

External Factors Sustaining Indonesian EFL Teachers' Professional Identity in the 21st Century Era

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ABSTRACT

Becoming more professional teachers is an indispensable thing that matters most in this 21st-century era as more fruitful learning outcomes attainment will be fully obtained by learners. This present small-scale qualitative investigation employed a library study approach to generate more reliable research results that can help Indonesian EFL teachers to cultivate a robust professional identity construction in the 21st-century era. For the data analysis processes, the researcher employed a library analysis method by reviewing the major research findings addressed by 20 previously-published professional identity studies published in Indonesian EFL teaching-learning settings. During the data analysis stage, the researcher concurrently utilized a thematic analysis approach to yield more understandable research results for the targeted research site. All these findings suggested educational institutions prioritize the continual development of Indonesian EFL teachers' professional identity in order to bring about more qualified educational outcomes to all learners.

Keywords: *Indonesian EFL teachers; library study; professional; professional identity; 21st century*

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INTRODUCTION

The demand for globalized educational enterprises has offered some extra load for educators to constantly improve their professional lives to transform into more high-quality teachers in the presence of diverse learners. Mahendra (2020) mentions that a higher degree of professionalism should be fully vested by educationalists attempting to become more qualified figures amid nowadays educational demands.

This aforementioned phenomenon is simultaneously inevitable in developing Asian countries, particularly Indonesia where teachers are urgently required to master the English language to prepare their learners for brighter prospective careers. This notion can be attributed to the theory of teachers' professional attributes as propounded by Tao and Gao (2017) avowing that it has been a central focus for worldwide EFL teachers to not merely transmit the targeted knowledge and skills to learners but also equip them with decent English language skills for the betterment of their future lives.

In concert with the above-mentioned indispensable educational needs, it is worth arguing here that the degree of professional identity ingrained by Indonesian EFL teachers needs to be continually nurtured, magnified, and corroborated to enable them to deliver the target language teaching-learning instructions more meaningfully to the learners. Kubanyiova and Crookes (2016) believe that by sustainably maintaining the

development of EFL teachers' professional identity, learners are more likely to undergo more meaning-making teaching-learning processes in a long-term manner.

Furthermore, the constant escalation of EFL teachers' professional identity can concurrently drive them to transfigure into more innovative, creative, and competent learning instructors since they are strongly willing to discover a wide array of novel skills and suitable pedagogical practices to be implemented in their specific learning vicinities. This advantageous value is closely interlinked with Xu (2014) propounding that the intensive nourishment of EFL teachers' professional identity can increasingly foster their current teaching motivation to continually rejuvenate their skills as well as pedagogical implications to bring about more supportive teaching-learning enterprises.

In contrast, all these aforementioned impactful values are not without varied taxing challenges. As teaching realm can be denoted as one of the challenging educational enterprises in which teachers frequently undergo a wide variety of impediments both inside and outside of the classroom walls. Diasti (2021) avers that the continual optimization of EFL teachers' professional identity development is influenced by various external and internal factors since they possess distinctive beliefs on how to cope with particular hurdles hindering their teaching journeys.

Speaking more specifically, professional identity connotes the multidimensional aspects of teachers' prior and present life dynamics where they reshape their teaching beliefs in accord with personal as well as communal beliefs. This conception is positively linked with Berger and Lê Van (2019) adducing that dealing with EFL teachers' professional identity is such a complex matter as this dynamic construction is overwhelmingly impacted by manifold factors such as personal, family, and social backgrounds.

Moreover, elevating Indonesian EFL teachers' professional identity to a greater extent is not a regular case. Since the majority of the target language educators undergo a dramatic shift from becoming students into real teachers during their professional career journeys. Thus, it is undeniably essential for EFL teacher candidates to start forging their professional identity in their college life dynamics to prepare their readiness to confront the real-time educational complexities forming in later educational workplaces. This underlying premise is inextricably associated with Day (2018) asserting that by espousing EFL educators to hone their professional identity at the commencement of teaching faculty lives, they can highly become more professional, qualified, and well-organized learning instructors aiming to deliver their intended lessons in an orderly fashion.

To emphasize more specifically, the mission to embody all these above-explained positive values is not an

effortless journey. There is always a vast range of reasons prompting Indonesian EFL teachers to depart from their current teaching vocation prematurely. It is worth pointing out that a huge pile of administrative tasks, heavy teaching loads, low salary, and increasing demands from other educational stakeholders can potentially induce burnout hampering the further robust growth of their professional identity. All these adversities are strongly affirmed by Clipa and Boghean (2015) stating that plentiful educational demands integrated with the constant pressure addressed by school institutions can be one of the strongest logical reasons for EFL teachers to cease their present vocation as educationalists.

Further, in line with the 21st-century teaching-learning demands, Indonesian EFL teachers are synchronously obliged to promote a more positively-sound classroom learning atmosphere where all learners can strive and thrive together to achieve similar target language learning objectives. This demand does not only halt in this aspect for the parents expectantly hope EFL teachers to become more supportive learning facilitators for their children to transfigure into more excellent target language communicators.

These arguments seem in line with Sardabi et al., (2018) postulating that it is of paramount importance for modern EFL teachers to start revolutionizing their professional identity thoroughly to bring about more emotionally-supportive

classroom learning circumstances in which all learners can elevate their target language competencies into the utmost potentials. By the same token, Rizqi (2017) strongly suggests that Indonesian EFL teachers replenish their professional identity development with a stronger mentality and positive beliefs to comply with a wide range of parents' demands regarding the specific learning progression undergone by learners. Eventually, since the burgeoning proliferation of Indonesian EFL teachers' professional identity may be impactful on the entire quality of educational processes and prospective learners' lives, it is worth advocating for educational stakeholders to provide more intensive training on escalating this positive professional attribute at the onset of the teaching enterprises. Irani et al., (2021) highly recommend worldwide educational institutions start involving EFL teachers in varied professional identity training to reinforce their pedagogical practices beneficial for the continuity of meaningful educational enterprises encouraging all learners to committedly attain the pre-determined learning outcomes. In a similar vein, Ahmad et al., (2018) strongly advocate school institutions in Indonesia address an insistent professional identity development training where all EFL teachers are rigorously committed to becoming lifelong learners in the pursuance of releasing more positively-sound learning climates. Based on the grounded conceptions and theories

explicated beforehand, it is worth mentioning that five prior studies were heeding more exhaustive exploration of the important role of professional identity in Indonesian EFL teaching-learning contexts.

The first study was conducted by Apriliani (2020) revealed that the majority of pre-service Indonesian EFL teachers consent that intensive teaching practicum activities are urgently needed to better sustain their professional identity before facing the apparent educational lives as professional educationalists. In another study, Ashadi et al., (2022) discovered that the majority of Indonesian EFL teachers successfully surviving in their specific educational fields are those capable of maintaining their professional identity growth with personal beliefs as educators. In the third study, Khoiriyah et al., (2022) highly advised globalized EFL teacher mentors to provide target language teacher candidates with collaborative teaching activities to improve their self-confidence, bravery, and motivation before facing the tangible teaching-learning dynamics. Pramesti et al., (2016) strongly encouraged Indonesian pre-service EFL teachers to constantly reflect on their teaching beliefs, practices, and performances to be more capable of imparting more meaning-making learning activities for their prospective learners. In the last study, Pravita and Kuswandono (2021) uncovered that a predominant number of Indonesian pre-service EFL teachers have been more competent in designing well-

organized teaching plans and dealing with the school life complexities as a result of the apparent manifestation of educational responsibilities. Although these five previous studies have successfully strengthened the critical importance of placing professional identity at the fore of EFL teachers' teacher training and educational faculties, it is of prime importance for the researcher to conduct a more exhaustive investigation regarding the external factors sustaining Indonesian EFL teachers' professional identity in the 21st-century era. By conducting this current small-scale qualitative study, the generated specific research results can potentially pave a new avenue for Indonesian EFL educational stakeholders and teachers to start prioritizing the sustainable growth of professional identity at the commencement of teaching journeys in an attempt to provide more conducive-friendly classroom climates for learners to elevate the designated target language competencies into the utmost levels.

Inspired by this major research objectivity, the researcher attempted to provide a reasonable answer to one proposed research problem as follows: (1) What are the external factors sustaining Indonesian EFL teachers' professional identity in the 21st-century era?

METHOD

The researcher conducted this small-scale qualitative study by utilizing a document analysis method to unveil various renewable insights based on the

review-related literature. To fulfill this major study aim, the researcher chose 20 pieces of literature delving more exhaustively into the importance of constructing Indonesian EFL teachers' professional identity. By conducting this action, the researcher felt quite certain that Indonesian educational experts, practitioners, and curriculum designers are encouraged to value the indispensability of establishing EFL teachers' professional identity development to the utmost levels to progressively transform our target language learning enterprises. The chosen 20 prior literature ranged from 2016 to 2022 year. There are three major criteria prioritized by the researcher in selecting these 20 previous professional identity studies. These criteria can be discerned in the ensuing table.

Table 1.1: Major criteria for chosen studies selection

Article Criteria	Scopes
Focusing on Indonesian EFL teachers' professional development.	University contexts
Explicating the benefits of inculcating robust professional identity development within Indonesian EFL teachers' professional journeys.	Elementary contexts
Revealing the general challenges hampering Indonesian EFL teachers to enjoy a significant elevation of their professional identity growth.	Secondary school contexts

The researcher had two main reasons for choosing these 20 types of literature. Firstly, it was discovered that the majority of Indonesian EFL stakeholders frequently undervalue the crucial role of professional identity. Hence, the researcher expectantly hoped that the yielded specific results in this present study could address some renewable insights concerning this teaching professionalism attribute at the commencement of target language learning enterprises undergone by learners. Secondly, the researcher assumed that a vast majority of Indonesian EFL teachers conduct erroneous interpretations regarding identity and professional identity. Hence, by creating fine-tuned differences between these two essential constructs, the researcher strongly expected that Indonesian EFL teachers could juggle their identity and professional identity development to transform our current educational practices for a better purpose. In the data analysis stage, the researcher planned to conduct the open-coding strategy to create a more accurate clusterization concerning the research results generated by the 20 chosen literature. Afterward, the researcher continually reread, reflect, and rethink all these yielding specific findings to be grouped into some research themes. Data grouping is preferred to be chosen to generate more comprehensible, obvious, and robust research findings for worldwide readers. In the ultimate step, the researcher also attempted to explicate

each research finding in the light of the subdivided themes to ascertain the credibility of this study. Added to this, the researcher conducted human validity by asking for more intensive assistance from his former lecturer to recheck the generated research results. This final-end process was held after the researcher finished analyzing, subdividing, and expounding all the research results.

RESULTS AND DISCUSSION

In this section, the researcher attempted to delineate each obtained data argumentatively in the light of prior relevant theories and findings to ensure the robustness of the research results. Practically speaking, these explicated research results were shaded under the specific themes to address more apprehensible and practical implications to be internalized by EFL stakeholders in varied teaching-learning settings. Concise research results summary of 20 professional identity studies can be seen in the succeeding lines. This subsequent summary table already covered the main research results shared by 20 professional identity studies published in Indonesian reputable journal article platforms.

Table 1.2: Summary of all research results

No	Studies	Research Results
1	Ahmad et al. (2018)	Profound awareness of professional identity will elevate EFL learners' learning outcomes.
2	Astuti (2016)	EFL teachers need to possess a deeper

		understanding of their professional identity in order to become more professional language educators.	8	Lomi and Mbato (2020)	The harmonization between teaching practicum programs and real-time teaching dynamics in order to increase EFL teachers' readiness while facing with various educational obstructions.
3	Cendra (2019)	Four coping strategies to overcome professional identity challenges: 1).Discovering effective solutions independently. 2). Embracing the challenges. 3). Attaining helps from other colleagues. 4). Sharing the experiences with others.	9	Mahendra (2020)	EFL teachers are required to infuse well-developed pedagogical competencies in order to be deemed as professional educationalists.
4	Diasti (2021)	A more profound attention towards personal, interpersonal, and organizational issues enables EFL teachers to fulfill the major educational institution objectives.	10	Mulyani and Gunawan (2022)	EFL teachers should be equipped with a vast range of relatable and meaningful pedagogical approaches to induce better-facilitated learning enterprises.
5	Florida and Mbato (2020)	More robust commitment, resilience, and motivation allow EFL teachers to promote more emotionally-supportive learning environments.	11	Munandar and Newton (2021)	An incessant integration of the socio-cultural, personal, and interpersonal aspects regular learning activities to escalate EFL teachers' volition in provoking more positively-sound learning atmosphere.
6	Hidarto and Christine (2021)	In the light of teacher camps, EFL teachers can potentially transform into more transformative, insightful, and thoughtful decision-makers.	12	Raharjo and Iswandari (2019)	The enrichment of professional development programs to be conducted in educational faculties in which high-quality EFL teachers are produced.
7	Kamil (2022)	Intensive training of professional identity development is crucially needed to invigorate EFL teachers' lofty calling as educators.	13	Riyanti and Sarroub (2016)	An exhaustive awareness of their particular strengths and weaknesses allows EFL teachers to transform into

14	Rosari (2021)	more conscientious learning planners in the long run. Educational institutions need to embed more supportive working vicinities wherein EFL teachers are strongly prompted to consistently maintain their best teaching quality and performances.	19	Widodo et al. (2020)	their learners. EFL teachers are advised to become more adaptable and flexible in designing the designated learning materials to their learners in order to assist them to successfully attain the stipulated learning objectives.				
15	Siahaan and Subekti (2021)	Rewarding and positive experiences with teaching practicum mentors will pave an enlightening pathway for prospective EFL teacher candidates.	20	Wijaya (2022)	Three specific strategies applied by EFL teachers to become more professional educators: 1). Internalizing more enjoyable learning processes. 2). Establishing positive relationship with all learners. 3) Incorporating a wide array of teaching-learning activities that correspond with the school's visions and missions.				
16	Tanjung et al. (2021)	To ceaselessly substantiate EFL teachers' professional identity development, they are required to enroll in formal English language test systems in order to become more credible target language learning instructors.							
17	Upa and Mbato (2020)	EFL teachers have to be sincere and proud on their further calling as educators since they are preparing promising future life trajectories for their learners.	Theme 1: The Indispensability of Teacher Trainings' and Educational Institutions' Supports in Sustaining EFL Teachers' Professional Identity						
18	Widodo and Allamnakrah (2020)	By insistently becoming more innovative, creative, and attentive educationalists, EFL teachers will not merely transfigure into more professional but also entrusted educators to be perceived by							
			<table border="1"> <thead> <tr> <th>Theme 1</th> <th>Authors</th> </tr> </thead> <tbody> <tr> <td>The Indispensability of Teacher Trainings' and Educational Institutions' Supports in Sustaining EFL Teachers' Professional Identity</td> <td>Ahmad et al., (2018); Astuti (2016); Cendra (2019); Diasti (2021); Hidarto and Christine (2021); Kamil (2022); Lomi and Mbato (2020); Mahendra (2020); Mulyani et al., (2022); Raharjo and Iswandari (2019); Riyanti and Sarroub (2016).</td> </tr> </tbody> </table>			Theme 1	Authors	The Indispensability of Teacher Trainings' and Educational Institutions' Supports in Sustaining EFL Teachers' Professional Identity	Ahmad et al., (2018); Astuti (2016); Cendra (2019); Diasti (2021); Hidarto and Christine (2021); Kamil (2022); Lomi and Mbato (2020); Mahendra (2020); Mulyani et al., (2022); Raharjo and Iswandari (2019); Riyanti and Sarroub (2016).
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To promote more exponential development of Indonesian EFL teachers' professional identity, it is worth keeping in our mind that external support derived from both teacher training programs and educational institutions is needed. This conception should have resided within Indonesian EFL stakeholders since the robust construction of professional identity can potentially generate more meaningful, contextual, and enjoyable target language enterprises for learners. When learners experience a higher degree of enjoyment during the teaching-learning enterprises, it is worth mentioning that more fruitful learning outcomes will await them. This first strand of findings is in agreement with the finding of Ahmad et al., (2018) strongly suggest educational institutions continuously fulfill Indonesian EFL teachers with authentic practices, skills, and mindset before commencing the upcoming teaching-learning dynamics resulting in the meaningfulness of learning outcomes attained by learners.

It is worth construing at the same time that Indonesian EFL teachers have incorporated a vast array of personal coping strategies while dealing with specific adversities in their teaching-learning arenas. Normally, they discover more efficient solutions to overcome various teaching-learning barriers, accept the educational challenges, inquire about assistance from other educational counterparts, and disseminate their personal experiences with trusted fellow educators. By operationalizing all these

four above-mentioned strategies, Indonesian EFL teachers can relieve a wide variety of external pressure addressed by educational institutions, parents, and the government eventually resulting in the viability of serving the future generation's needs. This finding strengthened Cendra's (2019) study unearthing that in general, Indonesian pre-service EFL teachers implemented four coping strategies while being crammed with arduous educational dynamics namely mobilizing various effective teaching strategies, confronting the particular educational obstructions bravely, asking bits of help from other working companions, and conducting more mutual sharing events with other teachers.

Another valuable external support that can be incorporated by educational institutions to substantiate the nurturance of Indonesian EFL teachers' professional identity is the support of an intensive teacher camp. With the accompaniment of this educational training agenda, it is strongly believed that Indonesian EFL teachers can be transformed into more insightful, innovative, creative, and qualified learning facilitators eager to promote a holistic learning environment in which all learners can strive and thrive altogether. This finding lends support to Hidarto and Christine (2021) highly advocate for educational institutions in Indonesia to hold teacher camp activities amid EFL teachers' hectic workloads to make them become more skilled, broad-

minded, innovative, and creative educators progressively transforming the entire educational practices.

Moving forward to one of the major important external supports potentially imparted by teacher training programs, it is worth suggesting for EFL teacher mentors design more authentic teaching practicum programs corresponding with nowadays educational complexities to prepare teacher candidates' readiness to confront these prospective challenges with a positive sense of mindset as well as firm professional identity. Lomi and Mbato (2020) have likewise noted that teacher training and educational programs in this modern age are indispensably requested to expend their working ethics in creating innovative teaching practicum programs mutually interlocked with the tangible educational challenges confronted by professional Indonesian EFL teachers. These researchers further believed that by releasing this novel teacher program, the whole educational quality and professional identity can be significantly enhanced.

Becoming more high-quality second language educationalists cannot be detached from teachers' willingness, capabilities, and mastery in fulfilling the targeted learners' learning needs. Simply stating, teacher training and educational programs are specifically demanded to not merely improve Indonesian EFL teachers' professional identity but also to equip them with a complete set of

knowledge along with pedagogical skills to be able to perform high-quality teaching learning dynamics.

This argumentation is germane to Mulyani et al., (2022) unfolding that most Indonesian EFL teachers have transformed into more skilled, qualified, and dedicated learning facilitators in the presence of diverse-wide ranging learners due to the supportive teacher training programs where they can foster their target language as well as pedagogical competencies into the fullest potentials. Lastly, the successful formation of Indonesian EFL teachers' professional identity is inextricably associated with their personal, cultural, interpersonal, and organizational aspects.

By pondering more profoundly on these four main professional aspects, both educational institutions and teacher training programs have to establish more solid collaborative networking in devising more facilitative teaching preparation activities to better assist our teachers to be more cognizant of the particular factors reinforcing or debilitating their professional identity. This conception can be tailored to the finding of Riyanti and Sarroub (2016) who scientifically unveiled that the utmost development of Indonesian EFL teachers' professional identity was determined by personal, interpersonal, cultural, and organizational streams resulting in an essential mission for educational institutions together with teacher training programs to internalize more meaningful teacher preparation activities where they can identify the

factors either amplifying or weakening their professional identity.

Theme 2: The Incorporation of Supportive Working Environments Amid Taxing Educational Challenges

Theme 2	Authors
The Incorporation of Supportive Working Environments Amid Taxing Educational Challenges	Florida and Mbato (2020); Munandar and Newton (2021); Rosari (2021); Siahaan and Subekti (2021); Tanjung et al., (2021); Upa and Mbato (2020); Widodo and Allamnakhrah (2020); Widodo et al., (2020); Wijaya (2022).

Upon entering the real-time educational enterprises, it is of utmost importance to ascertain that Indonesian EFL teachers sustainably experience emotionally-supportive working circumstances. The availability of positively-sound working vicinities should not be overlooked by educational stakeholders since it will determine the extent Indonesian EFL teachers dedicate their professional commitment and teaching endeavor. With this conviction, teachers will indisputably transfigure into more competent educators infusing a higher level of professional identity. This finding is strongly endorsed by Rosari (2021) finding out a predominant number of Indonesian EFL teachers highly desirous to showcase a higher degree of teaching commitment along with motivation are those constantly receiving highly-positive

emotional and mental support from their educational institutions. A similar note also goes to the teacher training and educational programs in which all teacher mentors are essentially required to impart more cooperative, continual, and positive teaching practicum enterprises to elevate EFL teacher candidates' confidence, competencies, and target language-specific skills. Added to this aforesaid requirement, Indonesian EFL teachers also need to maintain mutual relationships with each teacher candidate beneficial for the utmost development of their future professional identity. This above-explained conception seems to concur with Siahaan and Subekti (2021) reporting that a vast majority of Indonesian pre-service EFL teachers have consistently displayed gratifying teaching performances in the designated teaching practicum activities impacted by their mentors willingly address various intensive moral, emotional, and cognitive supports where the positive rapports among these learning community members are ensured.

In the same vein, it is worth accentuating here that the entire development of Indonesian EFL teachers' professional identity is terrifically influenced by their current target language proficiency levels. Meaning to say that EFL teachers will not have ample opportunities to promote more meaningful teaching-learning activities and escalate their professional identity to the utmost levels unless they infuse advanced target language competencies. Therefore, it is

worthy of attention that teacher training and education should conduct English language proficiency test at the commencement of teaching practicum programs to enable the specifically-attained test results as one of the valid references for EFL teacher candidates to constantly elevate their target language skills and knowledge rewarding for their prospective careers as professional educators. This conceptualization appears to be quite pertinent to the finding of Tanjung et al., (2021) acknowledging that English language proficiency test held at the beginning of teaching practicum programs can work as one of the potent cornerstones for Indonesian EFL teacher candidates to expand their target language skills in conformance with latter educational demands.

Another focal point that should be pondered more conscientiously by educational stakeholders attempting to substantiate Indonesian EFL teachers' professional identity is the implementation of professional learning community enterprises. With the support of this collaborative learning to teach practice, Indonesian EFL teachers can gradually become more skillful lesson planners, supportive learning instructors, and broad-minded curriculum designers. All these aforementioned advantageous values occurred since EFL teachers are granted a higher degree of liberty to independently create their specific target language materials with the minimum coercion of other external parties namely

government, school leaders, and curriculum makers. This belief accorded with the study of Widodo et al., (2020) highly recommending educational stakeholders to internalize professional learning community practices inside teaching practicum activities to progressively transform Indonesian EFL teachers to become more strategized lesson planners, supportive learning facilitators, and thoughtful curriculum creators possessing a higher degree of independence in devising a wide variety of meaningful second language learning enterprises for learners.

In the end, the further hindrances to becoming qualified EFL teachers and inculcating a higher level of professional identity As the government together with educational regulations oftentimes impose Indonesian EFL teachers to commit bearing educational stuff contradictory to their current perspectives, personal, and professional identity, it is becoming progressively important for educational stakeholders to revolutionize our regulations commensurately linked to teachers' teaching-learning circumstances, needs, and contexts. Thus, a significant degree of educational benefits can be surely achieved when these educational parties are committed to releasing this agentic action. A similar finding has been acquired by Wijaya (2022) informing that it has been high time for the government and educational institutions to erect more mutual collaborative networking with Indonesian EFL teachers to accurately

interpret the comprehensive educational enactment to be actualized in the forms of more holistic and meaningful target language learning practices to preserve the continuity of professional identity development along with fruitful learning outcomes.

CONCLUSION

Above all, it can be safely concluded that the successful construction of Indonesian EFL teachers' professional identity is terrifically affected by a wide range of external factors comprising teacher training programs, educational institutions' support, and the specific conditions of working climates. Concerning these two external factors, it is increasingly necessary for educational stakeholders in this archipelago to impart cognitive, affective, and moral support for Indonesian EFL teachers to elevate their professional identity levels, which no doubt, will be meritorious for the entire educational practices. Furthermore, there are always grounds for this present small-scale qualitative library study to be replicated for more comprehensive investigation results. Firstly, since this library study only heeds a more exhaustive investigation of discovering a wide variety of external factors that may invigorate or weaken Indonesian EFL teachers' professional identity, there is still a pressing need for future researchers to investigate specific internal factors prompting further development of Indonesian EFL teachers' professional

identity rewarding for educational stakeholders to invent more contextual teaching-learning regulations in the prospective events. Secondly, due to the limited number of literature integrated into this current small-scale qualitative study, future identical studies are welcomed to replicate this investigation with a broader number of EFL teachers' professional identity literature to yield more reliable, trustworthy, and practical research results for the betterment of this nation's educational systems. Apart from the above-elucidated shortcomings, this current small-scale qualitative study had provided some illuminations as well as intellectual empowerment for Indonesian EFL experts, practitioners, educators, and policy-makers to start prioritizing the central role of professional identity within our educational ecosystems by collectively collaborating, strategizing, and committing to devise varied facilitative teaching orientating on the maximization of tailor-made professional identity development and better-facilitated second language learning enterprises.

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reevaluate the whole writing composition for better-quality academic works.

AUTHOR CONTRIBUTION STATEMENT

Currently, the author is working at Cita Hati International School located in East Borneo Province, Samarinda City. Alongside working as an English teacher educating future young generations, the author also dedicates his leisure time to conducting a wide variety of studies to grant some significant contributions to the ever-changing EFL teaching-learning dynamics in this archipelago.

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