

EMPOWER IDENTITY AMONG ENGLISH TEACHERS IN THE 4.0 INDUSTRIAL REVOLUTION: PERSPECTIVES FROM TOMINI BAY

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Received: 14-12-2022

Accepted: 27-05-2022

Published: 31-05-2022

Abstract: This paper discusses the issue of foreign English language teachers in the Tomini Bay area in Indonesia. Utilizing several theories such as the theory of empowerment and agency as well as teachers' identity development, this qualitative research presents a study with the interview data from 10 teachers who live and teach in the Tomini Bay area. The data were analyzed by coding the interview materials into several main areas of interest. From this, several themes emerged for discussion that seemed to be influential and contribute to understanding teachers and their experiences in the language teaching context. The study reveals that teachers' views of their remuneration, their views of teaching in this technology era and pandemic situation, and their views of local potential teaching resources are significantly different from teachers who are classified as 'empowered identity' than those who are not in the category. However, the necessity of government intervention in English language teaching success in their area emerges as a crucial factor viewed by all the 10 teachers' recollections. It is hoped that this paper discussion can reveal factors that should be considered in a model offered to develop EFL teachers and their identity development in the Tomini Bay area, which later affects the success of English teaching in the surroundings and subsequently impacts English language teaching success in Indonesia.

Keywords: English as a foreign language; teacher identity; view of remuneration; local resources; Tomini Bay

INTRODUCTION

In this 4.0 industrial revolution, English teachers in a foreign language context, including in Indonesia, are expected to educate their students to have multiple competencies and skills not only in oral and written communication but also in technology literacy. This condition results in a big challenge for EFL teachers in their professional journey. EFL teachers' adjustment and professional development in this condition are necessary to attain success in their teaching. In other words, students' success is partially attributed to their teachers' success. All these EFL teachers'

competencies and skills would color their professional characteristics, thus impacting their professional identity formation.

Besides preparing students for the 4.0 industrial revolution, there is also an urgent need for English foreign language teachers in Indonesia to improve students' ability to communicate in English, both in oral and written forms of communication, as they have been categorized as low than a success. Notable discussions and arguments have been presented in related literature regarding this phenomenon (Dardjowijoyo, 1997; Jayadi, 2004; Mukminatien, 2004; Marcellino 2008; Basalama, 2010; Flora,

2013; Basalama, 2018). These studies reported that students who graduated from junior and high schools and the university lack the ability to speak and write in English. This is even more pronounced for students in the Tomini Bay area (which covers more than 17 districts of three provinces: North Sulawesi, Central Sulawesi, and Gorontalo Province).

Focusing on the oral communication exercise discovered from Tomini Bay's youth, only the limited numbers of code switching and code mixing occur within their language interaction. For example: '*come on kita pergi yuk*' (in full English: 'come on let's go'), or '*saya pikir dia orang cool*' (in full English: I think he/she is a cool person). These forms of interaction may not be used as successful English teaching and learning applied in formal schools or at the university level.

With all the challenges and demands, English foreign language teachers, particularly in the Tomini Bay area, should equip themselves with multiple competencies and skills so that they would be able to bring their students to the same level as the other ones. Therefore, this study is trying to discover EFL teachers and their identity shaping through exploring their attitudes, views, and experiences on certain issues, which subsequently influence their understanding of their identity as professionals.

To the basic of our knowledge, no other studies have focused on this EFL teachers' identity mapping in Tomini Bay Area in the 4.0 industrial revolution area. This study is different from Basalama's (2010) research in her doctoral dissertation about English teachers' formation, Investment, motivation, and identity development in Gorontalo Province, one of three provinces in the area. At the time, Basalama (from 2005 to 2008) did her study project on twenty English teachers who taught in both urban and rural areas; she obtained their motivational histories of English from their high school to their pre-service teacher education program

until they became English teachers. She found that of the twenty, eight teachers were categorized as 'empowered identity teachers, and twelve teachers were classified as minimally engaged identity teachers'. Some shared characteristics of these two groups of teachers and characteristics that need to be altered by EFL teachers in the 4.0 revolution industry will be briefly portrayed further in the literature review section in the following.

This paper's discussion is more particular in discussing the current ten teachers' views on several factors, including teacher's remuneration, their teaching in this technology era and pandemic situation, their views of local potential teaching resources, the perspectives from the Tomini Bay area to reveal factors that may contribute to the shaping of English foreign language teacher identity. The results subsequently may affect the success of English language teaching in the foreign language context.

LITERATURE REVIEW

Teacher's Theory, Identity Development, and Related Studies

This article discussion focuses on the theory of teacher's identity shaping and development (Uchida, 1997; Varghese et al., 2005) and Basalama's (2010) research findings on the concept of empowered and minimally engaged identity teachers in teaching English in foreign language context.

Varghese et al. (2005) have highlighted three underlying tenets (as cited in Basalama, 2010) in conceptualizing teacher and their identity shaping. First, identity is multiple, shifting and in conflict. One may experience the change of his or her identity due to their relationship with others including one's relations to the world and environment, choice, language and practice that can constantly impact on the change, form and reform of one's identity (Weedon, 1997 as cited in Basalama, 2010). Second, it is crucially related to social, cultural and political context (Duff & Uchida, 1997). Traditional culture and value, and society expectation are related to this concept of

identity, referring to the understanding that 'identity is not context free' (Duff & Uchida, 1997). Finally, identity is constructed, maintained, and negotiated primarily through discourse. In this paper, these three tenets of identity are considered to understand the recollections of the 10 teachers through understanding their views, beliefs and attitudes towards their teaching experience in the era of modernization technology as well as in pandemic situation.

Many studies in the western context have focused on understanding English teacher's identity in the context of English being used as a second language, where the exposure to English is likely high (Morgan, 2004), and secondary school teacher identity development in their native (western) context (Webb, 2005). In particular, the studies of teachers and their identity has been significantly increased in the past few years; in a way to understand how teachers' professional identity formation and development have subsequently impacted their learning and teaching motivation, decision-making career resulting in quality of teaching (Buchanan, 2015; Nichols et al., 2016).

More particularly, in Indonesia, there have been several studies conducted to answer why English language teaching and learning in Indonesia have continuously been unsuccessful. For example, Marcellino (2008), in his study, claims that there have been a lot of influential factors, including cultural differences among the Indonesian students. They learn English as a foreign language as well as the lack of environmental support for English language teaching success. As teachers' proficiency in spoken language as the model for students in class has become a critical issue in language learning in Indonesia (Sulistyo, 2016), it is important to conduct a related study. Wati (2011) has highlighted the importance of workshop training programs for English teachers. Yet, the studies of EFL and their identity shaping and development are quite rare as this study tempts to do. More

particularly, this present study focuses on the issue of language teacher identity in a quite different context: in a relatively remote part of Indonesia – Gorontalo Province (as one of the three provinces located in Tomini Bay area), in a context where the exposure of English is minimal.

The Sense of Agency and Empowerment

This part will review the concepts of agency and empowerment and how these concepts have specifically applied to teachers in this study.

Bandura (1997) claims the sense of agency has been started in the early infancy of human beings, in which an infant acts on something and can control it. Referred to an adult, Bandura further explains that the nature of this sense of agency is an intentional action of one to achieve his or her goal. Thus this reflecting of one's empowerment in doing the thing. In addition, Lightfoot (1986) aligns the concept of empowerment with opportunities to exercise autonomy; a person does something, is responsible for it, has a choice to do it, and has authority over it.

A sense of agency and empowerment during one's experience can take place for one whether he or she is a learner or a teacher. In relation to this, Maeroff (1988) has also linked empowerment to a teacher's professionalism and the level of a teacher's confidence in teaching. In a sense, teachers with the power to exercise their teaching craft with a high level of confidence and apply themselves with effort will be "treated as professional" (Maeroff, 1988). Zehm and Kottler (1993) add additional insights and claim that a teacher's professional development does not stand by itself but is shaped by external factors. They suggest that the personal development of a teacher can significantly affect the teacher's confidence and thus strengthen or weaken the teacher's capacity to control other factors that may take place both within the school and outside.

This paper, in particular, will discuss the teachers' views on some factors in a way

referring to whether or not a sense of agency and empowerment manifested through their attitudes, beliefs, and experiences when they are being asked in relation to their perspectives of EFL teachers in teaching English in their current teaching situation. English foreign language teachers' attitude and sense of agency play an important role in performing their teaching practice. This will subsequently affect their students' success in their English language proficiency. Basalama (2010) found that teachers who have been categorised as 'empowered identity teachers' have demonstrated a high sense of agency and empowerment in dealing with a range of challenges in the teaching context, including the ways hows they view and deal with their students' language difficulties, which can impact to their students' success in learning the language. The concepts of sense of agency and empowerment which Basalama has adopted in her study (2010) will be further reviewed in the following.

Teachers with Empowered and Minimally Engaged Identities in Basalama's (2010) Study

In her study analysis, Basalama (2010) has referred to Ottensen's (2007) concept of a teacher's identity, which relates to the characterization of how a teacher understands themselves through their own view and imagination of self. Basalama (2010) argues that the experiences of the teachers highlight how identity is not context-free but is closely related to several factors: learning investment trajectories, individual religious beliefs and values, and social expectations, including attitudes to gender and cultural beliefs, and institutional factors. She claimed two categories of teacher's identities: empowered and minimally engaged, and their shared characteristics are highlighted in the tables below.

Table 1. Teachers with 'Empowered' Identities

Respondents' Names	Shared Components
8 teachers (pseudonym)	• Demonstrate a sense of agency and empowerment in dealing with a range of challenges in their teaching context • Empathetic to the limitations of their teaching context • High professional motivation • High self-confidence • Student-centered view of the teaching process and adopt a teaching approach that fosters independent learning • Adopters of 2004 curriculum reform • Positive attitude towards learning English

Table 2. Teachers with 'Minimally Engaged' Identities

Respondents' Names	Shared Components
12 teachers (pseudonym)	• Lack of motivation and sense of agency in their approach to work • View barriers as obstacles • Close-minded attitudes to students • Close-minded attitudes to curriculum reform • Often juxtapose Gorontalo to other parts of Indonesia, characterizing Goronrontalo as being deficient or sub-standard • Non-adopters of 2004 curriculum reform • Though it may have started with a positive attitude to English, the final attitude appeared to be negative

This previous study of Basalama offers insight into a teacher's investment trajectory, individual religious beliefs and values, social factors, and expectations, including attitudes to gender impact their professional socialization and identity development. It has then considered how identity impacts the way the teachers conceptualize their engagement in teaching practices, including their response to curriculum innovation. The various contexts in a teacher's life impact the teacher's professional development, which accords with Duff and Uchida's (1997) concept that teacher's identity is not context-free but related to a range of social, economic, and cultural.

Since Basalama's (2010) last data was taken in 2006, it is considered important to instigate more regarding English teachers' views in relation to their identity in the English foreign language context as this study tempts to do.

EFL Teacher's Identity in the 4.0 Revolution Industry

In relation to an EFL teacher's characteristics in the 4.0 revolution industry, Angelianawati (2018) highlights English teachers' role and challenges in the 4.0 industrial revolution in her library research. Angelianawati (2018) argues that an EFL teacher specifically should own and reflect creative views (including an English-only approach for language teaching), be well adopted in a collaborative team, and can suit and adjust to different cultures, including having what Penprase claims as 'intercultural and interpersonal skill' (Penprase, 2018). Further, Angelianawati (2018) claims that an English teacher should be able to guide and facilitate their students to equip with literacy, digital and human resources data, including developing interactive pedagogy and stressing the teaching and learning with multiple cultural disciplines. These all are important to help and develop both capacity and skills of the students to achieve their English proficiency.

In this 4.0 industrial revolution, 'self-

directed learning' and 'self-directed thinking' have become crucial components that need to be owned and mastered both for teachers and students to adjust and fit well in the technology development era. Both teachers and students have to push themselves to continuously adjust to the dynamic technology development, which Wheeler (2013) perceives that one should be able to adjust to all changes nowadays, and this, according to Schwabb (2017) has become a big challenge in the education world.; called as 'education 4.0.

These all are obviously interrelated with the English language teaching in Indonesia, where both teachers and students should face, adapt, and adjust to this dynamic technology demand and development. More specifically, for English foreign language teachers in Indonesia, they should be in the front line to equip knowledge and skill and digital literacy and human being literacy to suit and well adjusted for their students' needs. Therefore, it is crucial to do the study not only to portray those ten teachers' identity, but it is also hoped that this can contribute to giving insights into what model can be formulated and offered in strengthening and developing EFL teachers' identities in Tomini Bay area.

METHODOLOGY

The data of this particular discussion on this paper were gathered from in-depth interviews with 10 high school English teachers who actively engaged in teaching in secondary high schools (9 teachers) and vocational school (1 teacher) in Gorontalo Province from three areas which were Gorontalo city, Bone Bolango district, and Gorontalo districts. This means that only teachers who are still actively teaching English subjects with certain teaching time achievements every week were selected. The interview data was primarily used in understanding the teachers, and several factors were explored in relation to their views on several factors, including teachers' remuneration and so forth.

Each participant was individually interviewed for approximately one to two hours duration covering several broad thematic areas; they were asked to share their views and experiences in teaching English to understand how they cope with challenges and difficulties they are facing in teaching English in the 4.0 industrial revolution era, including the challenges they face in the pandemic situation.

All the participants' names were pseudonyms in this study context; it is important to keep the participants' names anonymous. It is also considered important to use pseudonyms for the exemplary teacher to preserve any harmful feelings that might be present due to the information gathered from interviews. Thus, in this article, the ten teachers interviewed will be identified as Lani, Ikawati, Marly, Sugiyono, Hanan, Fitri, Siren, Mela, Mirna, and Amat. Of the ten, there were only two male teachers (Sugiyono and Amat). The participants were selected based on their approval of the researchers' request sent to the teacher association in Gorontalo Province.

Data analysis systematically followed steps suggested by Seidman (1998). The interview materials were coded in relation to those main areas of interest. From this, several themes emerged for discussion that seemed to contribute to understanding the teachers' and their experiences in the language teaching context. In presenting and analyzing the data, the researchers also draw the teachers' recollections from Basalama's previous study (2010) to create a better understanding of the teachers' identity development in the present study. Whilst it is true that the 20 EFL teachers interviewed in the past time were different persons with the 10 teachers in this present time, it is crucial to be taken into analysis consideration on their perspectives if they are related to the same issue discussed. For example, the issue of remuneration. The teachers in the previous study described their views and beliefs on the basis that the government paid no additional income as the 10 teachers in the present study

have earned it. All data were coded based on the teachers' answers to the interview questions.

RESULTS AND DISCUSSIONS

EFL Teachers' Perspectives on Remuneration Affecting Teachers' Identity as Professional

In this section, the ten teachers' attitudes to the additional income (hereafter called teacher' remuneration) seem to be associated with mapping their identity. It focuses on the discussion of teachers' views regarding the issue of their remuneration. While it was revealed that all the ten teachers admitted receiving additional income through teacher's certification income that has been beneficial for them, there were differences in how the teachers' viewed this issue, which may impact their identity shaping and development. There are four teachers, Lani, Mirna, Sugiyono, and Siren, who pointed out that the remuneration has helped them in their daily expenses and they also brought up the hope that it would be better if the payment came on time. In contrast, the other six teachers (Marly, Hanan, Fitri and Ikawaty, Amat, and Mela) are more focused on highlighting that the additional income has positively contributed to their ongoing development as an English teachers. It has been so helpful for these six teachers to further develop their skills as English teachers because of the amount they received. For example, Fitri's and Hanan's recollections imply that additional income has doubled their motivation to teach and increased their capacity to be professional teachers. Here are the examples of their recollections:

“... We were given that money to support us in our teaching, so I do not hesitate at all to apply for additional training offered; I also buy some books that can support me in my teaching routine ...” (Fitri, Interview, May 13, 2021).

“... I admitted that I also have used the income for other needs, but I realized that

the money has to be spent on my professional development. That's why when I heard if there were some offers for training and if I believe those kinds of training would be useful for increasing my teaching performance and quality, I will do it!" (Hanan, Interview, May 18, 2021).

The other four teachers, Marly, Ikawaty, Amat, and Mela, have also indicated similar attitudes towards their remuneration income which positively link to their professional development needs. These six teachers' views are more likely to be associated with the positive attitudes and beliefs the teachers have towards the issue of remuneration. It is argued that those six teachers possess positive reactions and attitudes towards their additional income because they can use that for their professional development as they are strongly concerned about the development of their identity as professionals. They also appeared to show their satisfaction and grateful feelings towards their additional income, which also took the place of the other four teachers. Yet, the four teachers seemed to perceive it as the rewards they got without connecting it to the need of their professional ongoing development.

In the previous literatures (where the additional income which called 'teacher's certification money' had not been applied yet), Indonesian EFL scholars (Sadtono 1979; Dardjowidjojo 1997; Sadtono 1997; Nur 2004) have pinpointed poor teacher remuneration as one of the factors which caused the failure of English language teaching in Indonesia. However, it is interestingly to note that in Basalama's (2010) study, she found that teachers who were categorized as 'empowered identity teachers' were more likely to show that despite having low income, they still stepped up and dealt with all the challenges and difficulties they faced in their teaching experiences to help their students to learn.

In relation to this present study, the six teachers' attitudes towards remuneration seem to lead them as empowered identity

teachers. These teachers' perceptions about how important this financial support they got need to be associated with their professional development, indicating their willingness and self-awareness of what they need for their professional development. This sense of agency of those teachers in how they perceive themselves and their professional needs can contribute to the higher sense of empowerment they have. In the meantime, the other four teachers did not indicate similar attitudes as the teachers admitted their grateful feeling toward the additional income, yet there was no evidence in their recollections that can be connected to their awareness of using the money for their ongoing professional development. Despite some differences in attitudes amongst those teachers regarding this issue, all these four teachers pinpointed that the additional income has been enormously helpful for their living expenses.

EFL Teachers' Perspectives on Local Potential Teaching Resources Affecting Teachers' Identity as Professional

Overall, the ten teachers' perceptions of the local content resources which can be used for teaching are parted into two different versions though there was fluidity from one's view to the other. Of the six teachers (Marly, Mela Hanan, Fitri, Amat, and Ikawaty) who show their sense of empowerment related to the way how they view their remuneration income, all the six teachers (Mela, Hanan, Fitri, Amat, Ikawaty, and Marly) showed enormously confidence attitude that they could integrate the materials available in the local context for their teaching, from Indonesian version to English using their own version and creativity. Moreover, Marly also indicated that she could also facilitate her students' translation assignments so they could discover new words and other English expressions by themselves. In contrast, the other four teachers (Lani, Mirna, Sugiyono, Siren) explained that although enormous numbers of local content support materials were available, unfortunately, it would be

rare to find the English version. Further, they explained that they are not confident enough to facilitate these in English. Here are the examples views of Sugiyono and Mirna;

“...There were some, I think but only in the Indonesian version. I use materials, for example, about Borobudur [a temple's name in central java]. While using the materials, I can slightly talk about what we got here, for example, like the story of Lahilote...” (Sugiyono, Interview, April 7, 2021).

“...Unfortunately, we still cannot find the English teaching materials which contain the local content we need. There are some available, such as ‘benteng Otanaha (Otanaha Fort), Lahilote story, the story of seven angels, but all are in the Indonesian version. ..[laugh] no...I am not confident to use my English; maybe the university people can help us in this matter...” (Mirna, Interview, April 7, 2021).

Opposite to this view, the six teachers’ perspectives which show their willingness to invest some efforts in local content materials are highlighted in the examples of Hanan, Fitri, Marly, and Ikawati;

“... For example, as Gorontalo people, we can use our local resources to use them in our teaching because it can help our students to feel close. It is true that we have to create and compose the materials by ourselves, but we can do it. If we just take the available English materials, there were not related to our local context such as just about ‘Borobudur’ instead of ‘Otanaha Fort’ and ‘Limbotto Lake’, which belong to Gorontalo’s local resources. I have made some on my own in English and use them in the class ... the other example is the story about the seven legends of angels in Gorontalo; I have to find its original source first, then I will translate it into English, then restructure it again to the organization and language functions of a certain genre text which is narrative text. I found my students are happier; maybe they feel familiar and close to the materials...” (Hanan, Interview, May 18, 2021).

“... Only Borobudur temple is available in the book; therefore, I will take Otanaha Fort (the local content). I took the Indonesian version and translated it into English. I could also possibly ask students to translate new information they got from the materials based on their capacity, and they can do it, ...” (Marly, Interview, April 26, 2021).

“... Based on my experience, when I use the local content that I made by myself, my students seemed to be happy, and it appeared easier for them to learn it. Say, for example, Nani Wartabone, he was a Gorontalo hero so it would be more interesting I believe though another national resource such as ‘Sudirman Generale’ I can use that in my teaching as a comparison ...” (Ikawaty, Interview, May 21, 2021).

“... my students are happier because of the local content I applied in my teaching. ... of course, it is more difficult because the non-local materials are available already, and the local context one I should work on that, and if the students were asked to do the assignment on local context materials, I have to go through checking their works, their grammar...in procedure text, for example, I asked my students to create the process of making local food for example. That is far better than I would ask them to explain about how to make pizza; of course, there was no pizza in the place where I am teaching” (Fitri, Interview, May 13, 2021).

Some points can be drawn in relation to the EFL teachers’ perspectives on local potential teaching resources through the recollections. First, whilst for some teachers, six out of ten show their sense of agency and empowerment in maximizing their expertise in teaching and facilitating their students to learn English by confidently picking up and maximizing the local knowledge in their practice, others are more likely to show their reluctant feeling to invest their time and energy to do so. Second, for teachers who can be categorized as having an empowered identity, they show their satisfaction by

feeling that what efforts they have put off have been paid off by the feeling of their students' satisfaction with learning. This category of teachers seems to be able to empower their students to be engaged in their English learning (Ushioda, 2011). More specifically, Hanan and Fitri preferred to put extra time and energy into working on local context materials. They found their works were paid off by their students' feeling of closeness to the materials and hence motivating them to learn. Related to this issue Basalama (2018) has discovered that teaching speaking in an EFL context is more fruitful and rich when its local surrounding content has been integrated it.

EFL Teachers' Perspectives of Teaching in Technology Era and Pandemic Situation Affecting Teachers' Identity as Professional

This section builds on the previous section and explores the ten teachers' perspective in teaching in the technology era and pandemic situation. The aim of this section is to examine how the teachers cope with challenges and difficulties in those situations. For Ikawaty, Amat, Mela, Fitri, Hanan, Marly, Mirna, Siren, and Lani, their perceptions of their experiences have positively influenced them because they appear motivated to do that, while Sugiyono is the only person who has shown the opposite attitude. He also showed his disappointment regarding the lack of facilities available. Here are the examples of the positive attitudes of the teachers:

"... during the pandemic, we were doing two versions of online learning and limited face-to-face interaction. I was using LMS and google classroom for online classes because if I use zoom line I cannot reach my students who live far away from school..because not every student has an online facility, so I would make some adjustments to meet their needs..they will drop their assignment at school where I could use this opportunity asking their problems and difficulties during their learning... I still use English ... in this pandemic

situation like this; I even have to be more interactive with my students... It depends on teacher to use technology or not. In this digital way and as a digital immigrant, I..." (Fitri, Interview, May 18, 2021)

"... In this current situation where technology is important and if we talk about technology, it cannot be separated with the internet available as well. I think as a teacher; we have to adjust to these things. We have to upgrade our own skills to these all. I am happy to find my students sometimes are more capable than me related to the technology application even sometimes I would learn from my students... and it motivates me a lot..." (Ikawaty, Interview, May 21, 2021)

EFL Teachers' Perspectives on Factors Making EFL Language Teaching Success in Tomini Bay Area

This section aims to examine the ten teachers' perspectives on what factors that may contribute to English language teaching success in their context. The analysis has revealed how those teachers' understand the contributing factor is quite surprisingly similar to the ten teachers. All teachers in this study believe that top-down intervention for EFL teachers' training and professional development is a must to provide success in English language teaching and learning in their context. In their understanding, the government's intervention can become a powerful way of doing in facilitating various activities for them in their professional development. Interestingly to note here that the teachers who were previously identified as empowered identity ones have also been raised the same concern, as they believe that this way of intervention can become a stimulant for English foreign language teachers in their context to be more motivated in attending and participating in English teachers' professional training or workshops. Here is the example of Hanan's recollection; a teacher who was identified as an empowered identity teacher:

“... I think this is even more effective if this will directly [come from the government [the related institution]. For example from university [the state university of Gorontalo work together with other parties to make this work... I offer controlling patterns should be delivered, from the ministry of education and culture down to the supervisor, then the supervisor down to school, and so forth. So it will be structurally organized... and because of the controlling circle so everyone will do their part as instructed” (Hanan, Interview, May 18, 2021)

There are several reasons to explain why the empowered identity teachers believe in the importance of top-down management for teachers’ professional development activities. This seems related to the cultural and political factors in their workplaces. For example, it is common in Indonesia for a high school teacher who wants to participate in any training or workshops to obtain permission from their school and the ministry of education and culture department where they live and teach. Therefore if such training and workshops are managed from the top, it will be more efficient for the teachers. As found in Hannan's recollection above, the issue of collaborative work, which can be incorporated between several parties such as university, government, and school, can become one factor to be taken into account to fulfill the teachers’ professional needs. Despite these arguments we offered, it is interesting to note that there is a significant difference between the notion of empowerment and the sense of agency in the western context and this present study context. Whilst teachers in the western context appear to have and look for the opportunities to shape and reshape their own classroom practice with the minimal intervention as possible from people at the top, this is not the case for teachers in this study context. They have shown their preference for top-down management intervention to successfully make the professional training and workshop. This refers to the second tenet of teacher and their

identity shaping, as discussed in the literature review section. Several factors, such as cultural, social, and political, are pivotal in understanding a teacher and their identity formation (Duff & Uchida, 1997). The teachers who have been identified as empowered identity teachers were challenged by the cultural and political factors in their teaching context, influencing their belief of the necessities top management intervention for succesful training and workshops.

CONCLUSION

Through the findings and discussion, conclusions can be drawn in relation to ten teachers’ perspectives on several things discussed in this paper. First, the study shows that empowered identity teachers are still pronounced in the Tomini Bay area. Of the ten teachers, six teachers can be categorized as the empowered identity teachers, and the other four were not in the category. Second, the views and teachers’ attitudes towards teachers’ remuneration are different from the teachers who can be categorized as ‘empowered identity teachers’ and the teachers who are not in the category. For those ‘empowered identity ones, the additional income has positively influenced their professional development in how they have utilized the income for participating in various workshops or any other related activities. In contrast, although the teachers who are not in this category express their gratefully feeling on the remuneration, they seem to use the income more to their family expenses than focus on improving their professional development. Third, the values of ‘hardworking’, and ‘dedication’ appeared owned by the empowered identity teachers in relation to their views of maximizing their local content resources for their teaching materials. It is more likely to say that although in time of investing their energy and time are the consequences that they have to go through because of their decision to use turn the content materials into their teaching need, they face these all things as challenges

rather than see them as an obstacle or as a burden. Moreover, what satisfies them is that their efforts are so rewarding because their hard work has made their students feel close and hence enjoy their learning. This influential view can become a significant example of how an English teacher in an English foreign language context can be empowered along with their students and hence can strengthen their identity as professionals.

This study also reveals that both teachers who were classified as empowered identity teachers and those who did not similarly prefer top-down management in teacher ongoing development programs such as training and workshops. Yet, this does not necessarily weaken their identity as empowered teachers but is more connected to those teachers' understanding and experiences of cultural and political factors in their teaching context. This study reveals that collaborative work between the government and the suggested university where the link to the teachers' needs and school is considered pivotal for strengthening EFL teachers and their identity development as professionals. As a result, this can empower teachers and the students in the area. Designing teaching and learning modules that can incorporate local knowledge and culture, resulting from partnership and collaborative works with the relevant parties, can also significantly influence EFL teaching and learning in the Tomini Bay area to be more successful and interesting.

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