally, identity itself is defined as a reflexive process rather than an immutable state, and requires time and space for that reflection. At its core might be an ‘essential’, or an historical, self – values, beliefs, attitudes, proclivities, temperament – that the individual holds dear as ‘the real me’ and is loath to compromise. The aspects of the new teacher identity focused on creating positive emotional climates both school-wide and in the classrooms. Identity is seen as ‘almost social roles in movement, located in particular subject positions (Woods & Carlyle, 2002).Van der Want, den Brok, Beijaard, Brekelmans, Claessens, & Pennings (2017) acknowledge that teacher identity goes beyond the acquisition of assets and stress the importance of perceiving teachers’ interpersonal role identity in relation to the daily practice in the classroom. Teachers’ interpersonal identity standards represent not only one’s current, but also one’s ideal frame of reference concerning the teacher–student relationship in the classroom. However, most contemporary approaches agree that identity is constructed in a social context so it is shifting and dynamic. Furthermore, scholars agree that when one becomes emotionally attached to the teacher role, that role becomes part of who that person is; it becomes an organizing element in teachers’ lives.

Moreover, teacher identity construction has difficulties in the process. The combination between culture and identity in the construction of teacher identity produces difficulties and tensions for teachers through the contradictory effects of history, culture and location in the process of forming a teaching ‘self” (Reid & Santoro, 2006). Some studies have shown that student and novice teachers face a variety of identity-related tensions and problems that pertain to classroom management and developing a good relationship with students (Van der Want et al., 2017).

**Concepts and Processes in Teacher Identity Construction**

According to Gee (2000), there are four ways to understand identity: who we are by nature (Nature, N-identity), who we are based on the positions we occupy in society (Institutional, I-identity), who we are based on how others recognize us (Discourse, D-identity), and who we are because of the affinities we share with others (Affinity, A-identity). Gee (2000) also added that the nature perspective or N-identity is a state of being over which the individual has no control, such as being a twin or being female or male. The discursive perspective
or D-identity focuses on an individual trait or characteristic recognized through the discourse or dialog. The affinity perspective or A-identity refers to an identity shaped by an affinity group. Last, the institutional perspective or I-identity refers to components of one’s identity authorized by an institution. While this four-part conceptualization may seem straightforward, Gee (2000) also recognizes that these four perspectives are not independent of each other. Alternatively, they are likened to strands of one’s identity – “all present and woven together as a given person acts in a given context” (p. 101). In other words, these four perspectives focus on different aspects of one’s identity, revealing which strand or strands of one’s identity predominate in various contexts. As Gee (2000) acknowledges, identity strands are not mutually exclusive; rather, they are interconnected and interwoven, influencing the way each strand is enacted, perceived, and validated (Williams, Ritter, & Bullock, 2012).

<table>
<thead>
<tr>
<th>No.</th>
<th>Identity Strand (I-identity)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discursive-identity (D-identity)</td>
<td>A trait recognized in the discourse or dialog of individuals.</td>
</tr>
<tr>
<td>2</td>
<td>Affinity-identity (A-identity)</td>
<td>Experiences shared in the practice of an “affinity group”.</td>
</tr>
<tr>
<td>3</td>
<td>Nature-identity (N-identity)</td>
<td>A state developed from forces in nature.</td>
</tr>
<tr>
<td>4</td>
<td>Institution-identity (I-identity)</td>
<td>A position authorized by authorities within an institution</td>
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The search for understanding teacher identity requires the connection of emotion with self-knowledge. This way of looking at emotion and teacher identity reflects an emerging concern with the role of emotion in identity formation. It also reflects an interest in how social constructs such as individual and group identity in teaching create and maintain certain ideas about teachers’ emotions (Zembylas, 2010). Considering the relationship between teacher identity and emotion, teacher identity cannot be separated from emotion as one of the resources to shape teacher identity. Therefore, educational researchers can study teacher identity in classroom and school settings where teachers are emotionally engaged in forming their identities; explore the personal, social, and cultural/historical aspects for teacher identity formation; and examine the role of power relations and teachers’ agency for teacher identity formation. Identity formation and emotion are inextricably linked, informing each other and redefining interpretations of each other; the search for identity requires the connection of emotion with self-knowledge (Zembylas, 2010, see also Epstein, 1993 & Lewis, 1999). In the process of developing teacher identity, there are factors that strengthen or constrain the development of a teacher identity: the direct work environment, the wider context of education, interaction with students, and staff development activities. The work environment enhanced teacher identity when it was perceived
as collegial and supportive. In these departments, teachers felt part of a team that emphasized the value of teaching and offered opportunities to discuss educational matters with colleagues (Van Lankveld, Schoonenboom, Volman, Croiset & Beishuizen, 2017). Van Lankveld et al. (2017) also added that contact with students is described as strengthening teachers’ identities. Through student reactions and feedback, academics both felt appreciated and experienced job satisfaction. They reported enjoying working with students and feeling strongly committed to them. In interactions with students, teachers sensed that their work mattered, which in turn strengthened their teacher identity. Teacher identity construction has processes that involved in the development. In psychological aspect, there are five processes that found to be involved in the development of a teacher identity: a sense of appreciation, a sense of connectedness, a sense of competence, a sense of commitment, and imagining a future career trajectory (Van Lankveld et al., 2017).

**Critical Awareness**

Critical awareness, or critical consciousness, is defined as an understanding of the general societal inequities that constrain human agency and overall well-being and the influences of social inequities on an individual and his or her relations with others (Freire, 1974; Watts, Diemer, & Voight, 2011). Developing critical awareness allows a person to explore the dynamics of privilege and oppression rooted in social construction (Nagda & Zúñiga, 2003). Besides, critical thinkers recognize that one cannot be an ethical person unless one learns to reason well through ethical questions, issues, and situations. The proper role of ethical reasoning is to highlight acts of two kinds: those that enhance the well-being of others - that warrant praise and those that harm or diminish the well-being of others - and thus warrant criticism (Paul & Elder, 2012). Nicholas and Labig Jr. emphasized the argument about critical thinking from Elder, Paul, and others as follows. Critical thinking is defined as a collection of strictly cognitive skills focusing exclusively on rationality (see Elder & Paul, 2004; Ennis, 1985; Halpern, 1989). The skilled approach focuses on the mastery of a core set of rationalistic critical thinking skills using formulaic strategies and procedures to help individuals reach objective truth value. The coming together of the rationalistic and skilled approaches to critical thinking is epitomized in approaches used to teach critical thinking as formal logic (Nicholas & Labig Jr., 2013).

Such awareness enables individuals to understand the meaning and consequences of belonging to and identifying with an ethnic minority group in society. Critical ethnic awareness helps to facilitate the recognition of the inherent structural challenges faced by the ethnic minority group to which an individual belongs (Kim, 2013). Thus, Winans (2012) emphasized that people should cultivate critical awareness of emotions both cognitively and experientially in order for spaces of possibility to emerge. She also added that critical engagement with difference in the place or context means asking people to interrogate something that is so fundamental to their belief structures and lived experience,
something so deeply personal, that it is often experienced as being beyond questioning.

**Research Methods**
The participants of this study are pre-service English teachers from SM-3T program. They are joining one-year program of PPG-SM3T in Sanata Dharma University. There are 15 pre-service English teachers as the participants that had been experienced SM-3T program in some regions in Indonesia. These teachers are from different places, being one group to learn teacher professional education program conducted by the government. Procedures of collecting the data is the researcher provides questionnaires to be answered by the participants. These questionnaires provide some questions related to general background of the participants, their teacher identity construction changes before and after join SM-3T program, and also their reflection on critical pedagogy values from SM-3T program. Data were collected through online questionnaire and being analyzed using graphics (column graphics).

**Findings**
There are five teacher identity construction processes experienced by all the participants in the findings part. From data collection method, the researcher found those processes are self-reflection, beliefs about teaching and the changes, encouragement, external factors and critical awareness. In this finding part, the researcher shows the results in pie chart form in order to make these results can be easily understood.

**Self-Reflection**

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Self-Reflection
- Teacher identity is important for teachers to understand ‘self’ and our capacities better.
- During SM-3T program, I realized that I found my identity as a teacher.
- SM-3T program gave me a chance to reflect my identity in teaching students with certain social background.
- I was emotionally engaged when teaching students in 3T area.
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![Figure 1. Column Graphic Self-Reflection](image-url)
This part is describing about self-reflection experienced by all the participants as the process of shaping their teacher identity development. Form the figure above, number 1 to 5 are the scale of agreement and disagreement from the participants. Scale number 1 is indicating a strongly disagreement towards a notion or an idea about teacher identity in the questionnaire. Scale number 2 is indicating disagreement, number 3 is neutral, number 4 is indicating agreement, and the last, number 5 is indicating a strongly agreement on the notions in the questionnaire. This scaling method is constantly used in all the findings.

As presented in the figure 1, there are percentages of each notion about self-reflection in teacher identity merged into one graphic. However, the researcher presents total average percentages from this graphic as follows. There is 40% of the average from the participants choose strongly agree that they were experiencing teacher identity development process through self-reflection. Besides, there are also 48% of the participants agree about self-reflection as part of teacher identity development process, and they were experiencing self-reflection in SM-3T program. There are also 8% of the participants that choose neutral, and the rest are 4% from the participants choose disagree and 0% choose strongly disagree on self-reflection.

Beliefs About Teaching and the Changes

Beliefs and the Changes

- I have certain ideals, beliefs, and values about teaching given from my previous undergraduate program.
- After joining SM3T program, I became more open-minded about education and more negotiable in teaching.
- I believe that teacher identity construction is a ‘becoming’ process or an ongoing process from teaching journey.

Figure 2 Column Graphic Beliefs and the Changes
Figure 2 describes that there is 40% of the average from the participants choose strongly agree that teacher identity construction needs certain beliefs and also needs changes from those certain beliefs after joining SM-3T program. Besides, there are 42% of the participants choose agree about beliefs and changes. There are also 16% of the participants that choose neutral, and the rest are 2% from the participants choose disagree and 0% choose strongly disagree on beliefs and changes in teacher identity construction process.

External Factors

<table>
<thead>
<tr>
<th>External Factors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical (place), social, and cultural condition in my SM3T placement has</td>
<td>66.7%</td>
</tr>
<tr>
<td>constructed my identity as a teacher.</td>
<td></td>
</tr>
<tr>
<td>My students in SM-3T were contributing a lot in shaping my teacher identity,</td>
<td>46.7%</td>
</tr>
<tr>
<td>they influenced me to develop my identity as a teacher.</td>
<td></td>
</tr>
<tr>
<td>The environment, interaction with students, and activities in the classroom</td>
<td>33.3%</td>
</tr>
<tr>
<td>(during SM-3T) have strengthen to develop myself as a teacher.</td>
<td></td>
</tr>
<tr>
<td>This PPG SM-3T group in my class helps me a lot to develop my identity as a</td>
<td>33.3%</td>
</tr>
<tr>
<td>teacher.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3 Column Graphic External Factors

Figure 3 describes that there is 33% of the average from the participants choose strongly agree that external factors from SM-3T program has constructed teacher identity. Then, there are 57% of the participants choose agree, 8% of the participants choose neutral, and the rest are 0% from the participants choose disagree and 2% choose strongly disagree on the influence of external factors.
Encouragement

**ENCOURAGEMENT**

- After teaching in SM-3T program, I got sense of appreciation.
- After teaching in SM-3T program, I got sense of commitment and sense of connectedness.
- After teaching in SM-3T program, I got competence about teaching.

**Figure 4 Column Graphic Encouragement**

Figure 4 describes that there is 27% of the average from the participants choose strongly agree that the participants got some new senses psychologically after teaching in SM-3T program. Then, there are 56% of the participants choose agree, 15% of the participants choose neutral, and the rest are 0% from the participants choose disagree and 2% choose strongly disagree on psychological aspects.
Critical Awareness

Figure 5 Column Graphic Critical Awareness

Figure 5 describes that there is 39% of the average from the participants choose strongly agree that the participants were developing their critical awareness after teaching in SM-3T program. Then, there are 41% of the participants choose agree, 18% of the participants choose neutral, and the rest are 2% from the participants choose disagree and 0% choose strongly disagree on critical awareness development.

Discussion
Self-Reflection as Part of Teacher Identity Process

Understanding self and capacities are the key to develop teacher identity and the reflective process of finding identity requires time and space (McDougall, 2009; (Woods & Carlyle, 2002). According to this belief, self-reflection is intended to be a part of teacher identity development process. From the findings in this study, the participants give positive attitudes toward self-reflection process after joining SM-3T program. Majority of the participants agree that teacher identity is important for them to understand self and capacities better. Besides, SM-3T program gave them chance to find identity in teaching and reflect their
identity. Moreover, they were also emotionally engaged when teaching students in frontier, outermost, and disadvantaged areas.

**Beliefs About Teaching and the Changes**

Frankie McKeon & Jennifer Harrison (2010); Floresa & Dayb (2006); & Cate Watson (2006) explain about teacher identity as a process of being open, negotiated and shifting. It is also an ongoing and performative process that can construct each of individuals. In this understanding in teacher identity, a teacher has certain belief about something and it can be changed based on the need of self-construction and self-evaluation.

**External Factors that Shape Teacher Identity Construction**

The majority of the participants are agreed and strongly agreed that external factors from SM-3T program have constructed teacher identity. Those external factors are: geographical, social, cultural condition, environment, students, interaction with students, activities in the classroom, and group of SM-3T itself. From these external factors, they were knowing and realizing the development of teacher identity.

**The Encouragement as a Part of Teacher Identity Process**

Van Lankveld et al. (2017) has explained that psychologically, there are five processes that found to be involved the development of a teacher identity: first there is a sense of appreciation felt by the teachers, second is the sense of connectedness, third is the sense of competence, fourth is commitment, and the last is imagining a future career trajectory. Researcher called this process as encouragement as the part of the whole teacher identity shaping of a teacher. The result shows that the majority of the participants (in high score of the average) are agreed that they got all the senses of this psychological processes in teacher identity development, means they experienced all the senses of encouragement. They have experienced this process during joining SM-3T program.

**Critical Awareness Development in the Relation of Teacher identity**

In this part, there are requirements of teachers to have critical awareness in interpreting teaching and also interpreting their own identity as teachers. According to the result, first, teacher had courage to serve in frontier, outermost, and disadvantaged areas. Second, explored teaching methods that are new for the students and teaching methods that are new for them. Third, got the sense of belonging in SM-3T placement. Fourth, they experienced becoming a facilitator in helping their students facing all the challenges in educational aspect. Last, they got new precious stories about their students that could help the teachers reflect and interrogate something that is fundamental. However, critical awareness according to Winans (2012) means asking people to interrogate something that is so fundamental to their belief structures and lived experience, something so deeply personal, that it is often experienced as being beyond questioning.
Conclusion

As the conclusion, there are five processes included in teacher identity construction; self-reflection, beliefs about teaching and the possible changes of that beliefs considering the context of situation in teaching process, external factors that could develop teacher identity more, encouragement within self, and the last is critical awareness that come out from many aspects to construct identity as teachers. This study still has many limitations in analyzing the data. However, the researcher hopes that this study will give contribution or enrich the knowledge on teacher identity construction in any further research and also give contribution to Indonesian government in running the SM-3T program especially in constructing teacher identity.

References


