EMBODIED INDONESIAN NOVICE TEACHERS IDENTITY AS INNOVATIVE TEACHERS: A QUALITATIVE STUDY ON ENGLISH TEACHERS IN A FREEDOM TO LEARN PROGRAM

INCORPORANDO A IDENTIDADE DE PROFESSORES INICIANTES INDONÉSIOS COMO PROFESSORES INOVADORES: UM ESTUDO QUALITATIVO SOBRE PROFESSORES DE INGLÊS EM UM PROGRAMA DE LIBERDADE DE APRENDIZADO

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Abstract
This study employed a qualitative approach with a constructivist-oriented descriptive method to explore the formation of professional identity among teachers. The research was grounded in the function of practical reason within discourse, emphasizing how teachers constructed their professional roles through experiential and contextual interactions. The findings indicated that the embodiment of professional identity was reflected in four main domains. First, in the domain of technology utilization, teachers made extensive use of digital media to support the learning process, in line with the independent curriculum's emphasis on technology integration and content optimization. Second, in terms of teacher-student relationships, teachers focused on encouraging student participation, commitment, and ensuring students' well-being. Third, in relation to the teaching role, teachers collaborated with educational institutions to develop innovative approaches in implementing the independent curriculum. Finally, in the area

Resumo
Este estudo empregou uma abordagem qualitativa com um método descritivo de orientação construtivista para explorar a formação da identidade profissional entre professores. A pesquisa foi fundamentada na função da razão prática dentro do discurso, enfatizando como os professores construíram seus papéis profissionais por meio de interações experienciais e contextuais. Os resultados indicaram que a incorporação da identidade profissional se refletiu em quatro domínios principais. Primeiro, no domínio da utilização da tecnologia, os professores fizeram uso extensivo de mídias digitais para apoiar o processo de aprendizagem, em consonância com a ênfase do currículo independente na integração da tecnologia e na otimização do conteúdo. Segundo, em termos de relacionamento professor-aluno, os professores se concentraram em incentivar a participação e o comprometimento dos alunos, bem como em garantir seu bem-estar. Terceiro, em relação ao

of classroom sensitivity, participants acknowledged the significant role of their colleagues in helping them realize and strengthen their professional identity, particularly during field teaching practice. These results highlighted the complex and dynamic nature of professional identity development in contemporary education.

Keywords: Novice Teacher. Embodied Identity. Independent Curriculum. Innovative Teacher.

papel docente, os professores colaboraram com instituições educacionais para desenvolver abordagens inovadoras na implementação do currículo independente. Finalmente, na área de sensibilidade em sala de aula, os participantes reconheceram o papel significativo de seus colegas em ajudá-los a perceber e fortalecer sua identidade profissional, particularmente durante o estágio supervisionado. Esses resultados destacaram a natureza complexa e dinâmica do desenvolvimento da identidade profissional na educação contemporânea.

Palavras-chave: Professor Iniciante. Identidade Incorporada. Currículo Independente. Professor Inovador.

1 INTRODUCTION

Lasky (2005) describes the teacher's professional identity as the way teachers understand and define themselves, both to themselves and others. This self-definition is influenced by the interpretation and reinterpretation of their experiences in teaching (Kwok & Goh, 2016). The teacher's professional identity is formed through interactions with others and the surrounding environment (Lee, 2017). Noi et al. (2016) presented four main dimensions of teacher professional identity: teacher beliefs, professional competence, professional socialization, and career development. Teachers with a strong professional identity have the drive to improve their competence and seek opportunities for promotion continuously. They also deeply understand the cultural and socioeconomic context (Kirk & Winthrop, 2007). Teachers with a strong professional identity will focus on educational development by focusing on the needs of students (Kirk, 2007, in Kirk & Winthrop, 2007). This shows that an excellent professional identity influences how teachers teach and interact with students and the educational environment.

The development and adjustment of teachers' professional identity in education is often needed when there is a change in curriculum, especially for new teachers. Various factors involved in changing the curriculum include global changes, improving the quality of graduates, effectiveness and efficiency in achieving educational goals, and developments in science and technology. Higher societal demands and increased teacher professionalism are also relevant to the curriculum development process (Kadi & Awwaliyah, 2017). Curriculum changes are a natural thing and often occur in the world

of education. However, implementing the curriculum is difficult because the elements must be adjusted to achieve maximum effectiveness. The curriculum is a pre-planned lesson plan, teaching materials, and learning experiences. The curriculum can be considered the core or heart of the educational process (Rahayu et al., 2021).

The Merdeka Curriculum is a new curriculum aiming to create quality and dynamic education, especially for millennials (Kurniati et al., 2022). The current generation of children and adolescents is experiencing significant changes, especially related to the use of digital technology, thus requiring adjustments not only from teachers but also from the entire curriculum as a whole. The community's response to the Independent Curriculum varies, with positive and negative responses from various parties and the dynamics that occur in the educational environment. Challenges in the world of education, especially in terms of changes and developments in digital technology, require teachers and educators to adapt quickly (Zuhdi et al., 2021). Especially after the outbreak of the COVID-19 virus, the whole world, including Indonesia, had to adapt to switching from physical to technical relations in the learning process. In addition, this challenge also requires cultural changes in society, including in the field of education.

The importance of the Independent Curriculum lies in education that focuses on the essence of learning, where each student can explore their talents and interests. The purpose of independent learning is to overcome the learning lag that occurred during the COVID-19 pandemic in an effective way. Although the 2013 Curriculum can still be used currently, the steps to transition to the Independent Curriculum can be taken in stages according to the readiness of each educational unit. The basic concept of this idea is to provide independence of thought for students to create a pleasant learning atmosphere without emphasizing the achievement of certain scores or grades. Therefore, positive steps are needed to accelerate the development of the Independent Curriculum. The Ministry of Education and Culture (Kemendikbud) introduced the Free Curriculum program as a form of educational reform focusing on cultural transformation in education. School culture should not only focus on an administrative approach alone but must also be able to be oriented toward student profiles that reflect the values of Pancasila (Sumarsih et al., 2022).

The idea of the independent learning curriculum is to give students freedom of thought. This freedom of thought is largely determined by the role of the teacher, who is a key element in the success of education. In the learning process, the teacher has a central

role in managing learning in the classroom. The main duties of the teacher include educating, teaching, guiding, directing, training, assessing, and evaluating students. A professional teacher is expected to be able to manage the teaching and learning process properly and effectively. Of course, this also requires the support of quality learning tools (Rindayati et al., 2022).

Research that has been conducted on teacher learning to support inquiry-based classroom innovation has mostly focused on teacher knowledge and practice (Fishman et al., 2014). However, research examining the professional identity of innovative, persistent, and productive teachers in implementing inquiry-based learning is still rare (Enyedy et al., 2006). Teacher identities aligned with inquiry-based pedagogy allow teachers to adapt and remain consistent in implementing adaptive and responsive teaching (Duffy, 2005 in Block et al., 2005; Fairbanks et al., 2010), as well as continue to create new, more productive practices (Davis, 2006). To better understand teacher identity in support of inquiry-based pedagogy, this research examines how teacher professional identity is linked to continuous innovation using knowledge-building pedagogy and technologies (Scardamalia & Bereiter, 2005).

Contextual factors in the workplace play an important role in the development of teacher identity. In a comprehensive literature review covering 59 studies on the development and maintenance of teacher identity across various disciplines in higher education (including medical education), four specific contextual factors were identified that influence the development of teacher identity: (1) work environment, (2) context higher education as a whole, (3) interactions with students, and (4) staff development activities (Van Lankveld et al., 2017). This study also reveals that there are five psychological processes involved in the teacher's perception of these contextual factors: (1) the teacher's sense of appreciation, (2) the sense of connectedness, (3) the sense of competence, (4) the sense of commitment, and (5) how teachers envision their future career trajectory. The teacher's sense of competence, especially about student and staff development activities, is closely related to teacher identity development.

Interestingly, Van Lankveld et al. (2017) found that the work environment can provide support or hinder the development of teacher identity, depending on the level of appreciation provided by the work environment. In addition, the change agenda in higher education and its organizational changes are generally considered to hinder teacher identity development. In higher education, digitization and the enhanced application of

technology to teaching and learning appear to have a particular impact on the development and negotiation of teacher identity (Bennett, 2017; Kirkwood & Price, 2014; McNaughton et al., 2014).

2 LITERATURE REVIEW

2.1 Freedom curriculum

Currently, teachers face challenges in implementing the Independent Curriculum at all levels of education. As professional educators, teachers play a crucial role in educating, training, directing, guiding, assessing, and evaluating students to prepare generations to face the challenges of the 21st century (Abbas et al., 2021). The teacher realizes that having experience using learning tools in the teaching and learning process is not enough. On the contrary, this is an opportunity to improve their professionalism and gain new experiences that will update their teaching competencies and skills (Rahayu et al., 2021).

The curriculum in the Indonesian education system has undergone several changes, including from the Education Unit Level Curriculum (KTSP) to the 2013 National Curriculum or the 2013 Curriculum. On 1 February 2021, the Minister of Education, Culture, Research and Technology, Nadiem Makarim, launched a new curriculum called Freedom of Learning. This curriculum will begin to be implemented in the 2021/2022 Academic Year in 2,500 schools spread across 34 provinces and 111 districts/cities in Indonesia (Rahayu et al., 2021).

The Freedom to Learn Curriculum is a government policy that aims to provide a major leap in the quality aspect of education to produce students and graduates who excel in facing complex future challenges. The essence of Independent Learning is to provide freedom of thought for educators and students. This concept encourages the formation of an independent spirit character in which educators and students can freely and happily explore knowledge, attitudes, and skills from the surrounding environment (Daga, 2021).

In the Merdeka Belajar curriculum, teachers can create educational and fun learning. Current pedagogical competence requires teachers to be able to model and carry out the learning process. Teachers also act as activators in planning, implementing, evaluating, and following up on these evaluations (Suttrisno et al., 2022). The concept of

active, innovative, and comfortable learning must be able to realize students according to the needs of the times, especially in the current era (Ariga, 2022).

The challenges that teachers may face regarding the Independent Curriculum are as follows, as reported by the Editors of Innovative Teachers (2022):

a. Curriculum is not yet mature: The newly inaugurated Merdeka Curriculum requires more in-depth study and evaluation for its effective and appropriate implementation. The lack of maturity in this curriculum makes students and teachers experience difficulties in implementing it.

b. The teaching system is not yet explained in detail: The procedure for implementing learning in the Independent Curriculum has not yet been explained in detail regarding efforts to improve the quality of education in Indonesia (Putra, 2022; Susilowati, 2022).

c. Lack of human resource capacity (HR): With the implementation of the Independent Curriculum, the government must carry out thorough socialization and proper preparation. This curriculum greatly emphasizes adaptation to technology, but many teachers still do not understand technology (Jufriadi et al., 2022).

d. Lack of socialization for teachers: Implementing new policies must be accompanied by intensive and thorough socialization. Unfortunately, the government has not carried out adequate socialization, resulting in inequality in education and information in various regions of Indonesia (Baharuddin, 2021).

e. Lack of focus on learning: The learning that students participate in becomes less focused because, at one time, they study two different topics, such as at the elementary school level, where science subjects are combined with social studies.

f. Lack of continuity between levels of education: The aspect of continuity between levels of education in the Merdeka Curriculum is still lacking. For example, students study science and social studies at the elementary level together. However, at the junior high school level, these subjects are made more specific so that students must adapt and recognize them again (Ihsan, 2022).

g. Allocation of subjects changed: At the SMK level, the allocation of subjects changed from 60% for vocational subjects and 40% for general subjects to 70% for vocational subjects and 30% for general subjects. Consequently, students' general knowledge becomes less.

The concept of independent learning is a proposal to change the structure of the country's education system with the aim of welcoming changes and progress of the nation that adapts to changing times. This aims to restore the true essence of education, namely education that humanizes humans or education that gives freedom to individuals (Ratnasari et al., 2021). The concept of independent learning, teachers, and students become subjects in the learning process. That is, students do not only rely on the teacher as a source of truth, but teachers and students work together to seek and find the truth. The teacher is not an authority that establishes truth but acts as a facilitator to test and develop truth, logical thinking skills, and students' critical views of the world and phenomena (Ratnasari et al., 2021).

2.2 Teacher professional identity

Fundamentally, the essence of identity relates to how one responds to the question "Who are you?" either explicitly or implicitly. Identity development is studied through various perspectives, such as individual aspects, personal development, social interactions, and specific contexts. Identity can be studied in various domains, such as gender, ethnic, national, and professional identity (Vignoles et al., 2011). Currently, research on identity has generated a variety of conceptual approaches from various social science and humanities disciplines, including research investigating the identity of educators (Bayer et al., 2009; Elliott, 2019). Research on teacher identity has also included a variety of perspectives, both regarding identity as an individual's affiliation with a particular group or as an image formed from one's perspective. (Kreber, 2010).

These two positions reflect a sociological and psychological perspective, respectively. Below, we introduce our sociological conceptualization of academic teacher identity, as it is central to the construction and analysis of the data in this study. In our view, the most fundamental identity is a sense of biographical continuity that one person can reflexively perceive and communicate to others (Giddens, 1991). Simultaneously, identity is an embodied practice (Bourdieu, P., 1990; Bourdieu & Wacquant, 1992) deeply related to sociality, culture, and power relations (Elliott, 2019). Consequently, we recognize that identity balances between oneself and others, narratives and practices, and individuals and culture.

Thus, in this study, we adopt a perspective on teacher identity that implies that teachers develop their identity during active engagement with contexts where social and cultural forces influence development (Laiho et al., 2022; Van Lankveld et al., 2017), in a series of biographies spanning many years of teaching experience (Clegg, 2008; Kelchtermans, 1993, 2009; McLean & Price, 2019). To place our study within the conceptual landscape of research on academic teacher identity, we introduce and combine two specific theoretical frameworks: the narrative-biographical approach developed by (Kelchtermans, 1993, 2009) and Pierre Bourdieu's notion of practical identity as 'feeling the game' (Bourdieu, P., 1990).

2.3 Innovation

According to the Big Indonesian Dictionary (Ministry of National Education, 2008), innovation is interpreted as income or the introduction of new things; _ invention or already _ known previously. Good concerns ideas, ideas, methods, or tools. The problems education that is systematic can solved with method innovation among others as follows: (1) less evenly in access education ; (2) less to match between activity Study with purpose ; (3) not yet efficient and economical education ; (4) not yet effective and efficient system delivery ; (5) less current and perfect information system policy ; (6) less appreciated element culture national ; (7) not yet sturdy consciousness, identity, and nationality national ; (8) not yet growth interest Study for society ; (9) not yet spread package education, which allows easy digested dani easy obtained ; (10) yet extent chance work (manufacture and utilization technology communication, software and hardware) (Hasbullah, 2015). Some examples of innovative learning are Distance Learning Programs (PJJ) or online, learning contextual (contextual learning), and learning models that are active, creative, effective, and fun (PAKEM).

3 METHOD

The research method used by researchers in this study is a qualitative approach with a constructivist-oriented descriptive method (Charmaz, 2006). This research study relies on the function of practical reason under discourse (Bourdieu, 2010). Methodologies are the processes, principles, and procedures we use to approach problems

and seek answers (Deddy Mulyana, 2008). According to Sugiyono (2007), a qualitative research method is a research used to examine natural objects where the researcher is a key instrument, data collection techniques are carried out in combination, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. Qualitative research aims to maintain the form and content of human behavior and analyze its qualities instead of turning them into quantitative entities (Deddy Mulyana, 2008).

3.1 Data collection and data analysis

Researchers noted that 35 teachers met the criteria, and 31 stated they would be willing to participate in the interview. The interview was conducted using a guide from (Kvale, 2009), such as Semi-Structured. The interview participants took their time and came to the school where they taught, then shared their experiences according to the questions to focus the narrative output. Up to the specified deadline, namely the last date of the interviews (July 25, 2023), a total of 21 participants have been interviewed, those willing and able to take the time to conduct interviews to make a research contribution. Previous researchers have provided alternative interviews via Zoom. The data analysis technique used in this research is to use the steps proposed by Burhan Bungin (2003), which are as follows: data collection, data reduction, and verification and confirmation of conclusions. This study uses the data triangulation method as a technique for measuring the validity of the data. According to Wirawan (2011), triangulation is a research approach that uses a combination of more than one strategy in one study to capture data/information. By collecting and comparing multiple data sets with each other, triangulation helps eliminate any threat to the validity and reliability of the data.

4 RESULTS

Refers to the validity Constitution Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, stating that the teacher is an educator professional with tasks mainly to educate, guide, teach, assess, train, and evaluate participants learn, start from education age early, education basic, education secondary and formal education. In Article No. 8 of 2005, teacher competencies include personality, pedagogic,

social, and professional competencies that will be obtained if they attend professional education. An educator working in teaching foreign languages, particularly English or English as a Foreign Language (EFL), must have the right competencies to make the teaching and learning process effective. Several aspects make students enjoy class EFL.

Li et al. (2018) state that there are three factors: (1) factor individual that includes experience personal, like student satisfaction when getting good marks or getting praise ahead of his friends; (2) factors power teacher, where the EFL teacher can create an atmosphere fun learning with value autonomy students, attitude complete love, and make sure students feel involved in class, (3) factor environment class that refers to the atmosphere fun learning, including in between liquid and warm atmosphere, where student can with easy laugh with his friends help overcome emotion negative associated with the learning process.

According to the National Education System Law no. 20 of 2003, a curriculum is set plans and arrangements about objectives, issues, materials, lessons, and methods used as guidelines for maintaining activity learning for reaching objective education. Nadiem Makarim initiated freedom of Learning as a policy for the first time delivered on Teacher's Day, 25 November 2019. Freedom of Learning is free, free, and not bound learning, which moves students to develop their full potential to achieve intellectual, moral, and other skills and capabilities. As the spearhead of implementing the curriculum, teachers must be given a gradual and sustainable pattern of education and training, introduce pro-student learning strategies, improve teachers' pedagogic quality, and change old mindsets and paradigms.

Based on the research results obtained through observation, interviews, and documentation in preparing the independent curriculum, teachers must attend seminars or workshops, seeking information on how to implement the Independent Curriculum to apply the curriculum properly during the learning process. The principal is responsible for providing special guidance to teachers so that teachers can prepare lessons in accordance with the independent curriculum policy. The school principal also needs to routinely monitor deficiencies *so that they can be used as evaluation material.* In addition, school principals must also improve and prepare facilities and infrastructure.

While realizing the teacher's professional identity, it was found that the overall results of interviews with teachers directed researchers to the scope of technological capabilities, teacher-student relationships, teaching roles, and practical mindsets. The

scope of the first study is related to the use of technology and online-based learning or online platforms, as long as the technology functions properly. The next scope related to the teacher's focus on student participation and commitment and the good mental condition of students, such as not putting pressure on them. Then, the scope related to how the teacher channels the results of his experience to become a provider of knowledge, an expert, and a facilitator of teaching and learning at one time. Meanwhile, the last scope concerns the teacher's sensitivity to the class, non-verbal feedback from students, and reciprocal visual contact between students and teachers (Trautwein, 2018).

4.1 Scope capability technology

With the inauguration of the independent curriculum, the government must socialize this new curriculum and make careful preparations. The independent curriculum emphasizes adaptation to technology, while many teachers still lack technology (Jufriadi et al., 2022). The curriculum is important and cannot be separated from the independent learning drive teacher program. The independent learning curriculum must always be adapted to the development of science and technology, which is fast and impacts various aspects of life. According to the official website of the Ministry of Education and Culture of the Republic of Indonesia, the Merdeka Curriculum is a curriculum with intracurricular learning that optimizes content so that students have enough time to explore concepts and strengthen competence.

Based on interviews with teachers, it was reported that in the independent curriculum in some schools, teachers tried to use their time as much as possible by implementing learning using media that attracted students' attention so they would not get bored studying for 1-2 hours of learning. The teacher maximizes the time available by providing learning that is not only focused on the material but interspersed with other activities so that children's motivation to learn is higher and student learning outcomes also increase. However, there has not been a significant increase in student learning outcomes compared to the previous semester before using the independent curriculum. The media used, among others, through visuals delivered via laptops/tabs. The use of books is also not arbitrarily forgotten because students still refer to or read existing textbooks, and the teacher adjusts the book's contents to the material being taught. Even in the classroom, there is a space wall that is used as an LCD projector screen. This shows

the readiness of schools to adapt learning to the use of existing technology. Judging from the class support facilities and the existence of a reading corner, it can be seen that schools are ready to welcome the new curriculum, not only in terms of teacher readiness but also in terms of facilities. With independent learning, teachers can develop learning in the classroom in such a way, especially with the availability of learning support facilities at school.

Makbul (2017) states that the use of media in the learning process has several benefits, namely increasing the quality of learning activities, increasing access to learning and education, developing depictions of abstract ideas, making it easier to understand the material, making the appearance of learning material more attractive and becoming a link between material and learning. The function and use of these learning media support the independent learning policy program, such as the USBN being replaced by an exam (assessment), the National Examination being replaced, the RPP being shortened, and the PPDB zoning being more flexible.

4.2 Scope teacher- student relations

The Merdeka curriculum, namely Merdeka Learning, means students can explore their individual interests and talents. Children are not forced to learn something they do not like, so that will provide autonomy and independence for students and schools. The Merdeka curriculum, namely Merdeka Learning, means students can explore their individual interests and talents. Children are not forced to learn something they do not like, so that will provide autonomy and independence for students and schools.

The process of transformation or change developed in the school program is learning that can create comfort, safety, inclusiveness, and fun for students and is also student-centered so that they can achieve learning outcomes that are above the expected level (Kemendikbud in Hariyati et al., 2021). In the School program, the learning process is designed by prioritizing the needs of students. This learning method is carried out by considering each student's different needs and does not mean that the teaching is based on the principle of one teacher with one student only. This is in line with what was stated by Herwina (2021) that this learning is not individual. Like the concept from Warsiyah (2021) (in Manalu et al., 2022), the learning used mixes all the differences of students to obtain information, create ideas, and express what students learn. The learning used by

participating teachers begins to adjust students' interests, readiness, and learning profiles to create increased learning outcomes.

Applying this learning method based on an independent curriculum is a new demand that is quite heavy for teachers. Its application will certainly be more difficult than implementing teacher-centered learning because it is used to using a teacher-centered learning process. Teachers need to continue to learn how to manage an inclusive classroom so that their learning can achieve the set goals without paying attention to students' understanding of the lessons learned. Based on the results of the interviews, it showed that the school wanted to implement an independent learning curriculum. The interviews also reported that the learning process prioritized attention to the needs of each student, so more in-depth interaction was needed.

A positive teacher-student relationship is necessary in the classroom, which benefits both students and teachers. The culture still carried by teachers in the new curriculum is trying to memorize students' names to establish connections between teachers and students. In addition, to form teacher-student relationships, schools where participants teach hold training and discussions. The results of the training and discussions were then applied to some things, such as the willingness to be close to students, starting by finding out students' interests, creating virtual events, sending humor, daily check-ins, also sharing teacher's personal experiences, giving each teacher time to think about an action plan to improve more positive teacher-student relationships and involve teachers or other adults the students trust.

4.3 Scope of teaching role

Weak competence Most of the teachers are evident in carrying out their duties. In general, the weak pedagogical didactic and methodical touches indicate the misalignment of teacher competencies and the lack of additional training. More than that, changing the curriculum is also a challenge in itself, whether it is in accordance with the concept of the curriculum or is still just touching the surface and still carrying the previous curriculum concept completely. Various pieces of training are provided, as information from interviews with teachers who were research participants; the difference lies in the amount of training that has been conducted.

The role and challenges of teachers are a major concern with the new curriculum policy. Teachers play an important role in improving the quality of learning through the new curriculum. Creating effective, meaningful, and quality learning is the role and function of the teacher (Suhandi & Robi'ah, 2022). To create quality learning, each school directs teachers to carry out learning and assessment processes that prioritize managing students' knowledge, attitudes, and competencies. In addition, the teacher follows the principles of objectivity, completeness, and continuity and relates to goals. To realize this, educators work closely with institutions to create innovative breakthroughs in learning management through new curriculum policies.

By fulfilling their roles and responsibilities, teachers can actively involve all aspects of education, starting from internal components, such as implementing a new curriculum, to external components, namely creating an educational environment. Based on the information from the teachers who attended the interviews, they stated that they cooperated well and motivated each other. Various efforts made by each teacher, as well as teacher collaborative efforts, need to be made because without changes in the quality developed within the teacher, student learning outcomes will also not increase, and new policies can be used as solutions even though they contain challenges (Suriadi et al . ., 2021).

Teachers may face a problem in fulfilling their duties because some teachers still do not understand how to use instructional media. As we know, the learning environment is important to support an effective learning process. Various trainings and discussions were carried out by teachers and schools to find solutions to learning media problems, especially in adjusting the new curriculum. The advantages of this curriculum make it easier to implement where the flexible nature of curriculum policies allows teachers to create instructional media freely. The existence of a new curriculum policy that eliminates the rigidity of educational institutions and encourages students to innovate and develop creative thinking. This curriculum offers a broad space for teachers to develop quality learning to produce educated generations who can compete globally, thereby increasing the quality of education in Indonesia (Ma'arif, 2016).

4.4 The scope of a practical mindset

According to Kelchtermans, in a divided part great teacher, the student is the source bait and comes back first and foremost; consequently, verbal and non-verbal communication with students is very important for making decisions with the teacher immediately during learning; for example, decisions about How to continue or repeat explanations and sessions question, or decision about time delivery content in teaching. New English teachers often face difficulties implementing practical teaching training into real teaching in the field.

From the results of the interviews, four main patterns emerged. These patterns can be categorized into two groups: challenges faced and support received in the school environment. Regarding the qualitative findings, challenges commonly mentioned by novice teachers include excessive workload, difficulties in teaching speaking skills, and feelings of insecurity about their teaching abilities. The large number of novice teachers interviewed frequently expressed these themes. The following excerpts are from interviews in which beginning teachers discussed challenges they faced during their early years of teaching. The first three quotes address the issue of work overload. Furthermore, the next four quotes detail participants' concerns about difficulties in teaching speaking skills, while the following quotes reveal their insecurities about their teaching abilities.

Regarding support, the general theme identified is collegial support. Beginning teachers recognize that their peers are important in helping them overcome challenges. They mentioned receiving encouragement, suggestions for improving their teaching practice, and solutions to teaching and learning problems. In addition, participants reported that their colleagues shared resources and helped them with their workload, as exemplified by the teachers' experiences.

5 DISCUSSION

5.1 Capability technology

(Makbul, 2017) states that the use of media in the learning process has several benefits, namely increasing the quality of learning activities, increasing access to learning and education, developing depictions of abstract ideas, making it easier to understand

material, making the appearance of learning material more attractive and becoming link between material and learning. The function and use of these learning media supports the independent learning policy program, such as the USBN being replaced by an exam (assessment), the National Examination being replaced, the RPP being shortened and the PPDB zoning being more flexible.

5.2 Teacher-student relations

This is in line with what was stated by Herwina (2021) that this learning is not individual learning. Like the concept from Warsiyah (2021) (in Manalu et al., 2022) that the learning used mixes all the differences of students to obtain information, create ideas and express what students learn. The learning used by participating teachers begins to adjust students' interests, readiness, and learning profiles to create increased learning outcomes.

5.3 Teaching role

Harmer (2001) identifies three crucial factors for forming an effective language class, namely the language environment, the language system, and the role of the teacher himself. Teachers' ability to determine what to teach and how to teach it allows them to plan effective lessons. However, to make this happen, teachers need to develop the various roles they play in learning. Sometimes, the classroom is considered as a stage, students as actors, and teachers as 'directors, cueers, trainers, screenwriters and spectators' (Yan, 2012). Wright (1991) highlights the two main roles of teachers in the classroom, namely creating conditions for learning as a social aspect of teaching, and conveying knowledge to students as a task-oriented aspect of teaching. The role of the teacher has been explained by academics from various perspectives.

5.4 Practical mindset

Next, we recommend an increased organizational awareness regarding how faculty development practices can adjust and interact with teacher identities. Faculty development activities aimed at face-to-face teaching may actively seek to provide

support and enhance teachers' practical understanding (such as sensitivity to the environment, non-verbal communication skills, and eye contact) because this holds significant meaning for teacher identity and, ultimately, for the time they invest in development activities, as well as for the quality of their teaching (Beauchamp & Thomas, 2009; Steinert et al., 2016; Trautwein, 2018; van Lankveld et al., 2021).

6 CONCLUSION

Realizing a teacher's professional identity is not easy, especially for teachers when they teach in the field; however, only with a practical program or early training teach. The process of realizing this teacher's identity also needs to get support and treatment from school institutions and colleagues. The things that schools and co-workers do are described and summarized as follows.

Based on interviews to realize the teacher's professional identity, it was found that it leads to the scope of technological capability, teacher-student relations, teaching role, and practical mindset. In the scope of technology utilization, teachers use technology media as much as possible to support learning, as the independent curriculum tends to use technology and content optimization. The scope of the teacher-student relationship, the teacher's focus on student participation and commitment, and the good condition of the students, where the method applied by the participating teachers is to pay attention to the different needs of each student. Then, the scope of the teaching role, in which the participants as teachers collaborate with institutions to create innovative breakthroughs by implementing an independent curriculum. As for the last scope related to teacher sensitivity about the class, participants acknowledged that their colleagues played an important role in helping them realize their professional identity, especially during their practice in the field.

This study has some limitations. Study participants were limited to novice EFL teachers from Indonesia who taught at certain educational institutions. In addition, research data is only through interviews. Recommendations for further studies can expand the scope of the region and institutions of the participants' socio-economic background and use various structured data collection instruments to obtain more detailed and comprehensive data.

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All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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