

IDENTIFYING TEACHER PROFESSIONAL IDENTITY IN THE CONTENT OF PRE-SERVICE TEACHERS' REFLECTION ON TEACHER'S TEACHING PRACTICUM

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Abstract: Teaching practicum is believed to be a program crucial for pre-service teachers to gain their teacher professional identity (TPI). The pre-service teachers (PST) who are able to fit the context and be reflective to cope with challenges in the program are believed to have the sense of TPI. Hence, a PST of pre-service teachers is expected to have deeper focus of reflection after experiencing teaching practicum. One of the tools to identify the TPI among PSTs is Onion Model, the model containing the five phases of structured reflection. Even though there are a large number of researches that examine the reflection of teaching practicum through the eyes of PSTs using a number of different tools, few are concerned with the focus of PST's reflection to determine their TPI. This research employed case study and Onion Model as the tool of analysis, the study scrutinized the TPI among six PSTs who possess different intentions in joining the teacher college. The finding showed that, as a training session, teaching practicum is able to sharpen the TPI among PSTs. However, it cannot change those with multiple identities and fixed personalities who may think that conflicts in identities can lead to diminished well-being.

Keywords: *pre-service teacher; teacher professional identity; teaching practicum.*

INTRODUCTION

Teaching practicum has been described as a pivotal event for PST to develop PSTs' teaching competence and experience the transition from being students to teachers (Gao & Benson, 2012; Trent, 2013). However, teaching practicum can be one of the most challenging, and frustrating programs for PSTs. During teaching practicum, they may experience a learning journey that can involve struggle, loneliness, and conflict they face in real classroom environment (Gao & Benson, 2012; Trent, 2013). Yet, with all of the weakness of teaching practicum, this program can be seen as training session for PST to learn to negotiate, to adjust themselves, and to fit the school life. During teaching practicum, PSTs are exposed to the life of a professional teacher and having experienced

doing some parts of the teacher's job. Hence, the PSTs are expected to have identity or strong sense of learning or teaching (Maaranen & Stenberg, 2017). With this in mind, it seems essential to capture the PSTs' sense of professional teacher identity after they got through teaching practicum program.

PSTs' reflection on teaching practicum seems to be worth researching since it reveals their effort and struggle to cope with the challenges, fit the context and be reflective. One of the tools to analyze the content of reflection is 'onion model' of reflection. The model consisting of five phases of structured reflection is offered by Korthagen & Vasalos (2005). The levels in this model move from the outer world towards the person's inner world, the first level being Environment; the second level

Behavior; the third level Competencies; the fourth level Beliefs; the fifth level Identity; and the last level Mission. The 'Environment' means the class, the students, the school, and 'Behavior' the teacher's actual behavior in the school context. 'Competencies' represent a potential for Behavior, whereas 'Beliefs' are defined very closely as meaning the same thing as personal practical knowledge or theory. 'Identity' refers to how a person sees his or her (professional) identity, and 'Mission' is concerned with to what end the teacher wants to do his/her work or what he/she sees as his/her personal calling in the world (Korthagen & Vasalos 2005).

In essence, teaching practicum is a way to put PSTs' commitment to teaching to the test, and their efforts toward fitting the program can be assessed by the Onion model - the tool to identify their changing focus of reflection. When PSTs' reflections on teaching practicum move from outer to inner layer of reflection, the PSTs can grow their identity for teaching. In reverse, when the PSTs' reflection touch only superficial layer of Onion model, the PSTs exhibit only their practical knowledge of being a teacher or teaching.

By far, there are a range of researches regarding teaching practicum with a variety of researches outcomes mostly resulted from the perspectives around PSTs which were analyzed using different tools (Lawson, Çakmak, Gündüz, & Busher, 2015). However, the analysis of the structure of focus in PST's reflection using "Onion model is still underutilized. Concerning this, the research tries to investigate the sense of PSTs concerning teacher's professional identity by identifying the focus of their reflection on teacher's responsibilities as a major components of the professional identity. It is expected that Onion model can capture the professional identity among PSTs.

Teaching practicum has been described as a pivotal event for PST to develop their teaching competence and experience the transition from being students to teachers (Gao & Benson, 2012; Trent, 2013). However, teaching practicum is believed to be one of the most challenging, and frustrating program for PST. during teaching practicum, PST may experience a learning journey that can involve struggle, loneliness, and conflict they face in real classroom environment (Gao & Benson, 2012; Trent, 2013). Further, referring to 'Bronfrenbrenner' theory, Gao & Benson clarify

that such situation may discourage PST from becoming a professional teacher in the first place. Moreover, Gao & Benson point out some problems that become the most prevalent concerns of PST. They are "unruly pupils" and the prospect of teaching as career (Gao & Benson, 2012).

Likewise, it is evident that the public has frequently placed teachers in positions where they are subjected to public censure of their personal and professional behavior instead of empowering them with professional authority (Gao, 2008). In Hongkong for example, English language teachers are required to have good command of the language. So, when they failed to meet the expectation, they were blamed for perceived 'falling' standards in English (Gao, 2011). Moreover, students who are good at school have a greater tendency to choose other professions other than teaching, making local school teachers profession appear incompetent and unrespected to the general public. Consequently, many high school graduates are reluctant to become teachers as the result high school students often take teaching as their last option (Gao & Benson, 2012).

In addition to unruly pupils" and the prospect of teaching as career , Rabinovich & Morton (2016) found out that during practice teaching, PSTs also experience multiple identities (e.g. being a student, a teacher, even a mother) which can be conflicting. The way PSTs perceive their 'self' determine their attitude towards the clash. If PST consider themselves as flexible, they will be able to see conflicting identities as self- verification process to heighten their well-being. In contrast, PST with fixed or stable perspective will assume conflict as lower well- being. Consequently, they will try to avoid clash by cancelling each other out.

Previous researches regarding multiple identities reveal that number of identities and positive psychological outcomes is not quite straightforward. When the meanings offered by one's multiple identities clash, the effect on one's well-being is likely to be negative (Rabinovic & Morton, 2016). Some researches, which go in line with this, are the one from Brook, Garcia, & Fleming (2008) who conclude that multiple identities which own incompatible sets of values and/or competing demands on one's time may have negative effect on one's well-being and the research from London, Rosenthal, Levy, & Lobel, (2011)

who describe the effects of incompatibility between one's gender and professional choice.

Specifically, TPI is conceived as how teachers view themselves as teachers (teacher –self) and how they are recognized as such or teacher profession (Berger & Lê Van, 2019). Clarifying the concept of teacher- self and TPI, Berger & Lê Van propose a selection of major components that constitute a teacher's professional identity. One of them is sense of responsibility.

In Indonesia, being teacher is regarded to be an honorable job yet, it is a less preferred profession. A teacher is considered as a low paying job (Suwandi, 2012) but, bears many responsibilities to do. On the other hand, the teacher's responsibilities are constituted with four outcomes: motivation, achievement, relationships with students, and quality of instruction (Lauermaann & Karabenick, 2013).

The responsibilities of a professional teacher are complicated, interestingly anyone pursuing a career in teaching appear to be aware of them. In fact, some PSTs are often idealistic and report altruistic motives for choosing the profession (Lapsley & Woodbury, 2016). However, not all PSTs actually have intention to be teachers meaning that not all PSTs have strong motivation to pursue their career in teaching. Concerning this, Brook, Garcia, & Fleming (2008) and London, Rosenthal, Levy, & Lobel, (2011) found out that those with strong teacher professional identities are believed to have strong motivation, self-efficacy beliefs, affective commitment, and perception of expertise and to be confident about tackling all the challenges of teaching. On the other hand, those with minimal sense of teacher identity may feel incompatible and may feel insecure about choosing teaching as their profession.

Reflection is a systematic way of thinking which people learn from experiences. Palacios (2021) describes reflection as a meaning-making process that moves a learner from one experience to the next with a better understanding of one's relationships with and connections to other (people's) experiences and ideas.

In relation to teaching, reflection is considered to be one of the most important issues in teacher education. It is seen as a key element in a teacher's professional development. One's professional development may stagnate if the teacher does not get accustomed to systematic reflection (Maaranen

& Stenberg, 2017). Viewing the importance of reflection, Korthagen & Vasalos (2005) believe that teachers and PSTs are supposed to have deep level of reflection. Thus, teaching programs should act as training to help PSTs reach such levels. Concerning this, Korthagen & Vasalos (2005) offer five phases of structured reflection. It is the 'onion model' of reflection. The levels in this model move from the outer world towards the person's inner world, the first level being Environment; the second level Behavior; the third level Competencies; the fourth level Beliefs; the fifth level Identity; and the last level Mission. The 'Environment' means the class, the students, the school, and 'Behavior' the teacher's actual behavior in the school context. 'Competencies' represent a potential for Behavior, whereas 'Beliefs' are defined very closely as meaning the same thing as personal practical knowledge or theory. 'Identity' refers to how a person sees his or her (professional) identity, and 'Mission' is concerned with to what end the teacher wants to do his/her work or what he/she sees as his/her personal calling in the world (Korthagen & Vasalos, 2005).

The essential thing from the onion model, according to Korthagen & Vasalos (2005), is awareness of having a choice as it is associated with personal autonomy. They clarify that in teaching, reflection may begin with experiencing problematic situation in which the PSTs realize the gap between ideal situation and their limitation to cope with that. Then they have awareness to find core quality needed to realize ideal situation and overcome the limitation. Finally, they are able to actualize the core quality so that they feel confident and relaxed in the classroom and release themselves from their limiting belief that this is something which can only be achieved by very experienced teachers. Korthagen & Vasalos believe that actualization allow PSTs to have conscious wanting to create changing or development.

With regard to Onion model, Maaranen & Stenberg (2017) conducted a study concerning student teachers' reflection on personal practice and practicum experience. The study revealed that the reflection located mostly on the outer levels, identity and mission did also appear though. The study which connected the reflection of personal practice directly to practical experience showed that students' reflection moved from idealistic to more practical. This mean that the students still cannot

free themselves from their limiting belief. The fact that the students appear to lose their confidence to attain the ideal situation and try to fit the situation by becoming more practical.

With regard to the theory of teacher professional identity, onion model, and teaching practicum, it seems that teaching practicum is a program allowing PSTs to examine their commitment for teaching. Their sense of teacher professional identity may represent in their focus of reflection. When PST can move from outer to inner layer of reflection, it means PST can grow their identity for teaching by releasing themselves from limiting belief. In reverse, when the PSTs' reflection touch only superficial layer of Onion model, it means the PSTs show only their practical knowledge of being a teacher or teaching.

METHOD

This study intends to seek the answer to questions about PST's reflection on teacher's responsibilities. Considering that motivation can constitute teacher's

responsibility (Lauermaann & Karabenick, 2013), the study began with a little survey to identify the motive of the PSTs' joining the teacher college. The study also can be categorized as case study as it selected several PSTs as cases to whom the study deeply analysed their reflection regarding teaching practicum.

Selecting the cases, the study invited 30 PSTs who just finished teaching practicum to answer the open-ended questions related to the PST's dream job, and their reason why they joined teacher college questionnaire. However, there were only 17 PSTs who returned the questionnaires. Based on the obtained data, there are 3 types of motives that background the PSTs' choice of studying in teacher college PST: 1) PST who intrinsically want to be a teacher and make it as their choice of career, 2) PST who do not want to be a teacher at all, 3) PST who think that they just make use of the opportunities come to them and joining a teacher college is the opportunity they have. The following is the table displaying the distribution of the 17 PSTs.

Table 1. *Distribution of the 17 PSTs*

| Types of PST | Number of PST | Status |
|--------------|---------------|---------|
| 1 | 12 | Single |
| 2 | 2 | Married |
| 3 | 3 | Single |

The study then selected 6 PSTs out of 17 PSTs. They represented PSTs with 3 different types of motivation. 2 singles PSTs who are willing to be a teacher considered teacher profession as a secure job which provides them with good future as well as opportunity to manage their working time. Some of them also added that by becoming teachers they can be useful or meaningful for others. Here are some expressions of first type of PST.

"ya saya ingin menjadi guru karena profesi guru memiliki waktu yang fleksibel, maksudnya tidak perlu berangkat pagi dan pulang sampai sore atau full time masih berbagi waktu dengan yang lain." (Syifa Nurul)

(Ya ...I want to be a teacher as this profession provides me flexible time. I do not need to go early and arrive home late or working full time. I still have some time to share with others.)

"Sosok guru tuh, bener-bener kerja tapi share ilmunya juga jadi kaya akhirnya dapat dunianya dapat, senang lihat anak-anak mengerti jadi kita memiliki kepuasan tersendiri." (Misdwi)

(A teacher is hard work. One can also share his/her knowledge get salary in return as well as reward for their good deed. Besides, a teacher may experience feeling satisfied recognizing that students can comprehend the material.)

Both of the students wanted to make teaching as their dream job. Therefore, they decided to pursue their study in the teacher college. Employing Onion model to analyze the PST's statements related to the reason why they decided to join the teacher college, the study found out that Syifa focused on environment and behaviour. Syifa observed the teachers who seem to be able to manage their responsibility although they do not spend much time at work. Based on her observation, Syifa thinks that by becoming a teacher, she may have some time to spare. Unlike Syifa, Misdwi focuses her reflection not only on behaviour but also on belief. Misdwi recognizes that a teacher has to work hard. The teacher can get salary from their job as well as rewards for their good deed. She believed that a good teacher will feel satisfied knowing that

their students can comprehend the material given. These two PSTs seemed to represent idealistic PSTs who are frequently reported to have altruistic motives for choosing the profession (Lapsley & Woodbury, 2016).

Distinguishing point of view are shared by 2 married students who have already become mother for their young kids. They refused to be a teacher as they assumed that a teacher owns a responsibility which seemed difficult for them to bear.

“Saya tidak ingin jadi guru karena saya tidak suka anak- anak dan tidak suka berfikir.” (Sri Utami)

(I do not want to be a teacher since I do not like children and to think as well)

“Tanggung jawab guru itu berat, dan saya belum berpikir bisa mengemban tanggung jawab tersebut.” (Tanti)

(Teacher has a big responsibility and I do not think that I can take it.)

These two PST hold multiple identities-as a mother, a student and a teacher. Those identities own incompatible values that seem to hamper the PST's well- being. Hence, the PSTs are force to select only compatible identities (Brook, Garcia, & Fleming, 2008). In this case, these two PSTs focused their reflection on teachers' behaviour and belief. They could identify the teachers' responsibilities, so they thought that the teachers are supposed to have proper knowledge of pedagogy and subject matter, be able to administer the teaching well, and care about their students. Based on their assertion, they concluded that being a mother and a teacher at the same time could harm their well- being.

Besides the two contrastive groups, there is the third group containing 2 singles who thought that becoming a teacher was the only opportunity coming to them. They failed the test in other universities and were able to pass in a teacher-college. They decided to be students of a teacher college either because of the subject matter or the only opportunity they have. Some of their answers are as follows:

“Saya ingin melanjutkan sekolah ke jenjang yang lebih tinggi.” (Risky)

(I want to pursue my study.)

“Saya tidak ingin menjadi guru. Inginnya menjadi pramugari tetapi karena saya pendek .. Jadi ga jadi. Setelah gagal jadi pramugari saya ingin jadi

perawat tapi saya kan jurusan waktu SMA nya IPS Bu ..jadi ya saya masuk ke sini. Sebenarnya juga saya masuk karena bahasa Inggrisnya Saya suka bahasa inggrisnya...Bu...” (Shaskia)

(I did not want to be a teacher, I wished I could be a steward but the problem is my height. Then I wished to be a nurse yet, I took social science class when I was in Secondary school. So I decided to enrol to this teacher college, I like the subject matter only though.)

The third type of PSTs paid attention to competencies. Both PSTs have passion in learning especially learning English. They seemed to be indecisive when it comes to career choice. What they knew was that they might have more opportunity to get better job when they continued studying in tertiary level of education.

The result of questionnaire clearly revealed various motivation of PSTs' taking teacher college as the choice of their higher education. Their behaviours were influenced by environment. such as teaching schedule, the available opportunity, and the teacher behaviour. influence the PSTs' motivation for joining teachers' college. The PSTs who have intention to be a professional teacher at the first-place exhibit idealistic and altruistic view regarding teaching. On the other hand, those with dual identities - mother and teacher- think that teacher' responsibilities are hard for them to bear. Being a PST and a teacher are two different things. They seemed to believe that being a PST and a mother at the same time will not ruin their well being. However, they viewed a professional teacher with its responsibility may be incompatible with their current identity as a mother. Hence, they appear to be hesitant to choose teaching as their choice of career although they decided to study at the teacher college. Other PSTs who have no intention to be a teacher but join teacher college think that they have competencies either in subject matter or in pedagogy.

The PSTs' motivation for teaching is supposed to be strengthened during teaching practicum since the PTSSs can not only observe but also experience “real “ teaching. However, like two sides of coin, the challenges the PSTs experience during this training program can strengthen or weaken PST's professional teacher identity (Gao & Benson, 2012). This research then will investigate how students view their experiences by scrutinizing their focus of reflection regarding teaching practicum.

RESULTS AND DISCUSSION

It has been stated earlier that 6 PSTs representing different kind of motivations were interviewed to reveal their reflection regarding teaching practicum and teacher' responsibilities. The data from interview were analyzed using Onion model which offers six level of reflection moving from the outer world towards the person's inner world. The first level being Environment; the second level Behavior; the third level Competencies; the fourth level Beliefs; the fifth level Identity; and the last level Mission. (Korthagen & Vasalos, 2005). It is expected that the PSTs' reflection will move from the superficial level to inner level. The followings are the PSTs' reflection after having teaching practicum.

Syifa is already a freelance teacher who works in a private school. Her reflection is as follows:

"Ya Bu, kan waktu tahun kemarin kating itu bermasalah dengan pamong di sekolah ini. Jadi saya siap siap takut juga mengalami hal yang sama. Tapi Alhamdulillah ternyata baik- baik aja."

(Since my senior had bad experience teaching in this school. so I decided to make better preparation for teaching practicum as I feel afraid of getting through the same. Yet, Alhamdulillah, things went well.)

"Yang pasti ikuti aja kemauannya. Datang harus tepat waktu, dan RPSnya harus detil."

(The most important thing is that just doing what she wished for, for example, arriving at school punctually, and making lesson plan in detail.)

"Jadi ya walaupun banyak tuntutan, saya belajar banyak dari PPL."

(So, although demanding, I learn a lot from teaching practicum.)

Syifa' reflection represents the struggle of attending teaching practicum. The working culture of a school and the coordinating teacher's behavior forced her to be committed and responsible – two components of Teaching Professional Identity. However, with her competence, she managed to face the difficulties and challenges. Her sense of teacher identity reveals as she was able to say that she learned a lot from teaching practicum although it was demanding. In brief, Syifa' reflection regarding teaching practicum ranged from environment to identity. The working culture of school and the demand of the coordinating teacher

made her to behave as required. Despite struggling to cope with all the load assigned to her, Syifa was able to show her abilities to handle it all, even her teaching professional identity as well as her ability to gain new insights.

Misdwi is a PST who is still single and has motivation to be a teacher. The following is her reflection towards teacher's responsibilities.

"Tanggung jawab guru sebagai pengajar, yang mana lebih menekankan kepada tugas dalam merencanakan dan melaksanakan pengajaran."

(As a teacher, a teacher should prepare and carry out teaching well.)

"Lalu tanggung jawab guru sebagai pembimbing yang mana guru memberi tekanan kepada tugas untuk siswa, kemudian memberikan bantuan kepada siswa dalam pemecahan ,masalah yang dihadapinya."

(As an adviser, a teacher should provide task and help students to solve the problem.)

"Kemudian tanggung jawab guru dalam pendidikan di sekolah, yakni setiap guru harus menguasai cara belajar mengajar yang efektif, mampu membuat satuan pelajaran, mampu memahami kurikulum dengan baik, mampu mengajar di kelas, mampu menjadi model bagi siswa, mampu memberikan nasihat, menguasai tehnik-tehnik pemberian bimbingan dan layanan, mampu membuat dan melaksanakan evaluasi."

(As a manager, a teacher should recognize the effective teaching strategy, be able to make lesson plan and deliver the lesson, comprehend the curriculum, do assessment, and know the best for his/ her students.)

"Intinya guru tersebut harus kreatif, guru bisa menerapkan ice breaking, games, menampilkan video yg menarik, atau mengadakan reward entah itu hadiah kecil-kecil atau nilai tambah. Biasanya siswa lebih suka sesuatu yang visual dan membuat mereka penasaran."

(Overall, a teacher should be creative, he/ she can make lesson plan, apply ice breaking, carry out games, provide interesting movie or reward to enhance the learning as students commonly learn more through vision, also learn from their curiosity.)

"Sehingga, jika saya jadi guru, saya harus bisa membuat RPP dengan detail karena ternyata Bu, guru- guru ternyata sering ga buat RPP ya... jadi saya harus buat RPP nanti. Selain itu saya harus

bisa handle siswa di kelas dengan baik, dan membuat pembelajaran menarik.”

(So, when I become a teacher later, I should be able to make a detailed lesson plan, as in fact, teacher seldom make it. I also should be able to manage the class, handle the students and make learning interesting.)

Misdwi focused her reflection on the behavior, competencies and beliefs of the teacher. She was able to list a wide array of competencies required by the teacher, and she believed that a teacher should be creative to make learning interesting. Her sense of teacher's identity is exposed when she said that she had intention to create a meaningful lesson plan, administer the class and lesson well, although she observed that many teachers did not make lesson plan. In other words, her reflection that focused on identity and mission reveals her commitment to be a good teacher although she gained unexpected picture of professional teacher during teaching practicum.

Sri Utami is a PST who has already got married and leads multiple identities. Aside from being a PST, she is also a mother and a wife. She doesn't want to be a teacher because she thinks that coping with her only daughter is already challenging, how much more a teacher who has to handle many students. Her reflection can be found below:

“Alhamdulillah pas PPL siswanya baik Bu, berbeda dengan kelasnya (nama temannya).... jadi ga ada masalah.”

(Alhamdulillah, the students in my class behaved different from the class of.... So it was no problem.)

“PPL bermanfaat karena saya banyak belajar dari siswanya. Ternyata banyak yang baik juga jadi saya ingin membuat mereka suka belajar.”

(PPL is advantageous since I learned a lot from the students. In fact, there are a lot of good students so I really want to facilitate them learning.)

“Guru harus sering-sering membuat game kelompok agar murid sedikit percaya diri.”

(The teacher must frequently make group work to endorse their confidence.)

“Kalau dari guru pamongnya hampir ga ada karena memang saya hanya sekali melihat mereka mengajar, selanjutnya mereka menyerahkan pada kita.”

(I learned only a little from the cooperating teacher since I only once observed their teaching, for the rest, they just handed in the class to us.)

Sri's reflection puts emphasis on environment. Her statement clearly poses her concern for unruly students. However, her interaction with students in the school changed her assumption about students. Sri, who thought that students were not easy to talk to, found out that she was able to interact with them well. She believed that the students would feel like to learn if the teacher provides fun learning. Therefore, during teaching practicum, she facilitated students learning by providing game to raise the students' confidences. Her reflection highlights the value of confidence in overcoming challenges. Sri Utami was able to gain assurance once she could manage the unruly students. As a result, her teaching profession identity emerged and she was able to create fun learning experiences with her students. This finding indicates the importance of tenacity in overcoming limitations to grow the teaching professional identity (Korthagen & Vasalos, 2005).

Tanti is also a mother of one son. She had ever worked in several companies before deciding to pursue her study in the teacher college. She has no interest in teaching as she assumed teacher as a job with lots of responsibilities. However, she is interested to join teacher college because it is located near her house. The following is her reflection of teaching practicum.

“Alhamdulillah ...udah beres tapi kan Bu keburu pandemi...jadi Cuma sebentar, saya Cuma dua kali tatap muka. Saya tahu kalau Tanggung jawab guru itu bukan hanya mendidik secara akademik. Tapi ada peran untuk mendidik secara ahlak juga.”

(Alhamdulillah..it is done. Yet it lasted only less than a month, since Covid 19 outbreak occurred. I had got only two times meeting. I have already known that a teacher has responsibility for educating students academically and personally.)

“Dan keberhasilan guru bukan hanya dilihat dari bagus nya nilai- nilai siswanya. Dalam persepsi saya guru itu harus bisa mendidik.”

(The success of a teacher can be seen merely on the grades of his/ her students. In my perception, a teacher should be able to educate as well.)

“Selain dari itu, ada lagi tanggung jawab guru sebagai salah satu pengemban tugas di sekolah,

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seperti ada tugas untuk menyelesaikan administrasi sekolah dan tugas khusus lain yang di berikan oleh sekolah."

(In addition, a teacher is responsible for carrying out school administration and other task given by the school.)

"Sehingga saya berpikir jika saya belum mampu mengemban tanggung jawab tersebut."

(Therefore, I think I cannot afford taking the responsibilities.)

Her reflection represents her focus on the responsibilities of teacher which describe environment, teacher's behavior, and competencies. Viewing the teacher's responsibilities, she feels doubtful of her ability in coping with the responsibilities. When asking the reason why she refused to be a teacher, she answered this way:

"Ya..sebenarnya bukan ga ingin jadi guru. Mungkin nanti Bu, kalau sekarang mah ..repot soalnya tanggung jawabnya banyak saya lihat Bu tetangga saya mah pulangny malam hampir setiap hari."

(Yea..actually I did not mean to refuse the job (teacher). May be later, at the present time..I am afraid I cannot make it. I know a teacher has lots of responsibilities to bear. In fact, my neighbor arrives home from school late in the afternoon or even in the evening almost every day.)

The data from interview show that she currently has other identities conceived to be important and she may think that having multiple identities will lower her well- being (Rabinovich & Morton, 2016).

Risky is a PST who did not have any intention to be a teacher. Here is her reflection:

"Siswa ditempat saya mengajar itu kurang gimana gitu behaviornya ...kaya buang sampah sembarangan, kelasnya kotor."

(The students in class where I taught were ignorant...they littered so the class was in mess and dirty.)

"Gurunya ga pernah marah..malah sebelum mengajar acaranya selalu beres beres dulu ,...jadi belajarnya hanya sebentar."

(The teacher never got angry instead she always tidied up the class by herself before teaching and it consumed the learning hour. As a result, students got only little time for learning.)

"Nah dari situ saya belajar kalau jadi harus bisa tegas, dan harusnya ada piket.."

(With that reason, I encouraged myself to be strict. I believed that there should be someone in charge of the cleanliness of the classroom.)

"harusnya siswa nya diajak untuk beres beres,...jangan gurunya aja..."

(The teacher was supposed to ask students to clean the classroom together. She can not just do it alone.)

Her reflection revolves around environment, behavior and belief. She thought that the students in the school, where she did practice teaching, were little bit lazy and ignorance while the teacher was too lenient. Risky observed that the cooperating teacher did the cleaning alone without the help from the students. As the result, the cooperating teacher used more time for cleaning instead of teaching before the lesson. Risky believed that keeping the classroom clean is the responsibility of not only the teacher but also the students so she expected that the teacher should have reminded the students to behave as required. Having encountered such situation, Risky had mission to make herself as a strict and disciplined teacher who is able to manage the class and the students.

With refer to Risky's reflection, it can be seen that the conflict during teaching practicum can strengthen PSTs' teaching professional identity (Gao & Benson, 2012; Trent, 2013). In the case of Risky, she wanted to be a teacher who can gain respect from her students.

Shaskia is a PST who actually has no intention to be a teacher. Joining a teacher college was the last option she had as she failed to join several other universities. The following is her reflection towards teaching practicum.

"PPL membuat saya bisa membuat pengalaman dalam mengajar."

(Teachng practicum provided me with some experiences in teaching.)

"Tetapi kadang melihat murid murid saya di tempat saya seperti kurang mengerti dalam pembelajaran bahasa inggris selain itu juga kurang motivasi"

However, the students in my place of teaching seemed to be confused and unmotivated to learn English.)

“Karena gurunya juga kurang memotivasi murid. Selain itu, gurunya juga menjelaskan materi dengan singkat lalu beri tugas dengan alasan agar murid tidak ribut, ya...”

(The teacher also did not motivate the students to learn. Besides, the teacher just presented the material then asked students to do the tasks so that they would not make noise.)

“Walaupun gimana gitu saya mengikuti cara mengajar guru tersebut.”

(Nevertheless, I just imitated the way they taught the students.)

“Sebenarnya jika saya jadi guru saya ingin membuat murid termotivasi dalam belajar bahasa Inggris selain itu juga ingin membuat murid tidak berfikir bahwa pelajaran bahasa Inggris itu sulit. Karena kebanyakan murid ditempat saya PPL berfikir kalau pelajaran bahasa Inggris itu sulit.”

(If I were a teacher I would motivate students and make them have a willingness to learn English as English is not as hard as they thought.)

Her reflection exhibits her experience in teaching. She paid attention to environment. Looking at the students and the behavior of teachers when delivering material. Shaskia avoided conflict

with the cooperating teacher by following the way the cooperating teacher taught. Nevertheless, her teaching experience raised her sense of teachers' responsibilities, and commitment. During teaching practicum, she had learned that the students had relatively high affective filter in learning English. She believed if the teacher could lower it probably by providing more interesting way of delivering the lesson, the students would be more easily comprehend English and would not consider English as difficult subject to learn. Therefore, she has a mission to make the English lesson more interesting and less challenging so the students will not consider English as a tough subject to learn rather they will have motivation to learn English. Shaskia's reflection which demonstrates her concern of learning process in classroom represents her sense of teaching professional identity. Like Risky, Shaskia's case also posed the an example of challenge in teaching practicum that enhances PSTs' sense of teaching professional identity (Gao & Benson, 2012; Trent, 2013).

Viewing the PSTs' focuses of reflection, the study identifies the move of the focus before and after teaching practicum as it can be seen in the following chart.

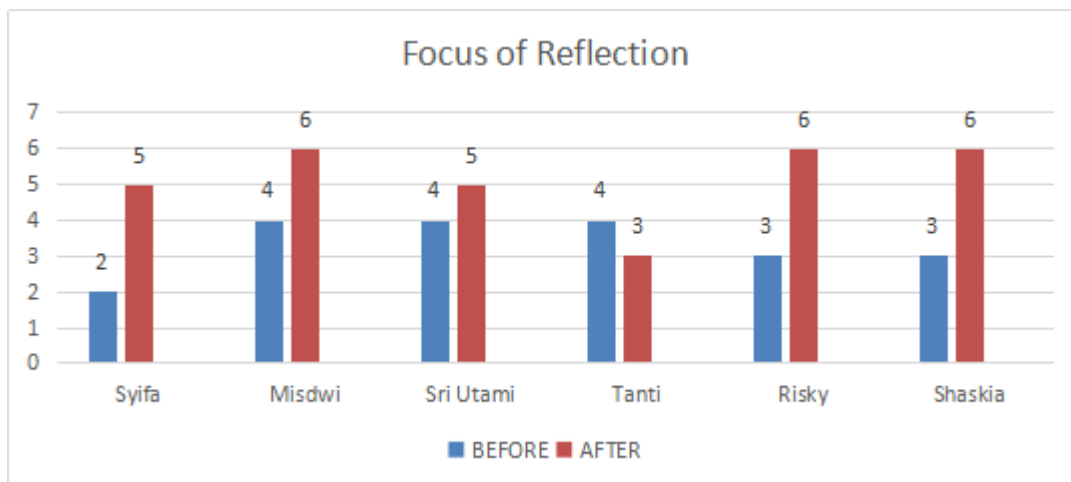


Figure 1. *Focus of reflection*

The chart illustrates the move of PSTs' focus of reflection from outer layer to inner layer of Onion model. After teaching practicum, the reflections focus more on identity and mission rather than on behavior and belief. The PST attempted to be a good teacher for their students and whenever they found something unexpected, they determined to do it better in the future time. The chart also shows the move from inner layer to outer layer of reflection. It

seems teaching practice has discouraged Tanti, a PST with multiple identity to bear identity of professional teacher. The experiences seemed to have convinced her that the identities she holds have incompatible values that can harm her well-being. Eventually, the reflections taken from six students who share different identities and motivation reveal that teaching practicum offers

prominent contribution to shape the PST's teaching professional identity.

CONCLUSION

Teaching practicum program can promote PST's professional teaching identity. The evidences revealed the change of the focus of the PSTs' reflections before and after teaching practicum. Employing Onion model, the study found out that most of the students' reflection move from outer to inner layer of Onion model. This means teacher professional identity among PSTs has grown during teaching practicum. However, teaching practicum can not change those with multiple identity and fixed personality who may think that conflicting identity can lower their well being.

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