The Professional Identity Development of Prospective Teachers Uses A Narrative Inquiry Approach

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Abstract:

This study examines prospective teachers' identity development in facing various challenges in their professional practice. Using a qualitative research method with a narrative inquiry approach to explore the experience and self-development of prospective teachers in teaching practice Collecting data through observation and interviews and using Clandinin's three interpretive narrative analysis tools, namely: expanding, exploring, and retelling narratives in interpretive ways to change the text the field became reflected in the research discourse Four teacher candidates were recruited as participants and agreed to take part in the research. The findings of this study reflect the main themes in the framework of the professional needs of prospective teachers through self-development through professional learning communities and the practice of teaching skills. This research has implications for forming the identity of prospective teachers as professional agents who need to be strengthened by experience in teaching practice.

Keywords: *Prospective Teachers, Professionalism, Identity Development*

Abstrak:

Penelitian ini bertujuan untuk mengkaji perkembangan identitas calon guru dalam menghadapi berbagai tantangan dalam praktik profesionalnya. Menggunakan metode penelitian kualitatif dengan pendekatan inkuiri naratif untuk mengeksplorasi pengalaman dan pengembangan diri calon guru dalam praktik mengajar Pengumpulan data melalui observasi dan wawancara serta menggunakan tiga alat analisis naratif interpretatif dari Clandinin yaitu: memperluas, mengeksplorasi, dan menceritakan kembali narasi dalam cara interpretatif untuk mengubah teks lapangan menjadi refleksi dalam wacana penelitian Empat calon guru direkrut sebagai peserta dan setuju untuk mengambil bagian dalam penelitian. Temuan penelitian ini mencerminkan tema utama dalam kerangka kebutuhan profesional calon guru melalui pengembangan diri melalui komunitas belajar profesional dan praktik keterampilan mengajar. Penelitian ini berimplikasi pada pembentukan jati diri calon guru sebagai agen profesional yang perlu diperkuat dengan pengalaman dalam praktik mengajar.

Kata Kunci: *Calon Guru, Profesionalisme, Pengembangan Identitas*

INTRODUCTION

The professional development of prospective teachers is an activity that develops the skills, knowledge, expertise, and other characteristics of an individual as a prospective teacher. At the same time, developing improved knowledge of prospective teachers and teaching practices leads to better student learning (Darling-Hammond et al., 2017). The creation of 'professional development of prospective teachers in efficient and sustainable capacity-building to enable prosecuting teachers to 'learn content or information based on skills as the key to improving student learning outcomes and aimed at promoting student performance (Korthagen, 2017) explains that the professional development of prospective teachers begins with presenting theories about teaching and learning to teachers, accompanied by practical video examples, with the expectation that teachers will adjust their behavior. In order to meet the challenges, especially those posed by the post-Covid-19 pandemic, and to understand the impact on future teachers, it is necessary to innovate and apply practices that are used in the face of the transition from learning to the workplace.

As investigated by Kourgiantakis & Lee (2020), implementing professional practice poses challenges for educational institutions in developing practical competencies for prospective teachers. In this regard, prospective teachers must develop cross-cultural competencies, link theory with practice, and apply social justice principles at work. Alexandrou (2020) focused on collaboration in helping deepen understanding of the institution's professional learning community for entry into the workforce. Different approaches in a job market environment use relevant experience criteria with practice durations varying between 75 and 200 days or only personal statements and academic interviews for each institution from universities in Australia, the UK, Finland, Northern Ireland, Norway, Ireland, and Sweden (McFadden et al., 2020).

As reported by Wilkerson et al. (2020), previous research found that most educators needed to be more active in developing curricula supporting knowledge, training, and decision-making about technology adoption in practice. It is where practice methods are mediated by information and communication technologies, such as artificial intelligence, virtual reality, gamification, and big data, for training programs for the educator community. As analyzed by Csoba & Diebel (2020), although the Covid-19 outbreak had a traumatic impact in many ways, it also had positive consequences. With the intensive use of digital tools in teaching, it is becoming more accessible, including training, and there are new opportunities for personal skill development in education (Flores, 2020).

reported that it is necessary to prepare prospective teachers to face the challenges and pressures of a complex learning environment. Dreer (2020) also reported how established practices should be relocated to the online space to support learning and professional development. The relocation of practicums to online spaces in pedagogy to support alternative technologies for professional training practice (Kidd & Murray, 2020). Another study by Moyo (2020) found that practicum is essential to education because it gives birth to professional transformation, reflection, and growth. Velle et al. (2020) also analyzed how practical experience programs impacted by the Covid-19 crisis can provide an

opportunity for new digital pedagogies. Moreover, Swennen (2020) reports that field experience (internships, field practice) is crucial to the professional development of prospective teachers, which demands complex tasks.

The study of teacher identity has developed rapidly and received attention over the past few decades, especially in the transition from student to teacher in the early years of teaching (Carrillo & Flores, 2018; Pillen et al., 2013; Yuan & Lee, 2016). Teacher education programs are the first step to inculcating not only an awareness of the need to develop an identity but also how teachers see themselves as teachers, including elements related to self-efficacy, motivation, pedagogical views, perspectives on relationships with students and colleagues, emotions, commitment, professional values, and beliefs about teaching and learning and about being a teacher (Nickel & Zimmer, 2019; Pillen et al., 2013). Research on identity as a negotiated, open, interactive, and dynamic process was also emphasized by Pillen et al. (2013), who highlighted personal and professional dimensions and the idea of negotiation and continuous reflection about oneself as a teacher in a particular context in which identity is reconstructed. As reported by Beijaard (2019), the dynamic, complex, and sustainable nature of the teacher's professional identity has been associated with the teaching and learning process as an identity-making process, which emphasizes that the development of teacher identity is driven by many aspects, incredibly personal, such as a person's biography, aspirations, and beliefs about education, including 'the hopes, dreams, and ideals that students bring to teacher education. Flores & Niklasson (2014) asserts that teacher professionalism and development focus on their beliefs, actions, influences, and the context of their training and workplace. Therefore, developing a teacher's identity requires a process of integrating one's personal knowledge, beliefs, attitudes, norms, values, and professional demands within teacher education institutions and schools.

In developing the identity of prospective teachers, initial teacher education plays an important role but still needs to be paid more attention in this field. Flores (2018) emphasize the importance of developing a pedagogy that supports the identity development of prospective teachers. Prospective teachers need to understand various aspects of their role as teachers, namely schools as institutions, children and youth as students, and the work of teachers with their responsibilities, colleagues, and parents of students. This research examines the development of the professional identity of prospective teachers, which focuses on their professional values and their views on teaching. This research contributes to the formation of prospective teachers on how to 'become' good teachers by involving their personal and professional changes.

RESEARCH METHODS

This study used a narrative inquiry approach (Clandinin, 2006), examining interaction, continuity, and situational approaches in social interaction. The subject of study is the professionalism of a prospective teacher. The context of narrative inquiry provides a perspective to understand the prospective student teachers' experiences in self-development through professional practice.

The conduct of the research procedure used the criteria to select the participants in this study. The participants in the study were four prospective teachers from the education faculty at the Islamic Kendari Southeast Sulawesi Institute. The participant is a student who had professional training practices in the seventh semester at several institutions collaborating with higher education institutions. Recruitment was carried out after obtaining verbal approval and continued in writing for participants in the study. Four student participants were then explained the research study to be carried out so they could understand and participate until the end. The participants in this study can be seen in Table 1.

Table 1. The Demographic of The Research Participants

No	Name/Age	Gender	Faculty	Subject
1	WM / 30	F	Education	Biology
2	EA/ 25	F	Education	Arabic
3	SS / 28	M	Education	Mathematic
4	CV/ 27	F	Education	Physics

Data collection came from various sources of field texts, i.e., conversations with participants, in which participants told their experiences of doing teacher training practice. Participants were interviewed for 1 hour in venues most convenient for them. Researchers conducted in-depth conversations to improve the coherence and accuracy of the theme-making process (Marshall & Rossman, 2014). Next, the researchers checked by inviting participants to comment on the data interpretation. In addition, researchers cross-checked various data sources, including conversations and reflective journals. In this way, the researchers improved the comparability of evidence and the reliability of data interpretation. After the interview, participants were asked how they felt about sharing their stories. Before or after each interview, we recorded our thoughts, feelings, and observations in a field notebook or electronic voice notes.

Three analytical tools consisting of extending, excavating, and retelling could help analyze and unify narratives collected with the help of interpretive tools to transform provisional field texts into research texts (Clandinin, 2016). The first analysis was conducted by expanding the prospective teacher experience; the second analysis was to dig and examine what came to the surface when relating the experience to different contexts. Then, the third analysis was done by retelling to locate the professional identity development. These three sources helped the researcher explore their professional knowledge landscape in social identity development.

RESULTS AND DISCUSSION

The results show that the prospective teacher needs the capabilities of professional identity development, as shown in the primary and subthemes of reflection as shown in Table 2.

<div style="text-align: center">Table 2. Primary and Sub-themes</div>

Primary Themes	Sub-themes	Reflection
Self-development (Altreiter, Rios, et al., 2020)	Knowledge	The knowledge gained provides insight into the actual work.
	Skills	Technical skills on the job still need to be improved.
	Communication	Interpersonal communication brings adaptation to the workplace.
	Competence	The competencies required are technical and social.
	Cooperation	Cooperation needs to be built when completing tasks.
	Collaboration	Collaboration must be done to get used to developing self-ability.
Professional Practice (Alexandrou; Stevenson; McFadden; Morris et al. (2020)	Professional learning community	The engagement in learning to hone the knowledge and skills of individuals and groups
	Relevant experience	The internship experience has a major impact on behavioral change in the environment.
	Training	Training in accordance with the field occupied still needs to be increased.
	Field placement	Internship placement helps with independence.
	Problem-solving	Problem-solving through critical thinking on various phenomena needs to be developed.

Self-Development: "Empowering Individual Capabilities"

Self-development is a form of self-actualization, a process of realizing oneself in line with one's potential and abilities (Szelei et al., 2020). Reiterated that in field practice, professional development involves mental (knowledge and cognition), heart (emotions, ethics, and self-use), and attitude (learning by doing) in learning opportunities that were mapped out, such as formal workshops, more collaborations, and teachers' informal learning activities, as pedagogical solutions. In the pedagogical competence that presents the professional training practice, prospective teachers have been shown to expose themselves to various meaningful experiences (Tsybulsky & Muchnik-Rozanov, 2019; Kokotsaki et al., 2016). The following participant emphasized the essential competencies in self-development. The researcher asks you to participate in a question: Can you describe a significant event or experience that has impacted your life?

The first time I started my internship at a school as a teacher candidate, I decided to improve my main performance in pedagogic, personality, social, and professional competencies. This teacher practicum can expand my knowledge and experience to adapt to the school environment. I need to improve my communication with students, teachers, and colleagues to be well-received where I work. I also learned how to work with others to prepare teaching equipment, from planning to implementation to assessment. Interacting directly with the school community gave me valuable experience that a teacher must have skills to improve competency in teaching (WM/18010105020).

Teacher training practice is integral to the curriculum (Walsh et al., 2019). Experience gained during teacher training practice is essential for quality teaching. Through teaching practice, prospective teachers could use the theory and conceptual knowledge learned in the classroom collaboratively and collaboratively in real-world settings. The active role of students in their learning experience would also create shared learning through interaction with learning

resources, which can support the development of student's abilities in the learning environment (Osmani, 2021). The researcher asks: Could you tell me about a time when you faced a challenge and how you dealt with it? As reflected in the following participants' experiences:

As a prospective teacher, the experience I have gained in practicing this profession is that I must increase sensitivity, creativity, taste, and intention. This fosters my self-confidence and independence and helps me develop interpersonal communication skills when interacting with the school community, teachers, students, and peers. In addition, I can have a professional attitude toward overcoming existing problems through the learning community as a place to hone knowledge and skills directly through field practice. The professional development that I feel is the growing confidence in my ability to become a teacher in the field of Arabic studies because I get a positive response from the students. I am also required to improve my creativity in teaching so that students feel energized while learning. Therefore, my professional development involves creativity and innovation in teaching materials so that I can elaborate on concepts and skills that become a master of a material (EA/18010102005).

Professional Practice: "Practical Exploration"

Creating learning through interaction with learning resources and understanding the development of student's abilities in the learning environment will provide the following changes: (1) creating dialogic interaction; (2) creating perspectives; (3) working collaboratively for teaching; and (4) identifying problems for discussion (Jiang et al., 2020). In addition, Fred et al. (2020) informed us that developing professional learning communities (PLC) would enhance professional identity development, which is a priority for the capacity building of prospective teachers. The researcher asks: What led you to make the decisions you've made in your career, relationships, or life path? A participant stated that:

As a prospective teacher, I have gained many experiences from teaching practice, such as respecting differences due to the growth of multicultural awareness. This can improve my decision-making ability, including working in groups to solve problems, dealing with obstacles during field practice, and adapting to the school environment. Through the teaching practice, I also feel an emotional bond between the teacher and other students at school. As a varied learning medium, I can create my teaching materials, such as making flashcards. The skills I have acquired include developing creativity to be more innovative in utilizing and determining the learning resources needed in teaching. The self-development I feel is independence in carrying out tasks professionally by continuing to learn as an educator, including professional practice to support my performance, such as mastery of technology and innovation in teaching materials that I must master. Of course, I can do this in a shared learning community to encourage my professional competence as a prospective teacher (SS/18010105039).

Moreover, Osmani (2021) discussed the influence of individual and group characteristics in developing peer learning opportunities to encourage students' interaction skills. Related to this, Desimone (2020) underlined that prospective teachers must learn from various experiences and activities. The keys to developing a prospective teacher's professional identity include critical thinking,

dealing with present and past experiences, inner tensions and dilemmas, increasing awareness of the classroom context's complexities, and the prospective teacher's profession and aspirations (Flores & Swennen, 2020). The researcher asks: Can you share a story about a moment when your perspective on something changed? Expressed as follows by the following participant:

I learn about differences in the surrounding environment that strengthen my understanding of life experiences. We discuss with each other what is needed as a prospective teacher. In addition, I also boost my self-confidence, encourage myself to continue learning by honing skills and abilities related to teaching, and be optimistic and accept new challenges to solving existing problems together. A teacher must be willing to change and can change to be more advanced as a professional responsibility (CV/18010106033).

The participants' reflections on their professional identity could not be separated from decision-making when interacting with individuals and their context. Azimi et al. (2019) showed routine reflection and technical reflection, dialogic and transformative, in teacher teaching on practice. For this reason, a framework needs to be created to harmonize teacher practices and meet the job placement requirements of teachers. Concerning this, (Mohamed et al., 2017) presented a series of teacher readiness assessments within the teacher competencies framework. It relates to job readiness through four characteristics of teacher competence: utilizing technology in teaching, integrating technology into the curriculum of teaching programs, applying technology in practice in schools, and modeling teacher technology.

These findings can be identified in professional identity development through knowledge and experience, problem-solving, adapting and interacting with the environment, communicating and working with teams, and being professional by increasing competence. (Smith, 2012) the professional learning process is constructed by involving four dimensions: experience, reflection, analysis, and synthesis. It supports individual and collegial inquiry into practical professions.

In their findings, Avidov-Ungar & Herscu (2020) saw the need for intrinsic and extrinsic motivation for teachers to be involved in sustainable professional development, starting from developing the identity of prospective teachers to improve the quality and competence in their respective fields. In addition, Swart et al. (2018) also integrated pedagogical content and language knowledge into professional development to connect academic knowledge and interpersonal communication and raise awareness for prospective teachers by using sociocultural and dialogical theories. Moreover, Avidov-Ungar & Herscu (2020) based experiences applied to teaching, student learning, or classroom assessment contexts where the goal of professional learning on competence is learning in the community, which is also highly emphasized, such as attending workshops that offer participatory experiences in a prospective teacher's professional development phase, Teacher involvement in professional learning community (PLC) projects can develop and expand teacher assessment literacy and the use of authentic assessment in practice (Rahayu et al., 2020).

Prospective teachers were empowered to become more independent by participating in planning and implementing service projects while benefiting from the modeling provided by their teachers. Jiang et al., (2020) also underscored the importance of creating learning with peers through interaction with learning resources and understanding the development of student's abilities in interacting with the learning environment, which will provide the following changes: (1) dialogic; (2) creating perspectives; (3) collaboratively for teaching; and (4) identifying problems for discussion. Tsien & Tsui (2007) reported that collaborative-based participatory learning allows prospective teachers to acquire professional values, knowledge, and skills. Prospective teachers also understand responsibility better and prepare themselves to serve the community. However, Fargion et al. (2020) identified that the main challenge is the professional community's importance in supporting professional work in the future. During the COVID-19 pandemic in Malaysia, Azman et al. (2020) provided an overview of field education assessments to encourage increased professional regulation, outlining professional requirements for field practice, such as capabilities or competencies. Furthermore, Zeggelaar et al. (2020) demanded efficient and effective teachers in professional development with tolerance for complex contexts, contribution to professional identity, teamwork-based, and collective participation.

Fred et al. (2020) informed us that the development of professional learning communities (PLC) would enhance professional development, which should be a priority for the capacity building of prospective teachers. The professional learning communities (PLCs) with reflective practice to support teachers' learning focus on real-life practice, training, social interaction, and the facilitator's role (Alzayed & Alabdulkareem, 2021). Collaborative-based participatory learning allows prospective teachers to acquire professional values, knowledge, and skills. Prospective teachers also understand responsibility better and prepare themselves to serve the community. However, Fargion et al. (2020) identified that the main challenge for social work is the importance of the professional community supporting professional work in the future. In Malaysia, during the COVID-19 pandemic, Azman et al. (2020) provided an overview of field education assessments to encourage increased professional regulation, outlining professional requirements for field practice, such as capabilities or competencies. Furthermore, Zeggelaar et al. (2020) demanded efficient and effective teachers in professional development with tolerance for complex contexts, contributions to professional identity, teamwork-based practices, and collective participation.

The professional learning process used in that project reveals many practical dimensions that dominate prospective teachers' thinking, energy, and attention to their profession. These dimensions can be reflected, analyzed, and synthesized, including problems, challenges, and tensions; feeling overwhelmed; isolation; and responding to student needs (Joubert, 2021).

Also informed the importance of the curriculum to support the prospective teachers' confidence and competence by facilitating learning through teacher training practice. In addition, Amadasun (2021) stressed that the ability to produce ethical, competent, innovative, and effective graduates highly depends on the

quality of field experience. Thus, prospective teachers must have pride in their profession during work placements that will face challenges; thus, prospective teachers must also have work knowledge, skills, and values when undergoing teacher training practice education. This research contributed to supporting prospective teachers to improve the quality and consistency of their teaching and develop their identity.

CONCLUSION

This study reveals that developing a professional identity is closely related to the learning experience for forming the professional identity of prospective teachers when developing a constructivist approach to practicing pedagogy. For this reason, system support is needed in the professional development process for prospective teachers to improve their professional competence, followed by the ability to communicate, collaborate, adapt, and interact with the environment. This is where prospective teachers can solve problems independently and in groups. This answers the challenge of the professionalism of prospective teachers with increasingly diverse qualifications. The practical implication of this research is to reveal the need for intervention regarding prospective teachers' professional growth and empowerment. Therefore, involvement in the professional learning community is significant to bridge the gap between individual capacity and increasing the competency of prospective teachers. In addition, to become an effective teacher and have a positive impact on student learning, prospective teachers are required to have the ability to have knowledge and skills in professional learning on an ongoing basis and integral to daily practice.

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