

# Bolivani

*by* Eryansyah Eryansyah

---

**Submission date:** 06-Aug-2024 12:35PM (UTC+0700)

**Submission ID:** 2428031753

**File name:** Artikel\_Bolivani\_Mirizon\_Eryansyah.pdf (264.76K)

**Word count:** 7652

**Character count:** 42731



## Identity Transition of English Pre Service Teachers Studying at Teacher Profession Education Program

Bolivani Novrianti<sup>1</sup>, Soni Mirizon<sup>2\*</sup>, Eryansyah<sup>3</sup> 

<sup>1,2,3</sup> Magister Program in Language Education, Universitas Sriwijaya, Palembang, Indonesia

### ARTICLE INFO

#### Article history:

Received October 19, 2023

Accepted March 05, 2024

Available online March 25, 2024

#### Kata Kunci:

Guru Profesional, Transisi Identitas, Program PPG.

#### Keywords:

Professional Teacher, Identity Transition, PPG Program



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

© license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

### ABSTRAK

*Transisi identitas empat calon guru profesional saat menjalani program pengembangan profesi menjadi hal yang penting untuk diperhitungkan. Penelitian ini bertujuan untuk memahami dinamika dan proses yang memungkinkan identitas profesional berkembang dan berubah. Penelitian ini menggunakan penelitian kualitatif dan model transisi Schlossberg sebagai kerangka. Partisipan penelitian adalah empat orang calon guru program Pendidikan Profesi Guru. Pengumpulan data dilakukan dengan menggunakan metode inkuiri naratif. Teknik analisis data menggunakan analisis deskriptif kualitatif. Studi ini menemukan bahwa lintasan identitas dari masa pra-transisi berkontribusi terhadap transisi identitas mereka saat ini. Alasan perubahan identitas mereka sebelumnya adalah karena guru adalah profesi yang terhormat dan manfaat lainnya yang dirasakan seperti modal ekonomi dan budaya. Dalam program tersebut, calon guru menyampaikan bahwa ada transformasi dalam pengalaman profesional mereka. Kajian tersebut menekankan pentingnya melanjutkan pendidikan bagi calon guru untuk menjadi guru profesional. Teacher education plays an important role in ensuring that teachers have a strong foundation in the theory and practice of education. Qualified teachers are key elements in providing effective and quality education to students, so teacher education is an important aspect of the education system.*

### ABSTRACT

The identity transition of four prospective professional teachers while undergoing a professional development program is essential to consider. This research aims to understand the dynamics and processes that allow professional identities to develop and change. This research uses qualitative research and Schlossberg's transition model as a framework. The research participants were four prospective teachers from the Teacher Professional Education program. Data collection was carried out using the narrative inquiry method. The data analysis technique uses qualitative descriptive analysis. This study found that identity trajectories from the pre-transition period contributed to their current identity transition. Their previous change in identity was because teaching is an honorable profession with other perceived benefits, such as economic and cultural capital. In this program, prospective teachers said there was a transformation in their professional experience. The study emphasizes the importance of continuing education for prospective teachers to become professional teachers. Teacher education plays a vital role in ensuring that teachers have a strong foundation in the theory and practice of education. Qualified teachers are critical in providing effective and quality education to students, so teacher education is essential to the education system.

### 1. INTRODUCTION

The well-being of teachers in Indonesia is an issue that is often being discussed in society. Although efforts have been made to improve the well-being of teachers, there are still some challenges to overcome. Teacher salaries in Indonesia vary depending on location, experience, and level of education. Many teachers, especially in rural areas, receive low salaries, which are often insufficient to meet their basic needs and families. The quality of education and teacher training varies, and there is a need to improve the quality of teacher education so that they are better prepared in teaching. The government has tried to improve the welfare of teachers by providing a variety of benefits, including teacher profession benefits, performance benefits, and other benefits (Karnajaya & Wulandari, 2023; Susilo et al., 2021).

\*Corresponding author

E-mail addresses: [smirizon@unsri.ac.id](mailto:smirizon@unsri.ac.id) (Soni Mirizon)

Governments and various parties continue to work to improve the welfare of teachers in Indonesia through various programmes and policies. In recent years, there have been efforts to raise teachers' salaries, provide better training, and improve facilities and facilities in schools (Lokita & Utami, 2018; Teslo et al., 2023). One of them is with the Teacher Profession Education Program in the Department is one of the policies of the Ministry of Education and Culture to complete and finalize the certification of teachers in the post.

The prospective teachers are faced with several the problems one of them is low honorarium they received due to their status as honorary teacher (Kusumawardhani, 2017; Makhmudah, 2020). Another issue the teachers have to face in order to be acknowledged as full-fledged educators is that they need to have teaching certificates (Ali, 2022; Mackey et al., 2023). However, to acquire the certificate, it is compulsory for the teachers to join the teacher profession education program. From this instance, it is realized that the need for professional teachers in Indonesia is very precarious, but the supply of professional teachers to meet the existing quota is insufficient for several reasons. To solve this situation, Teacher's Profession Education program was initiated by the Indonesian government to prepare professional teachers who are able to realize national education goals. The goals of continuing professional development programs are to generate educators (teachers) who are professional, superior, and capable of facing the challenges of the times (Purnamasari, 2019; Rusdarti et al., 2018). Furthermore, she adds that by participating in the Teacher's Profession Education, teachers may gain some benefits, including increasing teacher professionalism in the classroom and gaining experience in the educational and learning process in schools; obtaining an educator's certificate as a professional teacher; having a promising future due to receiving a certification allowance to improve the welfare of life; and honing skills in teaching through hands-on practice.

In order to gain these benefits, many university graduates have decided to attend this program. Through continuous professional development, prospective teachers learned how to teach in line with the teacher competencies according to national education standards to demonstrate their abilities and carry out their duties as educators (Bhakti & Maryani, 2017; Nurhati et al., 2020). During this program, they learned material in the form of theory and teaching practice. When participating in learning activities, a teacher may collaborate with teaching professionals to improve their teaching quality, gaining satisfaction and happiness from the collaboration (Cheng & Zhao, 2023; Kahar et al., 2021). This is an example of intrinsic motivation, which is said to be the most self-determined sort of motivation. Extrinsic motivations such as money, job security, and professional status have been shown in studies to be more important reasons for teaching (Bergmark et al., 2018; Liu & Onwuegbuzie, 2014). However, it is worth noting that intrinsic motivation has been demonstrated to play a significant impact in teachers' drive to teach (Frenzel et al., 2019; Han, J., & Yin, 2016). Though perceived benefits which come after the program many prospective teachers decide to attend the program. In this process that an identity transition occurs, were people from different identities transit into pre-service teachers. From these circumstances, this study sought to explore the identity transition experienced by the prospective teacher during the PPG program. The research recorded the personal accounts of identity transition of prospective teachers at Sriwijaya University who started to join the pre-service teacher program with a one-year duration of study. The research has recorded the personal accounts of professional identity transition of 4 English pre-teachers.

Several studies have been conducted regarding the subject of the identity transition experienced by prospective teachers. Previous related study examines the identity transition of 10 international doctoral students as EFL teachers in Australia (Xu et al., 2022; Yu et al., 2023). It explores sustainable language learning practices in various contexts and highlights the importance of understanding the teacher-to-student identity transition. The research contributes to literature on this topic and suggests addressing EFL teachers' complex experiences for sustainable development. Another related study also discuss about identity transition of novice EFL teachers in Macau using imagined identities and social representation theory (Huang et al., 2022; Jiang et al., 2021). Four distinct trajectories of identity shifts were identified: renegotiation, evolution, establishment, and sustainment. The study suggests that this identity shift is a dynamic process influenced by personal beliefs, prior learning experiences, teaching practice, and the institutional exam-oriented culture. Furthermore, another which adapted the same 4S transition framework investigated the factors influencing the formation of professional identity in clinical teachers during the transition from practitioner to teacher (Caza & Creary, 2016; Sueningrum et al., 2022). The study found that situation, self-support, and strategies were influential. The study found that reflective ability and community of practice were the two most important factors during the transition period. The findings suggest that faculty development programs should incorporate these factors, such as incorporating a community of practice and developing a teaching portfolio that nurtures reflective practice.

This study however focused on the reasons behind prospective teachers' decision to attend a teacher professional program and the dynamics and mechanisms through which professional identities

develop and change. Professional identity refers to a person's job-related self-definition, including qualities, social groups, positions, and career experiences. The research aims to understand the growing body of literature connecting role transitions and identity processes. The 4S model of transition theory is used to analyze the results, focusing on four main elements which is self, situation, support, and strategies. The study expands on key insights from literature, such as the concept that people make role transitions by exploring conditional selves as trials for potential, yet not yet fully developed professional identities. The study focuses on ongoing identity transitions, particularly teacher transition, as there is limited conceptual and empirical research in this area. The study contributes to the literature on social identity by emphasizing the diversity and dynamics through which professional identities develop and change.

## 2. METHOD

This study applies a qualitative method. A qualitative approach best served this study because it seeks to explore how lived experiences and perceptions form meaning; in short, how participants' experiences are valued through their own expressions and sense-making. This aims to discover how individuals make sense of, and assign meaning to, their lived experiences (Applegarth & Nuttall, 2016; Yip et al., 2022); thus, a qualitative approach was determined as appropriate. In this sense, the design elements have been revisited as needed throughout the entire development and progression of the study (Klassen et al., 2023; Täschner et al., 2024). The study used narrative research to center on the participants' stories of their lived experiences of professional identity transition. This subsection serves to detail the rationale and breadth of considerations for selecting the narrative research tradition. The study's participants were four pre-service teachers in the Teacher's Profession Education program at Sriwijaya University, who were divided into groups according on their ages, marital statuses, and genders. The writer did this to gain insight into the various perspectives of each participant. The participants are from the first group of English education majors. The researcher chose them because they had attended the program for one semester, which meant they had more familiarity with the program than the following group. The ages of the participants range from 22 to 30. Some have married, but the majority are still single. Two participants are also working while attending the program, but the remainder have quit jobs in order to concentrate on their studies. As a result, it is possible to deduce that they may have a major difference in how they perceive the ongoing transition from informal to professional teachers that they are going through at the moment.

In this study, the data was collected using a narrative inquiry method. The writer used this method as this method is suitable to address the research question addressed previously. This research used interviews as an instrument to collect the data from the participants in order to have a further sight into participants' lived experience. Interviews are not neutral tools of data gathering but active interactions between two (or more) people leading to negotiated contextually based results. All the interviews were conducted using Bahasa Indonesia, as this language is the participants' first language. The duration of the interview was around 40-60 minutes for each participant. The interview was conducted once, however if their a situation where there is a need for collecting more information, the interview would be resumed for the second time.

One of the requirements for data analysis is having valid and reliable data. For this reason, in this qualitative research, data validation efforts were also carried out. In qualitative research, findings or data can be declared valid if there is no difference between what is reported by the researcher and what happened to the object under study. Therefore, the writer plans to use member checking to carry out the validity and trustworthiness of the study. Member checking, also known as respondent validation or participant validation, is the process of returning an interview or analyzed data to a participant. Member checking is used to validate, verify, or evaluate the reliability of qualitative results (Birt et al., 2016; Lokita & Utami, 2018). The researcher needs to check their findings with participants for the accuracy of the findings. To prove the validity of the data, the reliability of the findings and their interpretation is determined by searching for findings and findings that are carried out according to the actual conditions and are approved by the research subject. For these conditions to be met, in this study the data validity checking technique was used by member checks, which were checked with the participants involved in the data collection process. The purpose of the member check is to find out how far the data obtained is in accordance with what is provided by the data provider.

## 3. RESULT AND DISCUSSION

### Result

The findings in this research were based on the research question about the identity transition experienced by the prospective teachers during the PPG program, which describes the reason why they



decide to join the program, including the dynamics and mechanisms through which professional identities develop and change. The first participant is Dw, a 31-year-old woman who has married in 2020 and has one infant son in 17 months. She worked as an Elementary teacher in private school for 3 years after she graduated from the bachelor's degree majoring in English Education. In 2019, She decided to take another bachelor's degree majoring in primary school teacher education for 2 years and now she has graduated and is currently doing her graduation paperwork to get her certificate. At first, she plans to join the PPG program majoring in primary school teacher education, not as an English major. However, because her certificate has not been issued, she had to decide to choose an English major. Currently, she still works as a private teacher while attending the program as she needs to help with her family financially.

The second participant was Rz, a 27-year-old man who previously taught in formal school for a short period of time to fill in the teacher position while. After graduating from the University, he worked for many professions such as: volunteer in Asian Games in 2018, Sales, Teacher in the course, and Online Bike Driver until now. He has worked hard to make ends meet to pay for his house credit and fulfilling his own daily necessities. The third participant is Pa, a 23-years young man who just graduated from the university in 2022 and is currently attending his master's degree in his first semester while joining the Teacher's Profession Education program. He has not got any experience in teaching in the school as he is a fresh graduate. The last participant was Ad, a 30-year-old man who worked in a government office as librarian administrator for years and quit his job to attend the Teacher's Profession Education program. He graduated in 2018 and has no teaching experience except when he was attending the bachelor's degree and had teaching practice in 2015 for 2 months in formal school. Currently he just got married with his wife while attending the program.

Identity Trajectories: Pre-transition Periods Influence Ongoing Transition. When the researcher explored the identity transition that individuals underwent to develop their professional identity to become qualified teacher by attending Teacher's Profession Education program, Some participants described what drove them who initially had no interest in becoming professional teachers was related to their previous experience. They shared that because have enrolled in the education department in their bachelor degree, which's main goal is to train future teachers. Influenced by their earlier experiences, they decided to join the program. While, other participant think otherwise. Such as Dewi who narrated that she planned to be a teacher as her future profession. From the findings Rz shared that he did not really planned to be a teacher at first as he told the researcher that he attend vocational high school majoring in accounting. Putra also answered that he actually did not plan to major in teacher training and education because at first he though this major is similar to English literature which is not the same as he expected. Interview Results about Identity Trajectories: Pre-transition Periods Influence Ongoing Transition showed in Table 1.

**Table 1.** Interview Results about Identity Trajectories: Pre-transition Periods Influence Ongoing Transition

| Initial          | Report   |
|------------------|--|
| Rz               | "...Initially, I had not thought about becoming an English teacher because before that I attended a Vocational School majoring in accounting. then I took an English course, after that I found many new things starting from understanding grammar, how to make a sentences in English and others which in the end made me interested in this profession and then enrolled at the University with a major in English education...."   |
| Pa               | "...Well, at first I didn't really think about becoming a teacher. I thought this major was the same as literature, right? However, it turns out that this major is education that focuses on teacher training. but yeah never mind, I've no choice but but continue...."  |
| Dw<br>(contrass) | ".....so it's undeniable that from high school I already have an interest in teaching, so starting from Grade 2 high school I started teaching English at my tutoring, I was one of the students there and also I teach and from there I practice teaching..."   |
| Ad               | "....Why did I choose this PPG because I saw many benefits on the internet that after getting the first certificate they would be placed to work in their respective areas. because I think this is a good opportunity because when I worked at the regional library service I worked as an honorary staff member and there was almost no possibility of being appointed as an ASN (civil servant) staff member. So do I because being appointed from an honorary position is very difficult at the moment....." |

However, this is in contrast to Dw, who from the start had planned her professional development to become a teacher. Dw explained that she had dreamed of becoming a teacher. On the other hand, Ad has a different motive behind his identity transition. He felt that the previous profession he had before joining the Teacher's Profession Education program could not guarantee his future career. Unlike the other

participants who had experience in education, after graduating from college Ad did not work as a teacher. He has various experiences working in non-educational professions instead.

Researchers also tried to find out the participants' motives for deciding to continue their activation to become professional teachers by participating in the PPG program. From the results of the interview, participants Reza and Dewi answered that they felt that working as a teacher was a noble job. In this aspect, 13wi's shared that her motivation to be a teacher she got inspired from her late mother who said that **teacher is a good profession**. Rz chose to become a teacher despite the low pay since his parents were pushing him to do so because they thought teaching had a positive impact on society. Interview Results about Teacher Pertige showed in Table 2.

**Table 2. Interview Results about Teacher Pertige**

| Initial | Report  |
|---------|---|
| Dw      | "Actually, my initial inspiration to become a teacher was because my late mother was a teacher at a public elementary school. She really gives herself or volunteers herself to be tired of teaching even though her school is far away but she is still happy and likes her job. She also said before she died when I was in high school that I was more suitable to be a teacher because according to her being a teacher was a good profession she said and suitable for me. So I choose to be a teacher." |
| Rz      | ".....I also thought of my parents, they told me to take advantage of the knowledge I got and asked me to apply for jobs anywhere to become a teacher even though the salary is low because being a teacher is a respectable profession. They said being a teacher has a good impact on yourself as well as others."  |

Based on the findings, all participants agreed that the main goal that prompted them to make an identity transition was because they wanted to get capital both economically and culturally from the interview researchers found that the reason why Dw decided to join the program because she wanted to be a civil servant (ASN). By becoming an civil servant, there is certainty of receiving a monthly salary from the government, so financial planning will certainly be easier especially for the certified teacher. Interview Results about Capital in Table 3.

**Table 3. Interview Results about Capital**

| Initial | Report  |
|---------|---|
| Dw      | "....apart from that, it also does not rule out that PPG is also a bridge for me to become a prospective teacher who passes PPPK or can also go to ASN so that is one of my goals in joining this program..."   |
| Rz      | The advantages of joining this program are like, later we will be prioritized to become educators if we apply at school because of teacher certification from PPG. so that after graduating from this program it will be easier for us to get a job. Then during the CPNS or P3K test we will get the maximum score. Another advantage, when we become teachers, we will get an additional 3 months salary income from certification. then when participating in this program we get educational assistance for free. so we just need to prepare ourselves and study in earnest in order to get the best possible results." |
| Pa      | "My reason for participating in the PPG program activities was .....after PPG they were immediately appointed as a teacher and immediately placed as well after PPG and later at least it would be made easier to become an ASN like that so I chose participate in this PPG activity." "....Maybe because private tutors don't pay too much, I chose PPG because of these issues and also wanted to take the certificate...."  |
| Ad      | '....Why did I choose this PPG because I saw many benefits on the internet that after getting the first certificate they would be placed to work in their respective areas. because I think this is a good opportunity because when I worked at the regional library service I worked as an honorary staff member and there was almost no possibility of being appointed as an ASN staff member. So do I because being appointed from an honorary position is very difficult at the moment...".   |

Rz also added that the benefits after completing Teacher's Profession Education program are gaining teacher certificate, guaranteed job at school, more chances to passed at civil servant examination, additional income from certification and free educational fee. Pa also has the same answer as Reza. He also

added that when his experience working as private tutor. He shared that the job did not provide sufficient paycheck. While Ad has similar answer with the other participants, he shared that his reasons to join the program is because after completing the program he wanted to work nearby. In addition, in previous job he has no possibility to be a civil servant. Professional identity transformation. After participating in the teaching profession program, there was a transformation of identity that the participants experienced professionally. From the findings, the transformation that Dewi felt that is the change in her life because she was faced with heavy load assignment which require her to be critical and responsible with the assignment. Interview Results about Professional identity transformation showed in Table 4.

**Table 4. Interview Results about Professional Identity Transformation**

| Initial | Report   |
|---------|--|
| Dw      | "...With many tasks and demands that PPG gave, actually I faced a lot of changes because at first I thought it would be easy, however, it turned out not to be like that, so it really changed my life, which is usually only a housewife and also a teacher who doesn't know about a true professional after entering PPG I was assigned a lot of tasks to continue to solve problems and think critically which took up my time to be with my family. Even so, I really have to provide the best solution for how I will later undergo this study program and finish it as best I can..."  |
| Rz      | ".....Maybe I will describe some of the changes that I have experienced from the first side in terms of emotions. Previously, I could not join PPG when I became an online motorbike taxi driver. makes me irritable and emotional. After joining PPG, it was easier for me to control it. moreover, there was some material and theory in the PPG class that I learned. Apart from that, a lecturer once explained that as an educator one must have a sincere heart so a change in attitude maybe I now prefer what is called being less able to control myself and not get emotional easily. then also before that PPG Yes, I haven't written for a long time, after joining PPG this brain started to think and hone my creativity. For example, when studying leadership projects, we are given quite a lot of assignments, especially in written essays. there I have made significant changes, I have been able to compose writing...." |
| Pa      | "For a change professionally, maybe it's more to the way I teach, which at first when I was in tutoring followed the tutoring rules which is not too strict with the rules and regulation. That is, the way I teach still no good enough due to my limited knowledge. After participating in PPG, I learned more broadly that there are many ways of teaching...". "....., I have to change my habits. who was initially relaxed, became even more disciplined. because if the task is not done, I become stressed because I have not completed it .... "  |
| Ad      | "..... change.. now I'm trying to learn how to manage my time well, how to solve problems quickly and precisely. I faced several problems that when I joined PPG in semester 1 because I was still working, I wasn't focused...."  |

While Rz shared the transformation he felt that he could manage his emotion better and hone his creativity. The transformation that Pa felt was related to the teacher's actual way of teaching, which was different from what he had done when he taught in the course. He also added that after joining this program he had to change his habit of doing so he could adapt to his current situation. This is also similar to what Ad feels, where he has to manage his time well.

**Discussions**

The purpose of this research is to explore the identity transition experienced by the prospective teacher during the Teacher's Profession Education program. The research have recorded the personal accounts of professional identity transition experienced by 4 English prospective teachers. Transition is a perspective theory that focuses on changing life events that include any event or non-event that results in altered relationships, routines, assumptions, and roles (Cox et al., 2016; Greer, 2017). When utilized by the Teacher's Profession Education program student, the experience of changed relationships, routines, assumptions, and positions is critical to how this transition is perceived during the program. The excerpts showed that previous identity influence their ongoing transition. All the participant agreed that the reason why they decide their current transition because previously the are majoring in teacher training faculties (Augustine & Mohamed, 2023; Sung et al., 2016). Professional identity development refers to the formation of one's professional self-concept based on characteristics, beliefs, values, motives, and experiences (Fitzgerald, 2020; Susani et al., 2018).



Through the findings, it was found that Dw and Rz's motive for engaging in the teaching profession was based on encouragement from their parents who considered this work as a noble job in the eyes of society. Prestige is associated to social status, profession, financial standing, or social role that involves a series of actions that call for someone to demonstrate respect toward another who held specific positions in social groups, nations, roles, and situational setting (Berzin et al., 2022; Disas, 2017). Talking about prestige people thought about professors, doctors, and instructors would be held in the highest regard. Considering the factors of prestige in the teaching profession, we must keep in mind that the hierarchy of prestige does not correspond to the hierarchy of salaries someone received (A. Hasibuan, 2018; Smak & Walczak, 2017). This is also in line with Rz's parents' message to him, who said that teachers' salaries are small but they have a good impact to the society. Over time, sufficient pay for teachers were regarded to be wages comparable to those of skilled employees (Su et al., 2022; Thaiyiah et al., 2023).

When discussing the main purpose of the participants in deciding to take part in this program, each participant answered that they wanted to become civil servants. This is because state civil servants are financially well off; therefore, they need certification as professional teachers through this program. The term "economic capital" describes the material wealth and financial assets that someone owns. While cultural capital is a unique type of capital (Stenberg & Maaranen, 2020; Yanti et al., 2020). It refers to the intangible possessions that individuals hold and exchange that might serve as a symbolic representation of their social and economic standing, such as formal academic credentials. One of the conditions for instructors to receive a promotion and a salary increase is teacher certification. One of the government's initiatives to raise the standard of living and professionalism of teachers in Indonesia is teacher certification (Al-Khatib, 2022; Andika et al., 2022). Teachers must hold an education certificate and complete the teacher education program in order to obtain them.

These findings also found that the transitions faced by prospective teachers lead to professional transformation. Dewi felt a change in herself after joining this program when she was faced with a heavy workload, which made her more critical and responsible for the task. Rz shared that he could manage his emotions better and improve his creativity. Pa increasing understanding in the way of teaching and Ad consideration in time management. Pre-service teachers' professional identities begin to grow and shift when they first pursue education programs (Irani et al., 2020; Stenberg & Maaranen, 2020). Teachers' professional identities are dynamic, interpersonal, and context-sensitive variables. Some studies have been conducted to investigate how teacher education programs reshape and transform previous identity. Teachers' sense of identity is directly tied to their educational ideas and provides an important role in instructional decision-making and professional development (Bukor, 2015; Greer, 2017). Pre-service teacher identities into two types: personal and professional. Personal factors of pre-service teachers such as age, gender, life history, emotional, including past learning experiences, and personal psychological condition can all have a big impact on their identity (Pelini, 2017; Purnamasari, 2019). University education and teaching practice are part of educational training, which is regarded as the most significant professional aspect. These findings offer theoretical implications for future researchers as well as practical implications for policymakers and educators in selecting the finest and most practicable educational policies related to teachers' continued professional development (McChesney & Aldridge, 2019; Su et al., 2022). This study may also immediately provide insights into the specific subject or problem being investigated by the future researcher, particularly the identity transformation encountered by aspiring teachers (Andika et al., 2022; Yip et al., 2022). The study may have a comparable research topic, methodology, or focus to the current study, making it highly relevant to it. By citing the article, the future researcher can draw on the earlier work and expand on it in their own research, either using the same narrative inquiry approach or collecting more narratives that have not yet been explored.

The world of education is evolving, and teachers need to be able to adapt to those changes. Teacher Education can help teachers understand and implement the latest developments in education, such as learning technologies, competence-based approaches, and innovative learning strategies. Teacher's Profession Education offers teachers an opportunity to enhance their knowledge, skills, and understanding of pedagogics, educational psychology, effective teaching methods, as well as current curriculum developments (Karnajaya & Wulandari, 2023; Susilo et al., 2021). Through Teacher Profession Education, teachers can learn more effective teaching methods and strategies. This can improve their teaching skills and help students better learning outcomes. Through numerous programs and policies, governments and diverse parties continue to endeavor to promote the well-being of Indonesian teachers. There have been initiatives in recent years to enhance teacher compensation, offer better training, and improve school buildings and infrastructure. One of them works with the Teacher Professional Development Program. One of the policies of the Ministry of Education and Culture in the Department is to finish and complete the certification of instructors in the office. As a limitation of this study, this research may be broadened to include the prospective teacher's challenges and the adjustments they took to cope with the problem.



#### 4. CONCLUSION

The identity trajectory from the pre-transition period contributed to their current identity transition which encouraged them to take part in programs such as those previously majoring in teacher training during their undergraduate degrees. It is known that the reason they decided to switch from their previous identity was because of the prestige of working as a teacher and other perceived benefits, such as having economic and cultural capital. This is explained based on the fact that their main goal after obtaining an educator certificate is that they hope to become civil servants so that they can obtain proper permits to stabilize themselves financially. While attending the program, they shared that there was a transformation in their professional experience. This transformation is marked by changes in criticality, responsibility, emotion, pedagogical creativity and time management.

#### 5. REFERENCES

- Al-Khatib, I. (2022). Implementasi sertifikasi guru dalam membangun lembaga pendidikan Islam. *Tawazun: Jurnal Pendidikan Islam*, 15(1), 109. <https://doi.org/10.32832/tawazun.v15i1.7111>.
- Ali, M. (2022). Optimalisasi Kompetensi Kepribadian Dan Profesionalisme Guru Pendidikan Agama Islam (Pai) dalam Mengajar. *Ar-Rusyd: Jurnal Pendidikan Agama Islam*, 1(2), 100–120. <https://doi.org/10.61094/arrusyd.2830-2281.27>.
- Andika, A., Nurdin, E. S., & Ruyadi, Y. (2022). Analisis Kebijakan Sertifikasi Guru Bahasa Inggris dalam Membentuk Habitiasi Karakter Profesional. *Jurnal Penelitian*, 6(1). [https://doi.org/10.36841/cermin\\_unars.v6i1.1451](https://doi.org/10.36841/cermin_unars.v6i1.1451).
- Applegarth, G., & Nuttall, J. (2016). The lived experience of transgender people of talking therapies. *International Journal of Transgenderism*, 17(2), 66–72. <https://doi.org/10.1080/15532739.2016.1149540>.
- Augustine, R. B., & Mohamed, S. (2023). Pengetahuan Teknologi Pedagogi Kandungan (TPACK) Guru Prasekolah. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 8(6). <https://doi.org/10.47405/mjssh.v8i6.2291>.
- Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, 41(3). <https://doi.org/10.1080/02619768.2018.1448784>.
- Berzin, A. B., Maltsev, A. V., & Zavyalova, N. A. (2022). Conceptual framework of teacher prestige and well-being: Regional aspects. *Changing Societies & Personalities*, 6(1). <https://doi.org/10.15826/csp.2022.6.1.168>.
- Bhakti, C. P., & Maryani, I. (2017). Peran LPTK dalam Pengembangan Kompetensi Pedagogik Calon Guru. *Jurnal Pendidikan (Teori Dan Praktik)*, 1(2), 98. <https://doi.org/10.26740/jp.v1n2.p98-106>.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member Checking. *Qualitative Health Research*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>.
- Bukor, E. (2015). Exploring teacher identity from a holistic perspective: reconstructing and reconnecting personal and professional selves. *Teachers and Teaching*, 21(3), 305–327. <https://doi.org/10.1080/13540602.2014.953818>.
- Caza, B. B., & Creary, S. (2016). The construction of professional identity. In *Perspectives on Contemporary Professional Work*. Edward Elgar Publishing. <https://doi.org/10.4337/9781783475582.00022>.
- Cheng, C., & Zhao, J. (2023). The impact of professional learning communities on pre-service teachers' professional commitment. *Frontiers in Psychology*, 14(1). <https://doi.org/10.3389/fpsyg.2023.1153016>.
- Cox, B. E., Reason, R. D., Nix, S., & Gillman, M. (2016). Life Happens (Outside of College): Non-College Life-Events and Students' Likelihood of Graduation. *Research in Higher Education*, 57(7), 823–844. <https://doi.org/10.1007/s11162-016-9409-z>.
- Disas, E. P. (2017). Analisis Kebijakan Pendidikan Mengenai Pengembangan Dan Peningkatan Profesi Guru. *Jurnal Penelitian Pendidikan*, 17(2). <https://doi.org/10.17509/jpp.v17i2.8251>.
- Fitzgerald, A. (2020). Professional identity: A concept analysis. *Nursing Forum*, 55(3), 447–472. <https://doi.org/10.1111/nuf.12450>.
- Frenzel, A. C., Taxer, J. L., Schwab, C., & Kuhbandner, C. (2019). Independent and joint effects of teacher enthusiasm and motivation on student motivation and experiences: A field experiment. *Motivation and Emotion*, 43(2), 255–265. <https://doi.org/10.1007/s11031-018-9738-7>.
- Greer, T. W. (2017). Career Development for Women Veterans. *Advances in Developing Human Resources*, 19(1), 54–65. <https://doi.org/10.1177/1523422316682737>.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 30(1). <https://doi.org/10.1080/2331186x.2016.1217819>.

- Hasibuan, A. (2018). *Etika Profesi - Profesionalisme Kerja* (A. F. H. Hasibuan (ed.); 1st ed.). UISU Press. <https://doi.org/10.31219/osf.io/7ezmq>.
- Huang, B., Siu-Yung Jong, M., Tu, Y. F., Hwang, G. J., Chai, C. S., & Yi-Chao Jiang, M. (2022). Trends and exemplary practices of STEM teacher professional development programs in K-12 contexts: A systematic review of empirical studies. *Computers and Education*, 189(January), 104577. <https://doi.org/10.1016/j.compedu.2022.104577>.
- Irani, F. H., Chalak, A., & Tabrizi, H. H. (2020). Assessing pre-service teachers' professional identity construction in a three-phase teacher education program in Iran. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1), 19. <https://doi.org/10.1186/s40862-020-00100-3>.
- Jiang, L., Yuan, K., & Yu, S. (2021). Transitioning from Pre-service to Novice: A Study on Macau EFL Teachers' Identity Change. *The Asia-Pacific Education Researcher*, 30(1), 11-21. <https://doi.org/10.1007/s40299-020-00510-4>.
- Kahar, M. I., Cika, H., Nur Afni, & Nur Eka Wahyuningsih. (2021). Pendidikan Era Revolusi Industri 4.0 Menuju Era Society 5.0 Di Masa Pandemi Covid 19. *Moderasi: Jurnal Studi Ilmu Pengetahuan Sosial*, 2(1), 58-78. <https://doi.org/10.24239/moderasi.Vol2.Iss1.40>.
- Karnajaya, K. N., & Wulandari, I. G. A. A. (2023). Video Pembelajaran Interaktif berbasis Profil Pelajar Pancasila Mata Pelajaran IPAS bagi Siswa Kelas IV Sekolah Dasar. *Indonesian Journal of Instruction*, 4(3), 195-206. <https://doi.org/10.23887/iji.v4i3.63655>.
- Klassen, R. M., Wang, H., & Rushby, J. (2023). Can an online scenario-based learning intervention influence preservice teachers' self-efficacy, career intentions, and perceived fit with the profession? *Computers & Education*, 207(January), 104935. <https://doi.org/10.1016/j.compedu.2023.104935>.
- Kusumawardhani, P. N. (2017). Does teacher certification program lead to better quality teachers? Evidence from Indonesia. *Education Economics*, 25(6). <https://doi.org/10.1080/09645292.2017.1329405>.
- Liu, S., & Onwuegbuzie, A. J. (2014). Teachers' motivation for entering the teaching profession and their job satisfaction: a cross-cultural comparison of China and other countries. *Learning Environments Research*, 17(1), 75-94. <https://doi.org/10.1007/s10984-013-9155-5>.
- Lokita, I. G. A., & Utami, P. (2018). The Online Learning of Teacher Profession Education Program (PPG) for In-service English Teachers: Challenges and Accelerated Learning Factors. *Jpi*, 7(2), 2541-7207. <https://doi.org/10.23887/jpi-undiksha.v7i2.15650>.
- Mackey, M., Drew, S. V., Nicoll-Senft, J., & Jacobson, L. (2023). Advancing a theory of change in a collaborative teacher education program innovation through universal design for learning. *Social Sciences and Humanities Open*, 7(1), 100468. <https://doi.org/10.1016/j.ssaho.2023.100468>.
- Makhmudah, S. (2020). Konsep Pendidikan Islam dan Perkembangannya dalam Menghadapi Problem Pendidikan. *Tafhim Al-Ilmi*, 11(2), 176-199. <https://doi.org/10.37459/tafhim.v11i2.3749>.
- McChesney, K., & Aldridge, J. M. (2019). A review of practitioner-led evaluation of teacher professional development. *Professional Development in Education*, 45(2), 307-324. <https://doi.org/10.1080/19415257.2018.1452782>.
- Nurhattati, N., Matin, M., Buchdadi, A. D., & Yusuf, C. F. (2020). Teacher certification in Indonesia: An education policy analysis. *Universal Journal of Educational Research*, 8(5). <https://doi.org/10.13189/ujer.2020.080508>.
- Pelini, E. S. (2017). Analysing the socio-psychological construction of identity among pre-service teachers. *Journal of Education for Teaching*, 43(1), 61-70. <https://doi.org/10.1080/02607476.2017.1251095>.
- Purnamasari, A. (2019). The importance of CPD of in-service EFL teachers in Indonesia: Suggestions for collaborative Professional Development. *International Journal of English Learning & Teaching Skills*, 2(1). <https://doi.org/10.15864/ijelts.2115>.
- Rusdarti, R., Slamet, A., & Prajanti, S. D. W. (2018). Pengembangan keprofesian berkelanjutan dalam pembuatan publikasi ilmiah melalui workshop dan pendampingan bagi guru SMA Kota Semarang. *Rekayasa: Jurnal Penerapan Teknologi Dan Pembelajaran*, 16(1), 85-94. <https://doi.org/10.15294/rekayasa.v16i1.16283>.
- Smak, M., & Walczak, D. (2017). The prestige of the teaching profession in the perception of teachers and former teachers. *Edukacja*, 48(1). <https://doi.org/10.24131/3724.170502>.
- Stenberg, K., & Maaranen, K. (2020). The differences between beginning and advanced student teachers' teacher identities based on their practical theories. *Education Inquiry*, 11(3). <https://doi.org/10.1080/20004508.2020.1716541>.
- Su, J., Zhong, Y., & Ng, D. T. K. (2022). A meta-review of literature on educational approaches for teaching AI at the K-12 levels in the Asia-Pacific region. *Computers and Education: Artificial Intelligence*, 3(March), 100065. <https://doi.org/10.1016/j.caeai.2022.100065>.
- Sueningrum, A. S., Simadibrata, M., & Soemantri, D. (2022). Clinical teachers' professional identity

- formation: an exploratory study using the 4S transition framework. *International Journal of Medical Education*, 13(1). <https://doi.org/10.5116/ijme.61dd.7764>.
- Sung, Y. T., Chang, K. E., & Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers and Education*, 94, 252–275. <https://doi.org/10.1016/j.compedu.2015.11.008>.
- Susani, Y. P., Rahayu, G. R., Sanusi, R., Prabandari, Y. S., & Mardiyoto, H. (2018). Developing a model of professional identity in medical students: The role of motivation and participation. *The Indonesian Journal of Medical Education*, 7(3). <https://doi.org/10.22146/jpki.41831>.
- Susilo, N. H., Reffiane, F., & Karsono, K. (2021). Penerapan Model Discovery Learning Meningkatkan Aktivitas Belajar Siswa Sekolah Dasar. *Jurnal Ilmiah Pendidikan Profesi Guru*, 4(3), 483–491. <https://doi.org/10.23887/jippg.v4i3.36169>.
- Täschner, J., Dicke, T., Reinhold, S., & Holzberger, D. (2024). "Yes, I Can!" A Systematic Review and Meta-Analysis of Intervention Studies Promoting Teacher Self-Efficacy. *Review of Educational Research*. <https://doi.org/10.3102/00346543231221499>.
- Teslo, S., Jenssen, E. S., Thurston, M., Mandelid, M. B., Resaland, G. K., Chalkley, A. E., & Tjomsland, H. E. (2023). It's the journey, not the arrival that matters – Teachers' perceptions of their practice after participating in a continuing professional development program in physically active learning. *Teaching and Teacher Education*, 136(October), 104377. <https://doi.org/10.1016/j.tate.2023.104377>.
- Thaiyabah, A., Pohan, S. S., & Mardiana, M. (2023). Hubungan Kepuasan Kerja Dengan Professionalisme Guru Di Lembaga Pendidikan Islam Medan. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(6), 12963–12969. <https://doi.org/10.31004/cdj.v4i6.23215>.
- Xu, X., Sit, H., & Li, H. (2022). Between Expert and Novice: Identity Transition from Teacher to Student as Sustainable Agentic Construction. *Sustainability*, 14(16), 10085. <https://doi.org/10.3390/su141610085>.
- Yanti, N., Nurtati, N., & Misharni, M. (2020). Investasi Modal Manusia Bidang Pendidikan: Dampak Pengangguran Dan Pertumbuhan Ekonomi. *Jurnal Ekonomi Pembangunan STIE Muhammadiyah Palopo*, 6(1). <https://doi.org/10.35906/jep01.v6i1.504>.
- Yip, J. W. C., Huang, J., & Teng, M. F. (2022). Identity and emotion of university English teachers during curriculum reform in China. *Language, Culture and Curriculum*, 35(4), 421–439. <https://doi.org/10.1080/07908318.2021.2024843>.
- Yu, X., An, M., & Zhao, X. (2023). Development of preservice teachers' competence beliefs, career values, and perceptions of teaching as a profession: A longitudinal study. *Heliyon*, 9(3), e13918. <https://doi.org/10.1016/j.heliyon.2023.e13918>.



# Bolivani

---

## ORIGINALITY REPORT

---

12%

SIMILARITY INDEX

9%

INTERNET SOURCES

6%

PUBLICATIONS

4%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

|   |   |    |
|---|---|----|
| 1 | <a href="http://ejournal.undiksha.ac.id">ejournal.undiksha.ac.id</a><br>Internet Source   | 5% |
| 2 | Raible, Stephanie E.. "Exploring Professional Identity Transition: A Narrative Research Study of New Entrepreneurs.", Northeastern University, 2019<br>Publication                          | 2% |
| 3 | Submitted to Universitas Muhammadiyah Surakarta<br>Student Paper  | 1% |
| 4 | Submitted to University of Nottingham<br>Student Paper  | 1% |
| 5 | Dadang Munandar, Dewi Indriani, Wentri Merdiani, Hendar Rubedo, Nur Jamilah. "The Efficiency of the Role of Marketing Mix in Smartphone Business", KnE Social Sciences, 2024<br>Publication | 1% |
| 6 | <a href="http://knepublishing.com">knepublishing.com</a><br>Internet Source   | 1% |

---

|    |   |      |
|----|---|------|
| 7  | <a href="http://www.researchgate.net">www.researchgate.net</a><br>Internet Source           | 1 %  |
| 8  | Submitted to Westcliff University<br>Student Paper  | <1 % |
| 9  | <a href="http://link.springer.com">link.springer.com</a><br>Internet Source                 | <1 % |
| 10 | <a href="http://scholar.ui.ac.id">scholar.ui.ac.id</a><br>Internet Source                   | <1 % |
| 11 | <a href="http://bioscmed.com">bioscmed.com</a><br>Internet Source                           | <1 % |
| 12 | <a href="http://www.mdpi.com">www.mdpi.com</a><br>Internet Source                           | <1 % |
| 13 | <a href="http://ejournal.iainpalopo.ac.id">ejournal.iainpalopo.ac.id</a><br>Internet Source | <1 % |

Exclude quotes  On

Exclude matches  < 15 words

Exclude bibliography  On