



# Identification of the Identity of Remote Area Teacher as a Driving Force

Elisabeth Desiana Mayasari<sup>1\*</sup> 

<sup>1</sup>Sanata Dharma University, Yogyakarta, Indonesia

## ARTICLE INFO

### Article history:

Received January 08, 2022

Revised January 16, 2022

Accepted March 30, 2022

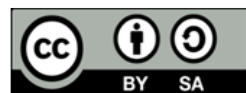
Available online April 25, 2022

### Kata Kunci:

Identifikasi, jati diri, guru sebagai penggerak

### Keywords:

Identification, identity, teacher as a driving force



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Menjadi guru itu penting dan berdampak bagi masyarakat. Identitas guru mencerminkan karakteristik pribadi yang berkontribusi terhadap keberhasilan proses pembelajaran. Guru Daerah Terpencil sebagai Penggerak (ATDF) merupakan program untuk memajukan Kabupaten Mappi dalam bidang pendidikan. Dalam proses pendampingan siswa, guru ATDF perlu mengetahui identitas yang dimilikinya. Tujuan penelitian ini adalah untuk mengetahui identitas Guru Daerah Terpencil sebagai Driving Force berdasarkan tipe legitimasi guru. Populasi dalam penelitian ini adalah Guru Daerah Terpencil. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Instrumen yang digunakan adalah angket dan wawancara berdasarkan legitimasi guru yang dilakukan pada dua ATDF. Peneliti menggunakan model analisis data meliputi: 1) Pengumpulan Data, 2) Reduksi Data, 3) Penyajian Data (Penyajian Data), dan 4) Penarikan Kesimpulan/Verifikasi. Hasil penelitian menunjukkan bahwa guru ATDF memiliki tipe identitas sebagai berikut: 1) Tipe legitimasi kepedulian, 2) Tipe legitimasi kontekstual dan 3) Tipe legitimasi psikologis. Identitas tersebut menunjukkan bahwa guru ATDF 1) memiliki sikap peduli terhadap minat siswa, 2) memperhatikan kehidupan siswa yang tercermin dalam proses pembelajaran di kelas dan 3) fokus pada minat dan perilaku siswa secara psikologis.

## ABSTRACT

Being a teacher is important and impactful for the society. The identity of the teacher reflects personal characteristics that contribute to the success of the learning process. Remote Area Teacher as a Driving Force (ATDF) is a program to advance Mappi Regency in the field of education. In the process of mentoring students, ATDF teachers need to know the identities they have. The purpose of this study was to determine the identity of the Remote Area Teachers as a Driving Force based on the types of teacher legitimization. The populations in this study were the Remote Area Teachers. The method used in this research was descriptive quantitative. The instruments used were questionnaires and interviews based on teacher legitimization, which were conducted on two ATDFs. The researcher used the data analysis model including: 1) Data Collection, 2) Data Reduction, 3) Data Display (Data Presentation), and 4) Conclusion Drawing / Verification. The results show that the ATDF teachers own the following types of identity: 1) Caring legitimization type, 2) Contextual legitimization type and 3) Psychological legitimization type. Those identities show that ATDF teacher 1) have a caring attitude towards student interests, 2) pay attention to students' life which is reflected in the learning process in class and 3) focus on students' interests and behavior psychologically.

## 1. INTRODUCTION

A teacher has a very important role in the modern society and all its subjectivity, therefore, any changes that occur in teachers will have an impact on society as well. In the field of education, the role of teacher identity is very important because the personal characteristics of a teacher have the potential to affect the ability to teach in class (Hong et al., 2018; Lopes, 2019). The identity of a teacher can be seen from the experience and journey of life and thoughts on the values lived while teaching (Izadinia, 2013; Pennington, M. C., & Richards, 2016). An identity that teachers have can help set goals in teaching and their careers. In addition, by understanding an identity, a teacher can take clear steps in the teaching journey that will be taken. If the teacher is not aware of the identity they have, then they bring it into the

classroom, which will have an impact on the dynamics of learning and students' interpersonal interactions in the classroom environment (Richardson & Watt, 2018; Zacharias, 2010). A teacher's identity is influenced by how education and the socio-cultural context are implemented in the Teacher Education Program as well as an understanding of how to become a professional teacher before and while students are studying in the Teacher Education Program (Gholami et al., 2020; Singh, G., & Richards, 2006; Yazan, 2019). Previous study found that there is a lack of understanding about how to become a professional teacher: 1) the teacher has not mastered the material provided, which makes students have difficulty to understand, 2) the teacher is still teaching using traditional methods so that the teacher simply transfers their knowledge automatically, 3) the ability technology is still low, 4) feedback is rarely given, because most of the time is spent working on worksheets (Bertus, 2019; Botha & Onwu, 2013; Jennifer & Mbato, 2020). An identity is defined as a dynamic and continuous process of interpretation and reinterpreted through an experience. This is the answer to the questions "Who am I now?" And "What will I be like?". Identity is something meaningful and will change along with changes that occur in an individual (Lopes, 2019; Upa & Mbato, 2020; Viskovic & Robson, 2001). This change is a big change and is a way for individuals to understand the world and adjust their behavior individually and collectively. The search for an identity is a search for a new form in new practices that adapt to ecological and social systems. Identity development involves biological and psychological maturity, because each stage of maturity has its own characteristics according to the interaction of the individual and his environment (Beijaard et al., 2004; Izadinia, 2013). The quality of educators is the main factor affecting the quality of learning. The results of the Teacher Competency Test (TCT) in 2015 showed an average value of 54,25 lower than the minimum competency standard of 55.0. Some of the following studies on teacher identity were conducted in Indonesia. Previous study shows that novice teachers experience challenges in developing their identity in the teaching process in the classroom (Astuti, 2016). Beginner teachers are advised to have a community in developing identity, and assistance from the Teacher Education Program is needed in equipping students about the importance of a community for self-development. Previous researched four new teachers who are currently taking a Masters in English Education (Yuliyana, 2019). He concluded that formal institutions and lectures are not the only aspects that can form the identity of a new teacher. A contributing factor is the shared work experience and experiences of other teachers. Previous research reveals that the construction of teacher identity is constructed by a continuous interpretation of past and present experiences. This experience contributes to beliefs and motivations which are components of identity (Jennifer & Mbato, 2020). This study also criticizes the interpersonal relationships between students and lecturers that contribute to neutral beliefs about teaching which results in low intrinsic motivation for students to become teachers and to be able to implement theory and experience in learning activities that lecturers and students experience (Beijaard et al., 2004; Korthagen, 2004).

Further research is needed related to professional teacher development (Livingston & Flores, 2017; Van Kan et al., 2013). Becoming a professional teacher is one of the demands for Remote Area Teachers as a Driving Force (ATDF). This program is an attempt by the District of Mappi, West Papua to meet the needs of teachers in schools that are not yet ideal. According to the Head of the Mappi Regency Office The goal of ATDF is to build and increase awareness of schooling, especially for school-age children, to build awareness of the importance of public education in Mappi Regency as an autonomous region, to improve the quality of community resources in Mappi Regency. In the learning process, Remote Area Teachers as a Driving Force (ATDF) faces various situations, namely the infrequent attendance of students, because most of the children spend their time hunting in the forest and fishing. In addition, not all children will get support from their parents to study. They prefer to ask their child to help them to fulfill the family needs. Facilities in schools are limited, so children are less than optimal in participating in learning. Remote Area Teachers as a Driving Force (ATDF) who are scattered throughout Mappi Regency are teachers who are expected to be able to carry out educational tasks, namely increasing school awareness among school-age children and becoming companions as well as facilitators and motivators to increase morale with older teachers. The study to be conducted focuses on the self-identities of teachers who work in remote areas. This study is oriented towards teacher identity regarding behavior, beliefs, experiences, and how this can affect their goals in teaching practice, and provides an understanding of the formation of teacher identity as a professional. The aim of this study was to determine the identity of the Remote Area Teachers as a Driving Force based on the types of teacher legitimization.

## 2. METHOD

The researcher implemented a descriptive quantitative study using questionnaires and interviews as data collectors. Quantitative descriptive research is a type of research that aims to describe phenomena by providing systematic, factual, and accurate descriptions (Dietmaier, 2017; Reza et al., 2021).

Descriptive quantitative research is research to provide answers or information to a problem systematically. In this descriptive quantitative study, researchers used interview, questionnaires and focus group discussions as primary data collection tools from a population. The research was carried out in an organized manner by following the scientific method in compiling information for either part or all of the population. This study aims to provide a detailed description in accordance with the reality of the identity of the Remote Area Teacher as a Driving Force.

This research was conducted in Mappi Regency, West Papua. The selection of research locations aimed to support the description of the characteristics of the data population. In addition, in Kabe Village, there had never been any research on the identification of teacher identities. Researchers conclude that the population is all objects that become the research variations to achieve the target. The populations in this study were the Remote Area Teachers as a Driving Force assigned to Mappi Regency. The total population in the study was 105 ATDF. The samples used in this study were two ATDFs. The subjects stated that they were willing to follow all the process of the data collection carried out by the researcher.

In data collection this study used a questionnaire in the form of closed questions. Questionnaires with closed questions limit the respondent from giving questions because the answer choices have been determined by the researcher. In this study, researchers used data collection techniques in the form of questionnaires in order to obtain relevant data from respondents. The questionnaire will be distributed by researchers to three ATDFs in Mappi District. The types of legitimization to be measured are the Caring Legitimization type, Personal Legitimization type, Contextual Legitimization type, Critical legitimization type, Functional legitimization type, Psychological legitimization type. This questionnaire will use a Likert scale. The second one is interview. Interview aims to find out more in-depth things from the respondents with a small number of respondents. Researchers used interview guidelines to make it easier to obtain basic information. The interview guide became a reference for conducting interviews so that basic information can be obtained more clearly. Researchers conducted interviews with two ATDFs regarding teacher identity based on legitimization type. The results of the interviews will be processed and used to analyze the identity of the ATDF. The researcher used the data analysis model including: 1) Data Collection, 2) Data Reduction, 3) Data Display (Data Presentation), and 4) Conclusion Drawing / Verification (Miles et al., 2018).

### 3. RESULT AND DISCUSSION

#### Result

##### *Identity of Remote Area Teacher as a Driving Force based on the Types of Legitimization*

The questionnaire was compiled based on the type of legitimization based on the types of legitimization. The types which consist of six types are coded to make it easier for the researcher to analyze the responses. The code is show in [Table 1](#).

**Table 1.** Subject's Answer

NAMA	NO	WHO	WHAT	WHEN	WHERE	HOW	FOR WHAT PURPOSE
SR	1	D	A	A	F	D	C
	2	F	F	A	A	A	F
	3	F	F	C	C	D	B
KP	1	C	C	C	F	C	F
	2	F	F	C	C	C	F
	3	C	C	A	D	E	B

Based on the data show in [Table 1](#), the researcher analyzed the frequency of choice of answers chosen by the subject. The answer options are displayed in [Table 2](#). Then for the most frequent answer choices is show in [Table 3](#).

**Table 2.** Frequency of Answer Choices

Name	A	B	C	D	E	F
SR	5	1	3	3	0	6
KP	1	1	9	1	1	5

**Table 3.** The Appeared Legitimization Types

Name	Code	Legitimization Types
SR	F	Psychological legitimization type
	A	Caring legitimization type
KP	C	Contextual legitimization type
	F	Psychological legitimization type

### Interview with first subject

Based on interview with Ms. SR, it shows that there are only 2 active teachers at SD Inpres Kabe, namely ATDF teachers. Local teachers only come when the Principal comes to school. Meanwhile, the Principal and his wife (a Regional Contract Teachers) are in Kepi. They last came to school when they were going to class VI National Examination. Ms. SR said that people there welcomed teachers very well. The community tried to fulfill various needs of teachers (parents and students). It can be seen that students are diligently helping teachers for their daily needs, such as: helping teachers fill the water reservoir in the teacher's house, helping to wash dishes, and looking for firewood. The parents sometimes give deer meat they have hunted in the forest. The BOS funds that can be allocated for school facilities have not been felt by students, teachers and the community at SD Inpres Kabe. Even the planning and expenditure by the Principal is not transparent, it is still covered up. The community and ATDF teachers do not know about these funds. As a result of the non-use of BOS funds by schools, various facilities and infrastructure were deemed inadequate. Some things that are lacking are the unavailability of toilets, attendance lists, books, or media that can help students learn. SR often takes the initiative to organize media to help students learn, for example paper containing letters, sago sticks to learn to count and laundry soap to teach about health.

According to ATDF teachers, in learning activities, the most important skills for students are writing, reading and arithmetic. Therefore, the teacher uses letter cards to help students read and write, while in numeracy the teacher uses sago sticks. According to the experience of ATDF teachers, the use of letter cards is quite effective in helping students read and write. This can be seen from the way students can start reading and writing in the 5th day of learning. In addition to the ability to concentrate and persevere in tasks, other teaching methods are also carried out by Ms. SR, namely (1) introducing letters using letter cards, (2) learning to count using sago sticks, (3) using the bowling method, (4) preserving nature by sorting organic and inorganic waste, (5) teaching personal health by washing hands properly using washing soap, (6) teaching English skills using English vocabulary and how to make a cross using English "In the name of the Father, of the Son, and of the Holy Spirit. Amen", (7) transforming thematic learning (Science, Mathematics and Sports) into fishing activities in the river.

### Interview with Second Subject

The number of teaching staff at SD Inpres Kabe is 2 ATDF teachers. In each learning activity, Mr. KP tries to gather students to go to school by approaching them first, but this can only make students stay 1 or 2 days in school. During teaching and learning activities at school, students complain while doing assignments and ask to go home immediately. However, ATDF teachers do not allow students to go home, instead asking students to stay in class and pay attention to the material from the teacher.

In teaching and learning activities, when the students are getting bored, Mr. KP will invite the students to do ice breaking by singing and jumping. These activities are used by the teacher to restore the spirit of the students, besides that sometimes the teacher also invites the students to wash their face so that they are refreshed and ready to learn. In each teaching and learning activity, Mr. KP asks the students to stay in the classroom until they finish learning. Mr. KP will give punishment, namely kneeling in class to students who still insist on asking to go home. In every lesson, not all students can participate in learning optimally. This is because students take turns attending school because they have to go to find food and work to earn money. Mr. KP understands the condition that the students have to go to find food and work to earn money. The method used by the teacher so that the student does not miss lessons is to give assignments to do at home.

Some of the methods used by Mr. KP in improving students' abilities to concentrate and persevere assignments are (1) by asking the students to stay in the class, even though the students are not focused. The teacher will provide motivation with ice breaking. This is done so that students continue to listen to the teacher's explanation and (2) by giving homework to students, even though the homework is not necessarily done by students. Students spend more time in the forest. The duration of student attendance in class is around 3 days a week, the rest they spend in the forest.

Various methods are implemented by Ms. SR and Mr. KP to their students. However, Ms. SR and Mr. KP still experience difficulties in making lesson plans and implementing the 2013 curriculum. This is because there are no supporting books, learning media. Additionally, students in Kabe village need more time to learn various subjects. Ms. SR and Mr. KP also provide assistance for students who cannot read and write in the afternoon. In addition, Ms. SR and Mr. KP also gathered students together to pray the Rosary in the month of Mary. Based on the interview, it shows that there appears a type of legitimization in the learning practices carried out by Ms. SR and Mr. KP as show in [Table 4](#).

**Table 4. Legitimization types in the Learning Practice**

No	Ms. SR		Mr. KP	
	<i>Psychological legitimization type</i>	<i>Caring legitimization type</i>	<i>Contextual legitimization type</i>	<i>Psychological legitimization type</i>
1	The teacher assists students in using letter card media to help them read and write	The teacher takes the initiative to provide letter card media to help students read and write	The teacher gathers students to go to school by approaching them first to the villages	The teacher encourages students to be willing to go to school
2	Teacher assist the student in using sago stick to improve their numeracy skill	The teacher provides sago sticks to help students learn to count	The teacher gives the punishment by asking students to kneel in class if they still insist on asking to go home because they do not want to attend the lesson.	The teacher assertively accompanies students so that they remain in class and pay attention to the material from the teacher.
3	Teachers assist the students in sorting organic and inorganic waste to preserve nature	The teacher and the students provide organic and inorganic trash as a means of learning for students to preserve nature	The teacher uses ice breaking such us singing and jumping when the students start to get bored	The teacher accompanies the students to do ice breaking
4	Teachers assist the students in using the washing soap to learn about maintaining cleanliness and healthy life	The teacher provides washing soap as a lesson to maintain cleanliness and healthy life	The teacher invites the students to wash their faces so that they are refreshed and ready to study	The teacher keeps the students' enthusiasm for learning
5	Teachers assist the students is using the bowling method	The teacher provides bowling learning media	The teacher understands the condition that the students have regarding their life and financial condtion.	The teacher gives assignments to do at home so that the students don't miss the lessons
6	Teachers assist the students in leaning English and its vocabularies	The teacher invites students to lead the prayers using English	The teacher understands the students' ability to concentrate on something	The teacher asks students to remain in class, even though they are not focused.
7	The teacher assists the students in the thematic learning by providing them fun learning such as fishing activities in the river.	The teacher invites students to learn through fishing activities	The teacher understands the student's ability to persevere in the assignment.	The teacher always gives homework to students, even though the homework is not necessarily done by students.



Based on the data obtained in [Table 4](#), Ms. SR has a Psychological legitimization type, which is marked by (1) the teacher assists in the learning process using letter card media to help the students read and write, (2) the teacher assists in the use of sago sticks to improve students' numeracy skills, 3) teachers assist in sorting organic and inorganic waste to preserve nature, 4) teachers assist in using laundry soap to teach about maintaining cleanliness and health, 5) teachers assist in using the bowling method, 6) Teachers assist the students in learning English and its vocabularies, and 7) the teacher assists in thematic learning by making fun learning such as fishing activities in the river. The caring legitimization types owned by Ms. SR are 1) the teacher takes the initiative to provide letter card media to help the students read and write, 2) the teacher provides sago sticks to help students learn to count, 3) the teacher and the students provide organic and inorganic trash as a learning tool in preserving nature, 4) the teacher provides laundry soap as learning to maintain cleanliness and health, 5) the teacher provides bowling learning media, 6) the teacher invites students to lead the prayers using English, 7) the teacher invites students to learn through fishing activities.

Meanwhile, the type of legitimization that appears on Mr. KP is the Contextual legitimization type, this can be seen from the following characteristics 1) The teacher gathers students to go to school by approaching them first to the villages, 2) The teacher gives the punishment by asking students to kneel in class if they still insist on asking to go home because they do not want to attend the lesson, 3) The teacher uses ice breaking that suits the students' condition such as singing and jumping when the students start to get bored, 4) The teacher invites the students to wash their face so that they are refreshed and ready to learn, 5) The teacher understands each student's financial and life condition, 6) The teacher understands the students' ability to concentrate on something, 7) The teacher understands the student's ability to persevere in the task. The second type of legitimization that appears on Mr. KP is the Psychological legitimization type. This type is characterized by 1) The teacher encourages students to be willing to go to school, 2) The teacher assertively accompanies students so that they remain in class and pay attention to the material from the teacher, 3) The teacher accompanies the students to do ice breaking, 4) The teacher keeps the students' enthusiasm for learning, 5) The teacher gives assignments to do at home so that they don't miss lessons, 6) The teacher asks students to stay in class, even though the students are not focused, 7) The teacher always gives homework to students, even though the homework is not necessarily done by students. Based on the data above, there are types of legitimization that Ms. SR and Mr. KP have, namely Caring legitimization type, Contextual legitimization type, and Psychological legitimization type. These apparent types of legitimization merge into learning activities between teachers and students inside and outside the classroom.

## Discussion

Based on the data above, there are types of legitimization that Ms. SR and Mr. KP have, namely caring legitimization type, contextual legitimization type, and psychological legitimization type. These types of legitimization appear to be an integral part of learning activities between teachers and students inside and outside the classroom ([Al-Zoubi & Younes, 2015](#); [Black & Wiliam, 2018](#)). Caring legitimization type is the type where the teacher shows a caring attitude towards the interests of students. In this sense, students are considered as vulnerable individuals and depend on adults to survive in the world ([Yang et al., 2019](#); [Zacharias, 2010](#)). Among this type of teacher, the teacher plays a more protective role in difficult situations. In addition, it provides a peaceful and supportive environment for student growth ([Affandi et al., 2021](#); [Zhang et al., 2020](#)).

Contextual legitimization type is a type of teacher who pays attention to students' historical and daily life in the learning process in class. Teachers believe that students can find themselves in social situations. On the journey of life, teachers also guide students to develop daily life skills to help them deal with various situations ([Huang et al., 2019](#); [Kizilaslan, 2019](#)). Researchers recommend that the school curriculum can include learning inside and outside the classroom ([Lestari, 2018](#); [Wulandari, 2020](#)). However, schools are still considered as training places for situations that may be encountered by students outside of school. This type appears in Mr.KP, with the characteristics: 1) The teacher gathers students to go to school by approaching them first, 2) The teacher gives punishment, namely kneeling in class to those who still insist on asking to go home because they do not want to attend lessons, 3) The teacher chooses ice breaking such as singing and jumping once the students start to get bored, 4) The teacher invites the students to wash their face so that they are refreshed and ready to learn, 5) The teacher understands the condition that students have to go to find food and work to earn money, 6) The teacher understands students' ability to concentrate, 7) The teacher understands the student's ability to persevere in the task. Psychological legitimization type is a type where teachers show psychological concern for students' interests or behavior and characterize their behavior. This stage allows students to see themselves. Teachers emphasize learning difficulties and students' behavior ([Purwati & Akmaliah,](#)

2016; Robandi et al., 2019). In addition, the teacher also shows how to assist students. School is a place to deal with deviations in student behavior from prevailing norms (Anspal et al., 2019; De Meuse et al., 2010).

This type of legitimization is found in Ms.SR's learning practice. There, (1) the teacher assists in the learning process using letter card media to help students read and write, (2) the teacher assists in the use of sago sticks to help students with numeracy skills, 3) the teacher assist in sorting organic and inorganic waste to preserve nature, 4) teachers assist in the use of washing soap to teach hygiene and healthy lifestyle, 5) teachers assist in the use of the bowling method, 6) teachers assist the students in using English, and 7) teachers assist in thematic learning by making a fun learning such as fishing activities in the river. In addition, this type is also owned by Mr.KP, he has the following characteristics: 1) The teacher encourages students to be willing to go to school, 2) The teacher accompanies students firmly so that they remain in class and pay attention to the material from the teacher, 3) The teacher accompanies the students to do ice breaking, 4) The teacher maintains the spirit of the studentd in participating in the learning activities, 5) The teacher gives assignments to do at home so that the students do not miss the lessons, 6) The teacher asks students to stay in class, even though the students are not focused, 7) The teacher always gives homework to students, although the homework is not necessarily done by students.

#### 4. CONCLUSION

The researcher conclude that the identity owned by Remote Area Teacher as a Driving Force based on the types of teacher legitimization at SD Inpres Kabe are Caring legitimization type, Contextual legitimization type, and Psychological legitimization type. This identity shows that ATDF 1) has a caring attitude towards students' interests, 2) pays attention to students' life which is reflected in the learning process in class and 3) focuses on students' interests and behavior psychologically.

#### 5. REFERENCES

- Affandi, L. H., Husniati, H., & Saputra, H. H. (2021). Exploring the source of well-being for high achiever students. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(1), 104. <https://doi.org/10.25273/pe.v11i1.8767>.
- Al-Zoubi, S. M., & Younes, M. A. B. (2015). Low Academic Achievement: Causes and Results. *Theory and Practice in Language Studies*, 5(11), 2262. <https://doi.org/10.17507/tpls.0511.09>.
- Anspal, T., Leijen, Ä., & Löfström, E. (2019). Tensions and the Teacher's Role in Student Teacher Identity Development in Primary and Subject Teacher Curricula. *Scandinavian Journal of Educational Research*, 63(5), 679–695. <https://doi.org/10.1080/00313831.2017.1420688>.
- Astuti, P. (2016). Practitioner of Cooperative Learning as Part of Novice Teachers' Professional Identity. *TEFLIN Journal: A Publication on the Teaching and Learning of English*, 27(2), 132–152. <https://doi.org/10.15639/10.15639/teflinjournal.v27i2/132-152>.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107–128. <https://doi.org/10.1016/j.tate.2003.07.001>.
- Bertus, H. (2019). Jurnal Ilmiah Ilmu Pendidikan. *Jurnal Ilmiah Ilmu Pendidikan*, 10(1), 45–60. <https://doi.org/10.31932/ve.v10i1.351>.
- Black, P., & Wiliam, D. (2018). Classroom Assessment and Pedagogy. *Assessment in Education: Principles, Policy and Practice*, 1–25. <https://doi.org/10.1080/0969594X.2018.1441807>.
- Botha, M., & Onwu, G. (2013). Beginning Teachers' Professional Identity Formation in Early Science Mathematics and Technology Teaching: What Develops? *Journal of International Cooperation in Education*, 15(3), 3–19. <https://repository.up.ac.za/handle/2263/55852>.
- De Meuse, K. P., Dai, G., & Hallenbeck, G. S. (2010). Learning agility: A construct whose time has come. *Consulting Psychology Journal*, 62(2), 119–130. <https://doi.org/10.1037/a0019988>.
- Dietmaier, C. (2017). Deskriptive Statistik. In *Mathematik für Wirtschaftsingenieure*. <https://doi.org/10.3139/9783446454477.014>.
- Gholami, K., Faraji, S., Meijer, P. C., & Tirri, K. (2020). Construction and deconstruction of student teachers' professional identity: A narrative study. *Teaching and Teacher Education*, 97, 1–18. <https://doi.org/10.1016/j.tate.2020.103142>.
- Hong, J., Francis, D. C., & Schutz, P. A. (2018). Research on Teacher Identity: Common Themes, Implications, and Future Directions. *Research on Teacher Identity: Mapping Challenges and Innovations*, 243–251. <https://doi.org/10.1007/978-3-319-93836-3>.
- Huang, T. C., Lin, W., & Yueh, H. P. (2019). How to cultivate an environmentally responsible maker? A CPS

- approach to a comprehensive maker education model. *International Journal of Science and Mathematics Education*, 17, 49–64. <https://doi.org/10.1007/s10763-019-09959-2>.
- Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, 39(4), 694–713. <https://doi.org/10.1080/01411926.2012.679614>.
- Jennifer, J., & Mbato, C. L. (2020). Critical Incidents in Pre-Service Teachers' Beliefs and Motivation to Become English Teachers: A Study of Teacher Professional Identity Construction. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(1). <https://doi.org/10.30605/25409190.172>.
- Kizilaslan, A. (2019). The development of science process skills in visually impaired students: analysis of the activities. *International Journal of Evaluation and Research in Education (IJERE)*, 8(1), 90–96. <https://doi.org/10.11591/IJERE.V8I1.17427>.
- Korthagen, F. A. J. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77–97. <https://doi.org/10.1016/j.tate.2003.10.002>.
- Lestari, N. D. (2018). Analisis Penerapan Kurikulum 2013 Dalam Meningkatkan Kualitas Pembelajaran Ekonomi Di Sma Negeri Se-Kota Palembang. *Jurnal Neraca: Jurnal Pendidikan Dan Ilmu Ekonomi Akuntansi*, 2(1), 68–79. <https://doi.org/10.31851/neraca.v2i1.2190>.
- Livingston, K., & Flores, M. A. (2017). Trends in teacher education: a review of papers published in the European journal of teacher education over 40 years. *European Journal of Teacher Education*, 40(5), 551–560. <https://doi.org/10.1080/02619768.2017.1387970>.
- Lopes, A. (2019). Still building a better world? Research reflections on Teacher Education and Identity. *Rethinking Teacher Education for the 21st Century: Trends, Challenges and New Directions*, 53(9), 1689–1699. <https://library.oapen.org/bitstream/handle/20.500.12657/23733/1006411.pdf?sequence=1#page=27>.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage Publications.
- Pennington, M. C., & Richards, J. C. (2016). Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors. *RELC Journal*, 47(1), 1–19. <https://doi.org/10.1177/0033688216631219>.
- Purwati, E., & Akmaliyah, M. (2016). Hubungan antara Self Efficacy dengan Flow Akademik pada Siswa Akselerasi SMPN 1 Sidoarjo. *Psymphatic: Jurnal Ilmiah Psikologi*, 3(2), 249–260. <https://doi.org/10.15575/psy.v3i2.1113>.
- Reza, M., Puspita, K., & Oktaviani, C. (2021). Quantitative Analysis Towards Higher Order Thinking Skills of Chemistry Multiple Choice Questions for University Admission. *Jurnal IPA & Pembelajaran IPA*, 5(2), 172–185. <https://doi.org/10.24815/jipi.v5i2.20508>.
- Richardson, P. W., & Watt, H. M. G. (2018). Teacher Professional Identity and Career Motivation: A Lifespan Perspective. In *Springer International Publishing*, 37–47. <https://doi.org/10.1007/978-3-319-93836-3>.
- Robandi, B., Kurniati, E., & Puspita Sari, R. (2019). *Pedagogy In The Era Of Industrial Revolution 4.0*. 239, 38–46. <https://doi.org/10.2991/upiupsi-18.2019.7>.
- Singh, G., & Richards, J. C. (2006). Teaching and Learning in the Language Teacher Education Course Room:: A Critical Sociocultural Perspective. *RELC Journal*, 37(2), 149–175. <https://doi.org/10.1177/0033688206067426>.
- Upa, Y., & Mbato, C. L. (2020). English Teacher Identity Construction: Indonesian Teachers' Motivation and Strategies in Teaching English for Special Needs Students. *PROJECT (Professional Journal of English Education)*, 3(2), 311. <https://doi.org/10.22460/project.v3i2.p311-321>.
- Van Kan, C. A., Ponte, P., & Verloop, N. (2013). How do teachers legitimize their classroom interactions in terms of educational values and ideals? *Teachers and Teaching: Theory and Practice*, 19(6), 610–633. <https://doi.org/10.1080/13540602.2013.827452>.
- Viskovic, A., & Robson, J. (2001). Community and Identity: Experiences and dilemmas of vocational teachers in post-school contexts. *Journal of In-Service Education*, 27(2), 221–236. <https://doi.org/10.1080/13674580100200180>.
- Wulandari, A. (2020). Implementation of the 2013 Curriculum Based on a Scientific Approach (Case Study at SD Cluster II Kintamani). *International Journal of Elementary Education*, 4(3), 422. <https://doi.org/10.23887/ijee.v4i3.28172>.
- Yang, J., Zhang, X. L., & Su, P. (2019). Deep-Learning-Based Agile Teaching Framework of Software Development Courses in Computer Science Education. *Procedia Computer Science*, 154. <https://doi.org/10.1016/j.procs.2019.06.021>.
- Yazan, B. (2019). Toward identity-oriented teacher education: Critical autoethnographic narrative. *TESOL*



- Journal*, 10(1), 1–15. <https://doi.org/10.1002/tesj.388>.
- Yuliyana, Y. (2019). The Identity Construction of Newcomer Teachers in English Education Through Reflective Writing. *BAHTERA: Jurnal Pendidikan Bahasa Dan Sastra*, 18(2), 148–154. <https://doi.org/10.21009/bahtera.182.04>.
- Zacharias, N. T. (2010). The teacher identity construction of 12 Asian NNES teachers in TESOL graduate programs. *Journal of Asia TEFL*, 7(2). <https://search.proquest.com/openview/b106aec78a0e0116c05c5e7608371c20/1?pq-origsite=gscholar&cbl=4424407>.
- Zhang, H., Yu, L., Ji, M., Cui, Y., Liu, D., Li, Y., Liu, H., & Wang, Y. (2020). Investigating high school students' perceptions and presences under VR learning environment. *Interactive Learning Environments*, 28(5), 635–655. <https://doi.org/10.1080/10494820.2019.1709211>.