

**THE EXPERIENCES OF SM3T TEACHERS:
CONSTRUCTING TEACHER IDENTITY IN THE
BORDERLAND DISCOURSES**

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Abstract This study focuses on the experiences of SM3T teachers in constructing teacher identity in the borderland discourses. Teacher identity construction is a dynamic process. One of the aspects constructing teacher identity is borderland discourse. In short, borderland discourse is the intersection between oneself as a personal and as a professional. The participants of this research were five teachers who have experienced SM3T program. SM3T is a program held by the government in Indonesia. It stands for *Sarjana Mengajar Terdepan, Terluar, Tertinggal*. In order to find out SM3T teachers' experiences and beliefs about constructing teacher identity in the borderland discourses, the researcher used mixed methods which were combination between quantitative and qualitative. The researcher used close-ended questionnaire and also in-depth interview in order to gather further information. This study aimed to find out the borderland discourses faced by the SM3T teachers and the solution to cope them. This study revealed that most of the teachers faced borderland discourses during SM3T program.

INTRODUCTION

Teachers are demanded to improve their competencies. Teachers need good proficiency in order to achieve their goals in teaching (Puspitasari, Rusdati, & Sudharma, 2017). One of the ways to achieve their proficiency is by joining SM3T. It is a program held by the government in Indonesia. SM3T stands for *Sarjana Mengajar di daerah Terdepan, Terluar, dan Tertinggal* or frontier, outer,

and underdeveloped regions. During this program, the participants face various experiences. Their experiences are related to their personal and professional aspects. Those two aspects may face contradiction.

SM3T program is very challenging because the participants will experience teaching in rural area. The willingness and motivation of each individual is different from one another. In order to participate in SM3T program, the participants should gain their interest. There are two factors affecting interest, namely internal and external factors. The internal factors consist of physical and psychological factors. The external factors are social, cultural, physical and spiritual environment. Motivation is the most influential internal factor (Surya, 2003; Dalyono, 2007). There are many unique reasons in joining SM3T program. Thus, in this study, the researcher wants to find out the teachers' experiences during SM3T program.

Through this program, teacher identity will be constructed. Identity is a fundamentally social character (Viskovic & Robson, 2001). It can be defined that teachers' socialization is very important. Teacher identity is related to human existence (Shapiro, 2010). There are five processes related to the development of a teacher identity. First is the sense of appreciation, second is the sense of connectedness, third is the sense of competence, fourth is commitment, and the last is imagining a future career trajectory (Van Lankveld et al., 2017). Teacher identity is an ongoing process and it can be negotiated. It will construct each individuals (Mc. Keon, F. & Harrison, J., 2010; Flores & Day, 2006; Watson, C., 2006). Teacher identity can be constructed through borderland discourses. Borderland discourse is the intersection between different characteristics of oneself as a person and as a professional (Alsup, 2006). This intersection causes tension. People who face borderland discourse may face tension between professional and personal. This situation makes them feel confuse because they have to deal with this contradictory situation.

The government in Indonesia establishes SM3T program. However, teacher identity related to SM3T is rarely researched in Indonesian context. Some researchers discuss only some parts related to teacher identity (Mc. Anulyt & Cuenca, 2014; Riyanti, 2017; Gandana, 2014). Then, there are researchers who

discuss about Indonesian teachers who join SM3T program. However, they do not deal on the effect of borderland discourse for SM3T teachers' identity construction. The researcher wants to find out the experiences of SM3T teachers who are teaching or who are experienced teaching and relate them with teacher identity in the borderland discourses. This study is not yet researched because most of the studies only focus on the interest and motivation in joining SM3T program (Yustina & Dahnilsyah, 2015; Puspitasari, Rusdati, & Sudarma, 2017) not on the process of constructing teacher identity. This topic is very important to be researched because the aims of the study are going to find out about the tensions of SM3T teachers, so that the people will know about their struggle. When SM3T teachers start teaching in a real situation, it will influence their belief because there are some tensions related to their career as a teacher. Therefore, this study would give some insights. The researcher wants to find out about the effect of borderland discourses related to SM3T teachers' identity construction.

Thus, to maintain the focus of this research, two research questions are formulated as follows:

1. *What borderland discourses do the teachers face during their SM3T program?*
2. *How do SM3T teachers cope with these borderland discourses?*

The first thing reviewed is about the general experiences of SM3T teachers. The researcher relates them with teacher identity in the borderland discourses. The researcher believes that this study is applicable with international context. After reviewing the literature, the researcher finds out about the methodology. Then, the researcher will discuss the collected data. Finally, the researcher will conclude the result of the study and provide the implications.

1. SM3T Program in Indonesia

As mentioned before, SM3T program is a program held by the government in Indonesia. It stands for *Sarjana Mengajar Terdepan, Terluar, dan Tertinggal*. According to Directorate General of Higher Education, Ministry of National Education, Indonesia 2012, SM3T program is an educational service for bachelor graduates to participate the development of education in the frontier, outlying, and

underdeveloped regions. It has a motto: “Going ahead together to enlighten Indonesia”. It is one year program for the preparation of professional teachers. There will be one more year program named Teachers Professional Education as the continuation of this program. After finishing those two programs, all of the participants will be given a certificate for the requirement of professional teachers. There are some problems faced in these regions. They are shortage of teachers, unbalanced distributions of facilities and teaching staff, under standard qualification, low competence, miss matched educational background of teaching staff, the high rate of school dropouts, and low awareness in participating in education (Yustina & Dahnilsyah, 2015; Puspitasari, Rusdati, & Sudarma, 2017)

In order to participate in SM3T program, the participants should gain their interest. They should be ready that living in frontier, outlying, and underdeveloped regions requires resilience, firm and healthy physical condition. They will be placed in a boarding house and they have to follow all of the activities as the in-service teachers (Puspitasari, Rusdati, & Sudarma, 2017). In doing the activities, the SM3T teachers may experience some changes related to their daily life (Setiawan, Kasanah, Fatimah, et. Al, 2017). The changes can be related to their attitude, such as can be more discipline, responsible, etc.

2. Teacher Identity

Identity is people's concept of who they are and how they interact to each other (Gee, 2001). It refers to who or what someone is to play a significant role in teacher development (Izadinia, 2015; Stenberg, Karlsson, Pitkaniemi, & Maaranen, 2014). Teacher identity is ongoing processes. It can be changed and negotiated (Akkerman & Meijer, 2011, Mc. Keon, F. & Harrison, J., 2010; Flores & Day, 2006; Watson, C., 2006). It is one of the important things to find out more about teachers' capacities (McDougall, 2009). Teacher identity is about performative process to construct oneself. There is no fixed identity. According to Viskovic & Robinson (2001), identity is fundamentally social character. It can be defined that the process of constructing teacher identity is started from oneself, and then it is followed by the situation of the environment. Teachers have to integrate their role as personal and professional.

Teacher identity is influenced by many factors both inside and outside the classroom. The internal factors refer to teachers' attitudes, beliefs, and mindset. The external factors deal with family or a second job (Zare-ee & Ghasedi, 2014). According to Doecker, Locke, & Petrosky (2004), there are four views on teachers' identity. They are psychosocial view, discursive view, narrative view, and dialogic view. A psychosocial view is related to the growth of oneself as a teacher. A discursive view refers to present and past factors controlling teacher identity. Narrative view deals with different situation in teachers' life, for example at home, office, mates, etc. A dialogic view is depending on the interactional situations. Identity can be formed through the interaction between individuals and society.

Gee (2001) adds that there are some ways in understanding teacher identity; who we are by nature (Nature, N-identity), who we are based on the positions we occupy in society (Institutional, I-identity), who we are based on how others recognize us (Discourse, D-identity), and who we are because of the affinities we share with others (Affinity, A-identity). N-identity refers an identity that people cannot control for example becoming male or female because people cannot control their gender. I-identity represents an identity because of certain role or regulation or identity set by the authorities of certain institution for example the students have to follow the rules at school. D-identity refers to social interaction such as the way how people treat, talk about and interact. A-identity represents shared experiences. It is an affinity group that share allegiance to, access to, and participation in specific practices.

3. Borderland Discourses

Borderland discourses enable teachers to build bridge between professional and personal. The borderland discourses connect the multiple subjectivities or understanding of self (Alsup, 2006). It is important for the teachers to realize their borderland discourse, so that can negotiate it. If they can negotiate their tensions, they can develop their awareness. Alsup (2006) adds that borderland discourse is a contradiction with oneself and with others about the relation between different characteristics of oneself as a personal and as a professional. Teachers differ in

their personal and professional characteristic depending on the personal value (Beijaard, Meijer, & Verloop, 2004).

It is important to understand teachers' professional identities while at the same time enabling their personal selves (Pearce & Morrison, 2011). The contradiction between personal and professional will cause a conflict. The conflict can be a catalyst for a self-study (Nancy, 2007). The catalyst means that the conflict can be an experience to reach better achievement. Those moments might have negative sides, for example people will leave their job, but might also have positive sides, such as new motivation for change (Galman, 2009; Calvo & Carballal, 2017).

Alsup (2006) uses term borderland discourse to describe discourse at the borders between two different situations. Teachers need to develop professional identities, so that they can achieve complex professional life. Teachers may have second job, family, colleagues, etc for their priority, so that at the same time, they should negotiate between their internal and external business. Borderland discourses would be a useful tool for negotiating professional subjectivities (Alsup, 2006).

METHOD

1. Research Participants

The participants of this research were five Indonesian SM3T teachers. The researcher wants to know the effect of borderland discourses in constructing teacher identity during SM3T program. The researcher used purposive sampling in this research in order to make the sample representative depending on the certain purpose (Barreiro & Albandoz, 2001). Every participant is given pseudonyms – Alice, Benedict, Cellin, Devlin, and Ellen.

2. Data Collection and Analysis

Mixed method was used to integrate qualitative and quantitative research findings (Heyvaert & Maes, 2011). The researcher applied purposive sampling in order to find out the data. The researcher only chose the teachers who have experienced SM3T program. To find out more about this topic, the researcher used close-ended questionnaire and in-depth interview. Close-ended questionnaire was used to find out about how the participants constructed their identity through

borderland discourses during SM3T program. The researcher used close-ended questionnaire in order to control the respondent in answering the questions. Furthermore, the researcher asked about the participants' beliefs and view related to their experience during SM3T program. In the beginning of the questionnaire, the researcher explained briefly about borderland discourses related to teacher identity. The researcher also gave the example to make it clear. After giving a brief explanation, the researcher provided ten questions about their experience related to SM3T program. The researcher spread the questionnaire through google form. Then, the researcher provided in-depth interview in order to support the questionnaire.

The researcher used interview in order to gather further information to achieve the research goals (Sutoyo, 2012). The interview was done in the form of semi-structured interview. The researcher conducted semi-structured interview in order to elaborate respondents' answer (Ary, Jacobs, & Sorensen, 2010). The researcher interviewed the respondents by face to face interview around 10 up to 14 minutes. Audio recorder was used to collect the data.

The close-ended questionnaire was spread to explain about the respondents' experience, beliefs and view related to borderland discourses in SM3T program. Then, the researcher analyzed the close-ended questionnaire and the interview as the supporting data. Finally, the researcher triangulated the data from the questionnaire and interview and presented the data by using table, diagram, and in-depth analysis.

FINDINGS AND DISCUSSIONS

The findings and discussions sections answer two research questions. The first section explains about the borderland discourses faced by SM3T teachers. It is divided into three categories. First, discusses the motivation in joining SM3T program. Second, discusses about the obstacles or challenges in joining SM3T program. The third one discusses about the benefits about SM3T program. The second section discusses about how SM3T teachers cope their borderland discourse.

1. Borderland discourses faced by SM3T Teachers

To find out more about constructing teacher identity through borderland discourses, the researcher tries to find out about motivation, benefits, and challenges in joining SM3T program. The table below are the results of the questionnaire. The first table is about motivation, the second table is the benefits and the second table is the challenges in joining SM3T program.

Table 6.1.1 Questionnaire result of teachers' motivation in joining SM3T program

No	Statements	Degree of Agreement				
		1	2	3	4	5
1	I want to come back to 3T areas although the facilities are limited because I am called to be a teacher, I love children, I like to interact with the children and I feel pity with the condition of the children in rural area because they have not got basic education and illiterate because of the limited teachers.	0 0%	1 20%	2 40%	1 20%	1 20%
2	I have willingness to make the children in 3T area experienced education based ICT with comfortable and adequate library and try to create meaningful, interesting, and fun contextual learning activity.	0 0%	0 0%	0 0%	3 60%	2 40%
3	I want to create nationalism towards others and environment and also give spirit for the children's future.	0 0%	0 0%	0 0%	2 40%	3 60%
4	I have to be able to change my students' mindset that limitations do not become a barrier for them to make achievement and become success. My job is to make them dare to dream.	0 0%	0 0%	0 0%	1 20%	4 80%

Table 6.1 showed the result of the first four statements in order to find out teachers' motivation in joining SM3T program. The first statement showed that there were two teachers who chose number three (40%) and there was one teacher who chose number four (20%) and five (20%). Only one teacher who chose

number two (20%). Those indicated that they dedicated themselves for teaching although the facilities were not complete. This finding was supported by the result of the interview:

- (1) *I love challenges, traveling and knowing new culture, so SM3T is the right choice for me because I want to be a professional teacher. (Benedict)*
- (2) *The education quality in Indonesia especially in outside Java is very low, so that I want to help the government to educate the children in the rural area. (Cellin)*

The excerpt number one and two showed that Benedict and Cellin wanted to come back to 3T area because they wanted to be a professional teacher and they wanted to help the children in rural area to be educated. Benedict added that she wanted to teach in rural area because she loved travelling, challenges and also wanted to learn new culture. They felt that teaching in SM3T area was a right choice.

In statement number two, there were three teachers who chose number four (60%) and there were two teachers who chose number five (40%). It showed that they have willingness to make the children in 3T area experienced education based ICT with comfortable and adequate library and trying to create meaningful, interesting, and fun contextual learning activity. This finding was supported by the result of the interview.

- (3) *When I taught my students for example teaching about history, I have to make it fun because when I asked the students to read, it will make them bored. So, I modified the reading into a story, so that my student will get the meaning of the materials given. I also asked the students to see the real things, so I did not need to search the materials in the internet, but I just asked them to go outside for observing the concrete things, such as plants. (Ellen)*

The excerpt number three showed that Ellen implemented and created meaningful, interesting, and fun contextual learning activity. She used story to tell about history, so that the students will understand the materials. She invited the students to see real things, for example showing plants or things around the class related to the materials.

In statement number three, there were two teachers (20%) who chose number four and there were three teachers (60%) who chose number five. It showed that they want to create nationalism towards others and environment and also give spirit for the children's future. They not only educate the students' intelligences but also give them spirit to encourage their life journey. This finding was supported by the result of the interview.

(4) *I always told a story to my students and tried to socialize with the society. I held private study when I did not have any activity in church. I also copied books for the children and I always shared the equipment for school.*(Benedict)

The excerpt number four showed that Benedict give the spirit to the children to study. They always gave a copy of book for the children and also share the tools for studying. It showed that she really care to the children.

In statement number four, there were four teachers (80%) who chose number five, only one teacher who chose number four (20%).It can be seen that they want to change their students' mindset that limitations do not become a barrier for them to make achievement and become success. This finding was supported by the result of the interview.

(5) *I tried to change their mindset especially in encouraging their spirit for studying.* (Devlin)

The excerpt number five showed that the teachers have willingness to change students' mindset especially related to their study. Their parents did not support their children to study, they have different point of view in managing their children. They expected their children to survive alone. The next section is about questionnaire result of the benefits in joining SM3T program.

Table Questionnaire result of the benefits in joining SM3T program

No	Statements	Degree of Agreement				
		1	2	3	4	5
1	I can be more discipline in doing my daily activity such as doing my religious activity on time, wake up earlier, and doing my assignment based on the schedule.	0	0	0	1	4
		0%	0%	0%	20%	80%
2	I can learn more about the meaning	0	0	0	1	4

	of simplicity. Living in a rural area with the limited facilities are not the reasons for complaining. I can learn that I can enjoy my life for living without enough facilities.	0%	0%	0%	20%	80%
3	I can improve my creativity and innovation in the process of teaching and learning in 3T area like using variation in learning method to reduce boredom in the class because every student has their own ways to understand the learning materials.	0	0	0	5	0
		0%	0%	0%	100%	0%

In statement number five, there were four teachers who chose number five (80%), only one teacher who chose number four (20%). Those indicated that they could be more discipline in managing their daily activity. In statement number six, there were four teachers who chose number five (80%), only one teacher who chose number four (20%). It can be seen that the teachers could learn more about the meaning of simplicity. They could reflect their experience in teaching in a rural area. This finding was supported by the result of the interview.

(6) *I can learn how to survive and how to adapt in a rural area although there are no electricity, TV, and internet.*(Ellen)

The excerpt number six showed that the teachers experienced the lack of facilities. On the other hand, they can survive in the middle of their limitation. Day by day, they were used to live without any electricity. It can be seen that they could learn about simplicity.

In statement number seven, all of the participants chose number four (100%). It can be seen that they could improve their creativity and variation in teaching. This finding was supported by the result of the interview.

(7) *When I taught my students for example teaching about history, I have to make it fun because when I asked the students to read, it will make them bored. So, I modified the reading into a story, so that my student will get the meaning of the materials given. I also asked the students to see the real things, so I did not need to search the materials in the internet, but I just asked them to go outside for observing the concrete things, such as plants* (Ellen)

The excerpt number seven showed that the teachers were creative and innovative in teaching their students. They implemented fun learning activity, so that the students who have low ability in their understanding can follow the teaching and learning process. One of the creativities is implementing contextual learning activity, so that the students will be fun. The next section is about questionnaire result of the challenges in joining SM3T program.

Table Questionnaire result of the challenges in joining SM3T program

No	Statements	Degree of Agreement				
		1	2	3	4	5
1	I have difficulty in following SM3T program because of the lack of societies' awareness of the importance of education, such as parents do not want to know the development of their children in school. The limited situation makes them never think that their children will become great people and also can reach achievement in the future.	0	0	1	4	0
		0%	0%	20%	80%	0%
2	I have difficulty in following the SM3T program because of the very limited facilities such as broken wood in each class, like the roof is full of holes and there is no protector in the windows and the road's conditions are still rocky and contained soil and if it is raining, the flood will be come.	0	0	1	3	1
		0%	0%	20%	60%	20%

3	I feel difficult because of the use of the language because most of the students still use mother tongue or local language and they do not have good ability on the use of <i>Bahasa Indonesia</i> .	1 20%	1 20%	1 20%	2 40%	0 0%
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In statement number eight, there were four teachers who chose number four (80%), only one teacher who chose number three (20%). Those indicated that they faced difficulties because of the lack of the societies' awareness. This finding was supported by the result of the interview.

(8) *Most of the societies think that when we want to educate our children, we should let them grow to survive alone. (Devlin)*

The excerpt number eight showed that most of the societies were lack of awareness. They let their children to survive alone. They were not really care to their children's education, health, and cleanness. They have different mindset in educating their children.

In statement number nine, there were three teachers who chose number four (60%), only one teacher who chose number three (20%) and five (20%). Those indicated that they faced some difficulties related to the school and roads' condition. This finding was supported by the result of the interview.

(9) *One of the difficulties that I faced was transportation. When I want go to my school, I have to use small boat and I need around 2,5 up to 5 hours to go there. (Benedict)*

The excerpt number nine showed that the teachers faced difficulties in transportation. The way to go to their school was so far away and they needed to deal with the dangerous way, for example when the waves were high. They did not give up in facing their difficulties.

In statement number ten, there were two teachers who chose number four (40%). Only one teacher who chose number one (20%), two (20%), and three (20%). It can be seen that some of the teachers face difficulties on the use of language. This finding was supported by the result of the interview.

(10) *Most of the children in this region do not know about Bahasa Indonesia because they speak using local language. (Ellen)*

The excerpt number ten showed that the teachers faced challenges in language aspect. Most of the students used local language in their daily conversation or communication. They did not really understand about the vocabularies in *Bahasa Indonesia*.

Based on the result above, the researcher can conclude that most of the teachers experienced some difficulties during SM3T program. The difficulties deal with the intersection between personal and professional. It is related to the teachers' tension. On the other words, it is called borderland discources. The next section discusses about borderland discources faced by SM3T teachers. The researcher also provides the way to cope those borderland discources.

2. Bordeland Discourses Faced by SM3T Teachers and How to Cope Them

As indicated earlier that there were some borderland discources faced by the SM3T teachers. This section describes two research questions which are the borderland discources and the solution in order to cope them. There are three big themes provided in this section.

a. Facilities

When asked about the facilities, some of the participants asked that they faced some difficulties during SM3T program. Some of the teachers faced the limited facilities in 3T area. They were expected to deliver the materials to the students, but the facilities were not enough. Benedict faced difficulty in transportation aspect, for example she had to use small boat to go to their school. She also experienced about the limited facilities at school for example there were no book materials, toilet, laboratorium, and media to deliver the material. Ellen also experienced the limited facility at school. There were no electricity and also technology to support the teaching and learning process. Professionnaly, the teachers have to teach them about the materials based on national standard, but the facilities did not support them. In order to face this problem, the teachers applied contextual learning for example when they want to teach history, they transformed the materials into a story. They also invited the students to go outside, for example when the material was about plant, the teachers asked the students to see the real things, so that the students will understand the materials easily although there

were not enough facilities. According to Sears (2003), contextual learning is a learning method using the real things. This teaching method is very useful because one of the participants, Ellen faced difficulty in using language. Most of her students still use mother tongue in their daily activity. When she applied this learning strategy, she could deliver the material easily. Teacher identity is a dynamic process in which the individuals experience constant struggle (Lamote & Engels, 2010; Trent, 2013; Zare-ee & Ghasedi, 2014). The struggle appears in Benedict's and Ellen's case. They faced struggle dealing with the limited facilities. Ellen also faced the difficulty in communicating with her students.

b. Society Awareness

Talking about society awareness, there are some aspects of awareness. They are education and health. For the education aspect, most of the students chose to work in a field rather than going to school. Their parents also did not support their students to school. They did not fulfill their children's need such as school stuffs like book, pen, etc. They thought that in order to educate their children, they had to let them to survive alone. For the health aspect, Devlin added that most of the society did not care to their health, for example they never took a bath, they did not wear shoes or sandals in their daily activity, they did not wash their hand, and they rarely brush their teeth.

Professionally, the teachers were expected to teach them about education and health too. But, the society did not have willingness to have better life style. Dealing with the education problem, Benedict always told a story about her life in order to encourage their spirit. She also held a private course and also gave school stuffs to the children in order to support their education. In order to face the problem related to health, Devlin held a training related to health or parenting activity. She invited the societies to join her program. van Lankveld, T., Schoonenboom, J., Volman, M., Croiset, G., & Beishuizen, J. (2017) state that there are five processes of teacher identity: first there is a sense of appreciation felt by the teachers, second is the sense of connectedness, third is the sense of competence, fourth is commitment, and the last is imagining a future career trajectory. She felt the third sense which is competence. She felt that she have

enough knowledge about parenting, so that she held a socialization program in order to encourage the society to have good life style.

c. Environment

Dealing with the environment, some of the participants (Cellin and Devlin) faced tension in their life. Cellin faced tribal war in the middle of SM3T program. There were killing and persecution because of separatism. Devlin also experienced theft. Those were very dangerous. Personally, they felt very afraid because of them, but professionally they should finished SM3T program until the end although there were some tensions. In order to overcome this problem, they tried to be friendly. They always greeted the people they met. They thought that if they respect people, so that the people will also respect us. van Lankveld et. Al (2017) argues that one of the senses involved the development of teacher identity is a sense of appreciation. Cellin felt that the society respects her because she was friendly and respects the society. She felt a sense of appreciation. It will influence teacher's identity.

Based on the discussion above, there are some factors shaping teacher's identity. The previous research finds that teachers experience change in their identities (Salinas & Ayala, 2018). The process of teacher identity construction is influenced by a variety of factors, such as values, beliefs, sociocultural, emotion, life experience, tradition, interactions with others, educational background and many others (Johnston, 2012; Lamote & Engles, 2010). In this research, the researcher found some factors constructing SM3T teachers' identity. The first one is external factors. External factors include the geographical situation, environment, student's condition, culture condition. The second one is educational background. The students in the rural area have limited condition in term of the facilities and also the students' understanding. The third one is life experience. The teachers can get the precious experience from the students or from the society, they can reflect what they get and also can interrogate fundamental something (Winans, 2012). Reflection is the important thing in order to shape their identity. Through reflection, we can learn many things to be better.

CONCLUSIONS AND SUGGESTIONS

There were two research objectives of this research. There are borderland discourses during SM3T program dan how SM3T teachers cope with these borderland discourses. From the analyzed data of the questionnaire and interview, it can be seen that the participants of SM3T teachers faced some borderland discourses during SM3T program. They could construct their identity in the teaching world, even though they were placed in 3T area or frontier, outer, and underdeveloped regions. The participants also had their own way in order to cope with their borderland discourses. The first problem comes from Cellin. She experienced tribal war in SM3T area. In order to copethis problem, she tried to be friendly to the society. The second one comes from Devlin, she faced the students who were not aware in health. In order to overcome this problem, she gave parenting education because the children behaviour is influenced by their parents, and many others.

Acknowledging the importance of constructing identity, there are two suggestions concluded from this research: from the undergraduate program and for the SM3T teacher themselves. From the undergraduate program, it is good to prepare the needs if the students of undergraduate program are interested in joining SM3T. For this context, the preparation can be in the form of looking for the deep information about SM3T and prepare their mental because teaching and living in SM3T are not easy. They can also learn about the requirements of SM3T program because for those who want to join SM3T have to follow the selection procedure such as writing test and interview. Thus, for the SM3T teachers, it is good to prepare themselves for the worst situation, especially for those who are interested to teach in the rural area like Altan and Ellen. They are interested to return back to 3T area.

This study has a limitation. The focus of this study is constructing teacher identity in the borderland discourses. Therefore, the researcher suggests several points of future researchers. The first is to research the more participants in other contexts. In this topic, the future researchers can analyze about SM3T program to improve teacher professional development as the researcher found that the participants can increase their professional development through this program.

The second one is to research more about undergraduate students who are interested in joining SM3T program.

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