

Exploring the Experience of Novice ELT Lecturers to build their Professional Identity Based on *Tri Dharma Perguruan Tinggi*

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Abstract

Tri Dharma Perguruan Tinggi comprises Education, Teaching, Research, and Community Service. Every institution lecturer must carry out the *Tri Dharma Perguruan Tinggi*, especially for novice ELT lecturers who are incoming in new cultural education in English Language and don't have lecturer certification. This research aims to explore the novice ELT lecturers' experience in fulfilling the three pillars of *Tri Dharma Perguruan Tinggi* to build their professional identity. Accordingly, the objectives were to find out how the experience of novice ELT lecturers builds their professional identity based on the *Tri Dharma Perguruan Tinggi*. Qualitative research in the form of a narrative is used as a research approach. The data were analyzed using thematic analysis. Data were collected through an interview with the study participants: the four novices ELT lecturers in English Education Department at PGRI Adi Buana University Surabaya. The findings show that there is a learning system and teaching material from pillar one. In pillar two, there is research and publication, and pillar three finds their experience in a group of community service.

Keywords: *Novice ELT Lecturers, Tri Dharma Perguruan Tinggi, Professional identity*

Introduction

Being a lecturer is not easy as people think. There are so many challenges in their own right. One of the main challenges the Indonesian government encounters is to improve the quality of its human resources, especially in the education sector. Professional lecturers must support the quality of education as a strategy to develop the quality of human resources. Good education commonly produces a good quality of human resources. According to Septiani et al. (2019), Indonesia still faces challenges, especially in education and human resources. In Indonesia, there are three fundamental pillars of higher education called *Tri Dharma Perguruan Tinggi*. Three pillars are education and Teaching, Research and Development, and Community Service. The *Tri Dharma's* goal in a university must be to have a high spirit, creative thinking, independence,

and innovation. Education in the Tri Dharma is a conscious and planned effort to create an energetic, creative, and innovative learning atmosphere and learning process. As for development and research is to carry out research and development in the field of education. At the same time, community service is a program prepared by going directly to the area to help specific communities in several activities.

In education, educators must be able to achieve the Tri Dharma and implement it. Therefore the Tri Dharma must exist in the soul of the educator. This is a reference for someone if you want to become a teacher, especially for novice lecturers who do not have much experience in their teaching. They should pay attention to the three pillars of the *Tri Dharma Perguruan Tinggi*. A novice lecturer is regarded as anyone who teaches a new course for the first time. As novice lecturers with no teaching experience, it is quite challenging to understand how to fulfill their new class role. In addition, the beginning period of teaching is usually challenging for lecturers of different subjects.

Meanwhile, a little experience lecturer in their profession would bring about several problems and obstacles due to the clumsiness of the introduction stage of teaching, where everything is new and sometimes unexpected. Therefore, it can be concluded that novice lecturers face several problems and obstacles when they have limited teaching experience and have difficulties dealing with their tasks at work. Meanwhile, they have the same responsibility as other teachers with many years of service. Therefore, novice lecturers of English handle various demands of the experienced and professional. Widiati et al. (2018) stated that learning English in Indonesia will be a long and complex process; it should be known from the basics, such as learning about a new culture and how to do and think of something considering the culture. It is undoubtedly a challenge for novice lecturers, mainly if not much professional help and support is available in the teaching environment. Lecturers' professional development refers to lecturers' professional growth.

To develop professional development, novice lecturers need support and opportunities to improve it. Moreover, novice lecturers have many obstacles they must overcome it well. But on the other hand, if the lecturers have good professional development, the problem around them would be limited. Therefore, lecturers' professional development can be crucial for promoting better classroom instruction and student achievement. Novice lecturers need to make plans for the class. They are expected to become more confident and unhurried during the class. They need reminders and instructions to help them to be well-prepared for the class. Additionally, they would like to be able to exchange ideas and resources about the classes they are teaching and more experienced college teachers.

However, few studies have examined the experience of novice ELT Lecturers in building their professional identity based on *Tri Dharma Perguruan Tinggi*. Thus, this study aims to investigate further the novice ELT lecturers' experience in their teaching with their similar and distinct experiences as professional lecturers.

Literature Review

Professional Identity

Being professional lecturers are the most important for students' optimum learning. Experienced teachers are necessarily required to change education for better or worse, as Anggraini (2019) stated. Professional identity is an ongoing process of meaningful experiences connecting person and context; how academics construct their professional identities in academic settings results in effective or ineffective performances in their career or profession. Rahimi et al. (2019) stated that professional identity can be thought of as an ongoing process of one's professional self-concept based on one's attributes, beliefs, values, motives, and experiences and is shaped by contextual factors. However, professional criteria and the assessment work of lecturers are set up variously depending on one country's education policy landscapes and cultural context. For example, in the Indonesian context, teachers' role is vividly reflected in the law about teachers and lecturers. Law no. 14 of the year 2005 has mandated the government to qualify teachers and lecturers academically in terms of their competencies and the achievement of the national education goal.

Novice ELT Lecturer

Novice lecturers are incoming in new cultural education and are still new theoretical knowledge. Therefore, they start their teaching careers in education. In accordance with the control of entrance into a teaching career and preparatory programs, Dvir and Schatz-Oppenheimer (2020) stated novice teachers start to examine their beliefs, educational conceptions, professional goals, compatibility with the profession, and the best way to accomplish their goals. Novice lecturers in the language teaching field are complicated in many different dimensions of learning, from those associated with the mastery of the subject matter of language teaching to those involved in managing learning in the classroom.

According to Bi Hady (2018), Novice lecturers have completed a series of lecturers training programmers and are theoretical to know how to include new pedagogical knowledge into their teaching. However, the lecturers face many problems, and the most challenging is acquiring the basic classroom skills needed to present and navigate their lessons. In addition, EFL teachers may gain richer educational experiences by recollecting prior teaching-learning enterprises they have undergone beforehand since their stories are interpretative, complex, and subject to change in accordance with their ongoing identity construction. Amin and Rahimi (2018) concurred that novice teacher challenges produced three frames: the managerial frame (like routines and procedures for managing classrooms, time, and lesson plans), the human relations frame (such as knowing individual students' needs and learning styles, teacher-teacher relationships and communications), and the additional frame (like workload, supervisors, differentiation of instruction, students' prior knowledge and cultural understandings).

Tri Dharma Perguruan Tinggi

Tri Dharma Perguruan Tinggi is the three fundamental pillars of the mindset and become an obligation for lecturers as intellectuals in this country. The three pillars are education and teaching, research and development, and community service. Every component in tertiary institutions, namely the academic

community, is responsible for realizing and implementing the *Tri Dharma Perguruan Tinggi*. Desi et al. (2022) explained that every institution lecturer is required to carry out the *Tri Dharma Perguruan Tinggi*. In implementing the *Tri Dharma Perguruan Tinggi*, lecturers will be evaluated every semester by completing the Lecturer Workload (BKD) application in each tertiary institution's Integrated Resource Information System (SISTER).

Methods

This research uses qualitative with a narrative approach. The narrative technique begins with the experiences expressed in lived and told stories of individuals. The source data of this study is the four novice ELT lecturers in English Education Department at PGRI Adi Buana University. This research chooses them as the subject of research to know their teaching experience to build their professional identity based on the *Tri Dharma Perguruan Tinggi*. The data of this research becomes the result of the interview conducted to gain data about exploring the experience of novice ELT lecturers to build their professional identity based on *Tri Dharma Perguruan Tinggi*. In analyzing data, the researcher uses thematic analysis. The data will be gained from the interview was transcribed into written form to be analyzed in thematic analysis. To improve the validity of data, the researcher will be validated the collected data by using member checking or participant validation.

Findings and Discussions

Education and Teaching

The researcher reported the finding based on education and teaching or pillar one of *Tri Dharma Perguruan Tinggi*. The results show the participants' learning system and develop their instructional design. The learning system includes the participants' use of teaching methods. For example, the thesis supervisor experience is the way the participants guide the students' thesis. Developing instructional design is preparing requirements before teaching (RPS and teaching materials). But in education and teaching, the researcher just interviewed three participants. Because participant 4 did not report the education and schooling because she is continuing her doctoral degree now.

During post-pandemic, the participants chose the learning system teaching offline and hybrid. The participants agree to choose hybrid because those methods are easy and can adjust to current conditions. Hybrid learning is a technological innovation of learning that can provide more space and be more flexible in delivering materials. But one of them chooses the offline method because he can make good interaction, society, emotional touch, and understand each other. This statement related to the participant's response, "I am teaching offline because we need interaction, society, good emotional touch, and understanding each other. Also, I can teach in a good way." [P.1]. Hybrid and offline are suitable for use in this condition. Because if used entirely online, the students do not understand the material and feel dull. The participants used formative, summative, and project-based learning for the assessment. The participant's response

“Depending on the course, it can be formative, summative project-based learning, or other.” [P3]. From that response, it can be seen that every course has a different assessment.

Therefore, the participants must prepare requirements like RPS and teaching materials. It was not easy because there was a difficult thing that the participants felt. The difficulty in making RPS and teaching material are having to keep learning anything related to education, and determining the material depends on the teaching method. One of them said, “I must determine the material that must suit the needs of students to the outputs that they can apply or produce it later” [P.3]. From this statement, it can be said that the participant must determine the material that suits students' needs and goals acquired and used later.

Sometimes making RPS and teaching material was intricate, so the participants should make something different and exciting and find many references. The participant explained, “I try to innovate to create something to make them value themselves and also ask other lecturers.”[P.1]. Based on the statement, it can be said that RPS and teaching material should exchange ideas or share with other lecturers and create something valuable.

Research and Development

The researchers informed the finding based on research and development or pillar two of *Tri Dharma Perguruan Tinggi*. The results show the participants' research and publication. The participants must conduct research that has been published. They found a lot of difficulties while doing research and publishing. The participants felt difficulties conducting research that limited the time and data collection. One of the participants explained, “The difficulty when doing research is processing data such as making sentences good” [P.3]. The participant felt it was challenging to process data because the research must have a good sentence when electing the word. Another participant said, “The difficulty is doing research with clear updates, so it must be up-to-date research” [P.4]. It showed that research must be up to date with the journal so it can help when processing publication. To overcome those difficulties, the participants read the latest articles published in international journals and, using the adapt method, approach the students who become subjects in research. The participant said, “I always learn by asking other lecturers about managing data and looking for examples on the internet” [P.3]. It explained that the participant overcame the difficulties by sharing with other lecturers about managing data and looking for references.

After conducting research, the participants must publish their research in a journal. The participants' posts are national and international (under review). Processing publishing is not easy because it also has a problem. The participants explained the difficulty of making research publications waiting a long time. This statement related to the participant's response, “If we upload it in a reputable journal because we have to queue up to 1 year like in *sinta 3*” [P.2]. Publishing some research needs to wait for a long time and must queue in a reputable journal. Another participant said, “I must fulfill a request from the editor so that they have to change most of the contents of the research” [P.4]. Not only waiting time but the participants' problem when publishing research is also fulfilling a request from the editor journal. To overcome those

difficulties, the participants have to read other articles that are almost the same research and accommodate input from other parties. The participants also said, "I have to prepare two publications for the long and short term for reporting on lecturer performance loads" [P.2]. Because waiting for publication in a journal is long, the participant has two plans to prepare two magazines for the long and short term.

Community Service

The researchers stated the finding based on community service or pillar three of *Tri Dharma Perguruan Tinggi*. The results show the participants' experiences during community service. Community service is unpaid work performed by a group of people for the benefit and betterment of their community without any form of compensation. But in community service, the researcher just interviewed three participants. Because participant 1 did not have experience in community service. The participants' experiences during community service are collaborating with MGMP English teachers regarding using LMS, developing teacher professionalism, assisting in preparing writing scientific papers resulting from PTK, and practicing writing scientific works until they can produce work. In community service, the participants become a group. This statement related to the participant's response, "In community service, the tasks are divided into groups because there is a lot to take care of if I am in the administration and making PPT" [P.3]. It can be seen that the participants have different jobs depending on the group. The participant said, "It is adjusting to the needs and then working with groups" [P.2]. So when making proposals, the participants adjust to the needs and work with the group's partner. For publication, the participant said, "There is a self-publishing team, and PGRI Adi Buana University has its community service journal" [P.4]. From that statement, it can be seen that the publication has its section. Still, all the participants have a stake in writing magazines, and PGRI Adi Buana University has its community service journal.

Discussions

The *Tri Dharma Perguruan Tinggi* is three pillars that exist in higher education. The three pillars include education or teaching, research, and community service. Each component of higher education is responsible for realizing and implementing the *Tri Dharma Perguruan Tinggi*. The lecturers must fulfill *Tri Dharma Perguruan Tinggi* to build their professional identity. Desi et al. (2022) explained that every institution lecturer must carry out the *Tri Dharma Perguruan Tinggi*. It is not easy, especially for novice ELT lecturers. The novice ELT lecturers' experience in education and teaching includes their learning system and instructional design development. They have several experts and challenges in their carrier. It is equal to Amin and Rahimi (2018) concurred that novice teacher challenges produced three frames:

- The managerial frame (procedures for managing classrooms, time, and lesson plans)
- The human relations frame (such as teacher-teacher relationships and communications)
- The additional structure (like workload, supervisors)

In the learning system, the lecturers must choose the learning system to do in their class. The lecturers used teaching offline and hybrid. Because those methods are easy to do and can adjust to current

conditions, they also can make good interaction, society, emotional touch, and understand each other. So those methods are better than online. It is similar to Togar Simajuntak & Tri Wahyuni (2021) considered that online learning causes restrictions on the activities of lecturers and students, so it is not efficient and effective. The lecturers also have assessments for their courses. Every course had different checks, such as formative, summative, and project-based learning. The novice ELT lecturers must develop their instructional design, including making RPS and teaching material. It came as Anggraini (2020) stated that novice teachers were considerate about professional development and skills in implementing their duties related to their profession as a teacher. Their experience while developing their instructional design found many difficulties in determining the material depending on the teaching method and students' needs with the output they can apply or produce.

Moreover, the lecturers also have to keep learning anything related to education. They have to find lots of references and exchange ideas with other lecturers. And also make something different and exciting. The lecturers had further research and development research because they were additional qualifications. After doing research, they must publish their research. It's one of their workloads. However, they still found the challenges of data collection, processing, and being up to date. Also, they had limited time because they were busy with learning, teaching, and other university activities. So they overcame those difficulties by asking and sharing with other lecturers, reading for references from the article, using the adapt method, and approaching the students who become research subjects. Not only that, they had to wait for a long time if published in a reputable journal and must fulfill a request from the editor. Thus, they must prepare two publications in different journals for the long and short term, read other articles that are almost the same research and accommodates input from other parties.

The novice ELT lecturers also had a community service activity. A community service program carried out by institutions is one of the *Tri Dharma Perguruan Tinggi* implementations. This program is for activities conducted off campus and implemented in various forms, for example, community education and training, community service, and action research on science and technology produced by universities. As Lian (2019) said, lecturers must be expected to adapt community service programs to the times and further develop an academic culture to make their productivity and contribution competent in society. So the lecturers always develop their activity with the several programs, like they had program collaboration with MGMP English teachers regarding using of LMS, developing teacher professionalism, assisting in the preparation of writing scientific papers resulting from PTK, and practice of writing scientific works until can produce work. Those are examples of the community service program that novice ELT lecturers and their groups had done. They were not doing it alone because they were a group. So, they had different jobs depending on their group, including making proposals and output results that would be published. They must adjust to the needs, share, and work together as a team. Even though they had their job in their group, they all had a stake during community service.

However, apart from the difficulties in fulfilling *Tri Dharma Perguruan Tinggi*, novice ELT lecturers still need to struggle to achieve it. Based on Rahimi et al. (2019), professional identity can be considered an

ongoing process of professional self-concept based on attributes, beliefs, values, motives, and experiences and shaped by contextual factors. Therefore, novice ELT lecturers struggle to build their professional identity, which is an ongoing process of experiencing fulfilling the three pillars of *Tri Dharma Perguruan Tinggi*.

Conclusions

The findings reveal three themes: teaching and education, research and development, and community service. In education and teaching, it has shown that several conclusions can be discovered from this study as follow, 1) concerning the learning system, the lecturers apply hybrid and offline teaching method. Also, for assessment, the lecturers use formative, summative, project-based learning, or other depending on the course. 2) To develop an instructional design, the lecturers need help determining the material depending on the teaching method and students' needs with the output. Moreover, they must find many references and exchange ideas with other lecturers.

However, there are 2 sub-themes in research and development 1.) In research, the lecturers felt difficulties in data collection, processing data that must be up to date, and limited time. They must ask and share with other lecturers, look also reading for references from the article, use the adapt method, and approach the students who become subjects in their research. 2) Publication, the lecturers found waiting for a long time challenging. They had to prepare two publications in different journals for the long and short term, with lots of reading of articles that are almost the same research and accommodating input from other parties. The researcher concluded that all the community service activities worked together as a team. So, they had different jobs depending on their group.

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