

HOW PRE-SERVICE TEACHER BUILT UP IDENTITY, A STORY FROM A PRE-SERVICE TEACHER IN INDONESIA

MUKHAMMAD WAKHID QOMARI

Institut Alif Muhammad Imam Syafi'i

wakhidqomari@inamis.ac.id

First Received: 25 February 2026

Final Proof Received: 15 March 2026

ABSTRACT

This research is aimed to (1) explain what experiences of building teacher identity have been important to the participant; (2) to explain how the experiences construct the participant's EFL teacher identity; and (3) to explain what can be learnt from the experiences of this building identity. To conduct this research, the researcher uses narrative inquiry, to understand the lived experience of an individual. A participant, named Mawar (pseudonym), participates in this research. She is willing to re-tell her lived experiences in building her teacher identity and how she describes professional teacher identity. To collect the data, the researcher uses semi structured (open-ended questions) interview. The data gathered, then, are analyzed through Clandinin and Huber (2010) way. The results show, firstly, it is found that some of the participant's lived story are significant in constructing her understanding about professional teacher identity (PTI); especially when she got Microteaching program and guidance from her lecturer's of becoming professional teacher. The second result is found that the participant is categorized as subject specialist and didactical expert (Beijaard et al; 2000 in Putten, 2021), due to her narrations of telling her experiences to become a professional teacher. Finally, through this research it is found that the participant is motivated to develop progressively her teaching skills to scale up her professional identity of teaching. This research uses only one participant. Insufficient data may be happened. The results of the research are practically expected to the reader to understand about teacher identity and how it is built. Furthermore, the readers (either teachers or students) who are interested in the domain of identity in its relation to teaching aspect could use this research as one of supportive data.

Keyword: professional teacher identity, narrative inquiry.

I. INTRODUCTION

English as foreign language in Indonesia becomes one subject should be taught to the students through the curriculum. Both the two latest curricula, K-13 and Merdeka Curriculum, bring English to take account of the subject from elementary until high level of education. In K-13, it is ruled by *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 37 Tahun 2018 tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 37 Tahun 2018 tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah*. Then, in Merdeka Curriculum, it is ruled by *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Dasar dan Menengah Nomor 046/H/KR/2025 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan dasar dan Jenjang Pendidikan Menengah*.

Because of the reason, high education opens a program of English Education and Teacher Training Program. One subject should be passed by the students is Microteaching or Microtraining, where in this program the students are guided to practice teaching to their classmates. The teacher students should act as if they were the real teachers who should do

profesional teachers activities including arranging lesson plan, preparing materials of the lesson, doing the teaching process in class, assessing the students and doing self evaluation.

This is a very beginning experiences for the students as preservice teacher to conduct the class through their skills in teaching. With their experiences from 1st semester until the last one (4th semester), the teacher students have got some theories and skills of teaching process that are needed for teaching in class. According to the curriculum, the teacher students have got some materials which support teaching English such like: Basic English Grammar, Literal Listening, Literal Reading, Paragraph Writing, Speaking for Everyday Communication, Vocabulary and Pronunciation, Educational Psychology, Complex English Grammar, Interpretative Listening, Creative Writing, Interpretative Reading, Public Speaking, Translation, Advanced English Grammar, Critical Listening, Argumentative Writing, Critical Reading, Academic Speaking, Lesson Plan, ICT in Learning Process, Curriculum Development, Instructional Media, Class Management, Teaching English as Foreign Language and English Phonology (Pedoman Akademik Prodi Tadris Bahasa Inggris INAMIS Lamongan Tahun Akademik 2023/2024). By these subjects given to the students, it is hoped that the students are ready to teach, initially by doing microteaching.

Then, how they take account of perception to conduct the class mainly influenced by how they build their identity, where the identity is special for each one. Identity according to Putten (2021) comes from Latin word *identitas*, meaning 'sameness', which is ironic given the uniqueness of the term identity as an individual construct. The term identity, with the meaning of sameness, could be referred to community or individual. As the members of any community have the same characteristic of any aspect, so it called as their identity. Also as an individual has any special pattern or sameness of physical appearance and attitude, it could be mentioned as personal identity. Gee (2000) in Putten (2021) described that being recognised as a certain 'kind of person', in a given context, is what he mean as 'identity'.

Identity has become a popular topic in academic research for its significant influence in building uniqueness of any community or individual, also in teaching English as foreign language. It is known as Professional Teacher Identity (PTI) when teachers identity is analyzed for the professional teacher. How they construct their world of teaching English becomes their identity.

By this context, this research is to reveal how preservice teacher build her identity in teaching English as Foreign Language and also her perception of Professional Teacher Identity (PTI).

II. REVIEW OF LITERATURE

At the outset, identity may refer to either an individual or a community. When identity highlights the distinctiveness of a person, it is understood as *personal identity*; when it emphasizes shared characteristics within a group, it is referred to as *community identity*.

Identity is not fixed but develops continuously through interaction with the environment and with others. In this sense, the professional identities of both pre-service and in-service teachers are shaped over the course of their careers (Ferreira, 2021).

Extending this view, Sachs (2001, as cited in Ferreira, 2021) conceptualizes teacher professional identity as a set of desired attributes that define what it means to be a teacher.

These attributes are shaped and negotiated by actors both within and beyond the teaching profession.

A. Core Identity

Core identity can be understood as an individual's enduring sense of "who I am" that persists across time and contexts, in contrast to context-specific expressions of identity (Putten, 2021). This form of identity remains relatively stable for both oneself and others across different situations (Gee, 2000, as cited in Putten, 2021) and is experienced as uniquely personal in ways that group- or role-based identities are not (Hitlin, 2003, as cited in Putten, 2021).

Consequently, core identity constitutes a fundamental component of professional identity, suggesting that individuals maintain fidelity to their values and beliefs while adapting their behavior to suit different contexts. This perspective is supported by Day, Elliot, and Kington (2005, as cited in Putten, 2021), who argue that there is broad scholarly consensus that the self plays a central role in how teachers interpret and construct the nature of their work.

Accordingly, core identity is viewed as an individual's sense of self that inevitably informs and underpins all actions and professional practices (Putten, 2021).

B. Professional Identity

Professional identity can be conceptualized from two complementary perspectives: the social and the personal (Putten, 2021). Scholars such as Abdelal et al. (2006) and Sachs (2001), as cited in Putten (2021), adopt a social perspective, defining professional identity as the set of characteristics that distinguishes one professional group from another. From this standpoint, professional identity is understood as a form of collective identity, recognizable through specific defining features within a particular social and institutional context.

In contrast, other scholars emphasize a personal perspective, viewing professional identity not as a fixed set of attributes but as an outcome of continuous interaction between the individual and the professional environment (Putten, 2021). Van den Berg (2002, as cited in Putten, 2021) conceptualizes professional identity as emerging from the interplay between teachers' personal experiences and the social, cultural, and institutional contexts in which they operate daily. Similarly, professional identity is shaped by individuals' personal interpretations of factors within their professional environments.

Beijaard (2010, as cited in Putten, 2021) further characterizes professional identity as a dynamic interaction between the personal and the professional, in which each dimension has the potential to influence the other. Accordingly, professional identity connects the self to specific contexts and moments in time—reflecting who an individual is in a particular situation. While this perspective acknowledges that professionals are identifiable as members of a broader professional group, it also recognizes individual uniqueness, as personal dimensions remain integral to professional identity and prevent it from being fully subsumed within a collective identity.

C. Professional Teacher Identity

Professional teacher identity (PTI), often conceptualized as "self-in-practice" (Grootenboer et al., 2006 in Putten, 2021), is widely recognized as a complex and

multidimensional construct that resists fixed definition (Beijaard, 1995; Day, 2002; Chevrier et al., 2007; Beauchamp & Thomas, 2009; Vloet & Van Swet, 2010; Putten, 2021). Early research established that PTI is not static but dynamic, evolving across time and contexts through teachers' interactions with others and their professional environments (Beijaard, 1995; Volkmann & Anderson, 1998; Coldron & Smith, 1999; Putten, 2021). Within this process, multiple sub-identities may emerge, coexist, or come into tension, reflecting the interplay between personal and contextual influences, including aspects of teaching such as subject matter as well as didactic and pedagogical expertise (Beijaard, 1995; Volkmann & Anderson, 1998; Beijaard et al., 2000; Putten, 2021).

Subsequent scholarship has increasingly foregrounded the role of the self in conceptualizing PTI, emphasizing teachers' beliefs, emotions, attitudes, and experiences as integral to professional identity formation (Putten, 2021). From this perspective, PTI is understood as enacted through practice, as teachers continuously interpret, justify, and negotiate their professional actions in relation to specific social and institutional contexts (Drake et al., 2001; Zembylas, 2003; Lasky, 2005; Walkington, 2005; Putten, 2021). Emotional dimensions are likewise recognized as central to both professional identity and effective teaching, reinforcing the view of PTI as a lived and relational construct (Zembylas, 2003; Flores & Day, 2006; Shapiro, 2010; Putten, 2021).

Contemporary literature thus conceptualizes PTI as a developmental and context-sensitive process situated at the intersection of the personal and the social (Chanfrault-Duchet, 2004 in Putten, 2021). Identity is shaped through reciprocal interactions between individual characteristics and contextual conditions and is continually reconstructed over the course of a teacher's career (Beltman et al., 2015 in Putten, 2021). In this sense, PTI connects who teachers are at particular moments with the contexts in which they work, without subsuming individual distinctiveness within a purely collective identity.

In terms of its substantive dimensions, PTI has been described as encompassing subject matter expertise (subject content knowledge and skills), didactical expertise (the knowledge and skills related to the preparation, execution and evaluation of the teaching and learning process), and pedagogical expertise (the knowledge and skills required to undergird and support [or care for] the socio-emotional and moral development of learners) (Beijaard et al., 2000, in Putten, 2021), while also being influenced by teachers' personal histories, professional preparation, and school cultures (Flores & Day, 2006 in Putten, 2021). Together, these dimensions highlight PTI as a holistic construct that integrates knowledge, beliefs, emotions, and experiences into an evolving understanding of professional selfhood.

Moreover, Ferreira (2021) describes facets teacher identity in relation to the roles of a teacher as described in table 1 below.

Table 1 – Facets teacher identity

Facets of Teacher Identity	Associated Roles of Teachers
Teacher as subject specialist (expert knowledge of subject matter and curriculum)	- Specialist in a particular learning area, subject or phase - Curriculum developer
Teacher as pedagogical expert	Someone who fulfils a pastoral role

(informed about the experiences and needs of learners, effective communication, moral and ethical issues)	
Teacher as didactical expert (good classroom practice in terms of lesson planning, preparation, execution and evaluation)	- Specialist in teaching and learning - Specialist in assessment
Teacher as developing professional (continuous strive towards improved knowledge, skills and teaching expertise)	- Leader, administrator and manager - Scholar and lifelong learner

Source: Beijaard et al. (2000); Clarke and Hollingsworth (2002); Day and Kington (2008); Department of Education (2006); Ferreira (2021).

III. METHOD

A. Methods of Data Collection

Data collection was conducted using a purposive sampling strategy based on predefined inclusion criteria. The participant was selected due to her demonstrated competence in teaching English as a Foreign Language (EFL). She was a pre-service teacher enrolled in a Microteaching course at a private higher education institution. As part of the course assessment, she conducted an EFL teaching performance, in which she achieved the highest score among three presenters. She got A mark. This criterion was applied to ensure the participant's pedagogical capability and relevance to the research focus.

Data were collected through a semi-structured interview conducted via telephone and audio-recorded with the participant's informed consent. The semi-structured format enabled the exploration of in-depth narratives related to the participant's lived experiences in implementing EFL instruction during the Microteaching course. To address emerging gaps and enhance data completeness, follow-up questions were subsequently administered via WhatsApp.

The interview process commenced with informal preliminary interaction to establish rapport and to elicit information regarding the participant's academic background, as well as the temporal and contextual conditions shaping her early experiences in EFL teaching. At the outset of the data collection process, the researcher clearly explained the study's objectives and procedures and obtained the participant's voluntary consent to participate.

The lived-history narrative interview protocol was organized into three sections: (a) significant experiences contributing to the formation of an EFL teaching identity; (b) the ways in which these experiences informed and shaped the participant's teacher identity also perception of professional identity as an EFL teacher; and (c) key insights derived from the process of identity construction.

Following the completion of the interviews, the audio recordings were transcribed verbatim into field texts. These transcriptions constituted the primary data set for subsequent analysis.

B. Research Approach

This study employed a narrative inquiry approach to explore the lived experiences of an individual (Ary et al., 2010). Narrative inquiry is particularly effective for accessing individuals' inner worlds, as it relies on verbal accounts and personal stories through which narrators describe their lives and experienced realities (Barkhuizen, Benson, & Chik, 2025).

Narrative inquiry integrates storytelling and research by treating stories either as primary data or as analytic and representational tools for interpreting and presenting findings (Barkhuizen et al., 2025). The growing scholarly interest in narratives aligns with postmodern concerns surrounding selfhood, identity, and individuality (Barkhuizen et al., 2025).

One form of narrative inquiry adopted in this study is the biographical case study, which focuses on individual participants. In this approach, researchers elicit narrative data from participants and present them as coherent life stories, which may subsequently be subjected to further analysis.

The research design follows the framework proposed by Clandinin and Huber (2010), encompassing personal, practical, and social justifications, as well as the naming of the phenomenon. This process involves framing the research puzzle, entering the field, composing field texts, and ultimately producing the research text.

C. Participant's Profile

The participant in this research is a pre-service teacher who gets Microteaching Subject as a part of program in private higher education institution in East Java, Indonesia. She is also my students at Institut Alif Muhammad Imam Syafi'i (INAMIS), Lamongan, East Java, Indonesia, who is on progress to finish her S-1 degree of English Educational Program. Her name is Mawar (pseudonym). She is willing to re-tell her lived experiences in building her identity of teaching English as Foreign Language.

At the beginning, she has got experiences of teaching since she were at eleventh grade of senior high school, when she got internship program. She got chance to teach students of elementary and junior high school. After then, she got an English Course in Pare, Kediri. At this moment, she got experiences to build up her foundation of mastering English. After getting course in Pare, she was given chance to teach English. While teaching, she also continued her study at S-1 degree in INAMIS, Lamongan, until now.

One thing, to make this research important, is that her experiences in building her identity as EFL pre-service teacher, from the beginning until she could get good mark of teaching EFL, and how she views professional teacher should be. As she said below:

"My interest in teaching, and even becoming a teacher, has been a dream since a long time ago. In 2021, when I was in the eleventh grade at MA Bustanul Hikmah, I participated in a teaching internship at MI and MTs Bustanul Hikmah. Since then, I have been equipped with basic teaching experience. However, at that time, I was not yet familiar with learning models, methods, or teaching techniques.

After taking the Microteaching course, my understanding became stronger. Various aspects of teaching could then be comprehended holistically, in an integrated and more in-depth way."

D. Research Questions

This research is intended to answer questions such as below:

- a) What experiences of building identity as EFL teacher have been important to the participant?
- b) How do these experiences construct the participant's teacher identity and professional teacher identity?
- c) What can be learnt from the experiences of this identity construction?

IV. RESULTS AND DISCUSSION

A. RESULTS

To present the participant's experiences of identity construction, a set of analytic codes was developed to capture recurring themes related to the formation of an EFL teacher identity. Analysis revealed that prior to participating in the Microteaching course, the participant's EFL teaching skills were relatively underdeveloped. In contrast, following the completion of the Microteaching course at INAMIS, Lamongan, the participant demonstrated substantial improvement in her pedagogical competence, indicating meaningful progress toward the development of a professional EFL teacher identity.

"Becoming a teacher has been a dream since a long time ago. However, at that time, I was not yet familiar with learning models, methods, or teaching techniques."

My interest in teaching, and even becoming a teacher, has been a dream since a long time ago. In 2021, when I was in the eleventh grade at MA Bustanul Hikmah, I participated in a teaching internship at MI and MTs Bustanul Hikmah. Since then, I have been equipped with basic teaching experience. However, at that time, I was not yet familiar with learning models, methods, or teaching techniques. In other words, I was simply teaching. My teaching approach mainly used the lecture method. There were worksheets (LKS), the material was explained through lecturing, and then students were asked to complete assignments.

In 2023, I took an English course in Pare, Kediri, for one month to build a basic understanding of the English language. There, I was required to speak English. That was the teaching approach used. In one hour of instruction, theoretical material was delivered for only about 15 to 20 minutes, while the rest focused on practice. All language skills were taught, but I was more inclined toward speaking.

During my time in Pare, although I participated in teaching and learning activities, I did not pay much attention to the teaching techniques used. I mainly followed the instructional process as a learner.

After leaving Pare in 2023, I was asked to practice the knowledge I had gained by teaching. Since then, I have begun to further develop my teaching skills. I also have a role-model teacher whose teaching style I really admire and want to emulate because of

how engaging it is. She advised me to find a teacher who motivates me to teach well. Because I admire her teaching style, I adopt her approach in my own classroom practice.

“After taking the Microteaching course, my understanding became stronger.”

Before taking the Microteaching course, I frequently watched TikTok videos that presented various materials on teaching methods and techniques. I also often participated in training sessions. However, my understanding of these materials was still sporadic. Teaching techniques, learning models, curricula, and other aspects were not yet understood in an integrated manner.

After taking the Microteaching course, my understanding became stronger. Various aspects of teaching could then be comprehended holistically, in an integrated and more in-depth way. As a result, I gained a clearer understanding of what effective teaching should look like. For this, lecturer has pivotal role for my understanding of teaching. He introduced me to some basic skills to become a teacher, such as understanding curriculum as the foundation of teaching; ways of how to arrange lesson plan; using proper model, method and techniques of teaching English as Foreign Language; preparing proper learning media; and some basic skills to become a professional teacher.

“Professional teacher must be patient, understand the lesson plan, be able to prepare teaching materials, master the subject matter, master various learning models, teaching methods, and techniques, conduct ice-breaking activities, have classroom control strategies, appearance consideration.”

According to me, a professional teacher must be patient in dealing with students. They must understand the lesson plan (RPP) and be able to prepare teaching materials in advance. For example, a teacher should know what material will be taught that day and have it prepared beforehand. A teacher must also master the subject matter, as it is impossible to teach effectively without understanding the content.

In addition, a professional teacher should master various learning models, teaching methods, and techniques so that classroom management is well planned and effective. They should be able to conduct ice-breaking activities to engage students' motor skills, prevent boredom, and maintain students' focus on the lesson. Professional teachers must also have classroom control strategies to prevent noise and disorder. Furthermore, teachers' appearance and attire should also be considered.

It is crucial for teachers to master the material they teach.

It is very important and requires for the professional teacher to make preparation. It is crucial for teachers to master the material they teach. One can imagine how ineffective teaching would be if a teacher does not understand the subject matter. Therefore, before teaching, teachers must prepare and thoroughly understand the material to be delivered.

The curriculum is a government policy regarding specific subject content and also contains guidance on teaching approaches and methods.

A professional teacher should understand the curriculum. The curriculum is a government policy regarding specific subject content taught at certain educational levels. It also contains guidance on teaching approaches and methods that can be implemented in the classroom.

A good lesson plans includes learning objectives, teaching materials, media, learning resources, learning models, teaching methods, teaching techniques, ...

According to me, a good lesson plan includes learning objectives, teaching materials, media, learning resources, learning models, teaching methods, teaching techniques, opening activities, core activities, closing activities, and assessment.

A professional teacher should master various kinds of models, methods, and techniques of teaching.

There are various learning models, such as Cooperative Learning, Direct Instruction, Problem-Based Learning, and Inquiry Learning. Teaching methods include lecturing, discussion, the Direct Method, the Audio-Lingual Method, and the Grammar Translation Method. Teaching techniques may include question-and-answer activities, fill-in-the-blank exercises, reading aloud, debates, and others.

A professional teacher should master various kinds of media.

Teaching media are tools used in instruction, such as textbooks, LCD projectors, whiteboards, internet access, flashcards, and other instructional aids.

Students' learning stages are commonly explained through Bloom's Taxonomy, which includes recognition, understanding, application, analysis, evaluation, and creation

A professional teacher should understand about students' learning stages, which are commonly explained through Bloom's Taxonomy, which includes recognition, understanding, application, analysis, evaluation, and creation. Therefore, teaching should not directly require students to complete tasks without guidance; instead, it should involve stages of introduction, understanding, application, and further development until students are able to produce outcomes independently.

Professional teacher should understand of student's assessment, which consists of two types: formative and summative.

Professional teacher should also understand of student's assessment, which consists of two types: formative and summative assessment. During the learning process, teachers

need to monitor students' understanding, which can be done through formative assessment. After all material has been delivered, summative assessment is conducted.

After taking the Microteaching course, In the future, I must continue to improve and develop myself professionally.

Overall, after taking the Microteaching course, the materials previously learned—such as teaching media, methods and techniques, lesson planning, and other aspects—could be applied and strengthened. In the future, these competencies will continue to be developed. At present, I am still learning, and when I become a full-time teacher, I must continue to improve and develop myself professionally.

B. DISCUSSION

Based on the narrations above, I restated here that Mawar's lived experiences to build her teaching EFL identity seemed to be started from her eleventh grade of senior high school, as she participated in teaching internship. At the moment, she got chance to teach and initially had vision to be a teacher.

Firstly, becoming a teacher has been her dream since she was at eleventh grade of senior high school, especially in 2021. She participated in a teaching internship at MI and MTs Bustanul Hikmah, Lamongan, East Java, Indonesia. Since then, she had been equipped with basic teaching experience. However, at that time, she hadn't been yet familiar with learning models, methods, or teaching techniques. In other words, she was simply teaching. Her teaching approach mainly used the lecture method. There were worksheets (LKS), the material was explained through lecturing, and then students were asked to complete assignments.

In 2023, she took an English course in Pare, Kediri, East Java for one month to build a basic understanding of English. There, she was required to speak English. That was the teaching approach used. In one hour of instruction, theoretical material was delivered for only about 15 to 20 minutes, while the rest focused on practice. All language skills were taught, but she was more inclined toward speaking.

During her time in Pare, she just participated in teaching and learning activities, she did not pay much attention to the teaching techniques used. She mainly followed the instructional process as a learner. After leaving Pare in 2023, she was asked to practice the knowledge she had gained by teaching. Since then, she had begun to further develop her teaching skills.

Context

Before taking the Microteaching course, Mawar engaged with teaching-related content through TikTok videos and training sessions; however, their understanding remained fragmented. After completing the course, she developed a more integrated and in-depth understanding of teaching practices. The lecturer played a key role by introducing essential teaching skills, including curriculum understanding, lesson planning, appropriate EFL teaching methods, learning media preparation, and

professional teaching competencies. By this description, how Mawar developed her identity was influenced by the context of social and environment.

Richards (2017) conceptualizes teacher identity as having both personal and social dimensions. It encompasses teachers' self-perceptions while also reflecting how they understand their roles and positions in relation to others.

From these data, I want to say that this is suitable to Ferreira (2021) statement that identity develops throughout life interaction with environment and others. More over, drawing on Olsen (2008), as cited in Ferreira (2021), teacher identity development is understood as a dynamic process shaped by the interaction of multiple components, including prior personal experiences, experiences in teacher education, and engagement with current teaching contexts and practices. Putten (2021) stated that teacher identity, as it is seen as personal point of view, is interaction between the individual and professional environment. Van den Berg (2002) stated that professional identity can be as the result of an interaction between the personal experiences of teachers and the social, cultural and institutional environment.

Teaching and Learning Skills

a. Characteristic

According to me, a professional teacher must be patient in dealing with students.

From this datum, Mawar wanted to state that professional teacher should have good personalities, by mean of good emotion, since it can be one factor that can influence teacher identity building.

Emotions are closely connected to teachers' identities and play a key role in shaping their thinking and professional development. Teachers' emotional perceptions of themselves and their students influence identity formation, as emotions, like identities, are performative and expressed through teachers' experiences and discourse (Zembylas, 2005, as cited in Barcelos, 2017).

b. Understanding Curriculum

According to Mawar, professional teacher should understand the curriculum. The curriculum is a government policy regarding specific subject content taught at certain educational levels. It also contains guidance on teaching approaches and methods that can be implemented in the classroom.

Abrie (2021) explains that the Curriculum and Assessment Policy Statement (CAPS), South Africa's national curriculum, emphasizes the integration of knowledge, skills, and values. Learners are expected to acquire meaningful knowledge that fosters self-fulfilment and enables them to connect learning with the country's developmental goals, a responsibility largely carried by teachers in their roles as subject specialists.

c. Understanding the lesson plan

Mawar told that professional teachers must understand the lesson plan (RPP) and be able to prepare teaching materials in advance. For example, a teacher should know what material will be taught that day and have it prepared beforehand. According to her, a good lesson plan includes learning objectives, teaching materials,

media, learning resources, learning models, teaching methods, teaching techniques, opening activities, core activities, closing activities, and assessment.

Based on this perspective, Abrie (2021) emphasizes that the use of lesson plans is a crucial general didactical competence for teachers. This approach highlights the importance of teachers' awareness of learners' prior knowledge, or starting from fundamental concepts, while also keeping in mind the learning outcomes that students are expected to achieve.

Prinsloo (2017), as cited in Plessis (2021), contends that teachers are expected to carry out key classroom responsibilities, particularly planning, which he describes as central to effective classroom management. This process involves establishing aims and objectives and making informed decisions about learning activities, teaching methods, assessment strategies and tools, assignments, and problem-solving, all within the framework of school and departmental policies.

d. Be able to prepare teaching media

It is very important and requires for the professional teacher to make preparation. A professional teacher should master various kinds of media. Teaching media are tools used in instruction, such as textbooks, LCD projectors, whiteboards, internet access, flashcards, and other instructional aids.

Motha (2017) argues that the meanings attached to English—frequently shaped by media, textbooks, and other discourses linking it to wealth, power, cosmopolitanism, modernity, coolness, and whiteness—are inseparable from representations of English speakers, particularly those strongly reinforced through images of English teachers.

e. Mastering the subject matter

Mastery of subject matter is essential for effective teaching, as inadequate understanding of content can hinder instructional quality. Consequently, teachers need to prepare carefully and gain a thorough understanding of the material before instruction. Abrie (2021) notes that strong subject-matter knowledge positively shapes the quality and nature of the learning experiences teachers provide.

f. Mastering various kinds of learning models, teaching methods, and techniques

a professional teacher should master various learning models, teaching methods, and techniques so that classroom management is well planned and effective.

There are various learning models, such as Cooperative Learning, Direct Instruction, Problem-Based Learning, and Inquiry Learning. Teaching methods include lecturing, discussion, the Direct Method, the Audio-Lingual Method, and the Grammar Translation Method. Teaching techniques may include question-and-answer activities, fill-in-the-blank exercises, reading aloud, debates, and others.

Suprijono (2011) stated that learning model is a pattern used as a guideline for planning instruction in the classroom as well as in tutorials (*model pembelajaran ialah pola yang digunakan sebagai pedoman dalam merencanakan pembelajaran di kelas maupun tutorial*).

Anthony (1963), as cited in Richards and Rodgers (2016), explains that a method represents the stage at which theoretical principles are translated into practice, involving decisions about which skills and content should be taught and how they should be sequenced. In contrast, techniques refer to the specific classroom procedures used to implement the method.

g. Understanding stages of Learning

A professional teacher is expected to understand students' learning stages, commonly described through Bloom's Taxonomy, which encompasses recognition, understanding, application, analysis, evaluation, and creation. Accordingly, instruction should guide learners progressively through stages of introduction, comprehension, application, and development, rather than requiring independent task completion without support. This approach aligns with Bloom's Cognitive Taxonomy (1956) as revised by Anderson and Krathwohl (2001).

Assesment Skills

Mawar emphasizes that professional teachers should understand student assessment, which includes formative and summative types. Formative assessment is used to monitor students' understanding during the learning process, while summative assessment is conducted after the completion of instruction. Similarly, Abrie (2021) identifies assessment as one of the core domains of teacher knowledge recognized by scholars in the field.

V. CONCLUSION

This research is aimed to construe how the participant builds her identity and how she describes a professional teacher identity.

The conclusions of this narrative research are, firstly, it is found that some of the participant's lived story are significant in constructing her understanding about professional teacher identity (PTI); especially when she got Microteaching program of her study at higher education in Indonesia. More over, her lecturer's guidance gave her significant understanding of becoming professional teacher.

The second result is found that the participant is categorized as subject specialist and didactical expert (Beijaard et al; 2.000 in Putten, 2021), due to her narrations of telling her experiences to become a professional teacher. Some aspects of subject specialist are told including mastering material of the subject and curriculum. While other aspects which are on the frame of didactical expert mentioned such like understanding lesson plan; be able to prepare teaching media; understanding model, method and techniques of teaching; understanding stages of learning; and mastering assessment skills.

Finally, through this research I found that the participant is motivated to develop progressively her teaching skills to scale up her professional identity of teaching.

REFERENCES

- Abrie, A. (2021) Pre-Service Teachers' Perceptions of being a Subject Specialist, in Ferreira, R. (ed.) *Teacher Identity Development Within a Community of Practice*. New York: Nova Science Publisher, pp. 115-136.
- Anderson, L. And Krathwohl, D. (2016) Bloom's Taxonomy Revised, Understanding the New Version of Bloom's Taxonomy. Available at: <https://quincycollge.edu/wp-content/uploads/Anderson-and-Krathwohl-Revised-Blooms-Taxonomy.pdf> [Accessed: January 19th, 2026]
- Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education Eight Edition*. Wadsworth. Cengage Learning products are represented in Canada by Nelson Education, Ltd.
- Barcelos, A. M. (2017) Identities as Emotioning and Believing, in Barkhuizen, G. (ed.) *Reflections on Language Teacher Identity Research*. New York: Routledge Taylor & Francis Group, pp. 145-150.
- Barkhuizen, G., Benson, P., & Chik, A. (2025). *Narrative Inquiry in Language Teaching and Learning Reserach*. New York: Routledge Taylor & Francis Group.
- Clandinin, D. J. & Huber, J. (2010). *Narrative Inquiry*. Elsevier Ltd.
- Ferreira, R. (2021) Introduction and Background Information, in Ferreira, R. (ed.), *Teacher Identity Development Within a Community of Practice*. New York: Nova Science Publisher, pp. 1-25.
- INAMIS. (2023). *Pedoman Akademik Prodi Tadris Bahasa Inggris Tahun Akademik 2023/2024*. INAMIS
- Kementerian Pendidikan dan Kebudayaan. (2018). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 37 Tahun 2018*. Kementerian Pendidikan dan Kebudayaan
- Kementerian Pendidikan Dasar dan Menengah. (2025). *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan Dasar dan Menengah Nomor 046/H/KR/2025*. Kementerian Pendidikan Dasar dan Menengah
- Motha, S. (2017) Who We Are, Teacher identity, race, empire, and nativeness, in Barkhuizen, G. (ed.) *Reflections on Language Teacher Identity Research*. New York: Routledge Taylor & Francis Group, pp. 215-221.
- Plessis, A. (2021) Emerging Leadership and Management Identity of Student Teachers, in Ferreira, R. (ed.) *Teacher Identity Development Within a Community of Practice*. New York: Nova Science Publisher, pp. 137-161.
- Putten, S.V. (2021) Conceptualising Teacher Identity, in Ferreira, R. (ed.) *Teacher Identity Development Within a Community of Practice*. New York: Nova Science Publisher, pp. 27-40.
- Richards, J. C. (2017) Teacher Identity in Second Language Teacher Education, in Barkhuizen, G. (ed.) *Reflections on Language Teacher Identity Research*. New York: Routledge Taylor & Francis Group, pp. 139-144.
- Suprijono, A. (2011). *Cooperative Learning, Teori & Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar.