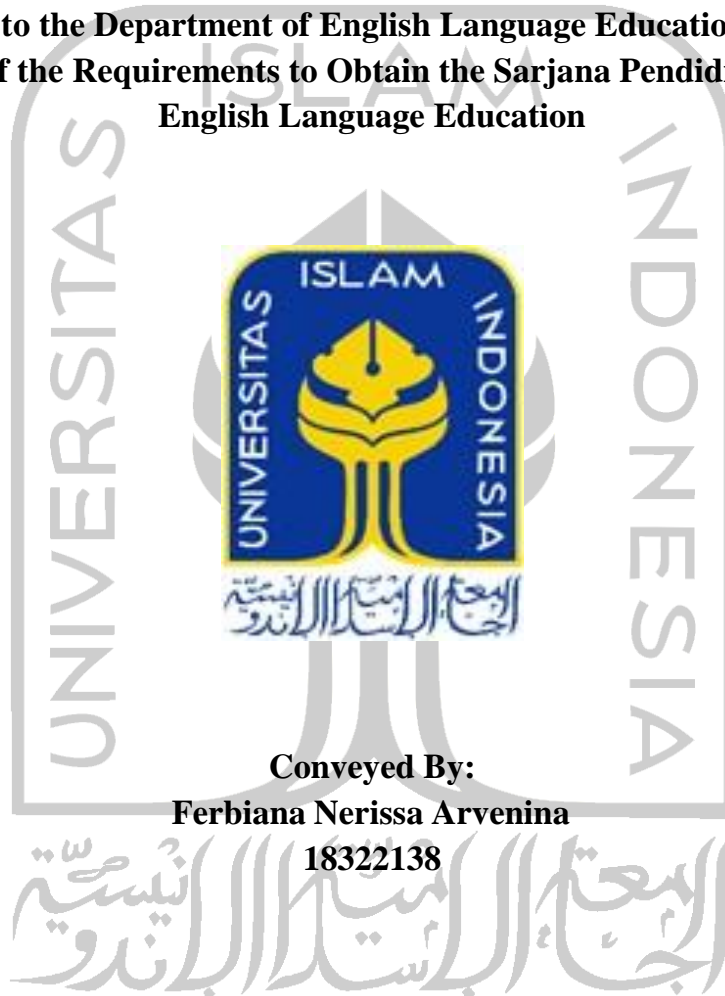


**EFL PRE-SERVICE TEACHER'S BELIEF ABOUT ONLINE
LEARNING AS MEANS TO SHAPE TEACHER'S IDENTITY**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



Conveyed By:

Ferbiana Nerissa Arvenina

18322138

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA**

2022

APPROVAL SHEET

**EFL PRE-SERVICE TEACHER'S BELIEF ABOUT ONLINE LEARNING AS
MEANS TO SHAPE TEACHER'S IDENTITY**

By

Ferbiana Nerissa Arvenina

18322138



Approved on May 22, 2022

By

Supervisor

(Banatul Murtafi'ah, S.Pd., M.Pd.)

NIP. 193220102

RATIFICATION SHEET

EFL PRE-SERVICE TEACHER'S BELIEF ABOUT ONLINE LEARNING AS MEANS TO SHAPE TEACHER'S IDENTITY

By

FERBIANA NERISSA ARVENINA

18322138

Defended before the Board of Examiners on June of 2022 and Declared
Acceptable

Board of Examiners

Chairperson : Banatul Murtafi'ah, S.Pd., M.Pd.

First Examiner : Puji Rahayu, Ph.D.

Second Examiner : Astri Hapsari, S.S., M.TESOL.



Yogyakarta, 20 of June 2022

Department of English Language Education

Faculty of Psychology and Social-Cultural Sciences

Universitas Islam Indonesia

Head of Department,



Irma Windy Astuti, S.S., M.Hum.

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis, which was originally written by me. This thesis does not contain any work or parts of others except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 22 May 2022

The Writer,



Ferbiana Nerissa Arvenina

18322138

MOTTO

“Whoever fears Allah, He will make a way out for him, and provide him with sustenance in a way he/she did not expect, and whoever puts his trust in Allah, Allah is sufficient for him.”

(Q.S Ath-Thalaq: 2-3)

“Indeed, the mercy of Allah is near to the doers of good.”

(Q.S Al-An' am: 56)

“Be brave, be humble, we are one”

“Don't let the darkness drop you. Stand firmly and reach the sky because you will not be able to realize your dreams if you stay silent.”

(Can't Bring Me Down, EXO)

“There can be no greater gift than that of giving one's time and energy to help others without expecting anything in return.”

(Nelson Mandela)

“I think there are things in life that can't be helped. As long as you can tell yourself you tried your absolute best. I feel like we got a right to be happy.”

(Park Jaehyung – Day6)

الجامعة الإسلامية
الاندونيسية

DEDICATIONS

In the name of Allah SWT, I dedicate this thesis gratefully to myself, my parents, my sisters, my brother, my supervisor, and all those who have embraced and supported me from the beginning to the end, both through ups and downs during the writing of my thesis. Hopefully this will be a good start from me for future learning journeys.



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The researcher realizes that this research is still far from perfection. Therefore, researchers really appreciate those who will provide criticism and suggestions to make this research better.



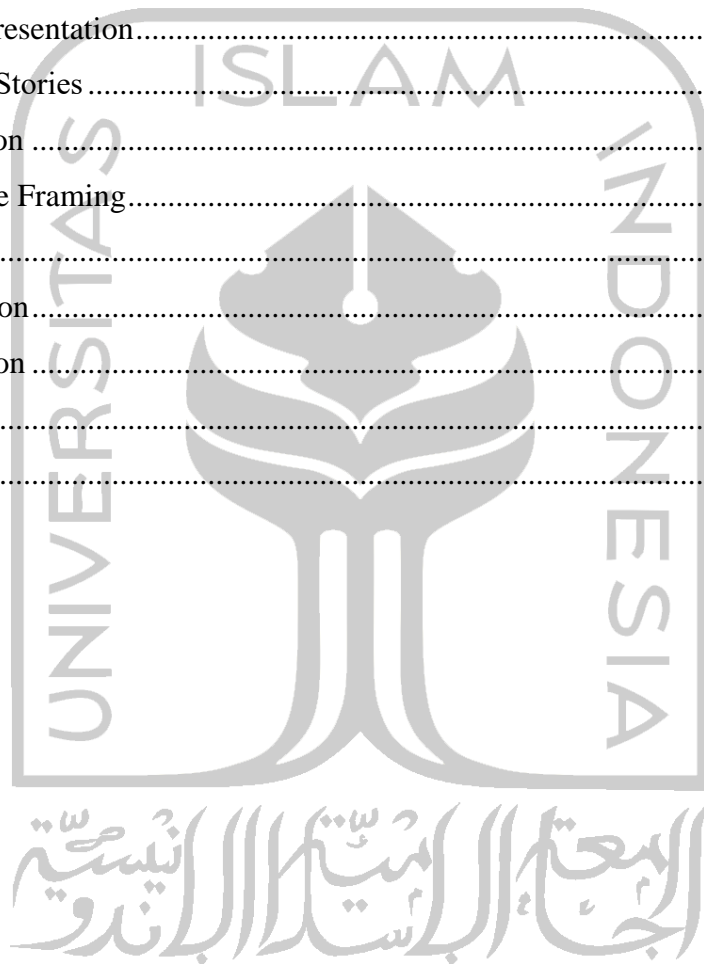
Yogyakarta, May 2022

Ferbiana Nerissa Arvenina

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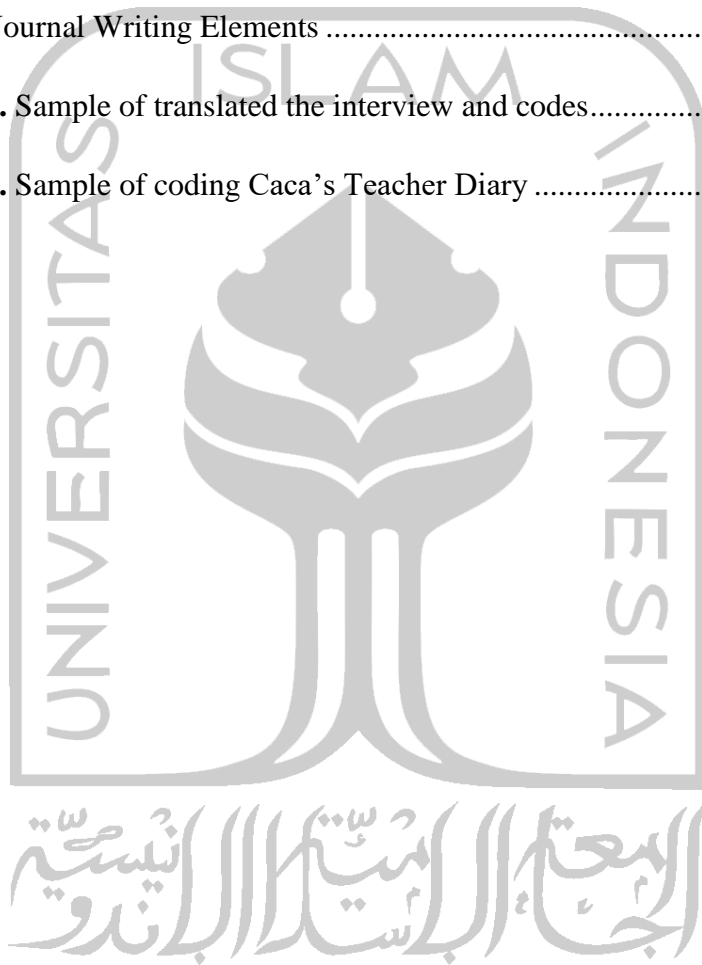
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By

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18322138

ABSTRACT

Despite the growing number of research studies on beliefs of pre-service teacher about online learning that have been widely carried out, there seems to be insufficient research discussing their beliefs that build their identity as teachers. Moreover, research on beliefs about online learning as a means to shape teacher's identity is very rarely captured in this pandemic condition, especially in the Indonesian context. In addition, research on belief and teacher identity that has been carried out is mostly focused on offline. To fill this void, this study aims to examine how pre-service teacher's belief in online learning as means to shape their identity as a teacher. This study also aims to retell the story of a pre-service teacher who recalls her experience of the process of her belief being formed so as to build the perception of identity to become a teacher in the future. Narrative inquiry is used as the research method that investigated beliefs and identity of the EFL pre-service teacher in online teaching in relation to complex real experiences (the dimensional space includes past, present, and future experiences). The research was conducted through in-depth online interviews. Teacher diaries from the participant were also used as additional data. Furthermore, in analyzing the data, stages from data transcription, member-checking, and coding were applied in this study. The results showed that Caca's (pseudonym) environmental factors originating from family, school, and social backgrounds greatly influenced her belief in establishing herself as an educator. The belief influenced her identity as a teacher after exploring the world of education and experiencing the advantages and disadvantages of teaching online in this COVID-19 pandemic situation. Reflections from the participant also affect her current experience as a pre-service teacher. In this reflection, the participant gives credence to that belief and identity are interrelated when teaching using technology in it. This finding has pedagogical implications that can be considered by academic practitioners, both those who will become a prospective teacher and those who have become teachers.

Keywords: *Teacher Belief, Teacher Identity, Online Learning, EFL Pre-service Teacher*

CHAPTER I

INTRODUCTION

This chapter elaborates how the findings of the current research that have been investigated can provide a justifiable rationale for this research.

1.1. Background of the Study

The education practices in Indonesia have been forced to drastic shifts since 2020 due to the spread of coronavirus disease (COVID-19). The Ministry of Education and Culture (MOEC) of the Republic of Indonesia has instructed all teachers in all levels to conduct online teaching during the pandemic (Subekti, 2020). This new regulation encourages students and teachers to both carry out learning activities from home. It replaces the system that previously used offline (face-to-face) learning turned into online learning (Atmojo & Nugroho, 2020). Furthermore, this policy creates a new challenge for both students and educators when it comes to running online teaching and learning (Atmojo & Nugroho, 2020; Plaisance, 2018).

Online learning, although its existence has recently been implemented, is not a new approach. It is interpreted as learning that is carried out without meeting face-to-face and requires technological devices that entail an internet network (Gonzalez & Louis, 2018). Online learning can be done in two types of activities, namely synchronous and asynchronous. For synchronous activities, this activity permits interaction between teachers and students to be carried out at the same time through teleconferencing using a platform, such as *Zoom* and *Google Meet* as examples of applications that are often used by most educators in Indonesia and even the world (Plaisance, 2018; Subekti, 2020). Asynchronous activities allow students to be able to work on assignments given by the teacher by using more flexible time. This asynchronous activity can be done through the *Google Classroom* platform or using *Google*

Docs (Plaisance, 2018; Gonzalez & Louis, 2018). Apart from that, in its application, the teacher must be able to make students contribute well using these 2 activities. For these reasons, using a balanced combination of synchronous and asynchronous activities can make students have more variety and flexibility in learning activities (Plaisance, 2018).

Teacher beliefs about what is done during teaching and integrating technology in learning greatly affect the success of online learning (Keengwe & Kidd, 2010; Subekti, 2020; Galvis, 2012). Subekti (2020) found that the experience of teachers when they were students in observing the teacher's teaching process affects the development of their beliefs and identities as prospective teachers. This can be implemented into intentions and attitudes. In addition, intentions will influence the decisions and actions of teachers in teaching, including how teachers are capable of applying technology in learning (Subekti, 2020; Hsu, 2016). For pre-service teachers, practical teaching experience is the most important factor in building confidence, identities, and how it is practiced when teaching students (Gee, 2001; Inceçay, 2011). For these reasons, field experience is a noteworthy part of the preparation program for prospective teachers in online classes that cannot be ignored (Plaisance, 2018; Subekti, 2020).

With respect to the importance of teachers' beliefs in learning, a few studies have been published about the beliefs of pre-service teachers as means to shape their identity in teaching for online learning. In recent years, the previous study has been conducted about teaching beliefs and how they have applied it in fully online learning to students (Ertmer, 2012; Galvis, 2012; Hsu, 2016; Subekti, 2020). In addition, a number of authors have also investigated factors that hinder the practices of online learning, such as less supportive resources, teacher skills in managing online classrooms pedagogically, and weak social relations among teachers and students (Atmojo & Nugroho, 2020; Subekti, 2020). Furthermore, previous research has also described the balance between technology and students' cognitive abilities, the relationship of instructional design to improve student understanding, and alternative arrangements to

compromise with unexpected events from online learning platforms (Gonzalez & Louis, 2018; Bao, 2020).

Despite the many studies on beliefs of pre-service teachers that have been widely carried out. To the best of the author's knowledge, studies on the beliefs of pre-service teacher about online learning to build the identity of teachers are still limited. Research on beliefs about online learning as means to shape teacher's identity especially during this pandemic, is rarely captured. In addition, research about beliefs (i.e. Ertmer, 2005; Ertmer et al., 2012; Galvis, 2012; Lee & Yuan, 2014; Subekti, 2020) and identity as a teacher (i.e. Pennington & Richards, 2016; Teng, 2019) that have been carried out mostly focused on offline (or face-to-face) learning. During the early pandemic, there was a belief that teachers and pre-service teachers had challenges in teaching their students online together with several factors that hinder the learning process. They are not fully able to teach online due to teachers' limited pedagogical skills in managing online learning effectively. Meanwhile, online learning has been implemented for two years now. The beliefs about online learning might also have shifted and affected his/her identity as a teacher. As Barkhuizen and Mendieta (2020) stated, there are 3 phases that could construct a teacher's identity: (1) experience and history as a teacher when teaching in the past, (2) various functions and roles performed by teachers when teaching students in a class (i.e. teacher emotion, belief, and moral stance), and (3) teacher practice as a form of belief and identity as a teacher that continues to builds. Therefore, this present study is urgent to be conducted.

1.2. Identification of the Problem

The challenges faced by pre-service teachers are related to how their beliefs affect their identity during the COVID-19 pandemic where they apply online learning. Therefore, a preliminary interview has been proposed by the researcher to identify changes in beliefs and

identity for pre-service teachers who have taken online teaching practice classes. The results are: (1) changes in learning methods that have not fully affected their beliefs and identities as teachers; (2) pre-service teachers have been able to adapt regarding shifting from online to offline and offline to online learning methods; (3) there are students who have not been able to apply good time management so that it affects the performance of teachers in teaching; (4) lack of technology literacy for students so that teachers are quite challenged to use technology during online learning.

1.3. Limitation of the Problem

Considering the practical constraints, this study only focuses on investigating the beliefs of online teaching among pre-service teacher as shaping their identity as a teacher that have carried out teaching practicum during the COVID-19 pandemic.

1.4. Formulation of the Problem

The present study attempts to answer the following questions:

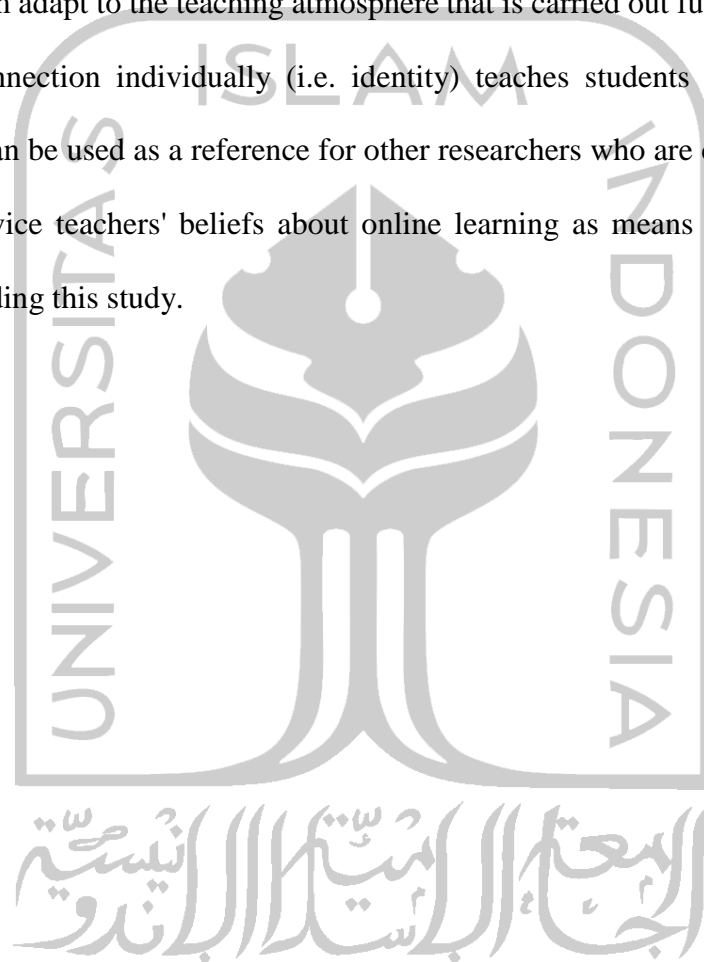
1. How are pre-service teacher's identity constructed from her beliefs about online learning?
2. What are factors contributing to the teacher's identity construction during online learning at the time of COVID-19 pandemic?

1.5. Objectives of the Study

This current study attempts to examine how the pre-service teacher's beliefs in online teaching shaped their identity as a teacher at the time of COVID-19 pandemic.

1.6. Significances of the Study

This study offers several benefits regarding the beliefs of pre-service teacher towards online learning as means to shape teacher's identity theoretically and practically. Theoretically, it is hoped that the results of this study can contribute to a deeper understanding of the beliefs related to teaching English without meeting students directly and affect their identity as a teacher in the Indonesian context. Furthermore, practically by observing how steadfastness and conviction of pre-service teachers and in-service teachers are in teaching practice, this research is hoped to help them adapt to the teaching atmosphere that is carried out fully online and how their belief and connection individually (i.e. identity) teaches students using technology. Finally, this study can be used as a reference for other researchers who are conducting similar research on pre-service teachers' beliefs about online learning as means to shape teacher's identity through reading this study.



CHAPTER II

LITERATURE REVIEW

This chapter describes the relevant literature of this study. In this chapter, there is also a theoretical framework that helps this study be more understandable.

2.1. Theoretical Review

2.1.1. The implementation of online learning during COVID-19 pandemics

The academic literature on online learning has revealed the emergence of implications for learning throughout pandemics. During the coronavirus outbreak that is increasing in the world, almost all countries face the situation where all activities, both economic and social activities, even education must be carried out virtually (Subekti, 2020; Chen, 2021). With the closure of schools which are usually carried out face-to-face, the school must begin to condition the learning system in full online (Mishra et al., 2020).

The emergence of online learning is closely related to distance learning. Its development is increasingly widespread and significantly impacts adapting learning styles (Subekti, 2020). The learning system that was originally implemented face-to-face has now turned into learning that is carried out without having to be present in class and utilizing information technology as learning support (Fauzi & Khusuma, 2020). The use of technology is also considered as a tool to establish effective learning for students and to overcome some problems in learning that are carried out remotely or online (Moorhouse, 2020). Technological devices will certainly never be separated from the existence of a liaison network that can connect communication between students and teachers, which is called the internet (Gonzalez & Louis, 2018). With a good internet network, access between students and teachers (tutors) can be well established (Sosulski & Vai, 2011). Communication can also be done in real-time or with time differences.

Online learning is one of the most appropriate and efficient learning systems to be applied in teaching at the level of primary education to higher education, especially in the current pandemic situation (Fauzi & Khusuma, 2020; Lai & Jin, 2021). However, the implementation of online learning is still a new thing for teachers and of course students, especially before the pandemic (Subekti, 2020). Learning preparation using established media technology is not introduced or prepared carefully (Moorhouse, 2020). With this emergency, teachers and students are required to be able to adapt to the new learning environment (Mishra et al., 2020). Probably, not all educators assume that the shifting of learning system is easy and some students also consider it. The teacher is accustomed to the learning system that is carried out directly (face-to-face) (Moorhouse, 2020; Chen, 2021). In addition, when teaching online, teachers have obstacles to recognizing their students one by one (El-Soussi, 2022). In addition, teachers and students have more opportunities to build interpersonal relationships and conduct more dynamic class instructions when teaching in offline classes, this has differences when teaching online (Tao & Gao, 2022; Yuan & Liu, 2021).

Strengthening in establishing communication relationships must also be done by the teacher so that students feel that the teacher cares and is always there for students (Hsu, 2016). In addition, a more recent study from Fauzi and Khusuma (2020) highlighted, the key to the success of education is the role of teachers involved. It is the teacher who can directly interact with students, especially during a very dilemmatic pandemic which makes the distance between teachers and students only able to connect through virtual interactions.

After more than two years of pandemic, there is probably any shift in terms of belief and practice about online learning among teachers, especially those who are still trained to be teachers or pre-service teachers.

2.1.2. Teacher's belief about online learning

A large and growing body of literature has investigated the definition of teacher's beliefs. Teacher's belief is a way for a teacher to view themselves with their abilities as a teacher and can place themselves as part of the teacher's personality competence (Ertmer, 2005; El-Soussi, 2022). This belief will affect persistence, attitudes, and intentions that lead to how they implement themselves in acting and building relationships with students in the learning process (Galvis, 2012; Hsu, 2016; Subekti, 2020). Furthermore, the factors that influence beliefs do not only occur in the academic environment, but also the environment outside of education which plays an important role in the process of growing beliefs (Mishra et al., 2020; Chen, 2021). One example is the involvement of the family in the journey of life, which also affects one's beliefs.

In addition, teachers' belief is an overlapping concept closely related to the psychological realm, which includes the opinions, ideologies, actions, and knowledge possessed by each individual (Inceçay, 2011). Teacher's beliefs are also related to self-identity with different levels of stability (Galvis, 2012). Furthermore, Ertmer (2005) concludes that there are several teacher beliefs that influence their perceptions of his/her identities as a teacher. It has three assumptions:

1. Individual evaluation

The teacher's belief in the use of technology is very influential on the personal belief that each educator has. Self-evaluation is important to measure whether there is a change in beliefs that have been built to adapt to technology.

2. Process of improving self-quality

Observations on the performance of colleagues who can improve self-quality and the professional development process of teachers that affect self-efficacy.

3. Socio-Cultural factors

The influence of beliefs held by teachers in the process of applying technology to learning is also influenced by the school environment, the habits observed by teachers towards their partners in the academic environment, and the role of technology in students' lives.

It is necessary to note that the formation of confidence that pre-service teachers can be starting from the time they begin to become learners and continuing until they become someone who follows an educational program as a teacher (Galvis, 2012). Apart from that, in the current era, the importance for teachers to know and be able to use technology when teaching is also very taken into account (Gonzalez & Louis, 2018; Keengwe & Kidd, 2010; Lai & Jin, 2021). Teachers' beliefs in integrating technology for learning have a significant impact on how and what teachers will do in teaching students (Ertmer, 2012; Galvis, 2012; Subekti, 2020).

Teacher's beliefs, in this research, therefore, is defined as a system of views that come from within a teacher who can place their own experiences as students who observe their teachers, see their family background as role models (i.e. his/her father), and influence the development of their beliefs as teachers. Considering the possible impact on the process of adjusting the beliefs of each teacher, it is necessary to have regular self-evaluations so that the beliefs that have been held can be in line with the intentions that were built when they wanted to become an educator.

Specifically, the term teacher's beliefs in this study is seen from the perspective of EFL pre-service teachers. EFL pre-service teachers are defined as those who attend courses such as training or education before they take up the profession as a language educator (Ülgu & Er, 2016). This also means that the pre-service teacher is someone who will also teach a language where in this case, the teacher will teach a foreign language (English) to EFL students. However, they have not been able to be called as a teacher because it is still in the training or

education period; pre-service teachers must take part in a series of teaching practicum to earn their degree (Lee & Yuan, 2014).

Therefore, the focus of this study will be on the beliefs about online learning seen from the future EFL language teachers who have completed both micro-teaching and teaching practicum before they graduate from the university.

2.1.3. EFL Pre-service teacher's identity

Belief and identity are interrelated. This shows a need to be explicit about exactly what is meant by the word "identity". The term identity can be defined as a point of view or the way a person understands his/her relationship with the world, whether the relationship is ordered by following the trajectory of space and time, and how that person can understand a possibility in the future (Norton, 2013). Other definitions have been revealed by Pennington and Richards (2016), they are pointed out that identity is the feeling that a person has about himself as an individual relative to the social context, including one's self-image and self-awareness that can influence beliefs about how one should live his or her life and how to behave towards others. Furthermore, as in Gee (2000) analysis, there are four ways to view identity, those are; 1) nature-identity (a state), 2) institution-identity (a position), 3) discourse-identity (an individual trait), and 4) affinity-identity (experiences).

The relationship between their identities as a teacher is very important in teaching. In teaching, identity emerges as a dynamic construction that is formed from the context of the teacher's work and his/her role as a teacher (pre-service or in-service) at different times (Morgan, 2004; Dinkelman, 2011; Teng, 2019; Li, 2020; Chen, 2021). As depicted by Djoub (2018), teacher identity can be divided into two aspects, namely social aspects (classroom practice) and personal aspects (knowledge, beliefs, and emotions). In addition, teacher identity refers to how a teacher views himself as a teacher who continues to process and influence the

ideological, cognitive, and historical domains that exist both inside and outside the social environment (Barkhuizen, 2017; Lai & Jin, 2021).

Table 2.1. Four Ways to View Identity (Gee, 2000)

No.	Process	Power	Source of Power
1.	Nature-identity: a state developed from	forces	in nature
2.	Institution-identity: a position authorized by	authorities	within institutions
3.	Discourse-identity: an individual trait recognized in	the discourse/dialogue	of/with “rational” individuals
4.	Affinity-identity: experiences shared in	the practice	of “affinity groups”

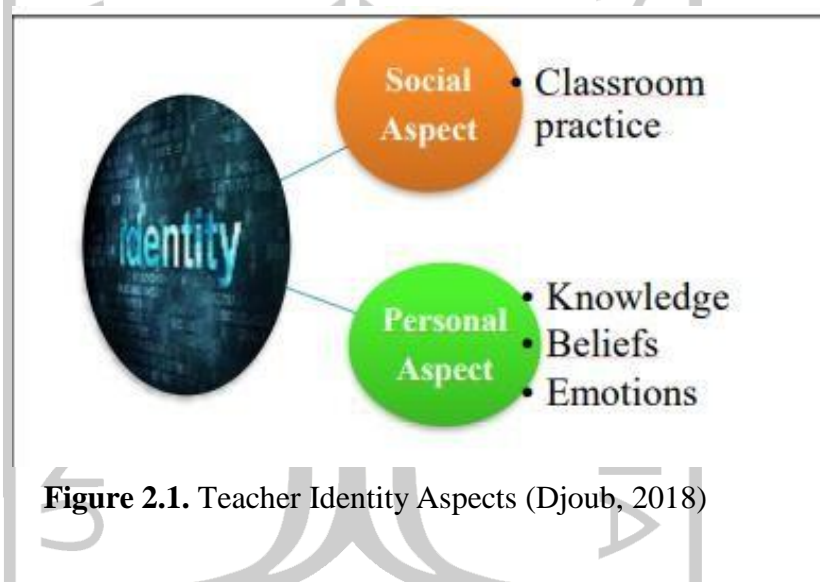


Figure 2.1. Teacher Identity Aspects (Djoub, 2018)

As Barkhuizen and Mendieta (2020) stated, there are three phases that could construct a teacher's identity: (1) experience and history as a teacher when teaching in the past; (2) various functions and roles performed by teachers when teaching students in a class (i.e. teacher emotion, belief, and moral stance); and (3) teacher practice as a form of belief and identity as a teacher that continues to build.

1. Experience and history as a teacher when teaching in the past

The life history experienced by teachers when teaching is closely related to identity. This relationship reflects on ourselves about our roles and what we have done before and how this will affect us now.

2. Various functions and roles performed by teachers when teaching students in a class

Regardless of the current teacher's role that affects his identity as a teacher when teaching. Teachers have several stages in the process of exploring the meaning of the "role" of teachers, starting from when they are still learners in the classroom (by being an observer), when they are still pre-service teachers, the process of professional development through in-service teacher education, until when they teach in real class. Furthermore, emotion also affects the teacher's belief and moral stance as a teacher's identity.

3. Teacher practice as a form of belief and identity

Teachers consider what they do not only as a profession but after practicing teaching, teachers are able to explore their role as a meaningful profession (constantly building their identity and for whom they teach). When they are able to practice it, they can increase their contribution and commitment as a teacher and build social life as well.

In the process of shaping identity as a teacher, belief also has a strong influence as the perception that a person's identity is built when they think of themselves as a teacher. When you become a teacher, this will be a positive trigger to create a professional identity. Thus, when a person becomes more central to a belief that has been held, the more important it is to have that identity as an interconnected bond.

2.2. Review of Relevant Studies

With respect to the importance of teachers' beliefs in learning as identity-forming, a number of studies have been published about the beliefs about to shape identity as a teacher.

In recent years, the previous study has been conducted about the beliefs and how these beliefs affect their identity as teachers when facing online learning that integrates technology for students (Galvis, 2012; Barkhuizen & Mendieta, 2020; Chen, 2021). However, to the best of the author's knowledge, study about pre-service teachers' beliefs about online learning as means to shape teacher's identity was still limited.

Galvis (2012) examined EFL teachers' beliefs as educators can influence their learning styles by using technology assistance and ways to overcome gaps in integrating technology. Furthermore, he found the habit of the teacher in mastering learning technology, establishing relationships with students, and the teacher's self-identity process in teaching. The result of this study showed that teacher beliefs play an important role in determining whether teachers when teaching are able to integrate technology. In addition, socio-cultural influences greatly affect teachers where teacher beliefs are also formed from the work environment, social community, and pedagogies support from schools to support technology as a learning medium.

Barkhuizen and Mendieta (2020) investigated the effect of changing technology-based learning methods on belief and identity as a teacher. To gain the data, a teacher who has adapted in blended learning to teach an English class at a university in Colombia was asked to answer some questions from the interviewer. The results showed that there are several types of factors that make up their identity as a teacher which also affect confidence when using technology and adapting to today's appropriate learning methods.

Similarly, Chen (2021) investigated the experience of a native Japanese female speaker who works as a novice teacher at a university located in the U.S. The data were collected based on the results of interviews and class observations using three themes of inquiry. The results of this research are that there is confidence and willingness in teaching, perceptions of the

advantages and disadvantages of online teaching during a pandemic, and a shift in attitudes and habits of using technology for learning.

Compared to the previous research, this present study is different in terms of the application of beliefs held by pre-service teachers that affect their identity as a teacher. The research that will be discussed will certainly not quote or re-examine what has been studied in the four studies that have been described previously. Despite the many research on beliefs of pre-service teachers that have been broadly carried out, researchers believe that it is essential to examine the beliefs and identity toward online learning after a one-year pandemic. At the beginning of the pandemic, there were several obstacles faced by teachers and pre-services in changing the learning system from traditional to full online learning systems. However, in practice, teachers are still unable to implement online learning effectively and the teacher's pedagogical abilities to technology are not yet fully intact. Meanwhile, it has been more than a year since full online learning has been implemented. It is possible the beliefs about online learning that shape her/his identity as a teacher may also have changed. Therefore, this study is important to do.

2.3. Theoretical Framework

After exploring the conceptual and empirical literature review, this study adopts the theory of teachers' beliefs about online learning from Ertmer (2005) and teacher identity and good language teachers from Barkhuizen and Mendieta (2020). This theory focuses on the attachment of a belief that forms self-identity as a teacher to the learning process using online methods. Utilizing Ertmer's theory (2005) can directly examine pre-service English teachers in online learning after two years of dealing with the COVID-19 pandemic. In addition, it is perceived to be suitable for this research because of the similarity of characteristics of distance learning. Furthermore, to learn more about how identity can affect her role as a teacher, the researcher will use the theory from Barkhuizen and Mendieta (2020). In addition, using Barkhuizen and Mendieta's theory will also emphasize the complex experiences of participants

during their deepening of beliefs to form their identity as teachers. The next figures can represent the conceptual framework of this study.

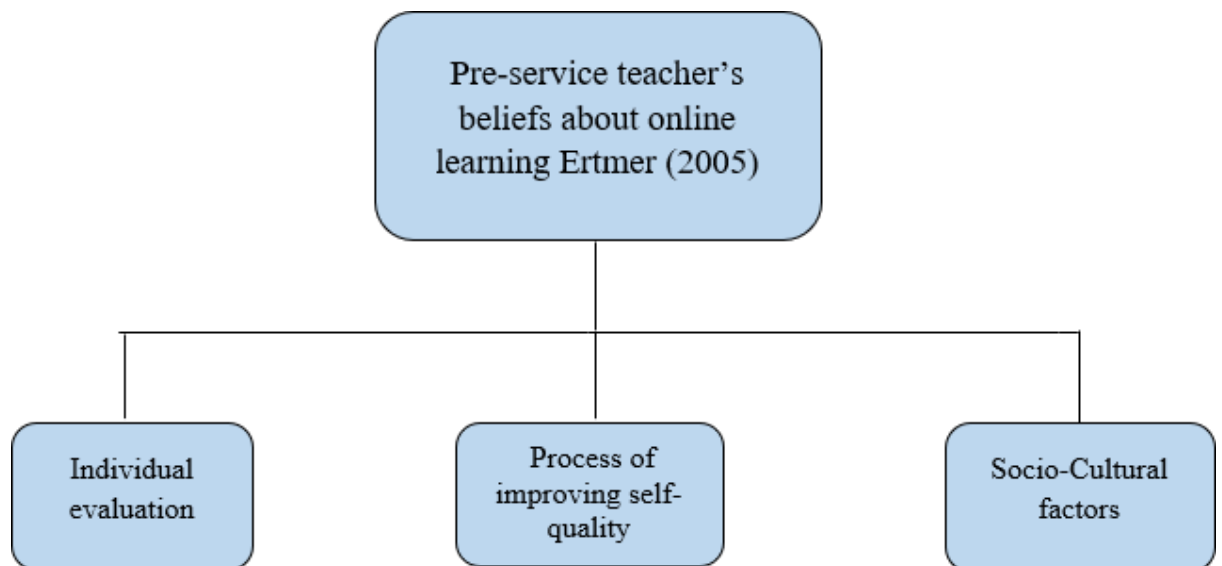
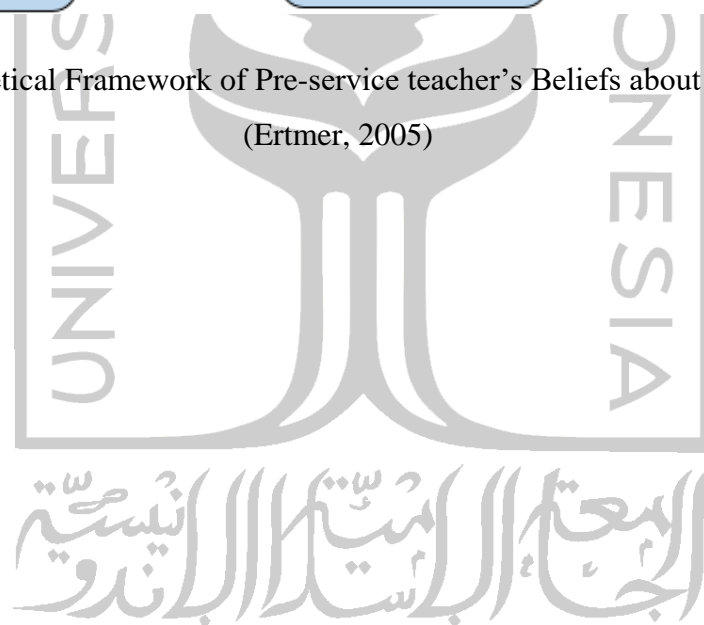


Figure 2.2. Theoretical Framework of Pre-service teacher's Beliefs about Online Learning (Ertmer, 2005)



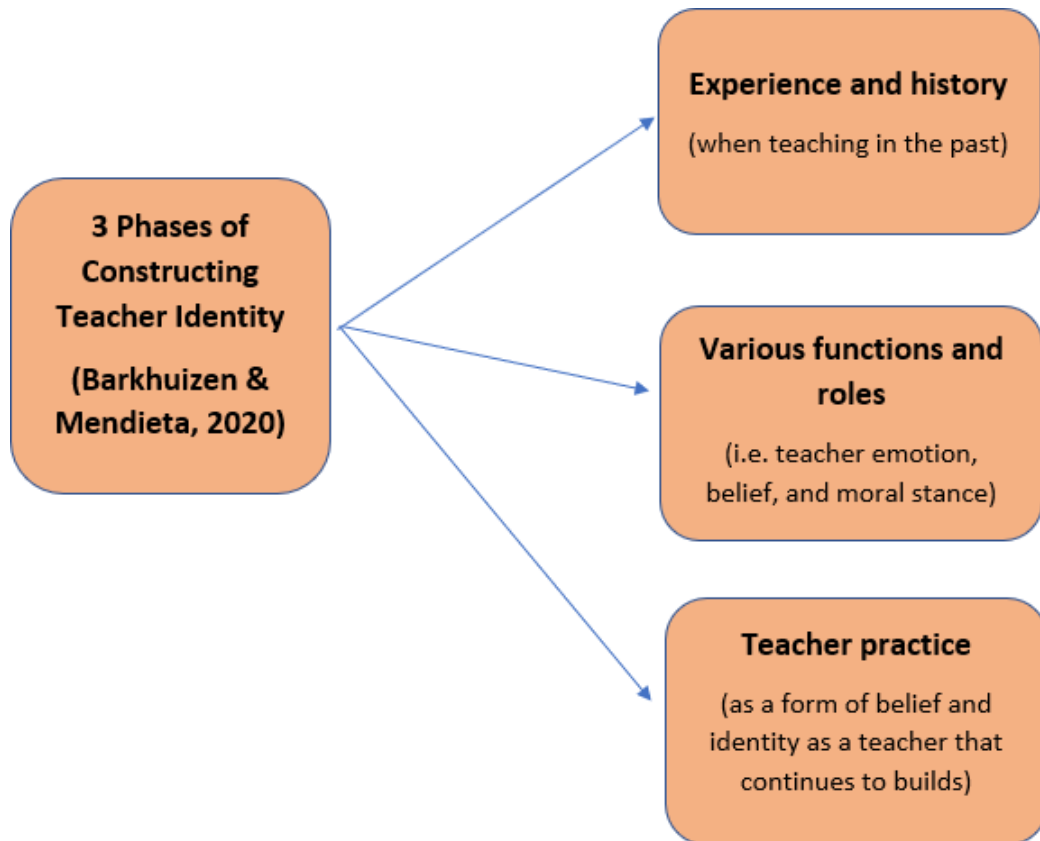
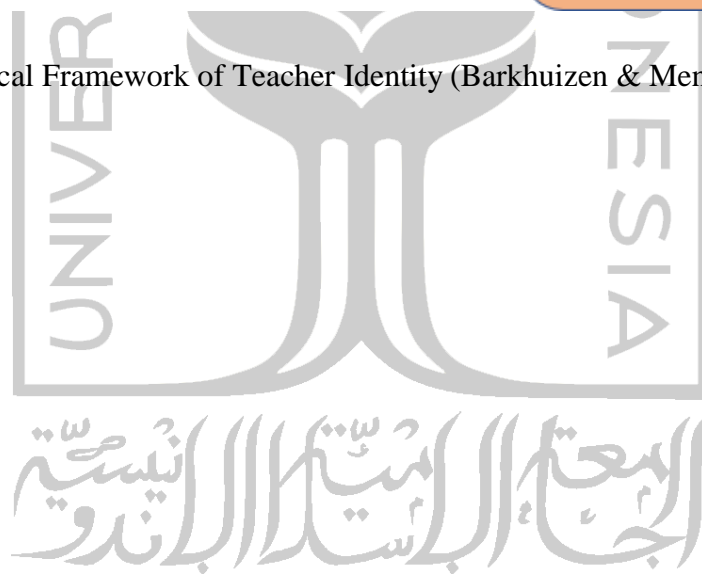


Figure 2.3. Theoretical Framework of Teacher Identity (Barkhuizen & Mendieta, 2020)



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher examines the research design, participant and setting, data collection technique, data analysis technique, and trustworthiness.

3.1. Research Design

The presence of the COVID-19 pandemic had a significant impact on the learning system and process. One of the impacts is how confidence in learning that uses technology is also shaping identity as a teacher. During this period, both researchers and participants experienced their own challenges in teaching, especially during the teaching practicum period. There are many stories that are also written that underlie how we as pre-service teachers carry out teaching practices. From this story, it will produce important data that will be useful for other researchers. Therefore, the researcher used the narrative analysis theory from Clandinin (2006). Since this study aims to examine how the pre-service teachers' beliefs in online teaching experience shaped their identity as a teacher, then using the theory from Clandinin (2006) has been applied in this study. Identity and beliefs are formed through stories to be exposed and researched on the teacher's underlying personal reality (Clandinin, 2006). It also reveals the identity and unique combination of stories of teachers who have experienced teaching periods, especially in practicum.

3.2 Data Preparation

The preparation of the data discusses several things such as participants and setting, types of data, data sources, and informed consent from this study.

3.2.1. Participant and Setting

The setting of this research is in Sukabumi, where Caca has colorful story experiences while teaching. The reason why the researcher made Caca as a participant is because based on

my observation, when we had the same project to teach at one of the private Islamic schools in Yogyakarta, the researcher found that Caca has a high enthusiasm for the world of teaching. This can be seen from the way she manages the class well and builds relationships with her students. At that time, Caca had not attended the teaching practicum class, but Caca was able to teach well.

To maintain the confidentiality of the participant in this case study, the participant's name is a Caca (pseudonym, Female), a 7th semester pre-service English teacher and was recruited in this study. Caca's story in this research discussed the experience influencing her belief as a teacher in terms of teaching in class both when she was a student and when doing the PPL program (School-Based Teaching Practicum). Caca is a student who also has a job as a teacher at one of the Islamic boarding schools in the Sukabumi area, West Java, which is also where she now lives. While in high school, Caca decided to study at a boarding school. While studying at the boarding school, Caca learned additional languages, namely Arabic and English. Caca was born and raised in Sukabumi, then when she entered the Islamic boarding school, she had already started to adapt to the applied learning system.

After graduating from the Islamic boarding school, Caca was given a mandate to serve as an educator at the Islamic boarding school. When she became a student majoring in English education, Caca's ability to master English increased and her ability to teach began to form. One of the reasons for recruiting Caca as a participant was because of her determination and strong profile as a teacher. Before doing PPL, in the previous semester Caca had been actively teaching as an English teacher. Caca's enthusiasm for teaching grew when Caca did PPL at a boarding school which gave her the opportunity to attend university (she got a scholarship from this boarding school). Teaching students in Islamic boarding schools has its own challenges for Caca, especially in the current situation Caca must be able to adapt to new learning methods. Caca also explained that the teaching system at this Islamic boarding school did not prioritize

the use of technology in learning. Therefore, by having teaching experience, Caca has confidence that she is able to adapt to the learning environment and experience how to manage a class.

3.2.2 Types of Data

The data in this research were in the form of narration that provides a personal story. Furthermore, the data were taken from transcription data from interviews and teaching diary from the participant.

3.2.3 Source of Data

The data collection was carried out through interviews and with a teaching diary.

3.2.4 Informed Consent

Before conducting in-depth interview research, the researcher conducted a communication to ask the participants' willingness to be interviewed. To strengthen the research data, the researcher has also asked the participant for permission to view her teaching diaries. The researcher has also informed the participant that all data and interview results that have been taken will be kept confidential.

3.3. Data Collection Technique

Since the outbreak of the corona virus that occurred throughout the world, including Indonesia which affected the online learning system for students, the data sources were collected completely online. Then followed by online interviews using one of the communication platforms, namely Zoom. During the process of using Zoom, participants were asked for their willingness to be recorded via the Zoom recording feature during the interview session. Meanwhile, WhatsApp was also used by the researcher to confirm several things to the participant. This platform can also help the researcher to find more in-depth information. The feature used in this application is to use WhatsApp chat and voice notes in conducting

interview sessions. In addition, to complement the data sources, this research used teaching diaries from students who have finished teaching field practice.

3.3.1 Interview

In the process of collecting data, the use of qualitative instruments was used in this study, namely interviews. Interviews were conducted as additional evidence to be used as a data validation process from the teaching diary. Interviews were conducted online because the participants are not in the same area as the researcher. Furthermore, the research has been designed with semi-structured interviews using open-ended questions that allow participants to share their experiences or thoughts without being limited by the researcher's perspective. Then, the data obtained has been analyzed using the belief theory from Ertmer (2005) and identity from Barkhuizen (2017).

Table 3.3. Table of Research Instrument

Construct	Conceptual Definitions	Components	Interview Questions
Teacher's Beliefs (Ertmer, 2005)	Teacher's belief is a way for a teacher to view themselves with their abilities as a teacher and can place themselves as part of the teacher's individual evaluation, the process of improving self-quality, and also includes socio-cultural factors.	<ol style="list-style-type: none"> 1. Individual evaluation 2. Process of improving self-quality 3. Socio-cultural factors 	<ol style="list-style-type: none"> 1. How do you experience online learning so far? 2. What is your belief toward online teaching? 3. How can your online teaching experience affect your beliefs? 4. Are there any impacts or changes you feel when teaching online? 5. Are there factors that hinder you during the

Teacher's Identity (Barkhuizen & Mendieta, 2020)	There are 3 phases that could construct a teacher's identity: (1) experience and history as a teacher when teaching in the past, (2) various functions and roles performed by teachers when teaching students in a class (i.e. teacher emotion, belief, and moral stance), and (3) teacher practice as a form of belief and identity as a teacher that continues to builds.	<ol style="list-style-type: none"> 1. Experience and history 2. Various functions and roles (i.e. teacher emotion, belief, and moral stance) 3. Teacher practice 	<p>online teaching process?</p> <ol style="list-style-type: none"> 1. How did you identify yourself as an English teacher? 2. How do you experience when you are inside or outside the school environment affect your identity? 3. How did you build your identity as an English teacher? 4. How did your beliefs, especially beliefs about online teaching affect your identity as an English teacher? 5. Do you see yourself as an English teacher in the future? How or why?
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3.3.2 Teaching Diary

To enrich the data from this study, the use of teaching diaries of participants who have done teaching practicum were collected in this study. The teaching practice has been carried out for 45 days. During the practicum period, these pre-service teachers have written various aspects that they have written according to their experiences. Thus, the participant was asked to give access to the researcher to analyze her teaching diary.

Table 3.3. Journal Writing Elements

Construct	Conceptual Definitions	Components	Journal Writing
Teacher's Beliefs (Ertmer, 2005)	Teacher's belief is a way for a teacher to view themselves with their abilities as a teacher and can place themselves as part of the teacher's individual evaluation, the process of improving self-quality, and also includes socio-cultural factors.	<ol style="list-style-type: none"> 1. Individual evaluation 2. Process of improving self-quality 3. Socio-cultural factors 	<p>Describe your beliefs during online learning and how can your experience in teaching online affect your beliefs</p> <p>Describe whether there was an impact or change you felt when teaching online and how you evaluated your teaching process</p>
Teacher's Identity (Barkhuizen & Mendieta, 2020)	There are 3 phases that could construct a teacher's identity: (1) experience and history as a teacher when teaching in the past, (2) various functions and roles performed by teachers when teaching students in a class (i.e. teacher emotion, belief, and moral stance), and (3) teacher practice as a form of belief and identity as a teacher that continues to build.	<ol style="list-style-type: none"> 1. Experience and history 2. Various functions and roles (i.e. teacher emotion, belief, and moral stance) 3. Teacher practice 	<p>Describe how did the identity of yourself as an English teacher and how did the identity form</p> <p>Describe your experience when you are inside or outside the school environment affect your identity</p> <p>Describe how did your beliefs, especially beliefs about online teaching affect your identity as an English teacher</p>

3.4. Data Analysis Technique

In the research instrument, the researcher used narrative inquiry design sourced from Clandinin and Huber (2002). The analysis contains the three-dimensional space of narrative inquiry that explores stories from participants. The three-dimensional space includes; (1) personal-social (in terms of interaction), (2) past, present, and future experiences, and (3) place.

Then, to analyze the data, the researcher used the theory from Lewis (2019). There are three methods in conducting data analysis using narrative:

1. Transcription of the data

Since the researcher used two types of data to the study (interview data and teaching diary), while transcribing the data, the researcher would listen to the interview data again and re-read the transcription diaries from the participants. Then the researcher will copy the data, highlight the important points of the data, and perform the interpretation of the data.

2. Member-checking

Researchers tried to communicate the transcribed data by sending data files via WhatsApp to participants. The researcher invited participants to read the file and provide feedback on the transcription that had been made. The researcher will have a bold meeting with the participant to discuss some things about the interpretations that have been read. In addition, the researcher communicated with the thesis supervisor regarding data interpretation.

3. Coding

Researchers re-narrate data based on three-dimensional space from Clandinin and Huber (2002).

3.5. Trustworthiness

In order to gain trustworthiness, this researcher uses the theory of Polkinghorne (1995). He said that there are two types of narrative inquiry in establishing data trustworthiness. The first is the analysis of narratives which includes personal stories whose credibility is guaranteed and in accordance with the data obtained. The resulting analysis must also fit into a paradigmatic or typological category. The second is dependability which is useful for ensuring that the research carried out is reasonable, organized, and clear. The stories produced must also be in accordance with the history, biographies, or case studies experienced by the participants. Furthermore, it is important to know the confirmability which serves to determine that the

findings and research interpretations are clearly derived by the data. In addition, knowing which audit trails the evidence and findings that have been researched are rational with the methodology that has been compiled.



CHAPTER IV

FINDINGS AND DISCUSSION

This current study attempts to examine how the pre-service teacher's beliefs in online teaching shaped their identity as a teacher at the time of COVID-19 pandemic.

4.1. Findings

4.1.1. Data Presentation

When we first met, we were both in the same major. We also had the same project before and this is what made me choose Caca as a participant in my research. Caca is one of the students who is very active, loves to teach, and shares her knowledge with others, this can be seen when the researcher saw firsthand how Caca's style and way of teaching in class when she had the same project. In addition, when practicing field experience, Caca was able to show her good performance again. Next, I contacted Caca to ask for her willingness to be a participant and then made an agreement regarding the availability of each of us.

The data collection has recently been carried out by conducting online interviews because Caca is not in the same location as the researcher and the coronavirus outbreak that is still attacking the whole world. Interviews were also conducted via WhatsApp first as the beginning of light conversations such as asking about her current activities and asking about the experiences before and after getting to know the world of teaching in a relaxed atmosphere. Then, a more in-depth interview was conducted through the Zoom platform to get a finding that will be studied further. At the same time, I have also prepared a consent form regarding the willingness to be a participant in this study. Prior to conducting the interview, I also asked Caca's willingness to record the data collection process and asked Caca's willingness to return if I felt I wanted to take more detailed information about Caca's experiences and perceptions. In addition, as a further data amplifier, I also use the teacher diary of Caca which contains her

experience and what has been done while practicing teaching in the classroom. The following example of translated transcription that is based on the interview sessions.

Table 4.1.1. Sample of translated the interview and codes

019	<p>“Berdasarkan dari pengalaman ngajarku pas daring kemarin, ternyata cukup mempengaruhi diriku. Saat mengajar, aku menyadari bahwa keterbatasan IT yang membuat aku harus mengajar dengan effort yang lebih. Pas ngajar secara daring, aku harus mempersiapkan diri lebih baik mulai lagi menyiapkan materi, mengembangkan diri aku, berusaha mengendalikan situasi baik emosi maupun sikapku, berusaha mengajarkan dan memanfaatkan teknologi yang ada, dan melakukan evaluasi diri aku sebagai guru. Jadi intinya saat ngajar daring aku udah merasa kebetuk identitasku bahkan sebelum mengajar dengan sistem daring aku juga udah merasa seperti guru seperti yang aku sampaikan sebelumnya. Satu lagi, karena amanah juga kan dari Pondok aku harus bisa menguasai berbagai macam teknologi pembelajaran dan sistem pembelajaran yang terbaru juga, jadi tidak bisa diabaikan.”</p>	<p>Experience and History Socio-cultural Factors Individual Evaluation Process of Improving Self-Quality Various Function and Roles (Teacher Emotion)</p>
	<p>Based on my online teaching experience, it had quite an impact on me. While teaching, I realized that the limitations of IT made me have to teach with more effort. When I teach online, I have to prepare myself better, start again preparing material, develop myself, try to control the situation with both my emotions and attitudes, try to teach and use existing technology, and evaluate myself as a teacher. So basically, when I teach online, I feel like my identity has been formed, even before I teach online, I also feel like a teacher like I said before. One more thing, because it's also a mandate from Pondok, I have to be able to master various kinds of learning</p>	<p>Process of Improving Quality Individual Evaluation Experience and History Various Function and Roles (Moral Stance)</p> <p style="text-align: right;">of Self-</p>

technology and the latest learning systems too, so it can't be ignored.

Table 4.1.2 Sample of coding Caca's Teacher Diary

<p>Day 4</p>	<p>Today is my schedule for teaching in the class 9 of junior school. I give a book as material for teaching English. I will begin to deliver the material from chapter 1, it's about "giving expression of appreciation for good things that happened". Using media in the form of images as discussion material. Before the zoom event started, I actually checked everything and it went well. However, a few minutes before the event started, I panicked because suddenly I couldn't enter Zoom. Finally, after a few minutes I managed to join the Zoom meeting. As a lesson, I have to better identify what risks will hinder when using the internet and the zoom application, and improve my skill in teaching.</p> <p>When teaching in online classes, I apply any method to teach, they are analysis, discussion, and presentation. I propose to encourage students to at least move forward and dare to speak in front of their friends when on the screen. Students also have to appear brave to display their faces so that they can know and mention with each other. I am very happy and appreciate all students because they all participate and are active in activities.</p>	<p>Various Function and Roles</p> <p>Teacher Practice</p> <p>Individual Evaluation Process of Improving Self-Quality</p> <p>Various Function and Roles</p> <p>Various Function and Roles (Belief)</p>
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From the interview and Caca's teaching diary, it was found that Caca has full confidence in herself. The story that Caca tells illustrates how her experiences affect her in the future. She has experienced some wonderful life journeys and made belief in herself as a future educator. Caca reflected on what she experienced and got when she was a student at the school and also realized that her confidence in finding the identity as a teacher was increasingly visible

when she had done teaching practicum. Before considering herself as a prospective teacher, Caca just likes playing and sharing knowledge to the children. Then, she saw the background of her family members who are also in the world of education. After entering high school, Caca found a new perspective, namely she started to like teaching because she saw how the teacher treated her students sincerely. When entering the college period, Caca saw how her lecturers taught and provided useful knowledge. While attending the Microteaching class, Caca is also taught how to adapt technology for learning and how to implement it to be applied when Caca teaches in real life in the classroom. The way Caca's teachers and lecturers teach and impart knowledge has influenced Caca's experience as a pre-service teacher at this time.

In addition, Caca realized that being a teacher was not easy. Teachers must continue to learn and be willing to accept input from any part as a basis for their evaluation to develop and be better than before. Caca also said that although currently implementing technology for online classes still has problems in the schools being taught, she believes that the development of technology and the level of awareness of technology literacy will affect the quality of learning in the classrooms being taught for the better. Furthermore, as a point of reflection, Caca will continue to strive and improve her ability in teaching, mastering English, and applying technology for learning.

4.1.2 Caca's Stories

“Both my father and my siblings are teachers.”

Caca is a girl who was born and raised in Sukabumi. Regarding her life, Caca comes from a family that has an educational background. Her father was a teacher and owned a non-formal school to deepen the memorization of the holy verses of the Qur'an and her mother was a housewife. Regarding her siblings, they also work as educators and in between busy times, they also help their fathers to teach in their own non-formal schools. This also makes Caca's father hope that in the future Caca can follow in the footsteps of her siblings to become an

educator so that she can help her father to teach as well. The reason is due to Caca's siblings are married so they cannot fully help teach in full day. With Caca's family background as well, Caca grew up in a family environment that really paid attention to education, especially in terms of teaching. Furthermore, teaching and transforming knowledge is a habit that is very often done in the life of the Caca family.

When Caca was still in junior high school, she really liked watching her father teaching by reason of she thought that teaching was very exciting and fun, especially when Caca from the beginning really liked to play with children and teach something to them. One day, Caca had a light conversation with her father. Caca asked whether being a teacher was fun or not. Caca's father's response at that time was that teaching is a noble job, we can transfer our knowledge with others and can practice our communication skills. The curiosity that Caca experienced made her want to do what her father did. Caca also had a moment where while in the classroom, she was very impressed with her teacher because she saw how her teacher taught the students and treated them well. Based on what Caca has experienced, indirectly Caca has also begun to find herself very fond of teaching and especially she really likes to share something that useful for children too. Even though it was undeniable that Caca just liked it and didn't really want to be a teacher in the future, of course this was also not building her identity as a teacher at that time.

“I want to be a teacher like them.”

After graduating from junior high school, Caca would enter school at the high school level. Her father sent Caca to an Islamic school (Pondok Pesantren) in Sukabumi, where later Caca will carry out religious studies, general subjects, and will also live in the school's dormitory. Caca's father has his own reasons why he doesn't want his child schooled in public schools. He thought that if Caca went to school at *Pondok*, she would be more involved in how to become an educator who still teaches general subjects but is still based on "Ukhuwah

Islamiyah". Indeed, it is undeniable that school fees at *Pondok Pesantren* are more expensive than other public schools. The reason is since the *Pondok Pesantren* has an additional fee for boarding at the *Pondok* itself. Even so, various efforts and methods were given by Caca's parents, especially her father so that their daughter could get the best education. Caca also did not reject it because she also wanted to deepen her religious knowledge as well. As Caca mentioned:

“My parents, especially my father, decided to send me to a *Pondok Pesantren*, because he thought that schooling at the *Pondok* could make me understand more about teaching. I actually don't have a problem because I want to deepen my religious knowledge too. In my opinion, it is also a challenge and a gift so I take it and face it. The point is to live it sincerely because what parents have set for their children, it must be the best for yourself too. Just believe it!”
(Interview/Line 028)

When Caca begins to enter the school period, Caca gets several things that make Caca have to adapt to an environment that she has never experienced before. In this school regulation, Caca is required to master two foreign languages, i.e. English and Arabic. It was a challenge for Caca, when at that time the ability to master foreign languages was still very low. Nevertheless, it took a long time for Caca to master these two foreign languages. Caca also experienced a hardest time when she was trying to communicate directly using English and Arabic with her teachers. Here, she was also attacked by anxiety which made Caca speechless, nervous, and sweaty at the same time even though she had practiced with such confidence before. However, despite what Caca had experienced, Caca was always eager not to give up easily in any situation. Caca believes that the mistakes that have been made before will be a turning point for the emergence of a success. The support from parents, her siblings, closest friends, and the community in the surrounding school environment make Caca always keep moving forward too. More interestingly, Caca's teacher was also very supportive of Caca with wise actions, but still with gentle words. When Caca had this anxiety issue, her teacher has

always motivated Caca and other students to keep trying and try out various challenges. This is what will start the initial story of why Caca really wants to be a teacher like her teacher and also like her father since he is Caca's role model.

While in the class (when she was in senior high school), Caca found two people (i.e. her father and her teacher) whom she thought had very positive vibes and impressed her, especially her father. Caca began to see how her father taught his students. Caca's father's job was not only teaching at his non-formal school but also teaching Arabic at a school in Sukabumi. Caca saw that her father was very professional in providing knowledge, managing classes, nurturing others, and always building relationships with his students. Moreover, at home, Caca's father also often guides Caca to do assignments and understand the learning materials that have not been understood. Finally, what Caca's father did make her also feel very eager to be like her father even though at that time Caca's full confidence to become a teacher had not yet been formed.

On the other hand, the way Caca's teacher teaches was also very impressive for her. Mrs. Vivi (pseudonym), was able to demonstrate good skills in teaching and building communication with her students. At one time, Caca also experienced an incident where she was unable to spell an English word and unconsciously she felt inferior because she was not able to pronounce it correctly. Mrs. Vivi's response at that time was much unexpected. Instead of scolding or rebuking Caca firmly, Mrs. Vivi motivated Caca not to be ashamed to try to recite the word again. She was also very happy if Caca and other students felt confident to learn and practice English in their daily life, especially in conversation. Then, Mrs. Vivi also believed that making mistakes was not always a negative thing. She said:

“We don't need to be afraid and wrong about trying something because it will make a foothold to achieve success. Never be afraid to try and rise from adversity. Remember that failure or mistakes that have been made are not always a nightmare for us. Face it and keep trying to actualize yourself to be a better version.” (Interview/Line 026)

Caca actually thinks that all the teachers in the school environment are very professional and good, but Mrs. Vivi was one of the teachers who had a special impression for her. In addition, it was not only Mrs. Vivi's way of teaching that impressed Caca, but also her learning system which was not monotonous. Mrs. Vivi was also very happy and open to receive suggestions and input from her students regarding the applied learning system. This is also a self-evaluation for Mrs. Vivi because she will continue to learn and improve herself. She asserted:

"A teacher must continue to learn because the knowledge that will be disseminated should not be arbitrary, the teacher must continue to improve himself and his or her knowledge so that what is conveyed will not become *jariyatussu'* (wrong/incorrect knowledge if it is spread)." (Interview/Line 024)

“I call myself a teacher.”

After graduating from *Pondok Pesantren*, Caca was given the opportunity to get a scholarship, which is to continue her education to a higher level (university level). However, the school gave an agreement that when Caca graduated, she had to serve at the *Pondok* for one year to teach there. Caca also agreed to the agreement and decided to choose the city of Yogyakarta as a place to study. Caca also decided to try to register and take the test at a private university in the city of Yogyakarta. When she wanted to choose a major, Caca actually really wanted to register as a Psychology student because she wanted to learn more about psychology for the world of education. But destiny said otherwise, Caca also chose another major which she felt was still related to education. Finally, Caca chose the English education study program at the same university. She was successfully accepted by this department and immediately contacted her *Pondok*, whether she could take the major or not. This is done since Caca needed to confirm to her *Pondok* since it was the institution giving her scholarship, and thus she needed

to check whether English or being an English teacher was needed there. Apparently, the school agreed with Caca who chose the major in English education because there were still few teaching staff in English subjects. Caca was also enrolled in the English education major and this is where Caca found a new perspective that affected her beliefs and identity.

In the first year of college, Caca was still adapting to the atmosphere of the campus environment where she had to learn and practice English to be used in communication. Initially Caca thought that learning English was not easy, but gradually Caca was able to adapt it and in the end she was able to survive in this department. Caca had a moment where when she was about to enter semester 4, she had to choose one of the study concentrations offered by the study program. Caca also took one of the concentrations which will later prepare her how to teach English for children. Moreover, as explained earlier, Caca likes to teach children without a doubt so she really wants to learn how to educate children well, understand their character, and teach English to be right on target. She also said:

"My intention is to deepen my knowledge about teaching and children, that's why I took the concentration of 'teaching English to young learners', to be honest it was really hard at first because I had not mastered English before. Moreover, you have to understand children's books whose English is easy to understand in the context of EFL. But I feel that this is not a difficult thing, the important thing is to keep learning." (Interview/Line 034)

In the concentration of study that Caca chose, it turned out that she also studied educational psychology for children so that Caca felt that she was not wrong to take this major and in particular. After passing several semesters, Caca entered the Microteaching class where later she would learn how to make lesson plans, adapt or create teaching materials, learn and apply technology for learning, as well as good teaching procedures.

When entering the final semester, there is one obligation that must be carried out in the study program that Caca is taking, which is to practice teaching in schools. Caca also chose to teach at a school (Pondok) that paid for her to continue study due to at that time the pandemic

caused by the coronavirus was still high in status in Indonesia. In addition, Caca also lives in *Pondok* so she doesn't have to bother to carry out teaching practices outside her area.

Caca began to enter her teaching practice period directly in the classroom. Caca's feelings at that time were very happy because she didn't have to worry about being anxious or afraid of the school environment. This is since Caca was very familiar with the situation there and moreover Caca has known the students in this *Pondok* environment very well. The knowledge that Caca got while studying in the English education department was very useful, especially in applying technology for learning. At a time when all learning systems must be implemented online, this is also an opportunity for Caca to teach and apply technology to her students so that their knowledge and technology literacy will increase. In addition, Caca's ability to teach is also becoming more intense and Caca is increasingly convinced of what she has done so far. She recounted:

“I feel that ever since I started teaching at this *Pondok*, I have been an educator. Even before entering university, I also liked to teach because for me teaching was very fun, I could share my knowledge with other people and become friends with them. When I entered college, I had started to form quite well because I like teaching practice too. When I teach online, I feel like my identity is formed. Even before I teach online, I feel like a teacher.” (Interview/Line 014)

“Honestly, I wanted to be considered as a teacher when it was only in the realm of school so that my sense of professionalism as a teacher was only in the academic realm. But if I'm outside of the school environment, I don't want to be considered as a teacher. I want to be considered as a friend or family of my students so that there is no distance between us.” (Interview/Line 016)

Caca's experience while practicing teaching has influenced her until this day. After practicing teaching, Caca continues to teach at this *Pondok*. In addition to teaching English, Caca was also given the mandate to foster scouts. However, outside of learning hours, Caca has a very unique principle and influences her identity both inside and outside the school environment.

4.2. Discussion

4.2.1 Commitment to teaching profession after experiencing online learning on pre-service English teacher internship

Ertmer (2005) postulates a process of how the beliefs that Caca and even other EFL pre-service teachers can influence her identity as teachers. There are three processes in this theory, namely individual evaluation, process of improving self-quality, and socio-cultural factors which in these findings are quite clearly revealed both in the results of in-depth interviews and from the results of the coding process of Caca's teacher diary during teaching practicum in the real class (PPL). In Caca's narrative, these three processes work as a 'cause-and-effect' and 'sowing-reap' relationship. Furthermore, Caca got a strong representation based on these three processes from her father and her teacher since she was in junior high school (when she saw her father teaching students and her siblings who have the same profession as her father), while in senior high school (seeing the way and attitude of the teacher in teaching), and to becoming a pre-service English teacher (while studying in university and teaching at the Pondok) which will also make Caca's development also in adapting and implementing technology for learning. This experience has a significant influence on how Caca's life experiences affect beliefs and her readiness to build the identity as a teacher candidate in the future. This study, as an explanation, also claims that Caca's experience in adapting to a new learning system and her point of view in this regard also increases her identity as a teacher. However, even though Caca has felt that her identity has been formed, she is still aware that the process of her identity has not yet been fully formed. Caca also stated that she is still in the process and learning to continue to develop himself in her teaching abilities. So, in this discussion, I present how her past experience (from time to time) regarding the 'teacher' point of view influenced her belief and shaped her identity as a teacher.

“I won’t stop teaching no matter what.”

This study utilizes the life experience of a student-teacher who has a belief in her identity that can be identified during the investigation of life experiences that have been passed to the point of view of the world of teaching and mastering language skills (especially English) from time to time, which forms identity as a prospective teacher in herself and social environment. The findings show that past experience and history in the past when she was a student, a daughter of a teacher, and when she practiced teaching for the first time influenced her belief and identity as a teacher in the future. These findings are supported by Barkhuizen and Mendieta (2020), who explained that one of the most important processes for constructing teacher identity is that kind of experience and history in the past. In addition to the findings, it was also found that the beliefs she has about online learning and integrating technology since the COVID-19 virus pandemic have also exceptionally affected Caca's ability to teach and shape her identity as a teacher with great significance. This is also in accordance with the findings of Chen (2021), stating that the transition of the learning system and the process of adaptation in a person greatly affects identity. Furthermore, the transition will emerge as a dynamic construction that is formed from the context of his/her work (either in-service or pre-service teacher) at different times and will ultimately provide a positive improvisation for one's teaching ability (Morgan, 2004; Dinkelman, 2011; Teng, 2019; Li, 2020).

Thus, it has become a commonplace for EFL pre-service teachers to embrace the social conditions they will face and be able to adapt to the world of education where the learning system continues to develop along with the times (Djoub, 2018), especially with the application of technology for learning (Mishra et al., 2020; Moorhouse, 2020). To this extent, Barkhuizen (2017) also emphasizes that identity refers to how teachers view themselves as a teacher who continues to influence the process of influencing ideological, cognitive, and historical domains that exist both inside and outside the social environment. This will make identity constructed across space and time.

“At first I didn't think I wanted to decide teaching as a profession because I just like playing with children and seeing my father and siblings work as educators. When I was still studying in Sukabumi, I was admitted to a school that really upholds the value of education, especially in Islamic education. In this school, I am obliged to learn English and Arabic. To strengthen my mastery of these two languages, I decided to frequently practice conversation with my teacher. At that time, I was very impressed with my teacher because she was willing to spend time with me. Then my curiosity about teaching also arose since of my teacher's very professional way of teaching and had a good sense of humor. When I graduated from senior high school, I was offered a scholarship from the Pondok and I wanted to take a major that fits the established criteria. I chose an English education major to gain a bunch of knowledge. Currently, I am studying at a private university in the city of Yogyakarta. During my time as a student, I gained a lot of enlightenment, especially in the world of teaching. I also practice teaching in real classrooms and learn how to use technology for (online) teaching. I have faced various kinds of student characters and difficulties in using technology. However, this did not make me be traumatized or reluctant to become a teacher. With this experience that I have, I feel very confident and dare to become a prospective teacher.” (Interview/Line 036)

As additional evidence in the analysis, this concept was discovered during the research, especially during the interviews. Caca began to feel very confident about her identity as a teacher when she entered a teaching practicum stage when she was in semester 7. Caca was given the choice to teach in Yogyakarta or in her hometown. At that time, Caca was still in the city where she lived, namely in Sukabumi, and coincidentally when the pandemic was still spreading, Caca also lived in *Pondok*. It made Caca decide to teach at the *Pondok*. At the beginning of her practicum in teaching, she had to teach online. While conducting online classes with her students, Caca encountered several obstacles especially in terms of integrating the LMS (learning management system) in the classroom. This was due to the condition of the *Pondok* which at that time was still not stable on the internet network. Furthermore, Students' ability and understanding of learning technology using the internet network is also limited and their understanding of technology is still low. This is what causes Caca must to apply good learning management strategies so that all students she teaches can use technology for learning.

“The most common obstacle when teaching online is the signal and inadequate technology support. In addition, there were several complaints experienced by students and teachers. For teachers who are already elderly, they experience problems with mastering learning technology. However, the teachers here also remain professional, they will always try to adapt. Regarding students, they still find it difficult to operate applications for learning and some of them are less technology literate. So, as a teacher, I have to set a good classroom strategy so that all my students understand and are able to master technology in this lesson.” (Interview/Line 012)

Moreover, this situation requires Caca to be able to adapt to a renewable learning system (online or hybrid) so she must be able to continue to keep in touch with students and that learning can continue. This finding is also in accordance with what was stated by Fauzi and Kusuma (2020), who highlighted that the key to success in education is how the role of the teacher involves himself in the learning process. It is the teacher who can interact directly with students, especially during this very dilemmatic pandemic, which makes the distance between teachers and students only able to connect through virtual interactions. In addition, mastering technology will also have an impact on Caca's ability as a teacher to master technology itself. It is in tune with Gonzales and Louis' (2018) perspective, they revealed that it is important for teachers to know and be able to use technology in learning since this is something that must also be considered. Additionally, teachers' belief in integrating technology in learning will have a significant impact on how and what teachers will do in teaching students later (Subekti, 2020). This belief is the one that leads Caca to construct herself as a teacher. Thus, there is an interrelation between identity and belief.

“I devote my future/life to be a teacher.”

As previously explained, Caca really likes teaching. Her enthusiasm for teaching has been proven by her experience in teaching since she was in senior high school. This experience greatly influenced beliefs and formed her identity continuously and consistently until she entered college. So, when Caca did her teaching practice at the *Pondok*, she was able to teach

effectively, professionally, and was able to understand all the obstacles and the character of each of her students. In the time of the pandemic caused by the corona virus which is increasing in the world, almost all countries face a situation where all activities, both economic and social, even education must be done virtually (Subekti, 2020; Chen, 2021). It corroborates with Mishra et al perspective (2020), stating that with school closures which are usually carried out face-to-face, this time schools must begin to condition the learning system in full online. Caca also explained that the biggest obstacle she experienced while teaching was the lack of internet network accessibility because currently the government requires all schools to implement an online learning system (without meeting in person).

"The biggest obstacle (for online teaching) I faced was when the signal and technology support were inadequate. In addition, there were several complaints experienced by students and teachers who were already old in mastering learning technology." (Interview/Line 012)

Apart from that, Caca continues to strive so that the learning she does can be right on target and run in a conducive manner. Caca also explained that her belief in becoming a teacher would not change even though she experienced various obstacles while teaching. She also said that her beliefs were closely linked to her identity. Beliefs and identity are intertwined because identity is the feeling that a person has about himself as an individual that influences self-image in the social context which in turn influences beliefs about how a person should live his/her life (Pennington & Richards, 2016). It is similar with Norton's (2013) stated that identity greatly influences a person's point of view in understanding his/her beliefs about what he/she has done, relationship of himself with the world, whether that relationship is regulated by following the trajectory of space and time, and how he/she can understand future possibilities.

"In the future, I hope to continue to teach and transfer the knowledge that I can get apart from my period of service which has to serve as a teacher as well as at this Islamic boarding school. In the end, I still want to devote myself as a teacher because I already feel that I am at the stage of being sincere in taking up this

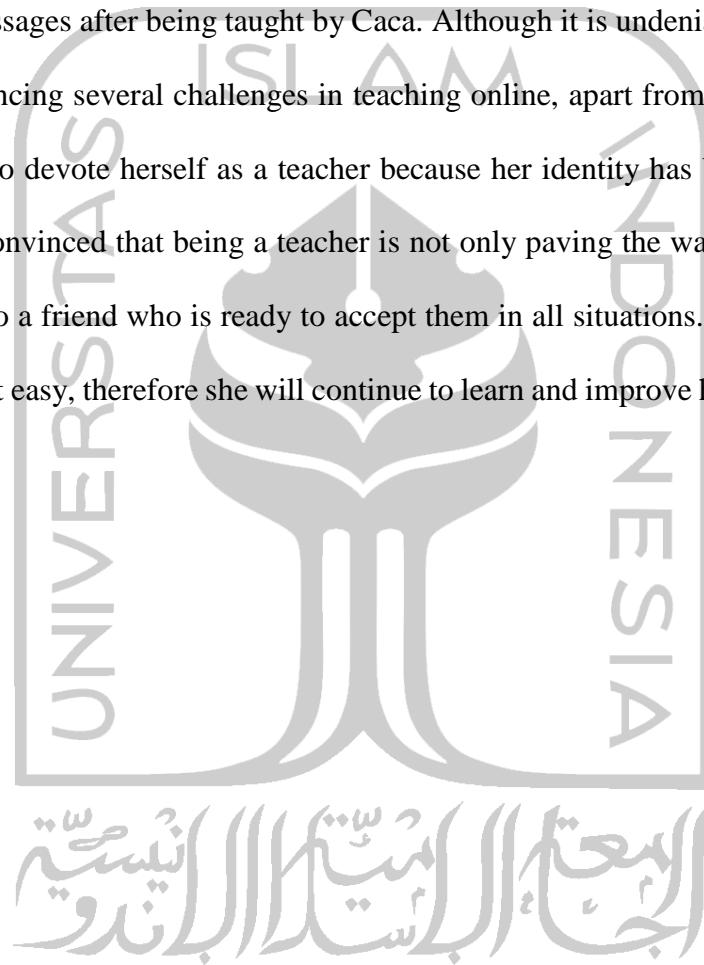
profession. The confidence I have also formed my identity to become a teacher. However, I must continue to improve myself to be a long-life learner." (Interview/Line 038)

In fact, being a teacher must be able to deal with various existing situations (Hsu, 2016; Fauzi & Khusuma, 2020). Especially in a situation that changes all aspects, including education which was previously conducted face-to-face, has now turned into an online class. This class shift made it difficult for Caca to recognize the faces of her students one by one, especially she was teaching students in grade 10 at that time. This makes Caca to know and memorize the names of her students well. In line with previous research, most of the distractions faced by teachers arise from the absence of face-to-face contact and the lack of student involvement in the classroom (El-Soussi, 2022). In contrast to face-to-face teaching, both teachers and students have more opportunities to strengthen interpersonal connections and carry out more dynamic classroom instructions (Tao & Gao, 2022). However, regardless of all kinds of consequences and challenges faced, Caca always strives to maximize her performance and tries to build her identity to become a professional teacher, able to adapt to renewable technology and create ideal learning objectives.

When teaching in class, Caca always asks her students to give their feedback about what they get when taught by her, and suggestions for Caca about things that need to be improved. This has become a habit that Caca always applies when learning has been completed. She considered that the advice given by the students really helped her in the process of developing herself to be even better. Making student suggestions as an evaluation will be a foothold so that in the future teachers will develop more mature teaching skills (Lai & Jin, 2021). Moreover, teachers can teach with better strategies in the future because they have learned from experiences that have been faced in different situations (Yuan & Liu, 2021; Tao & Gao, 2022).

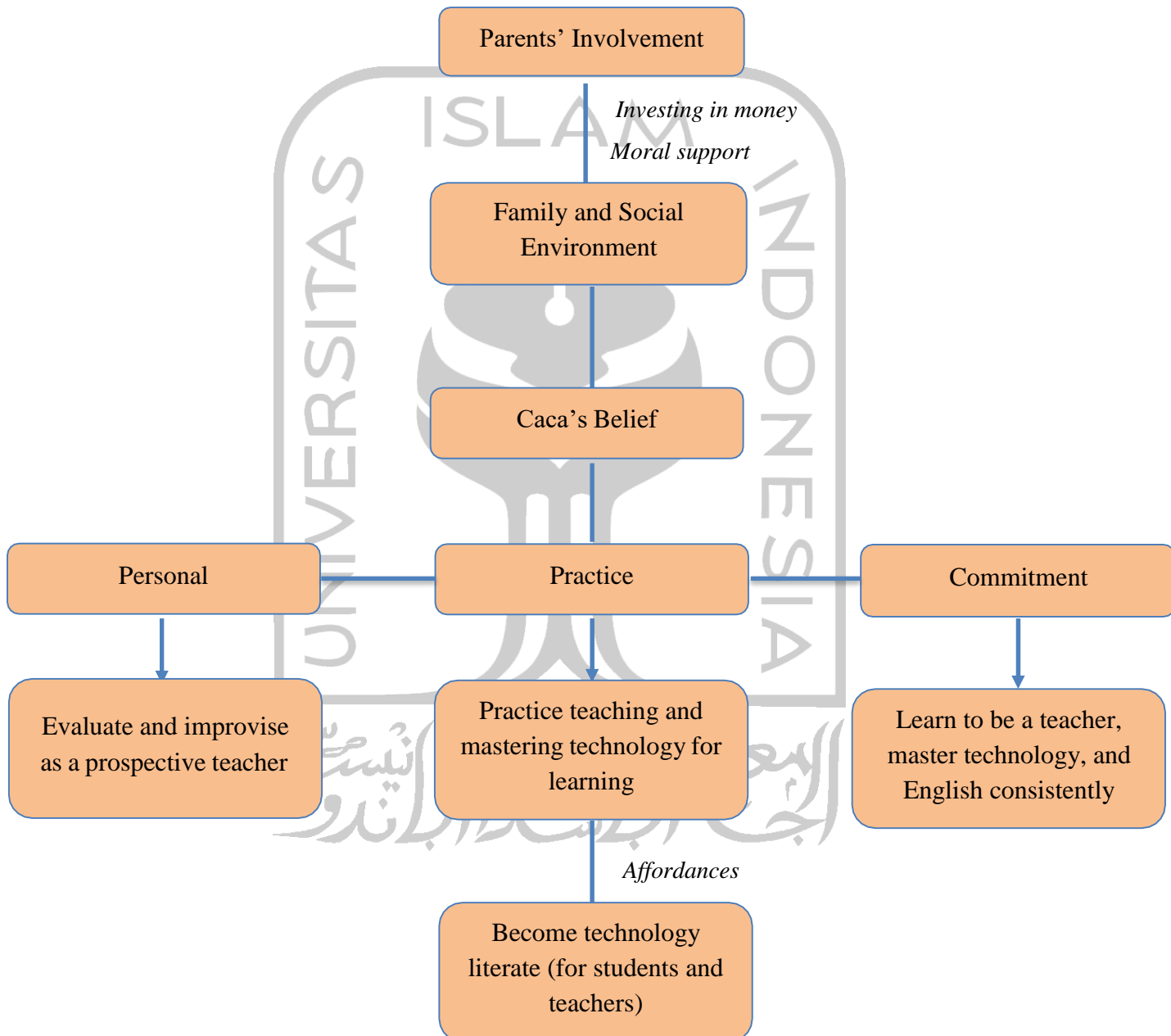
“I also really like that when the lesson ends, my students give comments about me when teaching so that it becomes the basis for my evaluation as well. Students usually write on a piece of paper, like a kind of testimonial (impressions and messages). Besides, at that time I was teaching online and using Zoom, so I told them to write it in the Zoom chat room instead. For example, if there are students who can't write on Zoom chat, they can write via email or private WhatsApp as well.” (Interview/Line 038)

The findings also found that currently Caca is still entrusted with being a teacher at the *Pondok* for the sake of scholarships and she always applies to her students to always give impressions and messages after being taught by Caca. Although it is undeniable that until now Caca is still experiencing several challenges in teaching online, apart from that, in the future Caca will continue to devote herself as a teacher because her identity has been formed. This makes Caca more convinced that being a teacher is not only paving the way for the future of her students, but also a friend who is ready to accept them in all situations. Caca realizes that being a teacher is not easy, therefore she will continue to learn and improve her teaching skills.



4.2.2 Lifetime Framing

Based on the findings and results of the discussion, the narrative of the participant about her beliefs that form identity as a teacher when teaching online is presented in the 2 figures below.



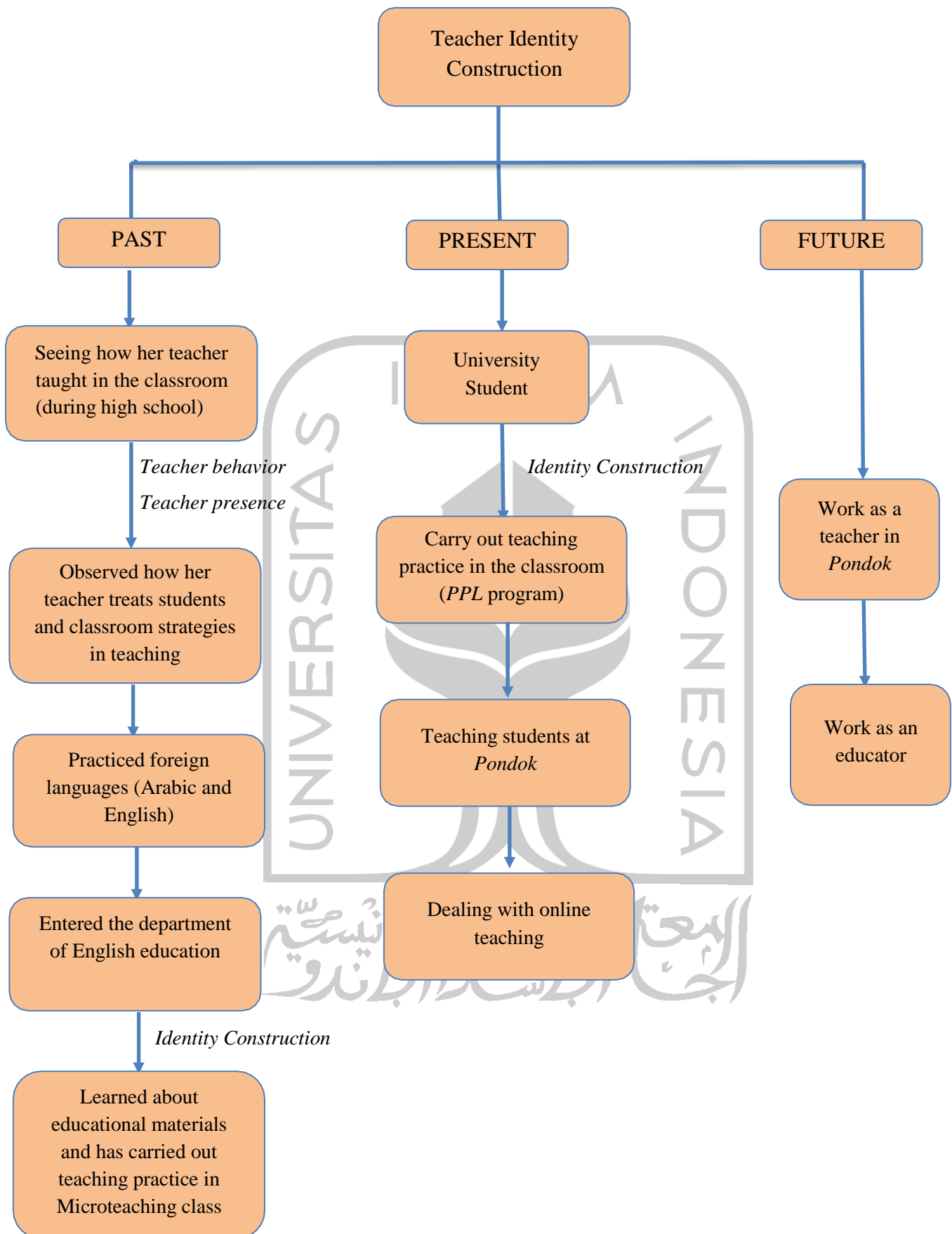


Figure 4.2.1. The process of belief and identity construction

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a summary and conclusion of the research based on the findings that have been carried out and the discussion in the previous chapter. In addition, in this research chapter the researcher will also provide recommendations for further research related to beliefs that construct identity as teachers.

5.1. Conclusion

This present study aims to examine how pre-service teachers' beliefs in online teaching shaped their identity as a teacher. Following these two research questions, this study highlights that the challenges faced when teaching online do not change beliefs about becoming an educator. Experience in various situations that have been faced in the end has formed an identity as a teacher. Likewise, there are three phases of the life journey that affect her beliefs in online teaching and constructing identity as a teacher, as revealed by Barkhuizen and Mendieta (2020). The first is experience and history as a teacher when teaching in the past. The second is the various functions and roles performed by teachers when teaching students in a class (i.e. teacher emotion, belief, and moral stance). Last, teacher practice is a form of belief and identity as a teacher that continues to build.

Furthermore, this study also found that there are factors that influence Caca in the process of forming beliefs and identities to become a teacher. The first is her family background which highly respects the profession as a teacher. Second, it is Caca's environment that also affects her attractiveness in teaching, especially when she sees how her teacher teaches in the classroom. Third, when she entered higher education, she decided to enter the English education department and study materials about education in the classroom. Fourth, following real classroom teaching practice and learning technology for learning. Caca is also always dealing with any situation, especially when she faces various challenges when teaching online.

In teaching online, Caca also found a lesson where it was important for him to build interactions with students interpersonally because the teacher did not know directly what her students were facing directly and it was important to know the feelings of her students.

From these discussions, the responses given by students are very influential for their identities so that they will continue to be evaluated in the future to become a better version. Moreover, Caca also has experience teaching online, so it is important for her to master all learning media that integrate technology and adapt to this changing situation. This experience will later affect Caca's confidence because she also finds various evaluations and how she applies and teaches technology to her students. In this study, these beliefs were then re-examined by the participants to build an identity for the profession of being a teacher.

Therefore, continuous research on belief on online teaching to shape identities as a teacher is important to do. Further research should be continued to investigate how teacher's experiences in online teaching may influence their future beliefs and identities as well. This study has several limitations associated with its scope. In this study, only one participant was involved in this study. Further research conducted in the context of EFL countries is still rarely caught, especially discussing teacher beliefs and identity towards online learning. Moreover, at this time the learning system has begun to be implemented in a blended learning and even full face-to-face (offline) class. Therefore, it is important to conduct further investigations on shifting learning systems that affect beliefs and identities as teachers.

5.2. Suggestion

Since the belief in online teaching to form an identity as a teacher is not only experienced by teachers, further studies are recommended to explore how pre-service teacher's beliefs in constructing identity, and whether their beliefs succeed. Furthermore, the English language education study program can provide programs for pre-service teachers to strengthen their belief and identity to become teachers as a profession. In addition, outside the practicum

of teaching program (PPL), the English language education study program can provide opportunities for students to get to know more about the school environment in real life situations. Besides that, it is also recommended for educational activists who want to conduct similar research in order to be able to learn more about how belief and identity are related to each other, how the effectiveness of integrating technology in learning for conditions, and renewable learning systems or not. Especially at this time, there is a change in the learning system that is returning to face-to-face learning, it is important to further investigate how important it is to apply technology-based learning media and use the internet network in it.





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APPENDICES

Appendix 1. Letter of Conducting Research

	FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA	Gedung Dr. Soekiman Wirjosandjojo Kampus Terpadu Universitas Islam Indonesia Jl. Kalurawang km 14.5 Yogyakarta 55584 T. (0274) 898444 ext. 2106, 2114 F. (0274) 898444 ext. 2106 E. fpsi@uii.ac.id W. fpsi.uii.ac.id
Tanggal	: 27 Desember 2021	
Nomor	: 4242/DPS/70/DURT/XII/2021	
Hal	: Permohonan Izin Pengambilan Data Skripsi	
Kepada :		
Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya		
Universitas Islam Indonesia		
Di tempat.		
<i>AssalamualaikumWr. Wb</i>		
Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.		
Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :		
Nama Mahasiswa	: Ferbiana Nerissa Arvenina	
Nomor Induk Mahasiswa	: 18322138	
Program Studi	: Pendidikan Bahasa Inggris	
Pembimbing Skripsi	: Banatul Murtafi'ah, S.Pd., M.Pd.	
Judul Skripsi	:	
	"EFL PRE-SERVICE TEACHERS BELIEFS ABOUT ONLINE LEARNING AS MEANS TO SHAPE TEACHER'S IDENTITY."	
Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.		
<i>WassalamualaikumWr. Wb</i>		
Dosen Pembimbing Skripsi		
		
Banutul Murtafi'ah, S.Pd., M.Pd.		

Appendix 2. Informed Consent

INFORMED CONSENT (SURAT PERNYATAAN PESETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Caca (Pseudonym)
Umur : 22 tahun
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul “**EFL Pre-service Teacher’s Belief About Online Learning as Means to Shape Teacher’s Identity**” dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Didokumentasikan dalam proses interview dalam bentuk rekaman audio dan foto
3. Menggunakan *Teaching Diary* sebagai data tambahan penelitian
4. Direkam selama proses wawancara dari awal sampai akhir wawancara
5. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa **paksaan** dari pihak manapun.

Yogyakarta, 27 November 2021

Peneliti,



Ferbiana Nerissa Arvenina

Partisipan,



Caca

Appendix 3. Interview Data Transcription

Interviewer : Ferbiana Nerissa Arvenina
 Participant : Caca (PN)
 Time : 9 January 2022
 Place : Zoom Meeting
 Length of interview : 90 minutes

Components (Teacher's Beliefs):

Individual Evaluation

Process of Improving Self-Quality

Socio-cultural Factors

Components (Teacher's Identity):

Experience and History

Various Function and Roles (i.e. teacher emotion, belief, and moral stance)

Teacher Practice

Line	Interview Data Transcription	Coding
001	I: "Selamat malam S***. Seperti yang sudah disampaikan sebelumnya, jadi aku minta bantuan S*** untuk jadi narasumber di penelitian aku yang berjudul "efl pre-service teachers beliefs about online learning as means to shape teacher's identity". Akan ada beberapa pertanyaan dalam interview ini, langsung kita mulai saja ya."	
002	P: "okay."	
003	I: "Sejauh ini bagaimana pengalaman kamu mengajar secara online?"	
004	P: "Karena sistem di pondok pesantrenku ini cuma nerapin pembelajaran daring selama 3 bulan saat pandemi lagi sedang dalam puncaknya. Dikarenakan pondok ku ini fokusnya ke pondok bahasa juga, jadi kami menerapkan sistem pembelajaran lebih ke bertemu secara langsung. Tapi karena kebijakan pemerintah yang	

	<p>sangat ketat juga, jadinya kami melakukan kelas daring juga. Enggak full sih, jadi misal ada seminggu daring seminggu tatap muka. Gak tentu juga, ngikut kebijakan Pondok aja. Aku merasa bahwa pembelajaran daring itu kurang efektif kalau diterapkan di pondok pesantren, mengingat keterbatasan teknologi juga, sehingga dari pihak Ponpes juga sudah mengusulkan juga ke berbagai pihak untuk mendapatkan izin mengajar secara tatap muka. Tapi sebenarnya kalau suka ngajar daring karena ngenalin ke murid-muridku belajar pake teknologi, karena aku sendiri juga suka hehehe.”</p>	<p>Individual Evaluation</p>
005	<p>I: “Bagaimana keyakinan kamu terhadap mengajar secara daring? Apakah mempengaruhi dirimu sebagai seorang pendidik?”</p>	
006	<p>P: “aku mau ngasih 2 persepsi berdasarkan dari pengalamanku ya. Kalau dari sisi guru dan siswa, memberikan kesempatan untuk belajar bagaimana mengoperasikan teknologi dalam pembelajaran. Dengan adanya pembelajaran daring ini membuat sistem sekolah yang sebelumnya sama sekali kurang awam dalam menggunakan teknologi, sekarang mulai mahir menggunakan teknologi. Hal ini sebenarnya merupakan keharusan untuk mulai beradaptasi dengan teknologi terutama untuk para pengajar yang udah senior/sepuh, mereka belum terlalu mampu/familiar dengan penerapan IT di pembelajaran daring ini.</p> <p>Nah kalau untuk dari pandangan aku, memberikan dampak yang baik buat aku karena kan sejak aku kuliah juga sudah dikenalkan dengan bagaimana penerapan teknologi dalam pembelajaran dan saat matkul Microteaching pun pernah simulasi ngajar daring juga,</p>	<p>Process of Improving Self-Quality</p> <p>Experience and History</p>

007	<p>jadi udah ada bekal buat aku dan ilmu yang aku dapat ini pada akhirnya dapat aku bagikan ke para murid-murid aku, meskipun tidak bisa dipungkiri aku juga masih terus belajar.”</p> <p>I: Bagaimana pengalaman pembelajaran daring mempengaruhi keyakinan mu?</p>	<p>Teacher Practice</p> <p>Process of Improving Self-Quality</p>
008	<p>P: “Kalau boleh jujur, tidak bisa dipungkiri untuk mengajar di Pondok, aku lebih prefer pembelajaran luring karena murid merasa kesulitan sama sinyal dan beberapa diantaranya kurang melek sama teknologi. Feel nya juga dapet pas ngajar secara tatap muka. Jadi pas ngajar daring keyakinanku sebagai guru terbentuk, tapi untuk menerapkan pembelajaran daring di pondok pesantren kurang efektif menurutku. Tapi misal pembelajaran daring aku juga udah kebentuk kok kalau aku ya pengen jadi pengajar.”</p>	<p>Various Function and Roles (Belief)</p> <p>Socio-cultural Factors</p> <p>Various Function and Roles (Belief)</p> <p>Various Function and Roles (Moral Stance)</p>
009	<p>I: Apakah ada dampak atau perubahan yang kamu rasakan saat mengajar secara daring?</p>	
010	<p>P: “Banyak banget sih. Karena aku pribadi suka belajar hal baru, aku merasa menggunakan teknologi untuk pembelajaran itu sangatlah penting untuk jaman sekarang. Tentu ngajar secara daring membuat aku merasa lebih tertantang untuk terus belajar dan berusaha mengenalkan teknologi ke murid aku. Saat ngajar daring aku juga ngasih Quizizz ke murid-murid aku, kalau ngumpulin tugas aku juga pernah ngelatih mereka buat di submit melalui email.”</p>	<p>Process of Improving Self-Quality</p> <p>Various Function and Roles (Belief)</p> <p>Process of Improving Self-Quality</p> <p>Teacher Practice</p>
011	<p>I: Apakah ada faktor yang menghalangimu selama proses mengajar secara daring?</p>	
012	<p>P: “Tentu saja ada. Seperti yang udah aku sampaikan juga, kendala terbesar dan paling sering terjadi ya sinyal sama</p>	

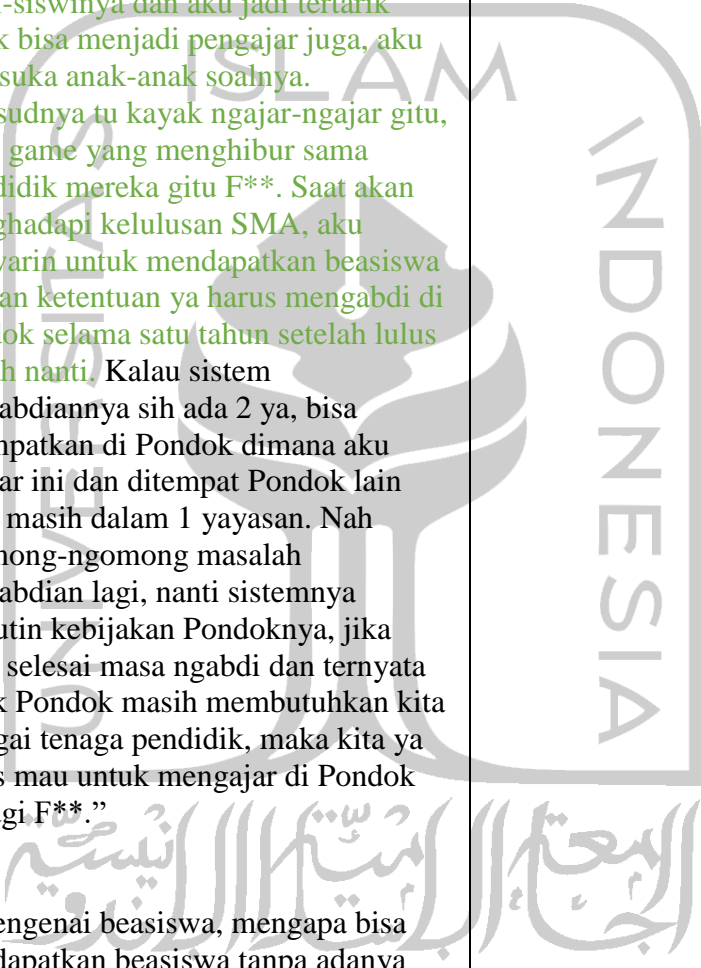
	<p>support teknologi yang kurang memadai. Selain itu, terdapat beberapa keluhan yang dialami oleh murid dan pengajar yang udah sepuh terhadap penguasaan teknologi pembelajaran. Itu juga merupakan alasan mengapa pembelajaran daring kalau disini gak bisa dijalanin sepenuhnya, karena dari awal kan emang belum ada pengalaman buat makek jaringan internet pas ngajar di kelas. Tapi guru disini tetap professional kok. Kalau murid sih masih kesulitan mengoperasikan teknologi aja karena ada yang belum terlalu paham juga. Jadi ketika ngajar, aku harus ngatur strategi yang baik supaya murid-muridku jadi bisa paham gitu. Paling ya pake slides PPT dan nanti dilihatin pake proyektor itu.”</p>	<p>Socio-cultural Factors</p>
013	<p>I: Bagaimana kamu mengidentifikasikan dirimu sendiri sebagai guru bahasa Inggris?</p>	
014	<p>P: “Aku merasa bahwa sejak aku mulai mengajar di pondok ini, diriku adalah seorang pendidik. Sebelum masuk ke universitas pun aku juga suka mengajar karena bagiku mengajar itu sangat menyenangkan, bisa sharing ilmu yang dipunya ke orang lain dan menjadi teman bagi mereka. Saat masuk kuliah juga sudah mulai terbentuk dengan cukup baik karena kan suka praktik mengajar juga. Nah pas ngajar daring itu aku kayak ngerasa bahwa wah menarik juga jadi guru yah. Disini udah makin kebentuk identitasnya. Oh iya, sebelum ngajar daring juga udah ngerasa jadi guru kok, ehehe. Selain itu saat ini aku diamanahkan untuk mengajar juga di pondok pesantren ini jadinya ya mau gak mau tetap harus mampu untuk mengajar.”</p>	<p>Various Function and Roles (Belief)</p> <p>Experience and History</p> <p>Teacher Practice</p> <p>Various Function and Roles (Moral Stance)</p>
015	<p>I: Bagaimana pengalamanmu ketika mengajar saat didalam atau diluar</p>	

016	<p>lingkungan sekolah mempengaruhi identitasmu?</p> <p>P: “Jujur, aku ingin dianggap sebagai guru itu saat hanya diranah (didalam lingkungan) sekolah aja, jadi rasa professionalism ku sebagai guru itu hanya di ranah akademik gitu. Tapi kalau udah diluar sekolah, aku tidak ingin dianggap sebagai guru. Aku ingin dianggap sebagai teman atau keluarga murid-muridku sehingga tidak ada sekat diantara kami.”</p>	Various Function and Roles (Belief)
017	<p>I: Bagaimana kamu membangun identitasmu sebagai seorang guru bahasa Inggris?</p>	Teacher Practice
018	<p>P: “Ya tetap practice, mempersiapkan apa yang mau aku ajarkan, dan menggunakan bahasa Inggris saat mengajar. Saat bercanda aku juga menggunakan mix bahasa (Indonesia atau Inggris). Karena kemampuan bahasa murid-muridku yang terbatas. Intinya aku tetap berusaha memberikan yang terbaik buat muridku. Tapi aku juga dikenal sebagai guru bahasa Arab karena di pondok ini aku harus menguasai bahasa Inggris dan Arab. Padahal jujur aku juga tidak mengajar bahasa Arab, cuma murid-murid aja yang menganggap diriku seperti itu. Ada faktor yang ngebentuk identitasku sebagai guru sih pas ngajar online. Banyak sebenarnya. Kalau aku sih dari tekad ku juga buat menguasai teknologi untuk pembelajaran yang nantinya dapat meningkatkan kemampuan buat diri aku dan siswi-siswi aku karena kan semakin kedepan tuh pasti teknologi sangat dibutuhkan dan aku yakin pasti pendidikan akan terus menerapkan teknologi dalam pembelajaran. Selain itu, dari para teman-teman aku yang ngeyakinin aku juga kalau aku bisa facing all situations, keluargaku yang tentu sangat nge-support aku, dan balik</p>	<p>Various Function and Roles (Teacher Emotion) Socio-cultural Factors</p> <p>Process of Improving Self-Quality</p>

	lagi sih akunya yang sangat kepo untuk belajar hal baru.”	
019	I: Bagaimana keyakinanmu terutama keyakinan mengenai mengajar secara daring mempengaruhi identitasmu sebagai guru bahasa Inggris?	
020	P: “Berdasarkan dari pengalaman ngajarku pas daring kemarin, ternyata cukup mempengaruhi diriku. Saat mengajar, aku menyadari bahwa keterbatasan IT yang membuat aku harus mengajar dengan effort yang lebih. Pas ngajar secara daring, aku harus mempersiapkan diri lebih baik mulai lagi menyiapkan materi, mengembangkan diri aku, berusaha mengendalikan situasi baik emosi maupun sikapku, berusaha mengajarkan dan memanfaatkan teknologi yang ada, dan melakukan evaluasi diri aku sebagai guru. Jadi intinya saat ngajar daring aku udah merasa kebentuk identitasku bahkan sebelum mengajar dengan sistem daring aku juga udah merasa seperti guru seperti yang aku sampaikan sebelumnya. Satu lagi, karena amanah juga kan dari Pondok aku harus bisa menguasai berbagai macam teknologi pembelajaran dan sistem pembelajaran yang terbaru juga, jadi tidak bisa diabaikan.”	<p>Experience and History</p> <p>Socio-cultural Factors</p> <p>Individual Evaluation</p> <p>Process of Improving Self-Quality</p> <p>Various Function and Roles (Teacher Emotion)</p> <p>Process of Improving Self-Quality</p> <p>Individual Evaluation</p> <p>Experience and History</p> <p>Various Function and Roles (Moral Stance)</p>
021	I: Apakah kamu melihat dirimu sebagai seorang guru bahasa Inggris di masa depan? Bagaimana dan kenapa?	
022	P: “Iya. Ketika waktu kuliah aku ngambil jurusan bahasa Inggris karena memang mau mengajar dan mempelajari lebih mengenai bahasa Inggris. Tapi, kalau di pondok ini aku dituntut untuk bisa ngajar yang lainnya. Semisal saat ini aku juga sebagai Pembina pramuka. Jadi sejak pandemi ini tugasku cuma tidak sebagai guru	<p>Experience and History</p> <p>Teacher Practice</p> <p>Various Function and Roles</p>

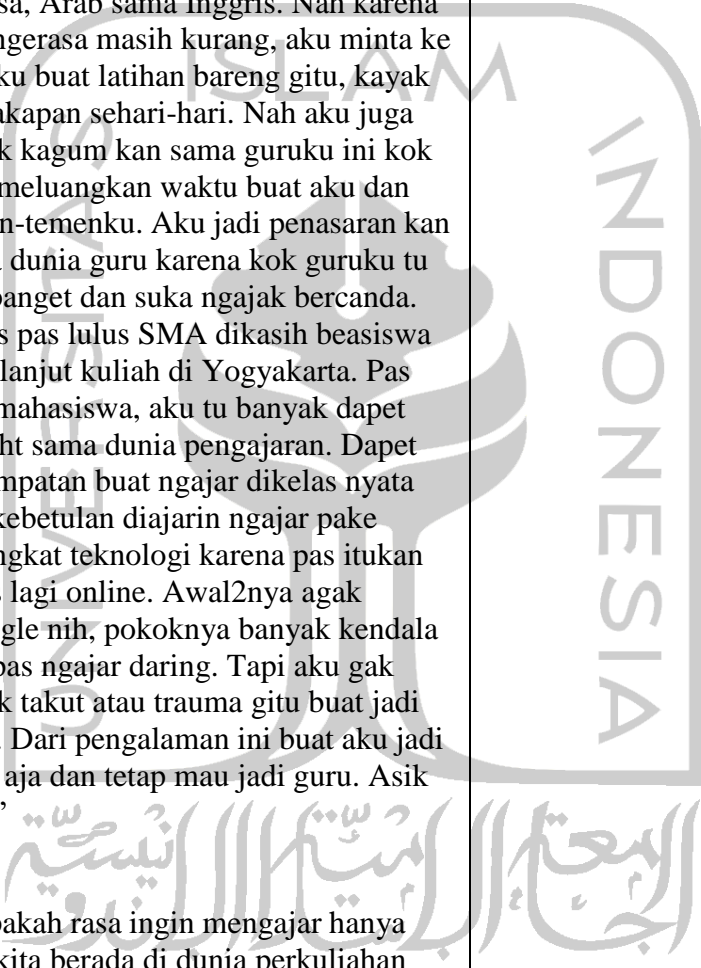
	<p>bahasa Inggris juga, tetapi menjadi guru yang lain juga, jadi aku harus fleksibel. Tambahan, karena suka anak-anak jadi insyaAllah kedepannya aku berharap bisa terus mengajar dan mentransfer ilmu yang aku dapat terlepas dari masa pengabdianku yang harus mengabdikan sebagai guru juga di pondok pesantren ini.”</p>	Teacher Practice
023	<p>I: Kamu selalu mengatakan bahwa “penting untuk terus improving kualitas diri kamu” terutama saat mengajar selama pandemi ini. Kenapa? apakah sepenting itu kita harus terus belajar dan meningkatkan kemampuan diri?</p>	
024	<p>P: “Ya tentu penting banget kalau udah menyangkut masalah improve apalagi seorang guru karena ilmu yang akan disebarkan juga bukan ilmu yang main-main, harus terus improve biar lebih nambah wawasan dan guruku pernah bilang juga, biar gak jadi <i>jariyatussu</i>’ (ilmu yang salah/tidak tepat jika tersebar). Fatal juga kan kalau ngasih sesuatu ilmu itu gak bener, jadinya nanti memunculkan persepsi yang kurang tepat juga.”</p>	
025	<p>I: Kenapa S*** bisa mendapat beasiswa dari Pondok dan memilih jurusan PBI UII?</p>	
026	<p>P: “Karena ketika saat aku masih SMA, pihak Pondok memang membutuhkan tenaga pengajar yang lebih, (karena SDM nya masih cukup sedikit). Banyak juga guru yang jadi merekap lebih dari 1 mata pelajaran. Dan saat aku lulus dari Pondok aku ditawarkan beasiswa itu. Kenapa milih PBI karena dari yang aku lihat mata pelajaran yang memang belum banyak tenaga pendidik nya ya Bahasa Inggris. Kebetulan juga guru Bahasa Inggris yang perempuan belum ada (maksudnya yang bener-bener</p>	

	<p>ngampu mata pelajaran itu), beberapa adanya juga cuma ustadzah. Jadi, aku putuskan deh buat ambil PBI. Terus aku emang penasaran banget sama bahasa sebenarnya, teruama bahasa Inggris. Nah dari pengalaman pas SMA dulu kan aku juga pernah ada kayak latihan percakapan ngomong bahasa Inggris gitu sama guruku. Pas itu guruku selalu bilang kalau jangan pernah takut untuk mencoba apapun karena itu bakal jadi pijakan buat sukses. Harus segera bangkit dari kegagalan dan hadapi terus berusaha buat jadi versi diri yang lebih baik”</p>	
027	<p>I: Ceritakan pengalamanmu sejak masih di SMA hingga bagaimana mendapatkan beasiswa untuk melanjutkan kuliah?</p>	
028	<p>P: “Sebenarnya dari background keluarga aku yang memang menggeluti dunia pendidikan. Ayah dan kakak-kakakku juga seorang guru. Kalau ayahku memang seorang guru yang punya sekolah pengajian, tapi bukan sekolah formal gitu F**, dan memang yang ngebantu ayahku buat ngajar ya kakak-kakakku ini. Dikarenakan kakak-kakakku ini sudah memiliki hidup yang baru (menikah) makanya ayahku berharap aku bisa mengikuti jejak kakak-kakakku gitu. Saat memasuki SMA, ayahku memutuskan untuk memasukkanku ke Pondok Pesantren, ya karena ayahku nganggap kalau sekolah di Pondok tu bisa membuat aku jadi lebih paham seputar mengajar gitu. Aku sih sebenarnya gak terpaksa juga karena kebetulan memang mau memperdalam ilmu agama juga. Tapi aku takut biaya aja sih, tapi mah ayahku gak mempermasalahkan biaya. Makanya aku mengikuti juga deh. Kalau di aku mah ya itu kayak tantangan sama anugrah yang harus</p>	<p>Experience and History</p> <p>Experience and History</p>

	<p>kuhadapi. Jadi aku berusaha ikhlas aja jalannya karena apa yang dikasih orang tua mah pasti yang terbaik buat anaknya. Percaya aja.</p> <p>Nah, saat di Pondok ini kan aku diharuskan untuk mempelajari dan menguasai bahasa Arab dan bahasa Inggris, sehingga ini ngebuat aku terus semangat untuk belajar dan juga melatih kemampuan komunikasiku. Pas di Pondok aku juga suka melihat gaya kepengajaran guruku saat mendidik siswi-siswinya dan aku jadi tertarik untuk bisa menjadi pengajar juga, aku juga suka anak-anak soalnya.</p> <p>Maksudnya tu kayak ngajar-ngajar gitu, main game yang menghibur sama mendidik mereka gitu F**.</p> <p>Saat akan menghadapi kelulusan SMA, aku ditawarkan untuk mendapatkan beasiswa dengan ketentuan ya harus mengabdikan di Pondok selama satu tahun setelah lulus kuliah nanti. Kalau sistem pengabdianya sih ada 2 ya, bisa ditempatkan di Pondok dimana aku belajar ini dan ditempat Pondok lain yang masih dalam 1 yayasan. Nah ngomong-ngomong masalah pengabdian lagi, nanti sistemnya ngikutin kebijakan Pondoknya, jika udah selesai masa ngabdikan dan ternyata pihak Pondok masih membutuhkan kita sebagai tenaga pendidik, maka kita ya harus mau untuk mengajar di Pondok itu lagi F**.”</p>	
029	I: Mengenai beasiswa, mengapa bisa mendapatkan beasiswa tanpa adanya suatu seleksi?	
030	P: “Jadi di Pondok itu ada sistem yang namanya ‘panca jiwa’ yang dimana salah satunya membahas mengenai kaderisasi, nah jadi kita cuma diberikan surat persetujuan berisi komitmen untuk melanjutkan misi pendidikan di Pondok ini. Jadi, cuma kayak perjanjian hitam	

	<p>diatas putih dan tanpa ada test tertulisnya.”</p>	
031	<p>I: Kenapa memilih PBI UII?</p>	
032	<p>P: “Sebenarnya aku juga udah ikut beberapa test juga selain di UII karena emang kebetulan maunya kuliah di daerah Yogyakarta yang negeri, cuman ya mungkin belum rejekinya. Terus kalau jurusan yang dituju sebenarnya bukan Pendidikan Bahasa Inggris, melainkan Psikologi. Nah udah coba test selain di UII juga tapi emang karena jodohnya udah di PBI ya mau gamau tetap kuambil aja. Kalau pas daftar di jurusan Psikologi emang belum jodohnya untuk diterima sih. Terus kan setelah diterima di jurusan PBI, aku konsulin dulu ke pihak Pondok boleh apa enggak buat ngambil jurusan ini dan di Universitas ini. Alhamdulillahnya pihak Pondok ya langsung setuju dan aku bisa melengkapi administrasi buat perkuliahannya. Jadi ya kami emang harus konsul juga Universitas dan jurusan apa yang akan dituju, balik lagi ke kebutuhan Pondok tu yang seperti apa. Harus ada timbal baliknya dong, hehehe.”</p>	
033	<p>I: Kan sudah mendapatkan beasiswa nih, kewajiban apa yang harus S*** lakukan selama dibangku perkuliahan dan ilmunya yang udah didapatkan selama kuliah di PBI digunain buat apa saja? terutama setelah melakukan PPL?</p>	
034	<p>P: “Saat kuliah ya gak ada hal-hal yang harus banget dilaporin sih. Mungkin kayak laporan hasil studi dan biaya kuliah aja yang harus update terus untuk diberitahukan ke pihak Pondok. Nah, saat kuliah juga kan dari awal semester mulai diajarin mata kuliah yang berbahasa Inggris dan dilatih kemampuan kita dalam komunikasi</p>	<p>Experience and History</p>

<p>035</p>	<p>untuk pendidikan kan, nah ya aku juga selalu belajar dan banyak praktik juga hingga sampai aku melakukan praktik lapangan buat ngajar dikelas yang nyata pun aku tetap harus berlatih.</p> <p>Oh iya pas masih kuliah kan ada konsentrasi yang harus dipilih, nah karena niat aku emang mau memperdalam ilmu seputar mengajar dan tentang anak-anak, makanya aku ngambil konsentrasi ‘teaching English to young learners’.</p> <p>Jujur awalnya berat banget karena sebelumnya kan belum menguasai bahasa Inggris. Terlebih harus paham buku-buku anak yang bahasa Inggrisnya mudah dipahami di konteks EFL. Tapi aku merasa bahwa ini bukan suatu hal yang berat kok, yang penting belajar aja terus. Terus setelah melewati masa-masa ini aku juga mikir kalau aku gak selamanya jadi murid, bahkan nanti kedepannya aku juga udah jadi pengajar. Makanya aku harus berusaha terus menyampaikan ilmu yang kudapat dengan baik. Pas udah dapetin bekal ilmu selama kuliah di PBI selama 8 semester ini aku bisa mengasah kemampuan mengajar dan melakukan interaksi dengan siswa. Aku juga diajarin bagaimana menghadapi karakter siswa yang pasti berbeda-beda dan dealing with any situation lah pokoknya. Nah saat habis PPL, aku kan kebetulan juga masih di Pondok, (pas PPL pun aku memilih untuk di Pondok-ku aja) karena lagi pandemi aku juga ga dibolehin pergi keluar dari lingkungan Pondok, aku ngajarin siswi-siswi ku ya dengan bekal ilmu yang udah ku dapat. Jadi pas ngajar di dalam kelas yang nyata sampai sekarang ya aku udah gak kaget, nervous, atau tidak terbiasa dengan suasana pembelajaran. Intinya mah kepeke semua ilmunya pas ngajar tuh.”</p> <p>I: Kedepannya apakah tetap ingin menjadi guru?</p>	<p>Process of Improving Self-Quality</p> <p>Various Function and Roles</p> <p>Various Function and Roles (teacher emotion)</p> <p>Various Function and Roles</p>
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036	<p>P: “Awalnya aku malah gak kepikiran buat jadiin guru sebagai profesi tetap. Karena emang aku tu cuman suka main sama anak-anak sama suka lihat ayahku dan kakak-kakakku ngajar aja. Nah pas masih sekolah di daerahku Sukabumi, aku masuk ke sekolah yang emang menjunjung tinggi nilai pendidikan khususnya pendidikan Islam. Disekolah ini aku diajarin buat nguasain dua bahasa, Arab sama Inggris. Nah karena aku ngerasa masih kurang, aku minta ke guruku buat latihan bareng gitu, kayak percakapan sehari-hari. Nah aku juga kayak kagum kan sama guruku ini kok bisa meluangkan waktu buat aku dan temen-temenku. Aku jadi penasaran kan sama dunia guru karena kok guruku tu pro banget dan suka ngajak bercanda. Terus pas lulus SMA dikasih beasiswa buat lanjut kuliah di Yogyakarta. Pas jadi mahasiswa, aku tu banyak dapet insight sama dunia pengajaran. Dapet kesempatan buat ngajar dikelas nyata dan kebetulan diajarin ngajar pake perangkat teknologi karena pas itukan kelas lagi online. Awal2nya agak struggle nih, pokoknya banyak kendala deh pas ngajar daring. Tapi aku gak kayak takut atau trauma gitu buat jadi guru. Dari pengalaman ini buat aku jadi pede aja dan tetap mau jadi guru. Asik kok.”</p>	
037	<p>I: Apakah rasa ingin mengajar hanya saat kita berada di dunia perkuliahan dan setelah melakukan PPL ingin merubah keyakinan itu?</p>	
038	<p>P: “Aku sempat berfikir gini sih kalau misal aku habis masa pengabdian, aku mau keluar atau tetap bertahan di Pondok ini. Tapi makin kesini aku juga mikir kalau misalpun aku keluar dari Pondok jenjang karir ku pun gabakal jauh2 dari dunia mengajar karena ya</p>	<p>Various Function and Roles (Belief)</p>

	<p>tadi identitas ku udah kebentuk jadi guru, hobiku juga dan dari background keluarga ku juga memang pendidikan. Jadi ya kedepannya tetap mau mengabdikan diri sebagai guru karena aku tu udah di tahap ikhlas buat mengemban profesi ini, akan tetapi aku ya harus terus improve diriku terus, ya namanya guru ya harus long-life learner dong, InsyaAllah. Aku juga sangat suka kalau habis ngajar itu siswi-siswiku memberikan komentar supaya jadi pijakan evaluasi diri juga, biasanya lewat secarik kertas gitu, nulis kesan dan pesan. Nah karena pas itu ngajar daring jadi aku juga suka nyuruh mereka nulis nya di room chat Zoom aja, sekalian pas itu ngajar nya pake zoom. Kalau misal ada siswaku yang gabisa nulis di chat Zoom ya boleh lewat email atau WhatsApp pribadi juga.”</p> <p>I: Menurut S***, penting gak sih teknologi yang menggunakan jaringan internet itu didalam pembelajaran?</p> <p>P: “Wah kalau ditanya ini mah ya penting banget F**, karena semakin kesini kan dunia udah canggih kan, apa-apa serba pakek teknologi terus kalau gak ada support jaringan internet itu ya sekarang kalau mau ngelakuin suatu hal juga agak susah. Untuk masalah pas ngajar ya penting banget karena lebih praktis gitu. Misal buat ngirim tugas kan bisa dimanapun gitu. Aku sebenarnya kalau suruh milih belajar tu ya yang ada teknologinya, misal kelasnya tatap muka ya tetep makek teknologi gitu sama jaringan internet. Cuma kalau khusus di pondokku ini ya agak challenging aja bagian sinyal internet nya.”</p>	<p>Teacher Practice</p> <p>Process of Improving Self-Quality</p> <p>Individual Evaluation</p>
039		
040		

Appendix 4. Teacher's Diary

Date/Time	Sunday, 10 October 2021
What I planned for today	Today is my schedule for teaching in the class 9 of junior school. I give a book as material for teaching English. I will begin to deliver the material from chapter 1, it's about "giving expression of appreciation for good things that happened". Using media in the form of images as discussion material.
What I actually did today	When teaching in online classes, I apply any method to teach, they are analysis, discussion, and presentation. I propose to encourage students to at least move forward and dare to speak in front of their friends when on the screen. Students also have to appear brave to display their faces so that they can know and mention with each other.
How I felt about today	Before I entered the classroom, I had a strange thought "what if I look confused in answering a critical-thinking student's question?" but that's just a little thought. When I started teaching in Zoom, I was very happy and appreciated all the students because all of them participated and were active in the activities.
What worked well today	Praise to Allah, what I planned today is going well. From the student's discussion activities, presentations, and I also recorded the names of those who had presented so that it would be seen who are active and who are not presented the results of the discussion.
What did not work well today	Before the zoom event started, I actually checked everything and it went well. However, a few minutes before the event started, I panicked because suddenly I couldn't enter Zoom. Finally, after a few minutes I managed to join the Zoom meeting. As a lesson, I have to better identify what risks will hinder when using the internet and the zoom application, and improve my skill in teaching.
What I need to improve	I saw some students still seemed to be pointing at each other for presentations. Therefore, it seems that I have to apply another strategy so that students are more confident to go forward without pointing at each other.

Date/Time	Sunday, 17 October 2021
What I planned for today	Today is my teaching day. Today I also have to record myself teaching as a report or in the context of monitoring my supervisor.
What I actually did today	Of course, I teach according to my schedule today then I record myself while teaching and as a risk because the one who likes to record videos is me so I record myself. However, I invited my close friend to help me in taking the video even though there was a lot of movement but it was very helpful for me.

How I felt about today	As a camerawoman then appear in front of the camera, there are a lot of mistakes or what is called nervousness. But it is felt when the video starts at the beginning.
What worked well today	Video shooting worked well today. There was a lot of preparation, such as mental, media, grammar even though there were still many mistakes.
What did not work well today	I did well today although I always think about how the results of my teaching in the class.
What I need to improve	I feel very lacking in language knowledge, both English and Arabic. Therefore, I have to understand a lot and know the vocabularies around me first and then apply them again.

