

### ABSTRACT

Arsanto, Albertus Yordhana. (2021). *The Influence of Professional Identity Tension of Indonesian English Teachers in Thailand on Teacher Retention, Attrition, and Mobility*. Yogyakarta: English Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University.

The research analyzed the professional identity tension and its relation to personal feelings, perceptions, values, and beliefs. The first year of teaching is one of the important stages of professional identity development. The professional identity tension is an internal struggle and conflicts that challenged the teachers to teach in the classroom. Understanding the tensions that appeared in the teaching process, the professional identity tension might have the negative and positive impacts on the teachers.

According to the phenomenon, the research examined one main research question and four relevant questions related to the professional identity tensions. The main research question was the influence of professional identity tension on retention, mobility, and attrition. The four sub-questions were classified by the four factors of professional identity tensions which were personal feelings, perceptions, values, and beliefs and their influence on retention, mobility, and attrition.

The research was qualitative research which intended to discover the participants' perspectives and events. The participants who engaged in the research were ten participants. The research utilized the interviews and group interviews. The data gathering used in the research was the telephone interviews and group interviews from a different year of teaching. The data were taken from interview guidelines which were open-ended questions. The data were analyzed by using the descriptive method which described the phenomenon to the participants.

The result of the research showed that all the participants experienced the tensions based on the four factors of tensions. The first was personal feeling, the feelings of anger, frustration, and confusion became the main feelings that appeared in the teaching process. The participants had their perceptions of teaching as subject matter experts and pedagogical experts. The values applied by the teachers were understanding the students' ability and helping the students in the teaching process. The last was beliefs where all the participants were influenced by their past experiences when they were in the school/ college. The tensions had a positive impact on the nine participants because they experienced tensions and succeed to solve the tensions that appeared in their teaching process and it made them continue their contract in the school. However, one participant was unable resolve the tension that appeared in the teaching process. This participant discontinued her contract and went back to her country.

Keywords: professional identity tension, teaching, turnover, retention

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*Pada penelitian ini tentang konflik identitas profesional yang berhubungan dengan perasaan, persepsi, nilai, dan pendirian. Pada tahun pertama mengajar merupakan salah satu tahap penting dalam pengembangan identitas profesional. Konflik identitas profesional merupakan konflik dalam diri yang mempengaruhi guru dalam mengajar di kelas. Selain itu, konflik dalam identitas profesional dapat berdampak negatif dan juga positif bagi guru.*

*Berdasarkan fenomena tersebut, penelitian ini mengacu pada satu pertanyaan utama dan empat pertanyaan pendukung terkait konflik identitas. Pertanyaan utama yaitu kontribusi konflik identitas profesional terhadap retensi, mobilitas, dan peralihan. Empat pertanyaan dibagi menjadi empat faktor dalam konflik identitas profesional yaitu perasaan, persepsi, nilai, dan pendirian serta kontribusinya terhadap retensi, mobilitas, dan peralihan.*

*Penelitian ini merupakan penelitian kualitatif yang berfokus pada perspektif dan peristiwa yang dialami oleh partisipan. Partisipan yang terlibat dalam penelitian ini berjumlah sepuluh orang. Penelitian ini menggunakan wawancara pribadi dan kelompok. Pengumpulan data yang digunakan dalam penelitian ini adalah wawancara melalui telepon dan wawancara kelompok. Data diambil berdasarkan pedoman wawancara yang adalah pertanyaan terbuka. Analisis data dilakukan dengan metode deskriptif yang menjelaskan fenomena dari partisipan.*

*Hasil penelitian menunjukkan bahwa semua partisipan mengalami konflik yang berdasarkan keempat faktor konflik tersebut. Yang pertama adalah perasaan, perasaan marah, frustrasi, dan bingung menjadi perasaan yang sering muncul dalam proses pembelajaran. Selain itu, para partisipan memiliki persepsi tentang mengajar sebagai guru yang berfokus pada materi pelajaran dan pendekatan. Nilai-nilai yang diterapkan oleh guru yaitu memahami kemampuan siswa dan membantu siswa dalam proses pembelajaran. Yang terakhir adalah pendirian dimana semua peserta dipengaruhi oleh pengalaman masa lalu mereka di sekolah/ perguruan tinggi. konflik tersebut berdampak positif bagi kesembilan peserta karena mereka berhasil menyelesaikan konflik yang muncul dalam proses pengajaran sehingga mereka melanjutkan kontrak di sekolah. Namun, salah satu peserta tidak dapat menyelesaikan konflik yang muncul dalam proses pengajaran. Peserta ini tidak melanjutkan kontraknya dan kembali ke Indonesia. Kata kunci: professional identity tension, teaching, turnover, retention*