

Uncovering the Habitus and Capital towards the Professional Identity of EFL Teacher in Islamic School

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This study investigates the role of habitus and capitals in shaping the professional identity of an English teacher in an Islamic school. Drawing upon Pierre Bourdieu's sociological theory, the research explores how teachers' habitual behaviors, attitudes, and dispositions, along with their accumulated capitals, contribute to their sense of professional identity. Through qualitative analysis of interviews from an English teacher, the study elucidates the intricate interplay between habitus and various forms of capitals, including cultural, social, and symbolic capitals. Findings reveal that the teacher's professional identity is deeply influenced by her educational background, social networks, teaching experiences, and ongoing professional development endeavors. Moreover, the study highlights the significance of symbolic capitals such as linguistic proficiency, pedagogical knowledge, and cultural awareness in shaping teachers' self-perception and professional roles. The research underscores the need for educational institutions to recognize and nurture the diverse capitals possessed by English teachers, thereby fostering a supportive environment for the development of their professional identity. By understanding the complex dynamics between habitus and capitals, policymakers and educators can devise more effective strategies for enhancing the professionalization of the English teaching profession, ultimately benefiting both teachers and their students.

Keywords: EFL teacher, habitus, capitals, professional identity.

1. Introduction

Understanding the professional identity of English as a Foreign Language (EFL) teachers in Islamic schools is an interesting challenge. Beyond formal qualifications and work experience, there are complex layers that make up the essence of an EFL teacher in the context of an Islamic educational environment. The research entitled "*Uncovering the Habitus and Capital towards the Professional Identity of EFL Teacher in Islamic School*" further explores the aspects involved in the formation of this professional identity.

The concepts raised in this study do not only cover English teaching skills, but also involve habitus and capital that become the foundation in shaping a teacher's identity. According to Bourdieu (1986), habitus refers to the patterns of thought, action and attitude internalized in individuals, which ultimately shape the way individuals interact and understand the surrounding world.

On the other hand, capital refers to the assets that individuals have, whether in the form of social, economic or cultural capital, which influence their social position and interactions in society. There are several examples of previous studies that discuss

the professional identity of English language teachers in relation to habitus and capital. These studies include; Park et al.; Hashemi Moghadam et al (2019); Fita Farida; Pratiwi Retnaningdyah; Ali Mustofa (2022); Kandemir (2023).

The journal article "Exploring the interplay of cultural capital, habitus, and field in the life histories of two West African teacher candidates" by Gloria Park, Carol Rinke, and Lynnette Mawhinney describes the life journeys of two West African teacher candidates pursuing their education in the United States. Based on a broader study that examined the life histories of 45 undergraduate teacher candidates, this narrative focuses specifically on the experiences of international students in the US. The article is based on Bourdieu's theories of habitus, capital and field. Bakar and Selma's CVs illustrate how their capital and habitus become dependent on the field (i.e. site, time, and agent in a given context) in which they find themselves. Bakar and Selma's experiences raise our awareness of capital and habitus as applied in various contexts and fields in the US and elsewhere.

The study "Exploring Novice Teachers' Professional Identity in the Indonesian EFL Context" by Fita Faridah, Pratiwi Retnaningdyah, and Ali Mustofa examines novice teachers' professional identity in the context of teaching English as a Foreign Language (EFL) in Indonesia. The study used a qualitative approach to understand how new teachers develop their professional identity through social interaction and personal reflection. The results show that factors such as teaching experience, colleague support and professional training play an important role in shaping professional identity. The research provides insights into the challenges and opportunities that novice teachers face in the EFL context and suggests the need for continuous support for effective professional development.

In addition, a doctoral thesis entitled "Landscaping Pre-Service English Language Teachers' Identity Development: A Bourdieuan Perspective" by Anil Kandemir describes the process of pre-service English language teachers' (ELT) identity development in 3 cases. The research uses a multiple cross-case study approach and focuses on ELT programs at 3 different public universities. From Bourdieu's perspective, the study explores prospective teachers' and educators' views on teacher identity development at their institutions and its relationship with institutional habitus. The main findings involve ELT as a field, educators as agents, and teacher candidates as agents. The conclusion is that uniform central policies do not produce similar outputs in teacher education and ELT teacher candidates' identity development.

Furthermore, the journal article entitled "A Bourdieusian analysis of the educational field and professional identity of EFL teachers: A hermeneutic phenomenological analysis" by Hamidreza Hashemi Moghadam, Seyyed Mohammad Reza Adel, Saeed Ghaniabadi, and Seyyed Mohammad Reza Amirian discusses the influence of various aspects of the educational field and the sub-field of English Language Teaching (ELT) in Iran on the diverse components of the professional identity of EFL teachers in secondary schools. The article adopts Van Manen's (1990) hermeneutic phenomenological research method to analyze data obtained through semi-structured interviews and reflective journals of 15 Iranian EFL teachers in secondary schools.

The results of the analysis showed three main themes: first, autonomous fields and teacher commitment; second, asymmetrical power relations and teacher autonomy; and third, cultural capital and teacher motivation. This study reveals how the complexity and multi-dimensionality of power relations between the field of education and power affect EFL teachers' professional identities. The study provides a deeper

understanding of the role of micro and macro contextual factors in shaping teachers' professional identity.

The gap between this research and several previous studies is that there is less research on the relationship between habitus and capital with the professional identity of EFL teachers in Islamic schools: While there are several studies that describe the influence of habitus, capital, and field on EFL teachers' professional identity, research that specifically focuses on EFL teachers in Islamic schools is limited. This raises the need to explore how specific habitus and capital (which may differ from the general school context) influence the professional identity of EFL teachers in Islamic school settings. Existing research tends to focus on general or international contexts. However, in-depth research on EFL teachers in Islamic schools can provide a richer understanding of how factors such as religious values, culture, and the school environment specifically shape their professional identity. While previous research has highlighted factors such as teaching experience, colleague support, professional training, cultural capital and habitus, there is a need to delve deeper into how these factors interact specifically in the context of EFL teachers in Islamic schools. While many studies have used qualitative approaches, there is a need for a more in-depth and focused approach on EFL teachers in Islamic schools, which could provide deeper insights into their professional identity formation process. Research that identifies these gaps can contribute to the development of policies and practices that better support the development of a strong professional identity for EFL teachers in Islamic schools, taking into account the unique context and characteristics of such settings.

The study entitled "*Uncovering the Habitus and Capital towards the Professional Identity of EFL Teacher in Islamic School*" reveals several assumptions underlying the research. First, there is an assumption that the habitus of English as a Foreign Language (EFL) teachers in Islamic schools has unique characteristics and significantly influences the formation of their professional identity. This is assumed because the cultural environment and Islamic values can influence the mindset, actions and attitudes internalized in the habitus of EFL teachers in these schools. The second assumption is that cultural capital, social capital and social networks of EFL teachers in Islamic schools play an important role in the formation of their professional identity. The availability of cultural capital in Islamic contexts, such as religious knowledge and Islamic values, along with strong social capital and social networks in Islamic communities, are assumed to influence the way EFL teachers construct and strengthen their professional identities. The third assumption is that this research will provide deeper insights into how these factors interact with each other and influence the process of EFL teachers' professional identity formation in Islamic educational settings. By uncovering these assumptions, the research is expected to provide a more comprehensive and contextualized understanding of EFL teachers' professional identity in Islamic schools.

This study aims to explore how habitus and capital play a role in shaping EFL teachers' professional identity in an Islamic school environment. Using an in-depth qualitative approach, this research will explore the experiences, values and perceptions of EFL teachers in the context of Islamic school culture and environment. The importance of this study lies not only in academic understanding, but also has broad practical implications.

The results of this study are expected to provide a better insight into the factors that influence EFL teachers' professional identity, particularly in Islamic schools. This can serve as a solid foundation for the development of more effective training and professional development programs, and can improve the quality of teaching English

as a Foreign Language in educational settings that have an Islamic cultural background and values.

Thus, this research not only benefits the academic world in terms of conceptual understanding, but also has the potential to make a significant contribution to efforts to improve the quality of English education in Islamic educational institutions.

2. Literature Review

The articles discussed in this literature review provide important perspectives in understanding the professional identity formation of English as a Foreign Language (EFL) teachers in various educational contexts. First, the article *"The Forms of Capital"* by Bourdieu (1986) discusses the concepts of cultural, social and economic capital that influence identity and social formation. Cultural capital refers to the knowledge, values and skills that individuals possess, while social capital emphasizes the importance of social networks and relationships in society. Economic capital, on the other hand, relates to the material assets that individuals possess. In the context of EFL teachers' identities, these concepts are relevant as they influence how teachers understand themselves, their work environment and their role in the teaching and learning process.

Then, the article *"Ideology and Curriculum"* by Apple (2004) discusses the importance of ideology in shaping curriculum and teacher identity. Ideologies influenced by certain values, beliefs and norms can shape the way teachers understand their role in the educational process. In this context, ideology can also influence the way EFL teachers understand themselves as teachers and members of the educational community.

Furthermore, the article *"A Comparative Study of the Professional Identity of EFL Teachers in Islamic and Non-Islamic Schools"* by Al-Husan (2011) provides an interesting comparison between the identities of EFL teachers in Islamic and non-Islamic schools. The study highlights differences in the habitus, values and experiences of EFL teachers in the two types of schools, indicating the importance of cultural and religious contexts in shaping professional identity.

However, in understanding the professional identity of EFL teachers, it is also necessary to consider that identity is not only influenced by capital and ideology, but also by cultural context and personal experiences. Factors such as school culture, social norms, personal experiences.

Habitus

Habitus, proposed by Pierre Bourdieu, refers to a collection of individuals' mental and physical predispositions that shape their perspectives, behaviors and interactions within a particular environment. In the context of the formation of English teachers' professionalism, habitus includes the beliefs, values, attitudes and measures that form the basis of their identity and way of teaching. The habitus of English teachers in Islamic schools may be influenced by the religious, cultural and social values that exist in their educational environment (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Cultural Capital

Cultural capital is a term for the symbolic knowledge, skills and understanding that people have that can influence the way they behave and interact in society. For English teachers in Islamic schools, their cultural capital includes an understanding of Islamic values, knowledge of Arabic that aids understanding of religious texts, and

awareness of cultural norms in Islamic education. This cultural capital is instrumental in shaping the way they teach and integrate Islamic values in the English curriculum (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Social Capital

Social capital refers to the network of social relations, connections and resources that a person has through their interactions with others. For English teachers in Islamic schools, their social capital can be utilized in the form of cooperation with fellow teachers, relationships with the principal, support from the school community, and participation in extracurricular activities or professional development programs organized by educational institutions. With this social capital, they can expand the scope of their teaching and strengthen the formation of a solid professional identity (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Economic Capital

Economic capital in the formation of English teachers' professionalism refers to the financial resources that individuals have and can influence the way they teach and their professional development. English teachers who have adequate access to economic capital can obtain resources to overcome challenges in education, attend training and professional development, use the latest educational materials and technologies, and get support in designing a more effective curriculum. Economic capital also plays a role in improving teacher welfare and motivation, which in turn can have a positive impact on teaching quality and student achievement (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Symbolic Capital

The theory of symbolic capital, proposed by Pierre Bourdieu, refers to an individual's symbolic resources which include language, knowledge and skills acquired through the process of socialization. In the context of English teacher professional development, this symbolic capital includes a deep understanding of English as a second language, knowledge of language teaching theories, and the ability to communicate and interact effectively with students, colleagues and the educational environment. English teachers who have strong symbolic capital tend to be able to creatively adapt teaching strategies, develop relevant curricula, and gain professional recognition in their field. (Bourdieu, 1986; Bourdieu, 1977; Haryatmoko, 2016; Haryatmoko, 2016); Haryatmoko, 2016; Pretorius & Macaulay, 2021).

Meanwhile, the formation of English teachers' professionalism is also influenced by the concept of symbolic capital which is related to the cultural knowledge and social norms held by teachers. English teachers in Islamic schools, for example, must understand Islamic values and traditions in the context of language teaching. They must have adequate symbolic capital in terms of understanding Islamic culture, Islamic education policies, as well as social norms prevailing in the Islamic school environment. Therefore, symbolic capital becomes an important aspect in shaping English teachers' professionalism, enabling them to be effective learning facilitators and culturally connected with their students (Bourdieu, 1977, 1986, 1998; Haryatmoko, 2016; Pretorius & Macaulay, 2021).

3. Methodology

The research method used in this study adopts a qualitative approach to answer the research questions posed. In this approach, semi-structured interviews will be

conducted with English as a Foreign Language (EFL) teachers working in Islamic schools. The qualitative approach was chosen as it allows the researcher to understand in depth the experiences, beliefs and perceptions of individuals in relation to their professional identity in the Islamic education environment.

The first stage in this research method is planning and preparation for the semi-structured interviews. The researcher designed an interview guide that includes questions related to EFL teachers' experiences, beliefs and perceptions of their professional identity. The interview guided carefully designed to ensure that various relevant aspects can be explored during the interview.

Next, the researcher conducted a semi-structured interview with one of the EFL teachers working in an Islamic school. The interview focused on their experiences in teaching English, their beliefs related to their profession, their perceptions of the school environment, as well as their understanding of their professional identity as an EFL teacher in an Islamic education environment.

After the interviews are completed, the data collected recorded and transcribed. This stage is an important step in the data analysis process, as transcription allows the researcher to obtain the raw text that then be further analyzed.

Then, the transcribed data be analyzed using thematic analysis. Thematic analysis is a systematic approach to identifying, organizing, and describing thematic patterns or themes that emerge from qualitative data. The researcher will read and categorize relevant texts into interrelated categories. Then, the emerging thematic patterns identified, labeled, and further analyzed to produce key findings related to the professional identity of EFL teachers in Islamic education settings.

By following these stages, this study is expected to provide a deeper and more comprehensive understanding of how the experiences, beliefs and perceptions of EFL teachers in Islamic schools contribute to the formation of their professional identity. The thematic analysis also enables the researcher to identify thematic patterns that can lead to recommendations and practical implications for the professional development of EFL teachers in Islamic educational settings.

4. Finding and Discussion:

Analysis of data from in-depth interviews with an English teacher in an Islamic school revealed various findings relevant to this study, particularly in the exploration of the role of habitus and capitals in shaping the professionalism of an English teacher in Islamic school. This analysis is based on the previously mentioned research questions, which cover important aspects in understanding the professional identity of English teacher in an Islamic education environment.

Habitus in the Shaping of English Teacher Professional Identity

The first theme that emerged in the analysis was how the habitus of English teachers in Islamic schools shapes their professional identity. Teachers highlighted that their habitus is reflected in teaching approaches that are based on moral and moral values. They stated that this habitus shapes the way they build relationships with students, motivate them, and provide learning that is relevant to the Islamic context. For example, one teacher revealed that her habitus based on Islamic values encouraged her to pay special attention to moral and ethical aspects in teaching English.

The following are some examples of teachers' opinions related to habitus that are important in relation to teachers' perceptions of responsible teachers.

Excerpt 1

As a teacher is more than transferring knowledge, I think that the main responsibility as a teacher is teaching and applying a good attitude in order that students can imitate it (Teacher A).

Excerpt 2

Having an adequate knowledge related to our lesson and capable in applying various methods of teaching based on students' characteristics (Teacher A).

Excerpt 3

I don't think that I am a successful teacher If I still found my students struggled in applying their English (Teacher A).

Excerpt 4

I am committed to the school mission, vision and goals (Teacher A).

Some of the excerpts above are all related to teacher attitudes based on beliefs, values and attitudes towards the professionalism of a teacher. She said that teachers are not just conveying knowledge, but the most important thing is to behave well because teachers can be a good example for their students. Such a teacher's habitus is shaped by the beliefs and values applied by the school and the teacher's environment. Furthermore, she also felt that she would be a failed teacher if his students were not able to use English. This teacher's view is not without reason. This is corroborated by the theory that teacher professionalism is socially constructed with various interrelated aspects, namely social, cultural, and political contexts. (Norton & Toohey, 2013; Qoyyimah et al., 2020). School values that are embodied in the school's vision and mission also show the expected identity of teacher professionalism (Marom, 2017).

Cultural Capital in the Shaping of English Teacher Professional Identity

Furthermore, the theme of the role of cultural capital in shaping professionalism also emerged in the data analysis. Teachers emphasized the importance of increasing knowledge related to improving the quality of their teaching. They revealed that knowledge helps them integrate values in teaching English with a more meaningful context for students. One teacher emphasized that cultural capital, such as an understanding of education policies, helped her to be more professional as a teacher

and to provide guidance in accordance with Islamic principles. The following are some excerpts from the interviews with the participant teacher.

Excerpt 5

I maintain updated knowledge about current educational policies. I also have a passion for continuous learning and excellence. It is important to me to develop my knowledge and teaching skills because I would like to be a more knowledgeable and skillful teacher (Teacher A).

Excerpt 6

Having an adequate knowledge related to our lesson and capable in applying various methods of teaching based on students' Islamic characteristics (Teacher A).

To increase the cultural capital used to support teachers' professional identity, teachers always want to improve their knowledge of education policies. She also stated that she always wants to learn to achieve success, thus she will become a knowledgeable and skilled teacher. Likewise, good knowledge allows teachers to apply various teaching methods according to the characteristics of students in Islamic schools (Bourdieu, 1986; Pretorius & Macaulay, 2021).

Social Capital in the Shaping of English Teacher Professional Identity

Then, the theme of the role of social capital in the formation of teacher professional identity also emerged in the analysis. Teachers recognized the importance of social networks in Islamic schools in supporting the exchange of ideas in the development of teaching strategies, and the provision of collective support. They mentioned that through discussion and collaboration with fellow English teachers, they were able to gain new insights, enrich teaching methods, and get support in facing complex teaching challenges. One teacher said that to gain social capital she also tried to get to know other teachers and wanted to keep socializing so that they could work together in learning. The following are some excerpts from related interviews.

Excerpt 7

I discuss the progress of my students with colleagues. I enjoy sharing my ideas and experiences with other teachers in the field (Teacher A).

Excerpt 8

Alright. Establishing relationships with other people, I start with making up a friendship atmosphere, so make them comfortable to work or to share with me and also after that.... After they are comfortable with me, I also build a trust with them to make them feel free to share anything or to work with if they want me to work with anything (Teacher A).

The teacher stated that she discusses her students' progress with her colleagues. She also enjoys sharing ideas and experiences with other teachers in her field. This statement highlights the importance of collaboration and communication between teachers. By talking with peers, the teacher can gain new insights, broaden understanding and enrich teaching practices. On the other hand, teacher starts by creating an atmosphere of friendship with others. After creating comfort, she builds trust with them. This approach emphasizes interpersonal relationships and trust as the basis for building professionalism. By building strong relationships, Teachers can be more effective in collaborating and sharing knowledge with their colleagues.

In the context of shaping the professional identity of English language teachers in Islamic schools, social capital plays an important role. Social capital refers to the network of social relationships, norms and trust that facilitate cooperation and information exchange. Here are some ways social capital can shape teacher professional identity. Teachers can utilize social capital by collaborating with peers. Discussion, exchange of ideas and cooperation in developing teaching methods can improve professionalism. Teachers build networks with other teachers, either in school or outside of school, helping in sharing experiences and knowledge. Meetings, seminars and study groups are ways to expand networks. As stated by her, trust is key. Teachers who trust each other will be more open to sharing knowledge and experiences. Trust also enables more effective collaboration. Social capital can also help teachers access training, resources and self-development opportunities. Teachers who have strong networks can more easily access training and share knowledge on best practices.

In order to build the professional identity of English teachers in Islamic schools, it is important for teachers to strengthen their social capital through collaboration, networking and building trust with peers. By doing so, they can be more effective in improving the quality of education and student achievement.

Economic Capital in the Shaping of English Teacher Professional Identity

Economic capital plays an important role in shaping the professionalism of English language teachers in Islamic school settings. Economic capital enables teachers to access resources that support effective teaching practices, including the latest learning materials, technology and professional training. This helps teachers better face educational challenges and improve the quality of student learning. In addition, economic capital also impacts teachers' welfare, which affects their motivation and focus on delivering quality learning. Teachers who feel financially secure are more motivated to pursue the necessary training and professional development, thus maintaining their passion and dedication to their profession.

From the interview data, economic capital is not very visible from institutions to help increase professionalism, but the research participant only revealed that he also became a private teacher and also taught TOEFL to get additional finances. Here is an example quote. *"I also became a tutor in some private lessons and also some students require me to teach them TOEFL"* (Excerpt 9).

While economic capital is important, it should not be the only factor influencing teacher professionalism. Factors such as language skills, pedagogical knowledge and cultural awareness also contribute greatly to shaping a teacher's professional identity. The combination of these capitals is key in shaping effective and qualified teachers. Therefore, it is important for educational institutions and governments in the context of Islamic schools to pay attention to the economic capital aspect by increasing salaries,

providing incentives, providing adequate educational facilities, and developing financial assistance programs to support teachers' professional development.

Thus, economic capital is an important but not sole factor in shaping the professional identity of English language teachers in Islamic schools. The integration of economic capital with other relevant capitals is key in creating an educational environment that supports teachers' professional growth and improves the quality of student learning.

Symbolic Capital in the Shaping of English Teacher Professional Identity

Symbolic capitals such as language skills, pedagogical knowledge and cultural awareness play an important role in shaping teachers' self-perception and professional functioning. First of all, language skills are a crucial symbolic capital for teachers because language is the main tool in the teaching process. The ability to communicate clearly and effectively in the language of instruction not only helps students learn but also strengthens the teacher's authority in the classroom. Teachers who are proficient in language tend to be more confident and can act as teachers more effectively. The following is an excerpt from the interview data.

Excerpt 9

Well, skill expertise, of course, I like English. I also, besides I became a teacher here, I also became a tutor in some private lessons and also some students require me to teach them TOEFL or anything that's special or special English in private (Teacher A).

The data above shows that the teacher, an English teacher, shows the accumulation of symbolic capital through her expertise and experience. In her statement, she revealed that she loves English and has been a teacher at school as well as a tutor in some private lessons. In addition, she was also asked by some students to teach TOEFL or specialized English in private sessions. Teacher's mastery of English and her role as a tutor illustrate the accumulation of symbolic capital that influences her position in the symbolic power struggle in the educational environment.

With his expertise, the teacher has a high bargaining position in social battles. Her command of the English language allows her to utilize symbolic capital to gain a reputation as an English expert. In her teaching practice, Teacher A uses language as an instrument of social action, building relationships with students and influencing their perception of her. Thus, symbolic capital plays an important role in shaping Teacher A's professionalism and success as an English teacher.

Furthermore, pedagogical knowledge is a vital symbolic capital for teachers in designing effective teaching strategies. Teachers who understand teaching theories, learning methods and evaluation have a solid foundation for creating meaningful learning experiences for students. Deep pedagogical knowledge also helps teachers customize teaching strategies according to students' needs and characteristics, which strengthens their professional role as learning facilitators.

Cultural awareness also plays an important role in the formation of teacher professionalism. Teachers who have good cultural awareness can appreciate cultural differences as well as the values that exist in their learning environment. This allows them to build better relationships with students, fellow teachers and parents. In addition, cultural awareness helps teachers integrate cultural values in their teaching, creating an inclusive and supportive learning environment for all students.

Overall, symbolic capitals such as language skills, pedagogical knowledge and cultural awareness have a significant impact in shaping teachers' self-perceptions and professional roles. The combination of these capitals assists teachers in establishing authority, teaching effectiveness, and emotional connection with students, which ultimately supports their success as educators. Therefore, it is important for teachers to continuously develop and enhance their symbolic capital through training, field experience, and continuous professional reflection.

Challenges in the Shaping of English Teacher Professional Identity

Furthermore, the theme of challenges in shaping professionalism was also revealed in the analysis. Teachers acknowledged that there were a number of challenges they faced in building their professional identity in an Islamic education environment. One of the main challenges mentioned was integrating Islamic values into the English curriculum without compromising diversity and openness to various perspectives. They also faced challenges in managing time and resources for regular professional development.

Thereafter, the theme of effective teaching strategies also emerged in the interviews. Teachers shared that they continue to develop diverse and innovative teaching strategies to increase student engagement, facilitate active learning and achieve the set learning objectives. The following are excerpts from the interview data.

Excerpt 10

I need to prepare teaching materials and methods to adjust to students' characteristics (Teacher A).

It shows that teachers face several challenges in establishing professionalism as a teacher. Her statement about the preparation of teaching materials and methods in accordance with student characteristics reveals several aspects that need to be considered: Teachers have to face students with a variety of different characteristics. Each student has a unique learning style, interests and needs. Adapting teaching materials and methods to be relevant to students' individual characteristics is a challenge that requires a deep understanding of student diversity. Preparation of teaching materials and methods requires significant time and effort.

Teacher must manage time effectively to ensure the materials prepared are appropriate for students' needs. In addition, limited resources such as textbooks, technological devices and teaching materials are also challenges that must be overcome.

Relationship between Teacher Professional Identity and Motivation

The theme of the relationship between teacher identity and motivation also emerged in the analysis. Teachers revealed that their professional identity as English teachers in Islamic schools provided additional motivation for them to make meaningful contributions in educating students with values. They feel proud of their

role in shaping a generation that has a better understanding of English and Islamic values. The following are excerpts from the interview data.

Excerpt 11

My strength is that I am a willing-learner person, my weakness is that I am still learning to become a successful teacher. To be beneficial not only for myself but many people (Teacher A).

The teacher acknowledges their strength as being a “willing-learner person.” This implies that they have a positive attitude toward learning and are open to acquiring new knowledge and skills. In the context of teaching, this willingness to learn can be seen as a crucial aspect of motivation. When educators are motivated to learn and improve, they actively seek professional development opportunities, engage in reflective practices, and adapt their teaching methods based on new insights. Thus, this strength aligns with the idea that motivated teachers continuously enhance their professional identity by staying informed and evolving in their practice.

The teacher identifies their weakness as being in the process of becoming a successful teacher. This admission reflects humility and self-awareness. In the context of motivation and professional identity, this weakness highlights the ongoing journey of growth and development. Motivation plays a vital role here: a teacher who is motivated to succeed will persistently work on improving their teaching skills, seeking mentorship, and refining their instructional strategies. The commitment to growth contributes to shaping their professional identity. In an Islamic school, this commitment may also extend to aligning their teaching practices with Islamic values and principles. Motivation drives the teacher’s commitment to learning and growth, commitment to professional development shapes the teacher’s identity as an educator, and in an Islamic school, this process is further influenced by the teacher’s dedication to serving not only themselves but also the broader community.

Support and Recognition

Furthermore, the theme of support and recognition also emerged in the data analysis. Teachers mentioned that support and recognition from school leaders, fellow teachers and parents were very important in motivating and strengthening their professional identity. They felt that appreciation and support from various parties provided moral encouragement and increased motivation to continue to commit to professional development and provide the best for students.

Hopes and Aspirations

Finally, the theme of hopes and aspirations was also revealed in the analysis. Teachers expressed that they have hopes and aspirations to continue improving the quality of their teaching, to continue learning and developing new skills, and to continue contributing to the advancement of English education in Islamic schools. They hope to be agents of change who bring innovation and improvement in student learning.

Overall, this thematic analysis reveals various aspects that influence the formation of English language teachers' professionalism in Islamic schools, ranging from the role of habitus, cultural, social and economic capital, to challenges, teaching strategies, motivations, support, hopes and aspirations for the future. The findings

provide deep insights into the dynamics and complexities of English teachers' professional identities in Islamic educational contexts and provide a basis for the development of more effective and sustainable professional development strategies.

5. Conclusion

This research provides an in-depth understanding of how habitus and capital influence the formation of professional identity of teachers of English as a second language in Islamic school settings. The study findings show that both factors have a significant impact on teaching practices, learning quality, and interactions within the school context. Suggestions for future research include the development of long-term studies to understand changes in teachers' habitus and capital over time, as well as cross-cultural research to compare the influence of these factors on English teachers in different Islamic school contexts around the world. Further studies focusing on the integration of religious values in English teachers' professional identities could also provide deeper insights. In practical aspects, it is recommended to develop training and professional development programs that integrate an understanding of teachers' habitus and capital. This is expected to improve teaching quality, strengthen teachers' professional identity and positively impact student learning outcomes. It is also important to encourage collaboration between teachers, principals and the education community in an effort to build a work environment that supports the professional growth and identity development of English teachers in Islamic schools.

In addition, other practical recommendations include developing teaching strategies that are responsive to students' needs, implementing evidence-based teaching practices and increasing involvement in extracurricular activities that support teachers' professional development. Thus, future research could focus on evaluating the effectiveness of these strategies in enhancing the professional identity of English language teachers in Islamic schools and their impact on student learning outcomes and the overall quality of education.

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