

## ABSTRACT

Sulistyawati, Klara Tyas. (2022) Strategies to Develop Professional Identity of Teachers from Non-Education Faculty: A Case Study. Sanata Dharma University.

Teaching professional identity is one of the aspects that influences the teaching and learning process. Teacher professional identity, teaching motivation, and teaching performance are interrelated. Several studies have investigated teachers' efforts to develop their professional identity. However, the study about teachers from non-education faculty is still underrepresented. As yet, nowadays, teachers do not always graduate from the education faculty. In other words, everyone has a chance to be a teacher even if she/he graduates from non-education faculty. This phenomenon attracts the researcher to conduct a study about the strategies to develop teacher professional identity, specifically for teachers from non-education faculty. The research question of this study is: "How do the teachers from non-education faculty develop teacher professional identity?" In this study, the researcher implemented a case study method. To collect the data, the researcher distributed a closed-ended questionnaire to six teachers from non-education faculty. Besides, the researcher conducted an interview session. After collecting the data, the researcher concluded the three major findings, namely (1) perceiving oneself, (2) gaining valuable insight through teacher community, and (3) doing reflection on previous teaching experiences.

**Keywords:** motivation, non-education faculty, and teacher professional identity

## ***ABSTRAK***

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Identitas Profesional Guru adalah salah satu aspek yang mempengaruhi kegiatan belajar mengajar. Identitas professional guru, motivasi mengajar, dan pelaksanaan kegiatan mengajar saling terkait. Beberapa penelitian telah menyelidiki upaya guru untuk mengembangkan identitas profesional mereka. Namun, penelitian terhadap guru dari fakultas non kependidikan masih kurang terwakili. Sampai saat ini, guru tidak selalu merupakan lulusan dari fakultas pendidikan. Dengan kata lain, setiap orang memiliki kesempatan untuk menjadi guru meskipun ia lulusan dari fakultas non kependidikan. Fenomena ini menarik peneliti untuk melakukan penelitian tentang strategi pengembangan identitas profesional guru, khususnya bagi guru dari fakultas non kependidikan. Pertanyaan yang terdapat dalam penelitian ini adalah: “Bagaimana guru non kependidikan mengembangkan identitas profesional guru?” Dalam penelitian ini, peneliti menerapkan metode studi kasus. Untuk mengumpulkan data, peneliti menyebarkan kuesioner tertutup kepada enam guru dari non-fakultas pendidikan. Selain itu, peneliti melakukan sesi wawancara. Setelah mengumpulkan data, peneliti menyimpulkan tiga temuan utama, yaitu (1) mempersepsikan diri sendiri, (2) memperoleh wawasan berharga melalui komunitas guru, dan (3) melakukan refleksi atas pengalaman mengajar sebelumnya.

**Kata kunci:** *motivation, non-education faculty, and teacher professional identity*