TEACHER IDENTITY RECONSTRUCTION: SOCIO-ANTHROPOLOGICAL STUDY OF JAVANESE SOCIETY

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Abstract: Teachers, according to the Javanese's views, are those having a respectable position because they become the reference and role model for the Javanese. A teacher is considerably responsible for all students' behaviors, both in and outside the classroom. In this digital era, this condition has shifted due to the occurrence of socio-anthropological changes in society. Although teachers' identity shifts, they are still crucial in transferring values during the learning process. This study aimed to comprehensively find out how the reconstruction of teacher's identity was carried out in socio-anthropologically changing situations among the Javanese, derived from 30 respondents. Qualitative research was then used in this study using the ethnographic method, and the subject of the research was Javanese. Data collection was performed through interviews using a purposive selection of respondents. Analysis techniques comprised of data collection, data selection, data presentation, and conclusion. As a result, it was found that, in the context of the Javanese, socio-anthropology in modern technology had affected the meaning of the teacher's identity. Although the Javanese considered teachers as an ordinary profession and had the same level with other professions, the Javanese still held that teacher was an honorable profession and it deserved to be appreciated since the presence of a teacher could improve students' knowledge.

Keywords: *reconstruction, teacher identity, socio-anthropological, Javanese society*

REKONSTRUKSI IDENTITAS GURU: KAJIAN SOSIO-ANTROPOLOGI PADA MASYARAKAT JAWA

Abstrak: Guru dalam pandangan tradisional adalah mereka yang memiliki posisi terhormat karena menjadi referensi (rujukan) dan panutan bagi masyarakat Jawa. Guru juga dianggap bertanggung jawab atas perilaku semua siswa baik di dalam maupun di luar kelas. Di era digital ini, kondisi ini telah bergeser karena terjadinya perubahan sosio-antropologis di masyarakat. Meskipun identitas guru bergeser, mereka tetap penting dalam transfer nilai dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui secara mendalam bagaimana rekonstruksi identitas guru dilakukan dalam situasi sosio-antropologis yang berubah dalam masyarakat Jawa. Pendekatan kualitatif etnografi digunakan dalam penelitian ini dengan subjek penelitian adalah masyarakat Jawa dengan responden 30 orang. Pengumpulan data melalui wawancara mendalam dengan pemilihan responden secara purposive. Teknik analisis data dengan pengumpulan data, reduksi data, display data, dan penarikan kesimpulan. Hasilnya, telah ditemukan bahwa dalam konteks kehidupan masyarakat Jawa, kondisi sosio-antropologis dalam teknologi modern memiliki efek pada pergeseran makna guru. Masyarakat Jawa menganggap guru hanya sebagai profesi biasa dan memiliki tingkat yang sama dengan profesi lainnya. Meskipun demikian, bagi masyarakat Jawa guru merupakan suatu profesi yang layak untuk mendapatkan apresiasi karena dengan adanya seorang guru maka ada suatu pembelajaran yang dapat menambah pengetahuan peserta didik.

Kata Kunci: *rekonstruksi, identitas guru, sosio-antropologi, masyarakat Jawa*

INTRODUCTION

In the past, the teacher was one of the crucial factors of the success of an educational system, as the center of knowledge, which was the teacher was considered as the primary source of knowledge. However, as seen from the socio-cultural perspective of society, the identity of the teacher has recently experienced a shifting. The shifting identity of teacher is caused by the development of information technology which facilitates the students to access the source of information (Knowledge) easily. Then, does the development of technology affect the position of teacher as the center of learning?

Nowadays, the disruption of the Industrial Revolution 4.0 starts to penetrate education (Ellahi, Khan, & Shah, 2019; Wagiran, Pardjono, Suyanto, Sofyan, Soenarto, & Yudantoko, 2019). At past, teachers' role was the center of learning, where students required assistance in the learning process or students needed assistance while they faced any difficulty in learning (Avidov & Forkosh, 2018). Education in the digital era is quite complex where educators should always upgrade their knowledge and should be able to position themselves as central of knowledge or sources of information so that positive image of the teachers' identity will not be displaced by technology. Educators should have skills in teaching, sufficient knowledge, and other competencies. Moreover, they should also have skills in information technology, which is later essential to meet students' need in the digital era (Wagiran, et. al., 2019).

As the digital era keeps growing, and technology is getting more advancement, at the same time, these affect the identity of teachers itself. Meanwhile, it is such a stereotype among Javanese that teacher is a profession which should be respected since the teacher is considered as the front liner to enlighten the nation life.

Voinea & Toader (2014) explained that complex reformation is able to make the education system in the society who are living with knowledge and communication to comply with the rules in contemporary society. It, somehow, impacts directly to the role, competence, and the academic career of the teacher as it should be. The didactic professionalism of a teacher must be formulated so that all science specialists are able to define the standards of professionalism in the education field. For Javanese, still tightly maintaining their culture and character as friendly, polite, and gentle people, they believe that teacher is a respectable profession as the term of "*guru*" (teacher) in Javanese means "*digugu dan ditiru*" (to be believed, and imitated) (Towaf, 2016). In other words, the teacher should become the role model for students, as well as the center of the education process.

Akkerman & Meijer (2011) expressed that a teacher's performance is enjoyable to be discussed, especially about how the teacher works, and the identity of the teacher itself is. Teacher identity over the past 20 years has become an interesting topic to be discussed in research publications (Schutz, Francis, & Hong, 2018). It even often becomes a chapter in the research handbook on teacher education; the handbook that can be used as a reference of how a teacher in mastering educator's competencies, so that he or she can become a professional educator.

New teachers in the present era should have a right role in the education process, such as reanalyzing the former role of traditional teachers, having code of ethics, one of which can play an advisory role. It means that new teachers should be able to position themselves as the center of education when technology has penetrated the world of education so that teachers' cognitive, affective, and psychomotor operate in ensuring that each word delivered includes advice and gives a benefit (Sardabi, Biria, & Golestan, 2018).

Learning about the teacher's identity is how to understand a teacher, trying to have past and present teaching experience (Araujo, Rodrigues, Pietri, & Santiago, 2018). Teacher education is still imperfect or even failed to upgrade the quality of teachers, especially on how they should behave and act for their contribution to contemporary society. Araujo, et. al. (2018) describe their research on how a student explains about the way experienced teacher teaches the students, and the assumptions perceived or received by the students are how the active participation of students and teachers in building concrete curriculum contexts and interactions between experienced teachers and students in order to promote opportunities, conceptualize learning concept on how teacher and student should conduct dynamic learning process that can connect between past and present experiences, and project learning processes about their own identity as student and teacher.

The identity of a teacher, previously Javanese known, is a profession becoming the front liner in realizing Indonesian's mission through the youth. However, the recent development of technology contributing to massive changes has infiltrated education. One of them is by creating a different perspective on the teacher's identity. Thus, the investigation on this topic is significantly worthed doing, especially on whether or not the advance of technology will shift the role of teachers.

This study is proposed to contribute and provide an understanding of how teacher's identity in the perspective of Javanese. Further discussion is, as well as give a concept of teacher's identity providing knowledge, skills and direct experience in daily life so that it provides an understanding for the community, especially the Javanese about the substantial nature of the teacher as the agent of change in society (Brown & Heck, 2018). Further, this article tries to show how to stimulate teachers' intention in accordance with the age in order to improve their professionalism and competencies, escalate their spirit having a role on students' emotion, commit in an education institution, and prioritize code of ethics in teaching.

This study aimed to see how teacher explores the use of social media (technology) because it affects the views of the community about the identity of the teacher itself. The use of information media is intended to find whether the use is in the framework of the professionalism of the teacher, or just for the personal gain. The impact influences the views of Indonesian people, especially Javanese, who still carry out the customs and culture of their ancestors about how the character of an educator should be.

METHOD

This research applied qualitative research using the ethnographic method, where the researcher intentionally tried to interpret the perspective of a social group, the Javanese, mainly in Central Java and Yogyakarta about teacher competence. Then, the subject of this research was residents of Central Java and Yogyakarta by the purposive sampling method in selecting its respondents, which the age was limited between 20-60 years old with the respondent distribution in the Table 1.

Table 1. Respondent Distribution

Category	Sub-category	Frequency	
		Total	%
Gender	Male	19	54.3
	Female	16	45.7
Age	20-30	5	14.3
	31-40	7	20
	41-50	16	45.7
	50-60	7	20

Category	Sub-category	Frequency	
		Total	%
Domicile	Central Java	20	57.1
	Yogyakarta	15	42.9
Residential area	Rural	21	60
	Urban	14	40

Data collecting method used in this research was the in-depth interview, documentation, and observation. To obtain measured data, the research, thus, used test of data credibility by research extension and source triangulation by interviews. Data analysis employed the theory of Miles and Huberman (Miles, Huberman, & Saldana, 2014), where the researcher collected data obtained from interview to respondents. Later, data was reduced into several categories. After obtaining data suitable with an instrument having been designated, the researcher presented data of research's finding descriptively, focusing on interpretation on teacher's professionalism as an educator under the Javanese's social perspective. Therefore, it could be the teacher's identity. Following step provided the conclusion of research's finding and some recommendations.

RESULT AND DISCUSSION
Result

A qualitative approach was used in this study to see the teacher's identity naturally in Javanese society. To obtain measured and comprehensive data, the research, thus, used variative respondent by an in-depth interview. Initially, identity was considered as a singular entity having inter-individual continuation, but it, here, does not mean replacing previous and current teacher's identity. The point is that we cannot replace either initial or current teacher's identity since the fundamental identity of teacher is a profession aimed to transfer of knowledge and transfer of values in enlightening nation's life.

There are four indicators in viewing teacher's identity in the Javanese views, comprising of competence, pedagogical, professional, social, and personality (RoI, 2005). Socio-culturally, based on the concept of traditional Javanese, teacher is a distinguished and honorable profession. It is revealed from the word "guru" abbreviated in Javanese,

according to *Kerata Basa* or *Jarwa Dhosok*, as "*digugu lan ditiru*" (being role model and taken as a good example) (Towaf, 2016). By holding the definition of *Kerata Basa*, a teacher is a highly respected person and profession in the traditional Javanese. They then become a role model for society since they have the expertise, competency, and behavior suitably as a role model. Thus, being a teacher must fulfill some criteria in depicting such an ideal portrayal derived from traditional Javanese. Table 2 is the result of the interview with respondents the researchers have summarized.

The result of the interview demonstrates that teacher's identity, based on the Javanese views, showed with competencies owned by the teacher, was under good condition. Also, this finding of the research showed that teacher's identity, according to the Javanese views, in the new Industrial Revolution 4.0 age had shifted, though it was insignificant. Typically, the Javanese still preserve their gentle, friendly, and courteous customs and culture. These good characters have a role in viewing the teacher's identity in the recent era. However, the Javanese apparently assume that whatever it is, the profession of a teacher is feasible to gain respectful appreciation since the teacher is a profession becoming the front liner in enlightening nation's life.

Views concerning on teacher's identity derived from the Javanese perceived, mainly residents in Yogyakarta and Central Java postulate that the professional identity of teacher could not be attached with modern technology whatsoever. Though technology provides information quickly, it will find difficulty in transferring values to students. Therefore, no matter how digital is developing, the Javanese views on teacher's identity remain the same that the teaching profession should be respectfully appreciated.

Table 2. The Result of Interpretation Interview with Respondents

Indicators	Interview Result
Pedagogical Competence	1. Majority of the teacher was considered having the ability to master students' characteristics based on the physical, moral, social, cultural, emotional, and intellectual aspect. 2. Majority of the senior teacher was considered having the ability to master information technology and communication for the interest of commencing education development activity. 3. Majority of the teacher was considered to develop students' potency to actualize various potencies possessed. 4. Majority of the teacher was considered having the ability to effectively, emphatically, and mannerly communicate.
Professional Competence	1. The teacher was considered as a person mastering structured and conceptualized science and clear science thinking. 2. The senior teacher was partly considered more creative. 3. Majority of teacher could reflect his/her activity in his/her life.
Social Competence	1. Majority of the teacher was able to orally, written communication and better sign, 2. Part of the teacher used information and communication technology functionally. 3. Majority of the teacher was able to socialize effectively among educators, educational staff, head of education unit, parents/custody of students. 4. Majority of students was able to mannerly socialize with surrounding people by complying with governing norms and value system.
Personality Competence	1. Most teachers had a stable, mature, dignified, dynamic, and noble attitude, becoming a role model of others. 2. Majority of the teacher had respectful behaviour to others. 3. Some teachers were able to understand various aspect of himself/herself, either positive or negative.

Discussion

Teacher Competence: Shifting Identity of Teacher

Teaching is a profession of having individually distinct characteristic (Carpenter, Kimmons, Short, Clements, & Emmett, 2019). While teaching, a teacher does not only have relatively short time working in Educational institution, but definitely, also deals with a co-worker who does not have interest in this particular profession, being teacher, or having an objective to be a professional teacher. This circumstance then turns as a determining factor to achieve competency of a professional teacher. Professionalism is a significantly crucial and primary factor in the development of teacher's quality, affecting in any professional teacher's identity as well. As a result, he or she will sensitively sense satisfaction in working. An identity of a professional teacher can be seen from his or her ability to have something that he or she can contribute to society or manage holistic development of his or her students. Besides, the teacher's identity has a sophisticated means of social interaction with others. This kind of social interaction can bridge mutual interaction in order to display opportunity and challenge in the development of the teacher's identity.

Furthermore, the teacher's identity is influenced by two factors, professionalism and personality (Danielewicz, 1952). Unfortunately, there were few types of research discussing those factors, and even those two factors, professionalism, and personality, are sometimes considered differently. In fact, as an emotional state is involved within, professionalism and personal can be intercrossing, admittedly difficult to be avoided. It is suggested that when a teacher interacts into social media, he or she should focus on his or her professional teacher's identity rather than his or her personal identity (Craig, Zou, & Curtis, 2017). A teacher can efficiently utilize his or her experience and life principle in the learning process (Lucy, 2016), so a teacher can provide a realistic portrayal of a particular condition to his or her students. Experience-based learning will be much more useful for students since they can formulate the solution of various life issues, usually happened in the surrounding. Consequently, students will be completely ready to interact within society after they are graduated from a formal educational institution, having equipped with experience and life principle taught by their teacher.

Research results showed that in the aspect of pedagogic competence, the senior teacher was considered having the ability to master information technology and communication. It will have an impact on student control inside and outside the classroom. Even though, in this current age of digital realm, a new challenge for the teacher is the existence of social media (Miskiah, Suryono, & Sudrajat, 2019). It can be a severe obstacle for the teacher in shaping his or her student's behaviour. Those teachers failed to pass this challenge are due to lack of understanding concerning on information context received and published. Subsequently, it can make not only a teacher losing his or her job, but also change public perception on teacher's identity slightly different, because of inability to keep up with the current era of technology utilization.

The results showed that in the aspect of professional competence the majority of teachers already have academic qualifications that have become requirements, although it has been found that there are still some teachers who do not yet have the required academic qualifications. Nevgi & Lo (2015) postulated that the academic qualification of the teacher also became an identity turning as the topic to improve the interest of teacher's identity development. Since the teacher's responsibility in teaching is integrated with qualification position possessed by the teacher. Further, the academic qualification of a teacher is not only professional identity but also based on academic skills owned by a teacher (Tao & Gao, 2017). When there are many discussing concepts concerning on teacher's identity, it is difficult to comprehend the concept of teacher's identity. Also, it will make a debatable topic.

Identity of professional teacher facilitates them in establishing a framework for teachers to develop and actualize their ideas on how they behave and understand their work as a teacher and pose themselves while interacting within society. Importantly, it is necessary to know that the teacher's identity is not a stable view, but it must be negotiated from experience and emotion made from such experience. Teacher's identity, in detail, has two model perspectives, a frame having focal on practices and context. As the

model view is centered on practices, it covers on teacher's behaviour and teaching in the field, and this frame has also influence on mediation within context centered frame.

Teacher's Identity: Immersing into Teacher's Academic Qualification Shifting in Indonesia

Under the Japanese colonialization, the educational pattern of prospectus Junior High School teacher applied by the Netherland had not changed. However, the name of HIK was changed into *Kweekschool Neuwe Stijl* (KNS), commonly known as *Kweekschool Gaya Baru*. In 1952, the government established PGSLP (Education for First Advanced School, or *Pendidikan Guru Sekolah Lanjutan Pertama*) as follow up the commencement of Governmental Regulation Number 41 of 1950 in conjunction with Temporary Constitution of the Republic of Indonesia Article 42. This existence of PGSLP was reinforced with Decree of Minister of Education and Culture Number 3493/Kab, dated on 19th January 1955. The establishment of PGSLP was aimed to meet the necessity of Junior High School teachers promptly during that period. Specifically, the task was to educate prospectus teachers of Junior High School within a short period, where the students were taken from Senior High School graduates, and this improved quality of Junior High School teachers, having a background of SGA. Duration of PGSLP education was one year. Nonetheless, started in 1958, it was changed into 2 (two) years in order to more improve the quality of prospectus teachers of Junior High School (Raihani & Sumintono, 2010).

While in 1960, the government planned to integrate PGSLP into IKIP/FKIP/STKIP, regularly implemented up to 1965. In fact, this integration was apparently just performed in 1966 and reinforced with Presidential Decree Number 319 of 1968. It took a long process for the integration of PGSLP into IKIP/FKIP/STKIP, just finished in 1978/1979. After merged into IKIP/FKIP/STKIP, the program was to produce prospectus teachers of Junior High School (SMP), well-known as Diploma Two (D-2). On its progress, qualification of Junior High School teachers was improved into Diploma Third (D-3), starting to be applied in 1994 pursuant to Decree of Minister of Education and Culture Number 0318/O/1994. D-3 equally pioneering program was commenced in 1992/1993 (Raihani & Sumintono, 2010).

Similar to Elementary School, this D-3 equalizing implementation for Junior High School teachers did not well-run, as expected. Meanwhile, teacher education for prospectus teachers of Senior High School had not gained attention in the first period of independence. It was reasonable since Senior High School still became "underdog", due to its limited numbers. Teachers were graduates of teacher education in the Colonial period, the Netherland and Japanese. To improve their competence, they were required to follow B-1 and B-2 Course, further acknowledged as "Specialist Teacher". Both B-1 and B-2 Courses were held until 1961, later on, merged into FKIP (Nielsen, 2006).

Reconstruction of Teacher's Identity: Socio-Anthropological Analysis

Royal scholar of the Surakarta Palace, Raden Ngabehi Ranggawarsita, in his *Wirid Hidayat Jati*, wrote terms for the teacher to have the following abilities (Hartini, 2014), as follows: (1) able to speak in proper language; (2) able to present materials easily; (3) able to have good storytelling/articulation; (4) able to have expertise and skills; (5) smart in catching up "natural and era signs;" and (6) always having high memory ability. It is consistent with the results of the study that might make teacher as a person mastering structured and conceptualized science and precise science thinking, more creative and could reflect his/her activity.

In relation with his or her students, the teacher is always demanded to (1) compassionate to his or her students; personally, considered as his or her children or grandchildren; (2) patient in giving materials; (3) have a non-profit interest, excluding for the sake of students' advancement; (4) competent grasping students' intention; (5) not make students prejudicing; (6) not underestimate students; and (7) not over excel his or her smartness. It is consistent with the results of the study that might teacher having the ability to master students' characteristics based on the physical, moral, social, cultural, emotional, and intellectual aspect.

The view of traditional Javanese about the teacher, as previously mentioned, also exists in other ethnic groups in Indonesia (Towaf, 2016). In other words, the view of Indonesian

concerning on teacher as a profession is well-represented from the perspective of traditional Javanese that a teacher is highly honorable personal and profession within Indonesia.

Further, in this digital age, socio-cultural view on teacher has dynamically shifted, but this profession is likely considered as an honorable and noble profession in public. It has happened since the teacher is a front guard in achieving national's objectives, enlightening the nation's life. It is believed that the teacher is the one who is responsible for "creating" smart people, whom some of it has been the founding fathers and leaders of this nation. As having a strategic role and position in the agent of change, the teacher is currently demanded to have qualification, competency, and professionalism.

Education system operated in a specific society can be admitted as it is able to actualize how knowledge and communication can conform with governing regulations existing in contemporary society (Voinea & Toader, 2014). When we can synchronize between knowledge and optimizing such regulations, it will directly affect to specifically role identity and teaching competency. Typically, the profession of a teacher is related to specific attribute received mostly from training profession system of teacher, such as projecting, managing, and organizing learning process. Additionally, the teacher should have skills to manage the classroom, to communicate clearly with either students, parents (custody), or co-workers. A planned learning process can also be well-realized and have active participation in perfecting learning process in order to provide innovation or new horizon in the education system.

Concerning on teacher's identity in the current age, Javanese sees that there is a necessity of education stressing on character building. Why does character building become an urgent task completed by an educator? It is that character building is an absolute issue, not only in school but also in the environment and social public. Hence, it is also affected by how professional teacher has the identity of an educator. Wahyuningsih (2018) argued that discovering noble values was an easy task since Indonesia was well-known as a nation highly upholding custom and cultural values. Those custom and cultural values can be internalized to the younger generation so that they have sufficient character building.

In this modern era, socio-societal anthropology approach has a shifting view in determining the profession of teacher. This profession is still deemed as a feasible profession to obtain appreciation since the teacher has a responsibility in the front line of achieving education objective. Even though this modern era provides ease in receiving information, it only gives a theory of which technology cannot provide a sufficiently complete representation of mores to students

Pardal, Neto, Martins, & Goncalves (2015) discussed transferring of knowledge to students for their career in the future. This knowledge was transferring comprised of their culture grounding why they are at school and why they study. This explanation provides an affirmation of the results of teacher competency research influences on life dynamics to represent experience and social issue for the teacher's identity. It is supported by the statement given by Javanese society trough interview that makes the teacher's identity becoming the front guard in achieving national education's objectives. Any students considering issues related to the societal environment makes him or her remembering that representation of social life can be taken as a phenomenon, providing them lessons since they can understand socio-cultural characters of Javanese.

Any discussion on the teacher's identity is an appealingly interesting topic (Araujo, et. al., 2018). The study of the teacher's role in understanding how teacher having skills to understand either past or present experience makes the teacher's identity becoming developed and widely broader within the pragmatic dimension of being a teacher. As a teacher, however, cannot be able to equalize and understand past and present condition, he or she still faces failure in collaboration to be a qualified teacher. It can happen because the teacher is like a network providing us quality so that it affects us on how we should behave in contemporary society.

Moreover, discussion of teacher's identity is framed within a study of teacher's education. The issue of identity having characteristics to produce a conceptual perspective on the teacher's experience is transformed into socio-anthropology view. While, the significance of understanding identity shifting of teacher

directing to socio-cultural view under Javanese considers existing of progressive traditions, as follows: (1) tradition providing necessity for students and teachers to obtain experience and the teacher is able to explain in either general or specific within the education realm; (2) Progressive tradition makes transformation or development of teacher's knowledge in providing a definition, where the teacher does provide not only stagnant knowledge but also gives universal and global knowledge; (3) the tradition of the social critic is a tradition in which teacher practices knowledge that he or she has already possessed.

Being a Professional Teacher in the Javanese Views

The results of the study have provided an overview of that a professional teacher is someone who always binds with his or her educational preparation to achieve identity objective in order to obtain critical skills in performing any assignment dealt with the Education system. Therefore, the slighter the education experience possessed by a teacher, the fewer the preparation planned by a teacher. In short, implicitly, he or she cannot be able to well-realized, or he or she will not dare to speak up any issue to his or her students. Additionally, it will affect the teacher's identity (Friesen & Besley, 2013).

Meanwhile, the most significant component of learning is that a teacher can develop his or her identity as a professional teacher. One of the developments, then, is through courses or training of teaching practice specifically on being a professional teacher (Ivanova & Ɨ, 2016). Indeed, such development of teacher's professional identity requires a long-term and sustainable process (Siuty, 2019), and it will happen within contextual management. In other words, learning is a process in shaping such identity

Explicitly, this discussion discusses on teacher's identity and holistic interest of meaning as being a teacher. By this, it is purposed to develop understandable professionalism, likely using the question as "Am I a teacher?" Being an educator, the teacher also has competency standard that can be graded as having professional competence of teacher and such identity obtained is formulated by the teacher's evaluation activity (Bradford & Braaten, 2018).

The evaluation activity is viewed from what material is presented by a teacher to student or how the teacher can pose him or herself as a mentor for his or her student. As the teacher has the competency of being teacher, identity received by the teacher is called a professional attitude. Linearly, interest will then rise as the passage of time since pressing level is given, such as emotional role, how the teacher supports his or her students, and how teacher performs his or her teaching. In practice, teaching still focuses on a tradition in which assessment is just focused on cognitive competency, without accompanied by affective and psychomotor. Nowadays, it shifts into current characteristic having experienced fundamental changes on teacher's identity compared with the previous identity.

Process experienced by the teacher develops leadership identity of the teacher is a leader and how such a process is experienced by the teacher to develop his or her professionalism being educator (Sinha & Hanuscin, 2017). Within the educational context, leadership still stresses on quality of the experienced teacher. Educator has a role as a leader in the class, and he or she must be able to manage physically and materially the class. Teacher's leadership in the class becomes one of the indicators of the teacher's identity. While the social identity of a teacher in playing his or her role shows his or her position within a specific group. They then refer to self-image to someone of whom he or she gives his or her perspective that such identity is someone's perception and it develops complexly in line with the response to either personal or group because of personal experience, social interaction, or feedback from others.

In addition, knowledge transmission is necessarily required in the learning function, but a teacher is requested to pose management skill of learning materials. It is aimed to achieve the conducive learning process (Peter, 2017). A teacher also further must actively participate in designing such a curriculum, a new role that can be done by a teacher to manage his or her class conveniently. This acceptance of a new role performed by the teacher has weakness spot where this process of new role acceptance depicts a soft psychological mechanism. The worrying issue is as a teacher feels that his or her self-image is at its lower point, and it can affect

his or her identity of the professional teacher. By considering that teacher should have a professional identity, all required aspects within the educational institution are significantly known and comprehended so that it can establish the fundamental condition to achieve successful and evolutive teacher.

Teacher's identity in term of the social interaction may be connected to the story and social context (Pardal, et. al., 2015). The results of the study have provided an overview of that Javanese society has a perception or view where this kind of profession is not the essence of a specific characteristic, but it is entity dynamically evolved and experienced reconstruction process taken place sustainably. A lively dynamic process provides a sign to the owner of the identity to accelerate his or her interest, and his or her involvement takes place within a specific social, political, and cultural aspect. Shortly, it means that a teacher or an educator is able to trace ongoing dynamic development, such as equalizing himself or herself with technology but maintaining his or her professionalism as a teacher and keeping his or her teacher's identity. Characteristic of the teacher's identity is not easy to be articulated since it has several factors; one of it is stressing on role possessed by a specific profession. Following factor is work issue in the educational realm having a position to be deemed and hold within society.

Shahri (2018) explained that, in this perspective, socio-anthropological understanding of teacher's identity is higher mentally representative function, and this mental informs human behaviour. Such comprehension then attaches to emotion and is informed by attitude, and it is interpreted by teacher/student. This embedded emotional comprehension is because of representing a relatively complex sense of thinking so that it can obtain respond in the form of behaviour. Identity aspect possessed by a teacher has a socio-anthropological frame that requires the role of cultural means. The cultural means used here is taken from social interaction from the Javanese to mediate in providing the label of professional identity. Primarily, under socio-anthropological view, teacher's identity is considered having the ability to provide guidance to control emotion and formulation of such emotion that can be shaped with practices of the teacher in order to gain the professional identity of the teacher.

Identity development is not independently self-created, but it requires a continuous process (Yuan & Mak, 2018). Being an individual having identity and predicate under specific profession must be an active agent. However, when an identity is formed among society, basically having perspective on such identity, the movement performed provides effects in the following perspectives (Reeves, 2018). The teacher has many tasks concerning his or her identity in teaching on either social, social ethics, or ideology heterogeneously under different opinions.

The teacher is a dynamic and varied profession (Sardabi, et. al., 2018). This means that the teacher is profession performed by an individual having a character in line with developing era and different and diverse characters. Teacher's identity in achieving professional predicate will face a solid wall as teachers cannot rely on their rationale in logical thinking, or they are more stressing on their emotional state than their logic.

Specifically, the Javanese highly uphold teacher's identity since the teacher, in Javanese's concept, is the center of achieving enlightening nation's life. This concept is undoubtedly similar to the perception of existing ethnic groups in Indonesia. The view of the teacher's identity is well-represented from the Javanese arguing that teacher is a profession requiring role model characteristic and having an honorable status for Indonesia. Therefore, the teacher is highly demanded to have qualification, competency, standard, and professionalism so that he or she will be not out of date. Any teacher performing his or her responsibility as an educator sometimes deals with a difficult task and does not receive proper appreciation equal with his or her tasks and position.

Once students' quality in the education system is lack, the education system in Indonesia will be questioned. As a consequence, the teacher is the one who is responsible for the low-grade education in Indonesia. A reason is that a teacher considerably has a significant role in education (Shodiq, Syamsudin, Madjid, & Alam, 2019). The education quality of Indonesia is viewed from education reality where many teachers cannot meet qualification standard and competency as an educator. Following factor is teachers' welfare ignored by the government.

Contrastingly, a teacher must perform his or her task, but, on other sides, the teacher is still insecure about his or her life. According to such reality, teacher's quality and welfare must be seriously considered in order to find a solution in settling down the education quality of Indonesia.

Arvaja (2016) said that some issues were possessing unique discussing topic on how this current view on identity. The question is that as identity continuously evolves and develops, how can someone maintain his or her identity in a long-term period? In his answer, Arvaja suggested that we had to consider what type of attitude we could take in the globalization concerning the concept of identity. One of them was a dialogic approach. It is an approach that we can take as a reference in dealing with identity maintenance as a teacher. Mainly, it combines past and present attitude and views identity context as an integral part while we live in a social environment, and it also affects on inter-personal equilibrium. The dialogic approach can make shifting identity itself as it receives a response on confident social structure with teacher dealt.

Burgess (2016) summarized research derived from Australia on the ways of a teacher in cultivating knowledge, such as through cultural knowledge and their direct experience in daily life. This definition discussed in the context of society's cultural knowledge and direct experience so that identity turned as a significant discussion on how the identity of teachers and students became cultural being.

In addition, teacher as profession results popular appeal to provide a depiction of the importance of teacher's teaching identity development (Luttenberg, Imants, & Veen, 2013). This identity can be aimed to build positive stigma of society in understanding teacher's identity since it will result in the output having qualified experience and able to realize in real practice (Zoch, Myers, Lambert, & Vetter, 2016). Education, further, has no neutral space to resist technology utilization in education, mainly in the learning process. The emerging of negative view and thinking from the Javanese concerning students' character and achievement is decreasing gradually. One of the factors that can be done is by a social justice approach that can minimize dichotomy between rhetoric and pluralism education.

A relation between identity and education of teacher on social justice received should obtain consideration since the teacher's identity, and social justice has uncertain aspects (Boylan & Woolsey, 2015). Teacher's education requires responsibility as teachers negotiate their relation on the social response they received. Meanwhile, the social view of the Javanese having custom and cultural values considers that teacher is a profession that is feasible to be appreciated determines on how society's view on identity successfully portrayed with the relation of a teacher with the position of teacher in a relatively stable social environment. The society's view on understanding of relatively stable identity also determines how the teaching from a professional teacher in direct counseling or by practice. In Javanese's context, the teacher's identity becomes consideration obtaining two theoretical perspectives, mixing multiplicity of uncertainty related to identity, potentially settling the social gap.

CONCLUSION

Teaching is social, cultural, mores, and knowledge practice, specifically discussing not only instrumental education but also practical and direct interaction. The disruption, or massive and rapid changes, evidently penetrates the education sector broadly and teacher's profession specifically. Some say that the teacher supposedly becomes the center in education, but others assume that teacher's identity has been replaced by widely developed technology. Then, current education demands educators to upgrade their knowledge to stand themselves as the center of knowledge and source of information for their students, so that students can place positive perspective against education and teacher's identity. Public's view on teacher's identity is due to the massive development of and rapid penetration of technology into the education system, so, as a consequence, educators should be able to have technological skills. However, even though technological development provides borderless and accessible contact in obtaining information, it cannot replace the cultural point of view of the Javanese regarding identity and profession of teacher, which has notable and honorable status in society and been the front guard in achieving the national education to enlighten nation's life.

For the Javanese, the teacher is a valuable and feasible profession to obtain appreciation

since the teacher provides learning process for students personally and emotionally. Though there is endless and accessible information, it is merely text and theoretical knowledge. Contrarily, the teacher provides real experience and example of education rather than technology, such as moral lessons and character building.

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