

**PRE-SERVICE TEACHER PROFESSIONAL IDENTITY:
THE ROLES OF INTERNSHIP AND TRAINING
PROGRAM AT UINSA SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Bahasa Inggris (S. Pd) In Teaching English



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ABSTRACT

Anggraini, Risca Dwi. (2024). Pre-service Teachers' Professional Identity: The Roles of Training and Internship Program at Uinsa Surabaya. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.

Supervisor I: Dr. Irma Soraya, M. Pd. Supervisor II: Rakhmawati, M.Pd.

Key words: Pre-service teacher identity, Professional identity, Teacher training program, Teacher internship program

The performance of teachers in classrooms is closely intertwined with their professional identity. The teacher professional identity (TPI) is tightly related to a strong knowledge base, a commitment to maintaining the needs of students, a professional commitment to community identities, and professional autonomy to have control of classroom activities. The development of a teacher's professional identity is a multifaceted process and ever-evolving journey that requires raising through initial teacher programs. Thereby, this study aims to identify how teacher initial programs facilitate an English pre-service teacher of UIN Sunan Ampel Surabaya to construct teacher professional identity through their teaching reflection. This qualitative study employed document analysis and structured interviews as instruments for data collection. The results of this study were analyzed using the theory of Lamote and Engels, in particular, professional orientation is one of the four dimensions of TPI. The findings revealed that during training programs English pre-service teachers are met with several points of professional orientation called (1) teaching needs, (2) teaching collaboration, (3) teaching innovation, (4) classroom need, (5) classroom management, (6) applied new learning activities. During the training program, PSTs get a wide range of competencies, including pedagogical skills, transversal abilities, and the comprehension of educational tools. On the other hand, the internship program helps English PST to more consider teacher professional identity. It is demonstrated through TPI points that are broader than the training program. The points are (1) teaching needs, (2) students-needs, (3) teacher professional behavior, (4) teaching collaboration, (5) teaching innovation, (6) classroom need, (7) classroom management, (8) applied new learning activities. Hence, English PST are successful in growing their identity as a real teacher through their experiences in internship.

ABSTRAK

Anggraini, Risca Dwi. (2024). Pre-service Teachers Professional Identity: The Roles of Training and Internship Program at Uinsa Surabaya. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.

Supervisor I: Dr. Irma Soraya, M. Pd. Supervisor II: Rakhmawati, M.Pd.

Key words: Identitas Profesional Guru Prajabatan, identitas profesional, Program Pelatihan Guru, Program Magang Guru

Kinerja guru di dalam kelas sangat erat kaitannya dengan identitas profesional mereka. Identitas profesional seorang guru terhubung erat dengan basis pengetahuan yang kuat, komitmen untuk memenuhi kebutuhan siswa, dedikasi terhadap identitas komunitas, dan otonomi profesional untuk mengelola kegiatan di kelas. Oleh karena itu, pembentukan identitas profesional pada calon guru pada dasarnya dibentuk oleh pengalaman pelatihan awal, seperti kelas microteaching dan program magang. Studi ini bertujuan untuk menggambarkan bagaimana program-program ini lebih baik membentuk identitas profesional calon guru bahasa Inggris di UIN Sunan Ampel Surabaya melalui refleksi pengajaran mereka. Studi kualitatif ini menggunakan analisis dokumen dan wawancara terstruktur sebagai instrumen pengumpulan data. Hasil penelitian dianalisis menggunakan teori Lamote dan Engels, khususnya berfokus pada orientasi profesional sebagai salah satu dari empat dimensi Identitas Profesional Guru (TPI). Temuan mengungkapkan bahwa selama program pelatihan, calon guru bahasa Inggris bertemu dengan beberapa poin orientasi profesional: (1) kebutuhan pengajaran, (2) kolaborasi pengajaran, (3) inovasi pengajaran, (4) kebutuhan kelas, (5) manajemen kelas, dan (6) penerapan kegiatan pembelajaran baru. Selama program pelatihan, calon guru memperoleh berbagai kompetensi, termasuk keterampilan pedagogis, kemampuan transversal, dan pemahaman tentang alat pendidikan. Di sisi lain, program magang membantu calon guru bahasa Inggris untuk lebih mempertimbangkan identitas profesional mereka secara menyeluruh. Hal ini ditunjukkan melalui poin-poin TPI yang lebih luas daripada dalam program pelatihan: (1) kebutuhan pengajaran, (2) kebutuhan siswa, (3) perilaku profesional guru, (4) kolaborasi pengajaran, (5) inovasi pengajaran, (6) kebutuhan kelas, (7) manajemen kelas, dan (8) penerapan kegiatan pembelajaran baru. Dengan demikian, calon guru bahasa Inggris berhasil mengembangkan identitas mereka sebagai guru sejati melalui pengalaman magang mereka.

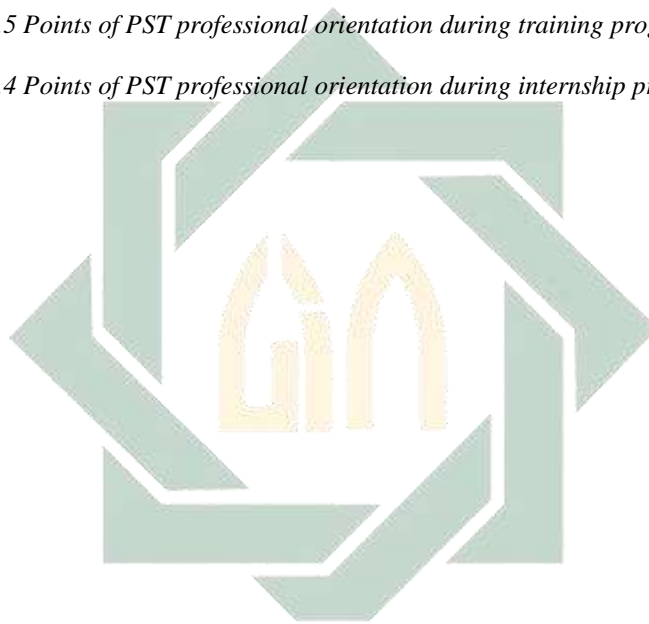
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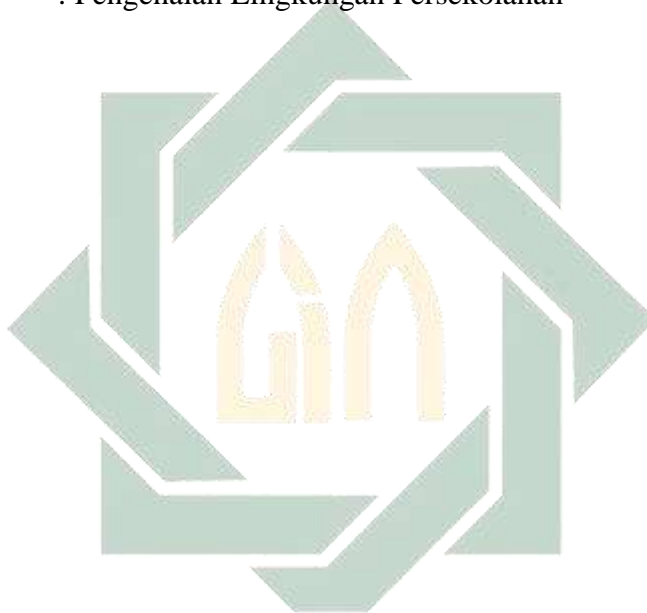
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List of Abbreviation

| | |
|------|---|
| TPI | : Teacher Professional Identity |
| PST | : Pre-service Teacher |
| ELED | : English Language Education Department |
| PLP | : Pengenalan Lingkungan Persekolahan |



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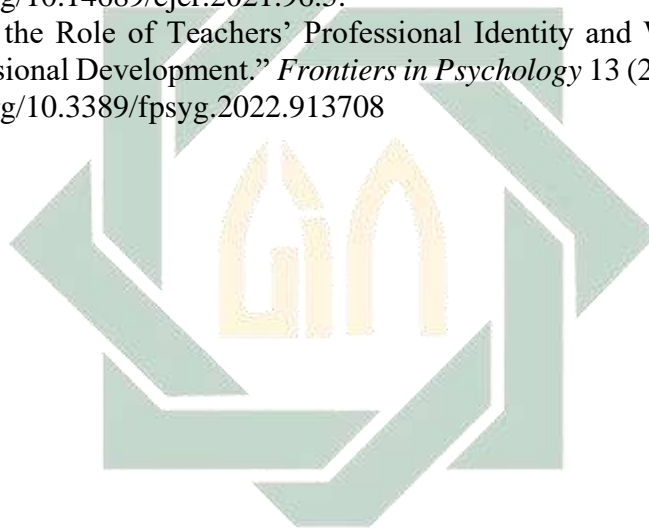
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