

Negotiating the dual identities of the student-teacher as both a curriculum technician and a curriculum maker

Dwi Sloria Suharti ^{ID}
(dwisloria@umt.ac.id)

Universitas Muhammadiyah Tangerang, Indonesia

Edi Suwandi ^{ID}

(edisuwandi@unugiri.ac.id)

Universitas Nahdlatul Ulama Sunan Giri, Indonesia

Ainu Zumdiana ^{ID}

(ainunachrawi@unugiri.ac.id)

Universitas Nahdlatul Ulama Sunan Giri, Indonesia

Nunun Indrasari ^{ID}

(nununindrasari@radenintan.ac.id)

Universitas Islam Negeri Raden Intan Lampung, Indonesia

Iin Widya Lestari ^{ID}

(widya.lestari@unugiri.ac.id)

Universitas Nahdlatul Ulama Sunan Giri, Indonesia

Nurti Rahayu ^{ID}

(Nurti@stptrisakti.ac.id)

Trisakti Institute of Tourism, Indonesia

Abstract

This study explores the cognitive conflicts experienced by Indonesian student-teachers as they navigate their dual identities as both curriculum technicians and curriculum makers. Current education theories suggest that teacher identity-building courses should focus on providing a foundation for teachers' growth, not just as curriculum technicians adhering to syllabus content and guidelines, but also as curriculum makers who can design and develop engaging and effective learning experiences. However, striking a balance between these two identities can create conflict for student-teachers. This study uses photovoice and interviews to examine how Indonesian student-teachers negotiate their dual identities while developing lesson plans in accordance with the new government curriculum, Merdeka Belajar. The data collected sheds light on the students' self-reflections on their professional identities, and how they plan to enact their decisions in their future teaching careers. The

findings contribute to a better understanding of the challenges faced by student-teachers and the formation of their teacher identity and emphasizes the importance of balancing efforts to negotiate roles during the identity development phase.

Share and cite

Suharti, D.S., Suwardi, E., Zumrudiana, A., Indrasari, N., Lestari, I. W., & Rahayu, N. (2022). Negotiating dual identities as curriculum technician and curriculum maker: Seeing myself at a crossroad. *Electronic Journal of Foreign Language Teaching [e-FLT]*, 19(2), 206–221. <https://doi.org/10.56040/ndss1927>

1 Introduction

In the last two decades, there has been extensive research on the impact of teachers' personal and professional identities on their teaching quality, motivation, dedication, and career decisions. It is widely recognized that teachers have a direct impact on students' academic performance and development. Current education theories suggest that teacher identity-building courses should focus on developing student-teachers' beliefs in their own competence and providing a foundation for their growth as teachers. This is particularly important as the role of teachers has evolved from being mere curriculum technicians to being curriculum makers who design and develop engaging and effective learning experiences for their students. While the value of being a skilled curriculum technician cannot be overlooked, teachers who can combine technical expertise with a willingness to be innovative are more effective in creating personalized learning experiences for their students.

However, this can create a conflict for student-teachers who are required to adhere to a set curriculum while being expected to be creative and innovative in their approach to teaching. Finding a balance between being a curriculum technician and a curriculum maker requires a willingness to be reflective, adaptive, and collaborative with colleagues and students. Therefore, it is crucial to understand how student-teachers construct their self-images and negotiate their roles as professionals in relation to their dual identities as both curriculum technicians and curriculum makers. This understanding can help in designing teacher identity-building courses that provide a foundation for their growth as teachers and enable them to create engaging and effective learning experiences for their students.

2 Literature Review

This study is based on the conceptual frameworks related to (1) the construction of student-teachers' identities, (2) the role of student-teacher-driven curriculum development courses in the construction of their teacher identity, (3) the development of dual identities, and (4) the applications of the photovoice to EFL teacher education. These frameworks will now be briefly discussed.

2.1 Identity construction in student-teachers: assumptions and conceptualizations

Identity plays a crucial part in scheming the process of professionalism in education and its development (Widodo, 2017). In accordance with Rodgers and Scott (2008), we adopt the four following assumptions regarding the conception of student-teachers' identity.

Firstly, the formation of student-teachers' identity is a result of several factors (e.g., social, cultural, and political, and historical) which are dependent on the contexts that they are found in.

Secondly, student-teachers form their teacher identity in a relationship with others, and this often involves emotions.

Thirdly, identity tends to be multiple and is continuously dynamic and changing.

Lastly, identity reveals the construction and reconstruction of meaning through stories over time (Timošćuk & Ugaste, 2010).

Overall, student-teachers can define their teacher identity in terms of how they understand their relationship to the world, how that relationship is constructed across time and space, and how they understand their future possibilities (Widodo, 2017).

Meanwhile, Izadinia (2012) conceptualized student-teachers' identity as perceptions of interconnections between personal variables (self-awareness, cognitive knowledge, sense of agency, confidence) and professional variables (relationship with colleagues/people/parents) in relation to the educational context, learning communities, and their prior knowledge. More importantly, the construction of student-teachers' professional identity is significantly influenced by their self-images as teachers. Self-images impact their teacher identity construction and will be reflected in their future performances (Izadinia, 2015).

According to research by Izadinia (2015), teachers' understanding of their roles and responsibilities is constantly evolving, with development occurring dynamically. This development takes place both during pre-service and in-service teaching, as found by Gholami, Faraji, Meijer, and Tirri (2020), and can be influenced by experiences in teacher training, as discovered by Zhu, Rice, Li, and Zhu (2020). The process of constructing a professional identity, which occurs through practicum and practice, is often linked to political, social, and curriculum spaces.

2.2 Identity construction through student-teacher driven curriculum development courses

Grounded in the concept of "co-intentional pedagogy" or "emancipatory pedagogy" (Freire, 2003), both educators and learners aim to express their educational agendas and exercise their right to have a voice. To accomplish this, they collaborate in curriculum planning, negotiation, action, reflection, discussion, and dialogue on various issues, as outlined by Adam, Zinn, Kemp, and Pieterse (2014). Moreover, teachers and students are propelled by their social identities to take on roles as policymakers, decision-makers, designers of language materials, and classroom assessment designers at the school and classroom levels, according to Widodo (2017).

Given the critical significance of teachers' identities and voices, it is recommended that the process of developing a teacher identity begins as early as possible, long before embarking on a pre-service teacher program, as proposed by Buchanan (2015), or even before enrolling in a teacher education program, as suggested by Nghia and Tai (2017). Curriculum and development courses can provide aspiring teachers with a broad range of information and insights into the teaching profession and professional identity.

As noted by Zhu et al. (2020), these identities continue to evolve due to a variety of factors, including affirmation, clarification, disagreement, and consistency change.

2.3 The development of dual identities in EFL teacher education

Recent studies have shed light on the development of dual identities in EFL teacher education.

For instance, Izadinia (2015) examined effective mentoring networks and found that emotional and academic care and accessibility to the mentor were key factors in the growth of student-teachers' identities as both curriculum technicians and makers.

DuBois and Neville (1997), Parra et al. (2002), and Prabjandee (2020) emphasized the importance of a strong interpersonal bond between mentor and mentee, leading to improved outcomes such as self-worth.

Similarly, Zhu et al. (2020) investigated the teaching metaphors created by Chinese EFL student-teachers, providing insight into their self-perceptions during the learn-to-teach process, aiding in the construction of professional identities.

Additionally, Widodo (2017) and Wyatt-Smith (2019) found that involving students in the curriculum design and materials development process contributed to the growth of their dual identities as learners and potential teachers.

Overall, these studies highlight the importance of mentorship and involving students in curriculum development to foster the growth of dual identities in EFL teacher education.

2.4 *The concept of photovoice and its applications to EFL teaching and learning*

Photovoice was used in this study as a tool to capture the student-teachers' perspectives on their experiences in developing their identities as both curriculum technicians and makers. A research technique created by Wang and Burris (1997), photovoice is a research technique that provides a platform for individuals to express themselves and improve their community through the medium of photography. By using pictures to break down complex issues and present important questions, Photovoice allows people to develop actionable solutions.

This very concept has been shown to be useful for EFL research as well. For examples, learners can reflect on what they see and feel about their surroundings, like in the study by Jayantini *et al* (2022), where photo-taking was used as a method of developing descriptive writing. The findings were that reflection through photovoice could have positive results, as the students' senses and emotions were blended to enhance their involvement and caring for their surroundings. The study showed that using photovoice to lead EFL learners to experience the world around them could help them express themselves through writing and connect with their emotions.

Another study by Nugroho and Sakhiyya (2022) focusing on primary level education explored parents' voices and aspirations in assisting their children in taking online English language classes. Using photovoice, fifteen parents were invited to take photographs from the online English language learning program and discuss them. While appreciating the program, the parents highlighted the obstacles and concerns over online English learning through their photographs.

Similarly, Nurhadi *et al* (2022) looked at how student-teachers articulated their critical incidents that took place during an online thesis examination using photovoice, which provided insight into their experiences while highlighting the importance of acknowledging students' feelings during online thesis examinations.

The above studies demonstrated that photovoice not only offered a space to explore experiences of the relevant stakeholders in education, but also served as a space for their aspirations in disrupting and influencing educational programs and reforms.

3 *Research questions*

The recent literature has shown how photovoice, by acting as visual metaphors, allow student-teachers to convey complex ideas and emotions that may have been difficult to express using words alone. The analysis of these photovoice submissions provided valuable insights into the student-teachers' experiences and thought processes during the curriculum development class, highlighting the challenges and opportunities they encountered as they negotiated their dual identities. This enables student-teachers to take an active role in their own professional development and make meaningful contributions to the field of language education.

The present study will analyze the photographs taken by student-teachers and the stories behind them to identify common themes and patterns related to their teaching practices, beliefs, and attitudes. Through the lenses of photovoice, this study aims to investigate whether student-teachers in an Indonesian university adopt or adapt to the new government curriculum, Merdeka Belajar, while uncovering their learning experiences in the development of lesson plans, in terms of context, reason, and emotion. Specifically, this study seeks to answer two research questions:

RQ (1) What experiences do student-teachers have while building their identities as technicians in curriculum development classes? and

RQ (2) How do they reflect on their self-image as teachers and negotiate their roles as curriculum technicians and makers?

The responses to these research questions would bring to light the concerns and desires of student-teachers about real-world situations encountered during their teacher identity-building journey, would provide insights into the how curriculum development classes can be made more successful.

4 Methodology

This study used a qualitative narrative inquiry approach to investigate how student-teachers perceive their identity as both curriculum technicians and makers. The research design was based on an interpretive paradigm and social constructivism, which allowed the researchers to explore the opinions, perceptions, understandings, and knowledge of student-teachers (Barkhuizen, 2011) as they negotiated the construction of their identity. Specifically, the study reports on the meaningful experiences of student-teachers in the curriculum development class.

4.1 Participants and context

For this study, five student-teachers from an Indonesian university were selected. Their final assignment in a curriculum development class during the 2020/2021 academic year was used as data. This class focused on lesson planning, implementation, and evaluation and was taught over 14 meetings during the third semester. The purpose of the class was to help student-teachers better understand the curriculum, lesson planning models, assessments, and teaching and learning innovations. The student-teachers were required to write self-reflective journals that detailed their curriculum decisions, considering themselves as either curriculum technicians or makers. In these journals, the student-teachers used metaphors to reflect on their expectations, the curriculum, and their professional identities. On the whole, it can be said that this process has helped the student-teachers reflect on and negotiate their dual identity as both curriculum technicians and makers while learning to teach English (Zhu et al., 2020).

4.2 Data Collection

The teacher of the curriculum class, also a faculty member of the university for more than five years, had sought approval to conduct the research involving the students from the institution's research body. At the start of the semester, she elaborated about the research aims to the students and invited them to participation voluntarily and anonymously, without any bearing to their academic results. Then, the photovoice method was introduced, along with implications on power and ethics.

The participants utilized their smartphones' cameras to take the picture in the given time (one month before the course ended). Upon the photo submission, an online group discussion was conducted to identify the themes and their accordance with metaphoric pictures. Student-teachers then did reflective writing based on the selected picture.

Finally, semi-structured interviews were conducted to discuss the photovoice and in-depth interviews on the research themes (Wang, 2006). The student-teachers underwent four-part interview protocols, namely (1) warm-up questions; (2) photo-elicitation; (3) process question; (d) demographic and theme topic information gathering (Latz, 2017).

4.3 Ethical consideration

The complexity of a photovoice project brings about many ethical considerations. As Kesby assured (2000), a photovoice study is not free from power relations in terms of (1) representation, (2) ownership and benefits, (3) invasions of privacy, (4) confidentiality, (5) danger, safety, violations of the law and cultural norms, (5) assumption-laden photography prompts, (6) image manipulation, and (6) inclusion and differing ability (p.432).

4.4 Data Analysis & interpretation (axial coding)

In this study, we presented our findings in class with peers and the teacher-researcher. Group discussions were carried out to investigate the theme and the reflective texts along with the picture.

At this stage, the student-teachers encountered many problems dealing with the metaphoric picture selections, the themes, and the reflective text format. In this case, the teacher gave feedback for the student-teachers to sharpen their work. They were given a two-week time frame for the data improvement phase.

After two weeks, as many as twenty-five students resubmitted their work. However, most of the submissions failed to address the given feedbacks. Some students apologized for missing the feedback for several reasons ranging from the heavy load of assignments from other subjects to general fatigue. Six students declared their wish to withdraw as research participants.

Having scrutinized the resubmissions for data completeness, five final photovoice were finally selected due to their alignment with the format. The researchers used Koltz et al. (2010)'s photovoice's concept (see also Wang & Burris, 1997) for data analysis which was designed as a pedagogical tool for them to create text with the three-voice categories: context, reasons, and emotion. They were color-coded in reflective journals. Some lexical objects, such as phrases and clauses, were marked to suggest recurring patterns of emerging themes, which were then displayed narratively (Ferdiansyah et al., 2020). The researchers also conducted context-related interviews, audio and video recorded, transcribed, and checked for content validity to enrich the data.

Table 1.

Participant demographics

Name	Age	Gender	English proficiency
Ahmad	20	Male	Intermediate
Iren	20	Female	Intermediate
Raya	21	Female	Intermediate
Zain	20	Female	Intermediate
Nadia	21	Female	Intermediate

5 Findings and Discussion

5.1 Research question 1


What experiences do student-teachers gain when building their identities as technicians while planning lessons in the curriculum development class?

In the curriculum development class, they were introduced to issues such as lesson planning adopted by Merdeka Belajar. A new directive policy of the lesson planning implementation stated that the teacher could freely select the platforms used in a lesson plan, construct the learning objectives, activities, and assessment which was called a one-page lesson plan (Kementerian Pendidikan & Kebudayaan Indonesia, 2019). An essential product that a teacher needs to develop, lesson planning serves as a guide for all lessons.

The student-teachers were instructed to share their educational experiences using photovoice, which allowed them to express their thoughts and feelings about how they were developing their identities as teachers, as well as how they were using data from photovoice and interviews to plan lessons and act as curriculum technicians.

Figure 1.

Ahmad's photo-voice in preparing a lesson plan.

Context	This photo was taken in one of the malls in Tangerang City. It was when I was looking for some inspiration for my final report. When looking for something in the Mall, I saw one of the paintings that made me interest. It showed the mouth that there were a lot of animals in his/her mouth. It reflected that there are a lot of ideas that I really want to speak about. The kinds of animals represented my ideas in writing about teaching	
Reason	EFL in online learning. Hence, this is what I felt about in my mind when painting in the picture. When my lecturer asked me to write a lesson plan about teaching EFL online using the new curriculum policy "Merdeka Belajar," it made me confuses because of some reasons, like I don't really know the new curriculum about and second, the pandemic forced us to study at home. For some days, I spent the time to read some papers and gain more information about them. The picture reflected	
Emotion	as a teacher, I have a voice to create and modify the lesson plan based on the students' needs. For example, using one of the apps in teaching EFL is <i>English Central</i> to deliver my teaching activities to simplify the process. Kinds of animals can reflect the students' activities properly during classroom interaction. Even to assess the students' meet of learning objective, I can improve it by myself, and it is really making it sense.	

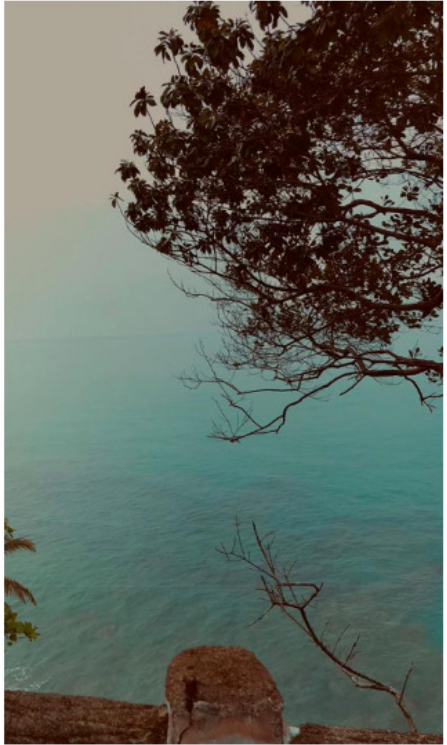
This first metaphor photo-voice in Figure 1 was taken by Ahmad in one of the malls in Tangerang, Indonesia, demonstrates the many thoughts that participants had after facing challenges regarding the new curriculum known as *Merdeka Belajar*. He read some books, papers, journals, and even magazines to get more information about the current curriculum of Indonesia. After reading various journals, books, magazines, and other sources of information, he began to comprehend the new curriculum policy and prepare what he should do to aid his pupils later as an educator or teacher in the future. It showed his voice as a teacher-future to create and modify the lesson plan that involved different students' characters, different levels of students' proficiency, and different learning styles of students. Herds of animals in the picture could reflect some of the students' activities during classroom interaction. He thinks the students' activities during classroom interaction should relate to students' subject matter. He agrees with one of the programs of the ministry of education about developing the quality of education (Kementerian Pendidikan & Kebudayaan Indonesia, 2019). In the future, besides teaching by lecturing or traditional method, he will also use some of the platforms or applications to help him during teaching and learning processes (e.g., *English Central* (EC), *Tandem* (language learning application), *Duolingo* (a platform that includes a website and language learning application)). The previous sample mentions above, the participant will use EC as a technology tool to help the students during the teaching and learning process. EC is one of the applications designed to improve the students' listening, speaking, pronunciation, and vocabulary.

In line with this, Izadinia (2015) said that their future performance significantly influences the construction of student-teacher identity. Thus, it shows that teacher identity could be constructed by teacher preparation programs such as the curriculum classes to prepare them as future teachers (Buchanan, 2015). That student-teacher was taught to freely select the platforms used in a lesson plan

and construct the learning objectives, activities, and assessment (Izadinia, 2013; Kementerian Pendidikan & Kebudayaan Indonesia, 2019). He thought creativities in the teaching and learning process, emancipated students, were active and made an excellent experience (Prabjandee, 2020).

Figure 2.

Iren's photo-voice in constructing learning objectives and activities.

Context	This photo was taken from Karang Bolong Beach in Serang Banten. I took it when I have a short vacation with my friends. I enjoyed the blue sea and the gloomy sky from the top of the hill. This photo reflected my thought and mood at the last examination. It was a Curriculum Method development exam. I got confused when my lecturer asked me to write about teaching EFL in online learning by applying the new curriculum policy "Merdeka Belajar" including making a lesson plan. I did my best and tried to be calm. I guess this picture truly represented my mood and my thought at the time. I felt confused and gloomy when I had to work on the task. I got stacked when the ideas could not be expressed smoothly on my paper. It was like a storm going around on my mind but I didn't know what to write. It took a long time to design and construct an appropriate lesson plan with appropriate objectives and activities for online learning in the EFL teaching context. Designing and writing an appropriate lesson plan is not an easy job for me but when I try hard to learn and read more, I get insightful ideas on how to design it well. I redesigned it by formulating what skill that I will teach and its learning objective. I planned to teach speaking. I expected the students can speak English fluently by using some apps. They could record and tell their online learning activities during the pandemic. Then they could edit the video by using <i>Kinemaster</i> and uploaded it on the learning platform as their performance activity.	
Reason		
Emotion		

In Figure 2 is the photo-voice by Iren taken from Karang Bolong Beach in Serang Banten. Iren described her feelings as the blue sea and the gloomy sky from the top of the hill. The photo-voice that Iren wrote here reflected her confused feeling on how to do her assignment to write about teaching EFL in online learning and related to the current curriculum "Merdeka Belajar." She connected the cloudy sky as her complicated thoughts with her curriculum's final project. She felt as if a storm was raging inside her brain, but she was at a loss for words. Her confusion did not stop her from searching for relevant information about designing appropriate lesson plans based on the curriculum "Merdeka Belajar." She googled much relevant literature and read relevant books, articles, and journals. It took her a long time to develop a lesson plan with appropriate objectives and activities for online learning in an EFL teaching context. The sea reflected her motivation and desire to plan a well-designed lesson plan for her students, particularly in teaching speaking during the pandemic of Covid-19. She thought that her students could use technology advance to help them design engaging speaking activities. Even if it was a pandemic, it did not restrict students to build their speaking skills by recording and sharing their speaking activities to be exposed and shared on platforms or social media after developing and editing them on particular programs such as *Kinemaster*. The researchers can infer that this student-teacher could be prepared to construct the learning objectives and activities (Izadinia, 2013; Kementerian Pendidikan & Kebudayaan Indonesia, 2019). The finding also indicated that the student starts to show her identity as a student-

teacher. It is in line with the concept of student-teacher identity as a perception interconnection among personal variables (e.g., self-awareness, cognitive knowledge, sense of agency, confidence) and professional values (relationship with colleagues, people, parents) in contextual factors, educational factors, learning communities and prior knowledge (Izadania, 2012). Thus, it also reveals that the student-teacher identity also affects their future performance (Izadiana, 2015). This photo-voice can inform how student-teachers visualise their identity in constructing and planning their future lesson plan as curriculum technicians. In addition, the photo-voice also reflected Iren's feelings and emotions when she had to design and develop a lesson plan based on the "Merdeka Belajar" curriculum, whereas she constructed her identity. Constructing a student-teacher identity involves an ongoing process, and its development is constantly shifting due to teaching experience and social interaction. (Villegas et al., 2020). So, constructing student-teacher identity as a curriculum technician and maker involves an ongoing process to recognise and lead professional development.

Figure 3.

Raya's photo-voice in adopting platforms to the learning activities.

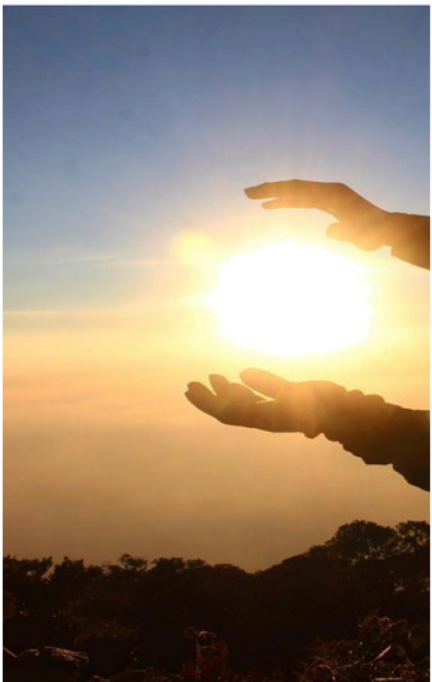

Context	<p>This is a photo of the sun that I took while I was at Mount Cikuray, Garut. I saw the shining sun. And, I asked my friends to lend a hand to be around the sun. I took this photo by accident. I really like the sun because even though he is alone, he still shines. I love this photo as it resembles my feeling when I was doing an assignment in the Curriculum Development course class. My mind was floating through a dark blue sky, exactly like the photo. I was a little confused, dizzy and found it very difficult to do the task.</p>	
Reason	<p>First, I am confused that I have to develop my identity as a curriculum technician. So, I can write a good lesson plan. I started to think about identity as an ideal teacher. To be an ideal teacher, I have to be a knowledgeable person. Then, I start reading some references about Kurikulum Merdeka from government websites, and presentation documents. Also, I re-read again the lecturer's note. Slowly I can understand the concept and try to write the one-page lesson plan. This lesson plan reflects the sequence and steps in teaching and my belief that learning English should be fun and interesting. Because of this, I adopt various gaming applications such as Kahoot, Quizizz, and Hot potatoes as the teaching media. I hope those can aid to students' understanding.</p>	
Emotion		

Figure 3 shows the third photo-voice reflecting Raya's feelings while she was doing an assignment in the Curriculum development class. Her mind was floating through a dark blue sky, precisely like in the photo. She felt a little confused, dizzy and found it very difficult to do the task. In this stage, the student-teacher confusion reflects a stage of emotional and cognitive development when she has to immerse herself in the new role as a lesson planning technician. The coursework's theoretical and practical contents demand the students develop a lesson plan as instructed by the government. In this perspective, the interaction between theoretical, practical, and idealism facilitates knowledge and skills improvement and boosts her identity development. This finding supports the previous research reporting that developing and modifying student-teachers identities through engaging in cognitive learning, interacting with various socialising factors, and undergoing a wide range of emotions in university coursework and teaching practicum (Yuan & Lee, 2014). The photo-

voice also reveals the identity development as a curriculum technician, whereas she started to identify herself as an ideal teacher. This identity was perhaps produced by past events, school experiences, or other factors. As stated by Prabjandee (2020), student-teachers might experience sudden and gradual identity changes. In short, this professional self-image as an ideal and knowledgeable teacher supports effective teaching and continuous professional growth (Kosnik & Beck, 2009). Rooted from her personal belief, she was eager to equip herself with all the necessary skills to accomplish her task as a lesson planner and later operationalise her identity to make classroom activities enjoyable with the aids of educational technologies and improve students' language proficiency. This lesson plan reflects the sequence and steps in teaching and her belief that learning English should be fun and exciting. Thus, as a teacher-future, she will adopt various gaming applications such as Kahoot, Quizizz, and Hot potatoes, teaching media during the teaching and learning process. It shows her student-teacher identity as a lesson planning technician (Izadinia, 2013; Widodo, 2017; Kementerian Pendidikan & Kebudayaan Indonesia, 2019; Villegas et al., 2020).


Figure 4.

Zain's photo-voice in adopting platforms to the learning activities.

Context	Planting is a kind of activity to refresh my brain when I feel so overwhelmed. I took this photo when I had my break after doing assignments. It reflected my mind. In the same way, when I had hot chili pepper on my food, my mouth and my head felt going to explode. I kept asking myself about teacher identity perspectives to complete Curriculum and Development course. My brain burst out. I got so many questions, yet I couldn't find the answer. But finally, I got the answers by reading more books about the curriculum. I took some notes that the practical activity of curriculum course involves decision-making on what is to be taught, to whom, by what methods, and how these are interrelated and action. It requires me as the future teacher to take into account goals and purposes, possible action for achieving them, and relevant knowledge, information, and values, and then make judgments on a course of action to be taken, then to follow this up with taking to act and finally to determine if learning has occurred. By planning a practical activity and carrying out the instruction, I build a plan and use innovative and creative instruction based on my knowledge and skills learned in university course work featuring the latest knowledge, methods, and materials. and it must be relevant to students' needs. Then I adopt some sources from YouTube, like TED Talks, mmm English, and English with Lucy. Hope those channels help my students develop their speaking skill	
Reason		
Emotion		

In this fourth photo-voice, Zain took a gardening break to refresh her brain when she felt overwhelmed. She studied hard in the Curriculum development class for her future job as a teacher by taking notes. She believed that the practical activity of the curriculum class involves decision-making on what is to be taught. She thought the TED Talks, mmm English, and English with Lucy from YouTube videos would help her students develop their speaking skills. In line with scholars, student-teachers identity could improve by initial their curriculum education program (Izadinia, 2013; Widodo, 2017; Kementerian Pendidikan & Kebudayaan Indonesia, 2019; Villegas et al., 2020).

Figure 5.*Nadia's photo-voice in adopting platforms for the assessment.*

Context	This is a photo of a sunflower that I took at a sunflower tourist spot in Scientia Serpong. I think I was lucky when I went there. I met sunflowers in bloom. That's why I took this photo because the spot is really beautiful. I also really like the photographed result. Because it captured contrast color between the color of the sunflower and its surrounding. This thing reflected my mind when I work with my essay in the curriculum materials course including making a lesson plan. I felt a bit	
Reason	confused and complicated when working on this task. And my mind was grey. It's like no idea what to do with my tasks. I found it difficult to design a course by constructing a lesson plan with a new curriculum policy. It took me a long time to construct the learning objectives and determine the appropriate activities and assessments for online EFL teaching. But I tried to understand again and	
Emotion	again. I watched some <i>YouTube</i> videos about teaching EFL online. And I tried to find some examples of the one-page lesson plan from online sources. Then slowly, it came bright color to my mind that could lighten up my mind what to do with all this task. For example, in designing evaluation in a lesson plan, I tried to adopt an assessment system by using an online application like Padlet to organize students' portfolios. So, it can be easier to monitoring and organizing students' tasks in online English classes. Constructing a lesson plan is quite difficult for me, but when I learn and think more and more, I can get some insight into what should I do to make it?	

The last photo-voice depicted a sunflower that Nadia took at a sunflower tourist spot in Scientia Serpong. The contrasting colours of yellow and grey in the result of the photograph illustrated her feeling when she was doing her tasks in the curriculum development course. The grey colour on the photograph reflected that Nadia was a bit confused and complicated when working on the curriculum task. Indeed, she did not know what to do with the task in the beginning, especially when constructing a lesson plan with a new policy of curriculum in Indonesia called "Kurikulum Merdeka," whereas she needs to determine the learning objectives, learning activities, and assessment techniques in EFL online learning.

She then tried to understand how to start doing her curriculum task by searching relevant learning sources from the internet. Her decision to do independent learning by utilising the internet reflects her self-awareness of learning about the task she has not yet understood. This case is in line with Izadinia (2012), who conceptualised student teachers' identity as perceptions of connection among self-awareness, cognitive knowledge, sense of agency, and confidence. To comprehend the task, she decided to watch some relevant YouTube videos about teaching EFL online to brighten up her mind about what to do with all these tasks.

After watching several YouTube videos and other relevant learning sources from the internet, like a one-page lesson plan, she felt that something bright came to her mind. The yellow colour of the sunflower, which contrasts with its surroundings, illustrates this feeling in the photographs. She knew what to do afterwards; for instance, when designing an evaluation, she would adopt an assessment system using an online application like Padlet, which can help her to monitor and organise students' tasks in online English classes. This data shows that the students undergo emancipatory pedagogy (Freire, 2003), in which the students have the right to set their learning sources to enrich their insight. In this data, the student determined her learning sources from YouTube videos, one-

page lesson plans that she accessed from the internet, and a learning platform that can be used as an assessment system called Padlet. This finding is also in line with the theory that constructing a teacher's identity could be built by teacher education programs, particularly in this curriculum class (Izadinia, 2013).

4.2 Research question 2

How do the student-teachers reflect on their self-image teachers' identities and negotiate their roles as curriculum technicians and makers? From the interview excerpt, student-teachers reflect how they are negotiating when developing their curriculum technicians and self-image as teachers, curriculum makers in making lesson planning, as Zain elaborated while she was interviewed. The excerpt is as follows.

In the future, I will be an English teacher who is more active in learning about teaching. Never stop reading and keep updated on the current issues in education. I will also be more reflective in my teaching practices and engage in professional learning and teaching education programs to achieve teaching effectiveness in my classroom. To plan a lesson, I will adapt to the current policies made by the Education Ministry and modify the lesson plan based on the student levels and needs.

This excerpt by Zain shows her self-image in the future. As a teacher (future teacher), she believed that involving planning, acting, and evaluation lesson plans in the teaching action process, will impact educational reform in the future (Widodo, 2017). She will be an English teacher, the role of teachers' identities, who is more active in teaching to help students understand (Buchanan, 2015). She will also be more reflective in her teaching practices and engage in professional learning and teaching education (Izadinia, 2015). Then, the following is Raya's excerpt.

Basically, I am an adaptable person. A teacher needs to be able to adapt himself to different kinds of learning environments. Besides being adaptive, I told myself to keep on learning. Since I believe that a teacher has to be a knowledgeable person, keep updated with the current knowledge and technologies. One more thing, a teacher needs to have a strong vision of himself and his students. In this case, I want my students to be smarter than me. In the future, if I teach in a formal education institution, I will compile the lesson plan as directed by the national standard. Thus, my teaching is based on the curriculum. However, in actual teaching practice, I will try to improve the lesson plan to keep my students updated with the latest knowledge and technology. And to infiltrate good character within my teaching. So, the students have good character as well.

The excerpt shows Raya's belief in a teacher's identity as a curriculum maker. That a teacher needs to adapt himself to different kinds of the learning environment in facing society's changes (Widodo, 2017); in the future, if she taught in a formal education institution, she will compile the lesson plan directed by the national standard. She wanted her students to be smarter than her. Both data revealed that initial teacher training programs such as curriculum courses could draw on teacher identities, as Izadinia asserted (2013). They also reflected how student-teachers develop their identity as curriculum technicians and curriculum makers (Widodo, 2017). The following is Iren's excerpt.

Honestly, I love learning and reading a lot. Ideally, as a teacher who wants to be in the future, I need to upgrade myself to be a role model. One day, If I become an English teacher, I will learn and read some relevant theories and sources to enrich my knowledge. Then I will design and construct my lesson planning as appropriately as possible. In designing a lesson plan, I will analyse and adapt the curriculum and syllabus. Then I will define and make an appropriate lesson plan based on the current standard curriculum from the government. I also will support my teaching activities by using digital technology and applications. Hopefully, in the modern and digital era, my teaching activities are aimed at some digital media to help my students. I also will create an engaging learning atmosphere for my students. So, they will not quickly get bored during my class.

Iren's excerpt above uncovered her belief as a curriculum maker in her teacher identity. As a teacher and curriculum maker, she needs to design and construct eligible and qualified lesson plans. The teacher also needs to prepare and compose suitable materials. The teacher is given autonomy to develop their materials and lesson plan as long as the goal is achievable (Widodo, 2017). When she will become a teacher in the future, she would design and construct an appropriate lesson plan that is supported by her knowledge of technology. As a teacher-wannabe in the future, she also thinks about improving her knowledge by reading relevant resources. This reveals that the initial teacher training program could build and draw on teacher identity as both a curriculum technician and a curriculum maker (Izadiani, 2013).

In the next excerpt, Ahmad disclosed that in the future, when he will be an English teacher, he will observe his students' prior knowledge.

In the future, if I become a teacher. Firstly, I will observe my class know about the students' prior knowledge because I know my students' knowledge level. After measuring the students' knowledge, I will make a lesson plan based on the situation in my class. However, I should match my lesson plan with the standard national of Indonesia. That is why I have to improve my lesson plan by myself. Thus, I will still teach based on the standard of the curriculum, which has been improved, based on the situation. For instance, in the 21st century, I should master students' integrated technology during the teaching and learning process. They have to know how to operate some software to help the students in the teaching process like Google meet, Google classroom, Microsoft teams, and Moodle.

His excerpt interview also found something interesting when he conveyed that he should integrate technology into his pupils' teaching and learning processes. They must run software that assists students throughout the instructional process, such as Google meet, Google classroom, Microsoft teams, and Moodle. This finding suggests that student-teachers' instructor should equip their student-teachers with a wide range of knowledge and insights that help understand the teaching profession and professional identity. Being fully aware of the need to become a good teacher for his students, he was convinced that he can become a good curriculum maker in the future (Izadina, 2012).

Nadia's excerpt's below displays her self-identity as a curriculum maker. She conveyed her desire to create a lesson plan based on the current curriculum and adapted to the students' needs.

One day, if I become a teacher, I will make a lesson plan based on the current curriculum and try to introduce some technology-related content to support the students to use digital technology in the teaching and learning process. I would also like to use various teaching media and teaching models, both online or offline learning. So, my students will not get bored.

This data showed the students' awareness of self-monitoring and development in the curriculum context (Wyatt-Smith, 2019). She would also try to insert technology-related content on her course design and use various relevant teaching media and methods. It reflected the process of developing a teacher's identity, which may undergo some changes due to several factors, such as confirmation/consolidation, elaboration/expansiveness, contradiction/disequilibrium, and stability/minor change (Zhu et al., 2020).

To sum up, this present study explores student-teachers' dual identity as curriculum makers and technicians, two areas the student-teachers must come to terms with before entering the teaching profession. This negotiation of student-teachers' dual identity has been reflected in their photovoice. The changing global contexts of the teaching profession call for the need to develop competent teachers who have suitable qualifications and who are motivated to remain in this noble profession for a long time. As a result, Day and Gu advocate for a refocus on teacher identity in response to reform pressures, contending that it is critical to understanding teacher effectiveness (Day & Gu, 2010) and relates to professional practice (Brooks, 2019).

5 Conclusion

This study examined the student-teachers' construction and negotiation of their identities as curriculum technicians and makers. The photovoice concept by Koltz et al. (2010) has helped to reveal the emotional aspects of the participants as student-teachers. As their student-teacher identity becomes developed into a teacher identity through teacher preparation courses, they could negotiate their identity as future teachers to freely select the platforms used in a lesson plan, construct the learning objectives thereof, and design the relevant activities and assessment.

Photovoice can be used to demonstrate that the construction of their teacher identity is progressively shaped by teaching preparation programs such as this curriculum class. It provides some empirical evidence on student-teachers' real-life situations in their learning journey towards their embracing their teacher identity, and this study has revealed the student-teachers' experiences and process of enacting their dual identity as curriculum technicians and makers.

While these results cannot reflect the general student-teachers' cognitive process in the broader population, the concept of photovoice as metaphors of student teachers' cognitive experiences should be accorded its due recognition and considered as a valuable tool for exploring the complex inner world of student teachers. Further research using photovoice can deepen our understanding of the experiences, challenges, and perspectives of student teachers, and inform the development of more effective teacher education programs and policies. Therefore, the potential of photovoice as a research method should not be overlooked, and efforts should be made to incorporate it into the research agenda of teacher education.

Acknowledgements

The first and sixth authors would like to express her heartfelt gratitude to the LPDP, Indonesia's Ministry of Finance, for funding this study. Additionally, we would like to express our heartfelt appreciation to the participants who made this study successful.

References

- Adam, K., Zinn, D., Kemp, H., & Pieterse, C. (2014). Humanising research through research: The inclusion of student voice in curriculum renewal. *Education as Change*, 18(Suppl. 1), S63–S76.
- Barkhuizen, G. (2011). Narrative Knowledgeing in TESOL. *TESOL Quarterly*, 45(3), 391–414.
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature & implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189.
- Brooks, C. (2019). *Teacher subject identity in professional practice: Teaching with a professional compass*. Routledge.
- Buchanan, R. (2015). Teacher identity and agency in an era of accountability. *Teachers and teaching*, 21(6), 700–719.
- Dubois, D. L. & Neville, H. A. (1997). Youth mentoring: Investigation of relationship characteristics and perceived benefits. *Journal of community psychology*, 25(3), 227–234.
- Day, C., & Gu, Q. (2010). *The New Lives of Teachers*. London: Routledge.
- Ferdiansyah, S., Widodo, H. P., & Elyas, T. (2020). Photo-voice in the English as an Additional Language (EAL) Writing Classroom: No Need to Rush to Love Writing Because Love Will Grow with Time. *Journal of Asia TEFL*, 17(1), 269–279.
- Freire, P. (2003). *Pedagogy of the oppressed* (30th anniversary Ed.) (M. Bergman Ramos, Trans.). New York: Teachers College Press (Original work published 1970).
- Gholami, K., Faraji, S., Meijer, P. C., & Tirri, K. (2020). Construction and deconstruction of student teachers' professional identity: A narrative study. *Teaching and Teacher Education*, 1–18.
- Harris, D., & Rutledge, S. (2010). Models and predictors of teacher effectiveness: A comparison of research about teaching and other occupations. *Teachers College Record*, 112(3), 914–960.
- Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26(8), 1530–1543.
- Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, 39(4), 694–713.

- Izadinia, M. (2015). Student teachers' and mentor teachers' perceptions and expectations of a mentoring relationship: do they match or clash? *Professional Development in Education*, 42(3), 387–402.
- Jayantini, I. G. A. S. R., Surata, S. P. K., Hikmaharyanti, P. D. A., & Ariyaningsih, N. N. D. (2022). From Eyes to Heart: Reflection through Photovoice in the Writing Activity of EFL Students. *International Journal of Society, Culture & Language*, 10(3), 44–57. doi: 10.22034/ijscel.2022.557909.2706
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
- Kementerian Pendidikan dan Kebudayaan Indonesia (2019). “Kebijakan Merdeka Belajar 1: Empat Pokok Kebijakan Merdeka Belajar.” (11 Desember 2019). Kemendikbud.go.id. Retrieved on January 15, 2021 from <https://www.kemendikbud.go.id/main/blog>.
- Kesby, M. (2000). Participatory diagramming: Deploying qualitative methods through an action research epistemology. *Royal Geographical Society (with the Institute of British Geographers)*, 32, 423–435.
- Kosnik, C., and C. Beck. (2009). *Priorities in Teacher Education: The 7 Key Elements of PreService Preparation*. Oxon: Routledge.
- Latz, A. O. (2017). *Photovoice research in education and beyond: A practical guide from theory to exhibition*. Taylor & Francis.
- Nghia, T. L. H., & Tai, H. N. (2017). Pre-service teachers' identity development during the teaching internship. *Australian Journal of Teacher Education*, 42(8), 1–15.
- Nichols, S., Schutz, P. A., Rodgers, K., & Bilica, K. (2016). Early career teachers' emotion and emerging teacher identities. *Teachers and Teaching: Theory and Practice*, 1–16.
- Nugroho, K., & Sakhiyya, Z. (2022). Photovoice: Young children online English language learning, parents' voices and its implication to educational policy and provision. *Indonesian Journal of Applied Linguistics*, 11(3), 612–622. doi:<https://doi.org/10.17509/ijal.v11i3.35083>
- Nurhadi, K., Hendriwanto, Istiqomah, L., & Gunawan, F. (2022). Adopting photovoice to explore EFL student teachers online thesis examination experiences: Lessons learned from indonesia. *Mextesol Journal*, 46(3).
- Parra, G.R., et al., 2002. Mentoring relationships for youth: investigation of a process-oriented model. *Journal of community psychology*, 30(4), 367–388.
- Prabjandee, D. (2020). Narratives of learning to become English teachers in Thailand: developing identity through a teacher education program. *Teacher Development*, 24(1), 71–87.
- Rodgers, C. R. & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith & S. Nemser-Freiman (Eds), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 732–755). London: Routledge.
- Timošćuk, I., & Ugaste, A. (2010). Student teachers' professional identity. *Teaching and Teacher Education*, 26(8), 1563–1570.
- Villegas, D. F. M., Varona, W. H., & Sanchez, A. G. (2020). Student teachers' identity construction: A socially-constructed narrative in a second language teacher education program. *Teaching and Teacher Education*, 91, 1–10.
- Wang, C. C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of Community Practice*, 14, 147–161.
- Wang C. C., Burrell M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369–387.
- Widodo, H. P. (2017). Constructing and Negotiating Agency and Identity of English Language Learners: Teacher-Learner Driven ESP Materials Development in the Indonesian Secondary School Context. *Electronic Journal of Foreign Language Teaching*, 14(2).
- Wyatt-Smith, C. (2019). The development of students' evaluative expertise: enabling conditions for integrating criteria into pedagogic practice. *Journal of Curriculum Studies*.
- Yuan, E. R. (2016). The dark side of mentoring on pre-service language teachers' identity formation. *Teaching and Teacher Education*, 55, 188–197.
- Yuan, R., & Lee, I. (2015). The cognitive, social and emotional processes of teacher identity construction in a pre-service teacher education programme. *Research Papers in Education*, 30(4), 469–491.
- Zhu, G., Rice, M., Li, G., & Zhu, J. (2020). EFL Student Teachers' Professional Identity Construction: A Study of Student-Generated Metaphors Before and After Student Teaching. *Journal of Language, Identity and Education*, 1–16.
-

About the author(s)

Dwi Sloria Suharti (<https://orcid.org/0000-0001-9151-4987>) is an English teacher at the Faculty of Education and Teacher Training at Universitas Muhammadiyah Tangerang (UMT). She has a position as an assistant professor at the university where she now works. Curriculum development, English grammar, technology integration in EFL language teaching, EFL reading and writing, news writing in English, and EFL teacher education are all areas she is interested in studying. She is now pursuing her PhD at the Universitas Pendidikan Indonesia in Bandung.

Edi Suwandi (<https://orcid.org/0000-0002-2744-239X>) is a faculty member in the Department of English Education at Nahdlatul Ulama Sunan Giri University. He is a doctoral student at National Dong Hwa University in Taiwan. The Department of Education and Human Potential Development is his major. His research focuses on contemporary issues in English teaching, curriculum development, ESP, student writing performance, corrective feedback, blended learning, online learning, and student learning motivation.

Ainu Zumrudiana (<https://orcid.org/0000-0003-4869-2299>) is currently serving as a faculty member in the Department of English Education at Nahdlatul Ulama Sunan Giri University in Indonesia. Her research focuses on relevant issues in English education, character building, the learning of foreign languages through the use of mobile devices, and teacher professional development (TPD). One of her primary concerns is serving the community.

Nunun Indrasari (<https://orcid.org/0000-0002-9193-1630>) is an English lecturer at Universitas Islam Negeri (UIN) Raden Intan Lampung. She is an assistant professor and a Tarbiya and Teacher Training faculty member. She currently teaches at English Education Study Program, emphasizing listening and ELT methodology. Her research interests are Teaching English as a Foreign Language (TEFL), technology-enhanced language teaching, EFL teacher education, EFL listening, media in language teaching, teacher professional development, and English for Specific Purposes (ESP).

Iin Widya Lestari (<https://orcid.org/0000-0002-9193-1630>) is an English lecturer at the English Education Department of Universitas Nahdlatul Ulama Sunan Giri. She teaches English language education, with an emphasis on reading and writing, as well as ESP. Her primary research interests include Teaching English as a Foreign Language (TEFL), English as a Foreign Language (EFL) learning, applied linguistics, teaching and technology, particularly on current issues in English teaching, curriculum, need analysis in ESP, teachers and students, and learning media.

Nurti Rahayu (<https://orcid.org/0000-0003-4959-2054>) is a doctoral candidate in English Language Education at the Indonesia University of Education in Bandung, Indonesia. In Jakarta, Indonesia, she teaches English for Specific Purposes (ESP) at the Trisakti School of Tourism's Hotel Management Department. She is a Senior Lecturer. Her research expertise includes ESP, ELT, character education, curriculum development, and textbook analysis. She has also acquired an avid interest in hospitality education.

Digital Object Identifier (DOI) permalink

<https://doi.org/10.56040/wzxq1926>