



# From Workshop Participation to Professional Identity: A Single-Case Narrative of an English Teacher

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## Abstract

Workshops have become an important part of teacher professional development (TPD), particularly in shaping teachers' professional identity. Despite numerous studies on TPD, workshops remain under-acknowledged. Drawing upon the theory proposed by Lu et al. (2024), Teacher Professional Identity (TPI) is constructed from four main indicators: instructional belief, self-efficacy, commitment, and teacher agency. Therefore, this study examines how EFL teachers' experiences in pedagogical and practical educational workshop participation influence their professional identity development. Employing a narrative inquiry design, this study explored the single case story data from narrative frames and semi-structured interviews with the emerging theory of TPI. Using the thematic analysis, the findings indicate that workshops enhanced the teacher's instructional beliefs by broadening pedagogical perspectives, strengthened self-efficacy through increased confidence in instructional delivery, deepened commitment by reinforcing professional motivation, and fostered agency in decision-making and adaptability. However, as this study is based on a single case, the findings may not be fully generalizable to all EFL teachers. Further research with larger participant samples is needed to validate these trends. These findings contribute to both workshop and TPI literature, extending our understanding of how targeted professional development interventions support EFL teachers in diverse educational contexts. By demonstrating how workshops sustain TPI, this study highlights the importance of continuous professional development programs. The results suggest that well-structured workshops, particularly those addressing teaching strategies for both urban and rural areas, can empower teachers to navigate evolving educational challenges, ultimately enhancing teaching practices and student learning outcomes.

**Keywords:** *EFL Teacher, Narrative Inquiry, Teacher Professional Development, Teacher*

*Professional Identity, Workshop***Introduction**

Workshops have been adopted in many institutions and have become a significant component of teachers' professional development (Ajani, 2022; Averina et al., 2023; Insulander et al., 2019; Weinberg et al., 2021). Nevertheless, workshops on TPD have received much attention in the education sector, still not much is known about how workshops as a learning platform shape English teachers' professional identity. As many experts mentioned that TPI involves a set of attitudes, beliefs, values, and self-perceptions that shape their understanding of their professional role. Similarly, Suarez et al. (2022) define teacher professional identity as the beliefs and perceptions teachers have about themselves and their role within the educational landscape.

These definitions suggest that professional identity aligns with how teachers understand their role and how this understanding guides their actions, interactions, and decisions as educators. Henceforth, based on the framework of Lu et al. (2024), Teacher Professional Identity (TPI) is constructed through four key indicators: instructional belief, self-efficacy, commitment, and agency. Instructional belief relates to teachers' attitudes, values, and assumptions about teaching and learning. Moreover, it encompasses their perspectives on educational goals, the nature of knowledge, and teacher-student interactions (Thacker et al., 2017). Self-efficacy, on the other hand, refers to a teacher's confidence in their ability to plan, manage, and execute teaching tasks effectively (Bandura, 2006). Furthermore, commitment reflects a teacher's emotional and psychological connection to the profession, influencing their dedication and persistence (Wang et al., 2021). Lastly, agency is the sense of autonomy, control, and empowerment that teachers feel in their professional roles (Beijaard et al., 2004).

Meanwhile, a workshop itself is defined as a way to acquire knowledge that is based on specific content elements, activities, and methods aimed at involving participants in a meaningful learning experience, which is a structured process. As a result, they mentioned that the workshop contained two major indicators: sharing new experiences and acquiring new knowledge and skills (Bojanic' & Jovanov, 2018). Furthermore, several experts emphasize that workshops enhance teacher capacity and significantly support their identity construction (Afshar et al., 2019; Liu et al., 2022; O'Sullivan et al., 2021). Despite the increasing implementation of workshop programs, many teachers still report challenges in connecting the skills learned to their practical application in real classroom settings (Nurtanto et al., 2022).

This concern underscores the importance of understanding how workshop design can influence teachers' perceptions of their professional roles. Besides, in the workshop, participants should receive hands-on competence with the subject

and learn something they can use once they return to the classroom (Richards et al., 2005), such as creating procedures for action research projects or monitoring classes.

Additionally, workshops for professional development have also been implemented in many places to improve teachers' quality worldwide on various topics. Particularly with the implementation of the Ministry of Education regulation (MoECRT) about teachers of education number 14 article 1 of 2005, it mentioned that to meet the needs of teachers, both in number, academic qualifications, and competence, workshop participation as the professional development programs is obligated. Furthermore, according to the Ministry of Education data in 2023, around 60% of teachers in Indonesia, particularly over 35,000 teachers, have attended professional training such as workshop programs in the last five years conducted by each province through the Balai Guru Penggerak (BPG). However, the teachers' participation is lower in remote areas, indicating a significant inequality of access to training. Depicting the low percentage of data, this research aims to cover a wide range of subject teachers in Indonesia, including English language teachers.

However, in this context, workshops have provided opportunities for skill acquisition and serve as crucial platforms for teachers to reflect on their identity. Hence, Mockler (2013) mentioned three dimensions of teacher identity: personal, professional, and institutional. Thus, Afshar et al. (2019) explained that the workshop program significantly supported the participants' identity construction by reflecting on-, in-, and for-action. Widodo et al., (2020) with different perspectives on TPI continuously examined a blended professional learning community (PLC). It reveals that participation in the blended PLC also facilitated a significant reconstruction of teacher educators' professional identities. Therefore, based on this understanding, teacher professional development is one of the important components of teachers' professional identity construction that cannot be ignored.

Portraying that relationship, a teacher's professional identity is an important aspect that cannot be ignored. Teachers' awareness of their professional identity is crucial as it forms the foundation for teaching quality and long-term career success. This awareness also affects teachers' commitment to teaching and their self-efficacy, or confidence in their ability to perform their job well, which in turn has a considerable influence on student performance and attitudes (Suarez et al., 2022; Karousiou et al., 2019). For this reason, teachers' professional identity is essential for educators to determine the fundamental characteristics of their instruction, interactions with students, and professional growth. Moreover, emphasizing this concern, several studies on the impact of workshops in Nigeria suggest further research on this issue.

To create practical workshops, it's essential to conduct thorough analyses from various perspectives (Ajani et al., 2022). Other researchers have also noted that teacher education is often described as "under-researched, poorly understood, and not well-defined," which makes it difficult to fully understand teachers' professional identity and development needs (Averina et al., 2023; Insulander et al., 2019; Weinberg et al., 2021).

The lack of research on how professional development affects teachers' professional identity is also a challenge in Indonesia. According to Nurtanto et al. (2022), teachers need ongoing professional development to keep their skills current. This is important because strategies for self-improvement, such as enhancing skills and adapting to new technologies, are crucial for maintaining a strong professional identity in today's rapidly changing educational landscape. Continuing research on how English teachers in Indonesia build their professional identity needs further exploration, as understanding how teachers develop their professional identity in the Indonesian context is still a growing area of study (Nue et al., 2022). Henceforth, Cai et al. (2020) examined the role of problem-posing workshops for elementary school teachers, highlighting their impact on professional growth. Similarly, Liu et al. (2022) explored how expert teacher workshops in Shanghai's primary schools enhance teacher capacity.

Additionally, O'Sullivan et al. (2021) investigated the significance of workshops in raising educators' awareness of their professional identities. However, little is known about the specific experiences of EFL teachers in terms of workshops. Despite the increasing body of research within the EFL context (Cai et al., 2020; Liu et al., 2022; Li, 2023), much of this work has focused on areas such as teacher capacity, autonomy, and lesson design, with limited attention given to how workshop participation contributes to the development of Teacher Professional Identity (TPI).

Furthermore, many studies on workshop participation (Afshar et al., 2019; Liu et al., 2022; Magen-Nagar & Steinberger, 2022; O'Sullivan & Irby, 2021; Widodo et al., 2020) frequently employ case study designs, which offer valuable insights but often overlook the in-depth experiences of individual participants. To the best of the researcher's knowledge, while previous research has explored aspects of teacher professional identity (TPI) in Indonesia, there remains a significant gap in understanding how professional development programs, particularly workshops, contribute to shaping teachers' professional identities. Although workshops are widely implemented as a means of teacher development, little is known about the specific processes through which they influence the professional identity formation of English as a Foreign Language (EFL) teachers.

Moreover, existing studies on TPI and professional development often focus on Western contexts or general teacher education programs, overlooking the unique challenges faced by Indonesian EFL teachers. In Indonesia, EFL teachers

must navigate complex educational policies, varying institutional expectations, and diverse student needs, all of which influence their identity construction. However, limited research has examined how workshops, as a form of professional development, address these contextual challenges and contribute to shaping their professional identity. In addition to this empirical gap, methodological gaps also exist. Prior studies on TPI and teacher development in Indonesia predominantly

employ quantitative approaches or multiple case studies, which may not capture the depth of an individual teacher's lived experiences. This study, however, adopts a single case narrative inquiry, allowing for an in-depth exploration of an Indonesian EFL teacher's professional identity formation through workshop participation. By focusing on one teacher's journey, the study provides a rich, contextualized understanding of how professional identity evolves over time.

Therefore, to address these gaps, this research seeks to answer the question: 1) How does participation in workshops influence the professional identity formation of an Indonesian EFL teacher? By offering insights into the lived experiences of a single participant, this study contributes to a deeper understanding of how workshops shape professional identity within the Indonesian EFL context. Furthermore, the findings may inform the design of more effective professional development programs, helping policymakers and school administrators create workshops that align with teachers' needs and teaching contexts. Ultimately, fostering a stronger professional identity can enhance teaching practices and improve student learning outcomes.

## **Method**

This study employed a qualitative approach to explore teachers' experiences in workshop programs (Creswell, 2017), utilizing a narrative inquiry methodology (Barkhuizen et al., 2014). Narrative inquiry is particularly suited for studying teacher professional identity, as it allows for an in-depth exploration of individuals' lived experiences through storytelling (Barkhuizen et al., 2014). Given that professional identity is shaped by personal and contextual experiences over time, narrative inquiry provides a rich, nuanced understanding of how teachers construct meaning from their workshop participation. Further, Barkhuizen et al. (2014) define narrative inquiry as a method that transforms personal stories into research data, emphasizing the conflicts, transitions, and key moments that shape an individual's journey.

This approach is categorized into autobiographical and biographical studies, depending on the research focus. A biographical study documents another person's life experiences, whereas an autobiographical study focuses on the researcher's personal story. This study specifically employed a single-case biographical narrative inquiry to investigate the professional identity development of an EFL teacher and their experiences in various workshop settings. By capturing the complexities of a single teacher's evolving identity, this methodology provides

valuable insights into the impact of professional development on pedagogical beliefs, confidence, commitment, and agency.

The informant in this study is a single English as a Foreign Language (EFL) teacher from Central Java, Indonesia, who voluntarily participated in the research. Since this study employs a single-case study approach, purposive sampling was used to select an informant who could provide in-depth insights into the research focus (Creswell, 2017). The selected teacher met the study criteria, having participated in a minimum of ten workshop programs specifically designed for English teacher development. The data collected focused on the teachers' sustainable learning experiences over a teaching career spanning more than 25 years, exploring how continuous professional development through workshops has influenced their professional identity and long-term growth as educator.

### ***Data Collection and Analysis***

The researcher utilized both a Narrative frame and Semi-structured interviews for data collection. The narrative frame comprised (1) workshop learning experiences and (2) teachers' professional identity. It was designed to guide teachers in reflecting on their experiences, attitudes, beliefs, and instructional practices related to English instruction. The researcher developed a 23-item instrument based on the theories of Teacher Professional Identity (TPI) and workshop learning experiences proposed by Bojanic' & Jovanov (2018) and Lu et al. (2024). The instrument consisted of 10 items related to workshop participation and 13 items focused on TPI. The TPI section was further divided into four indicators: instructional belief (5 items), self-efficacy (2 items), commitment (2 items), and teacher's agency (4 items).

Furthermore, the researcher analyzed the data using the thematic data analysis proposed by Miles, Huberman, and Saldana (2014), which consists of four steps: data collection, data condensation, data display, and conclusion. Lastly, data and methods were triangulated during the data condensation process to ensure the reliability and validity of the findings. Additionally, the researcher conducted two triangulations, which were method and data triangulation to avoid bias. To ensure ethical considerations, the study adhered to research ethics guidelines by obtaining informed consent from the participant before data collection. The participant was informed about the purpose, procedures, potential risks, and benefits of the study, with assurances of voluntary participation and confidentiality. The researcher also ensured that identities remained anonymous and that all collected data were securely stored and used strictly for research purposes.

## **Results**

The findings of this study illustrate the transformative impact of workshop participation on an English teacher's professional identity. This includes the teacher's engagement in learning experiences, reflections on instructional practices, and the application of newly acquired knowledge and skills. Furthermore, the study highlights the challenges encountered during workshop participation and the strategies employed to integrate workshop insights into classroom practice. These findings also emphasize the role of workshops in shaping the teacher's instructional beliefs, self-efficacy, commitment, and agency. Henceforth, these results are outlined into two subthemes as follows:

### ***The Teacher's Workshop Experiences***

Bunga's journey of workshop participation reflected a dynamic process of learning, reflection, and professional growth. Her experiences highlighted the impact of structured professional development on her teaching beliefs and instructional practices. Throughout her participation, Bunga engaged actively in workshop sessions, encountering various challenges and opportunities that shaped her perspective as an English teacher.

Initially, Bunga approached workshop participation with curiosity and the intention to enhance her teaching strategies. She described her motivation for joining the workshops as an effort to gain insights into innovative teaching techniques and practical classroom applications. Moreover, she found that workshops introduced her to a variety of teaching approaches that encouraged interactive learning.

*"Workshops provide exposure to diverse teaching methods that encourage interactive learning" (Int.Bunga/Q1).*

Her engagement was characterized by active participation in discussions, collaborative activities, and reflective practices, which significantly contributed to her professional development.

During the workshops, Bunga encountered multiple learning experiences that influenced her instructional approach. She expressed how hands-on activities and peer discussions helped her internalize key teaching concepts. Furthermore, she emphasized the importance of learning from experienced facilitators and fellow teachers, as these interactions broadened her understanding of effective teaching strategies.

*"Learning from experienced facilitators and exchanging ideas with fellow teachers expands my perspectives on effective teaching strategies" (Nar.frame.Bunga/line 12).*

The exposure to new methodologies, such as student-centered learning and differentiated instruction, allowed her to reconsider her previous instructional practices and implement more engaging classroom techniques. Additionally, one of the critical aspects of Bunga's experience was her realization of the importance of reflective teaching.

*"Workshops encourage me to critically evaluate my teaching practices and make necessary adjustments to improve student learning outcomes" (Int.Bunga/Q4).*

She stated that structured reflection sessions helped her identify areas for growth and reinforced her confidence in experimenting with new instructional methods. Through these reflections, she became more aware of how her teaching style influenced student engagement and learning effectiveness.

However, Bunga also highlighted the challenges she faced during workshop participation, particularly regarding time management. She struggled to balance workshop attendance with her teaching responsibilities, which created significant pressure.

*"Time constraints and the pressure of balancing workshop attendance with my teaching responsibilities are difficult to manage" (Nar.frame.Bunga/line 18).*

Despite these challenges, she remained committed to applying the knowledge gained from the sessions. She often integrated new techniques into her lesson plans, ensuring that the practical insights she gained from the workshops translated into meaningful classroom practices.

*"Workshops not only provide theoretical knowledge but also offer practical applications that I can immediately implement in my classroom" (Int.Bunga/Q6).*

An essential takeaway from Bunga's workshop experience was the development of new instructional skills. She emphasized that workshops equipped her with strategies to enhance classroom interaction and create a more student-centered learning environment. Consequently, she actively implemented collaborative learning techniques and interactive activities to foster student engagement.

*"I implement collaborative learning techniques and interactive activities that encourage student participation" (Nar.frame.Bunga/line 22).*



These adjustments resulted in noticeable improvements in student engagement and comprehension levels. Furthermore, Bunga valued the networking opportunities that workshops provided, as they allowed her to connect with educators from diverse backgrounds and exchange best practices.

*"I appreciate the chance to connect with educators from diverse backgrounds, exchanging insights and best practices" (Int.Bunga/Q8).*

This sense of professional community further motivated her to refine her teaching approach and seek continuous improvement.

Overall, Bunga's experiences in workshop participation illustrated a transformative learning process. From initial curiosity to active engagement and subsequent application of acquired knowledge, she demonstrated a commitment to professional growth. Her reflections underscored the significant role of workshops in shaping her instructional beliefs and practices, reinforcing the importance of sustained professional development in enhancing teaching effectiveness.

### ***The Teacher's workshop participation in shaping teachers' Professional Identity***

Bunga's workshop participation significantly influenced her professional identity, particularly in the areas of instructional beliefs, self-efficacy, commitment, and agency. The insights gained from these workshops not only shaped her teaching philosophy but also strengthened her confidence, dedication, and autonomy in the classroom.

#### ***Instructional Beliefs***

Workshops played a crucial role in shaping Bunga's instructional beliefs by exposing her to innovative teaching methodologies. She emphasized how learning about student-centered learning strategies, differentiated instruction, and active learning techniques helped her refine her approach to lesson planning and classroom engagement.

*"Workshops introduce me to student-centered teaching, making me rethink how I engage my students in the learning process" (Int.Bunga/Q10).*

Through these experiences, she developed a more flexible and adaptive teaching style, ensuring that her lessons catered to students' diverse learning needs. She realized that incorporating interactive teaching strategies could enhance student engagement and learning outcomes. Moreover, Bunga recognized the importance of tailoring her instruction based on students' individual strengths and challenges, a perspective that was reinforced by discussions and feedback from

workshop facilitators and fellow participants.

Additionally, Bunga found that workshops encouraged her to adopt a more reflective approach to teaching. She became more conscious of evaluating the effectiveness of her instructional methods, making adjustments when necessary.

*"Workshops encourage me to critically evaluate my teaching practices and make necessary adjustments to improve student learning outcomes" (Int.Bunga/Q4).*

This newfound awareness led her to experiment with various teaching techniques, such as incorporating multimedia resources and collaborative learning activities, to create a more engaging classroom environment. As she applied these strategies, she observed a positive shift in student participation and comprehension. Furthermore, she acknowledged that exposure to new instructional theories expanded her understanding of pedagogical practices. She became more confident in integrating diverse teaching methodologies that aligned with contemporary educational trends, ensuring that her lessons remained relevant and effective.

*"I implement collaborative learning techniques and interactive activities that encourage student participation" (Nar.frame.Bunga/line 22).*

This transformation in her instructional beliefs highlighted how workshops catalyzed professional growth, fostering a mindset of continuous improvement and adaptability in her teaching practices.

### ***Self-Efficacy***

Bunga's self-efficacy as a teacher was significantly enhanced through workshop participation. Engaging in hands-on training and peer discussions strengthened her confidence in delivering effective instruction. She highlighted that implementing workshop strategies successfully in her classroom reinforced her belief in her ability to improve student learning outcomes.

*"After attending workshops, I feel more confident in applying new teaching strategies that make my lessons more effective" (Nar.frame.Bunga/line 30).*

This increased confidence stemmed from the opportunity to practice and refine her teaching techniques in a supportive learning environment. By observing experienced facilitators and receiving constructive feedback from peers, she was able to identify practical ways to enhance her instructional delivery. The workshops also provided a platform for trial and error, where she could test new approaches before implementing them in her own classroom.

Furthermore, Bunga's growing self-efficacy translated into a willingness to take instructional risks. She became more open to experimenting with innovative techniques, such as integrating technology, using more interactive classroom activities, and differentiating instruction based on student needs. Instead of relying solely on traditional teaching methods, she embraced a more dynamic and student-centered approach.

Additionally, she recognized the importance of student feedback in shaping her teaching practices. Through workshops, she developed a mindset of continuous improvement, actively seeking students' responses to gauge the effectiveness of her methods.

*"Workshops encourage me to critically evaluate my teaching practices and make necessary adjustments to improve student learning outcomes" (Int.Bunga/Q4).*

This reflective practice reinforced her belief in her capability to adapt and refine her strategies, ensuring that her instruction remained effective and engaging. As a result, she became more proactive in addressing classroom challenges, demonstrating resilience and adaptability in her teaching role.

Moreover, the validation she received from peers and mentors during workshop activities played a crucial role in boosting her sense of professional competence. Positive reinforcement from facilitators and colleagues affirmed her instructional choices, further solidifying her confidence in her teaching abilities.

Overall, Bunga's workshop experiences not only equipped her with new pedagogical strategies but also instilled a sense of empowerment in her teaching. Her enhanced self-efficacy allowed her to approach challenges with greater assurance, reinforcing her belief that she could positively impact student learning through continuous growth and adaptation.

### **Commitment**

The workshops also strengthen Bunga's commitment to the teaching profession. She expressed that seeing the positive impact of new instructional strategies on student engagement motivated her to continuously seek professional development opportunities.

*"Workshops inspire me to keep improving as a teacher because I see how my students respond positively to new approaches" (Int.Bunga/Q14).*

Bunga's commitment was not only reflected in her willingness to attend workshops but also in her proactive efforts to integrate new knowledge into her daily teaching practices. Her motivation to improve stemmed from a sense of responsibility toward her students, as she recognized that effective teaching required continuous learning and adaptation. The workshops reinforced her belief

that high-quality instruction directly influences student success, further strengthening her dedication to professional growth.

Additionally, this commitment was evident in her efforts to stay updated with current educational trends. Instead of viewing professional development as a one-time requirement, she actively sought additional resources, such as online courses, educational forums, and collaboration with fellow educators, to enhance her teaching practices.

*"Attending workshops makes me realize that learning never stops. There is always something new to explore and apply in the classroom" (Nar.frame.Bunga/line 42).*

Her dedication extended beyond her individual growth, as she also took the initiative to share her workshop experiences with colleagues. By discussing new insights and strategies with fellow teachers, she contributed to a collaborative professional learning environment, reinforcing her sense of belonging within the teaching community. This collegial exchange of ideas further fueled her motivation, as she found inspiration in both her own learning journey and the shared experiences of her peers.

Furthermore, Bunga's emotional attachment to the teaching profession was strengthened by the workshops. She developed a deeper appreciation for the role of educators in shaping students' academic and personal development. Witnessing the positive outcomes of her instructional improvements reinforced her intrinsic motivation, making her more resilient in the face of classroom challenges.

Overall, Bunga's participation in workshops played a crucial role in fostering a sustained commitment to teaching. By continuously seeking growth opportunities, staying informed about evolving pedagogical practices, and actively engaging with her professional community, she demonstrated a strong dedication to enhancing her effectiveness as an educator.

### ***Teacher Agency***

Bunga's agency as a teacher was strengthened through workshop participation. The knowledge and skills gained enabled her to make more informed instructional decisions and exercise greater autonomy in curriculum implementation. She recognized the importance of being proactive in her professional growth and taking ownership of her teaching practices.

*"Workshops empower me to make independent decisions in my teaching, ensuring that my instructional choices benefit my students" (Nar.frame.Bunga/line 40).*

Workshops played a crucial role in enhancing Bunga's ability to act as an autonomous and reflective practitioner. Rather than passively implementing standardized teaching approaches, she actively evaluated and modified instructional strategies to better align with her students' needs. This shift signified her growing confidence in making pedagogical decisions that were not solely dictated by external mandates but also informed by her own expertise and observations.

Her increased sense of agency was evident in her willingness to experiment with new teaching methods and adapt them based on real-time classroom feedback. She became more attuned to her students' learning progress, recognizing that effective teaching requires ongoing adjustments and personalized instructional approaches. This adaptability reflects Bandura's (1997) concept of self-efficacy, wherein individuals who believe in their capabilities are more likely to take initiative and persist through challenges.

Additionally, Bunga's agency extended beyond classroom instruction to her broader role as a professional educator. She demonstrated initiative in seeking additional learning opportunities, engaging in professional discussions, and advocating for instructional improvements.

*"I've started to explore more resources beyond workshops, like online courses and teacher forums, to refine my teaching strategies" (Int.Bunga/Q18).*

This proactive attitude reinforced her ability to navigate the evolving demands of the teaching profession with confidence. Instead of feeling constrained by rigid curricula or institutional expectations, she embraced a problem-solving mindset, using her agency to make informed, context-sensitive decisions.

Moreover, Bunga's sense of agency contributed to her leadership potential within the teaching community. By sharing workshop insights with colleagues and engaging in collaborative professional development, she positioned herself as an active contributor to educational innovation. This collegial engagement not only enhanced her teaching effectiveness but also strengthened her professional identity as an independent and resourceful educator.

Ultimately, Bunga's participation in workshops empowered her to take charge of her professional growth, exercise autonomy in instructional decision-making, and approach teaching with a more reflective, adaptable, and proactive mindset. Her strengthened agency underscores the transformative role of professional development in fostering teacher independence and continuous self-improvement.

## Discussion

The findings of this study show that participating in workshops plays an important role in shaping an English teacher's professional identity. Based on the TPI framework by Lu et al. (2024), the teacher's experiences in workshops influenced four key aspects of her professional identity: instructional beliefs, self-efficacy, commitment, and agency.

First, workshops had a strong impact on the teacher's instructional beliefs. Through interactive activities, discussions, and hands-on learning, she was introduced to new teaching approaches that encouraged her to reflect on her own methods. As a result, she started to shift from traditional teaching strategies to more student-centered approaches. This finding supports the idea that workshops help teachers develop a deeper understanding of effective teaching and encourage them to be more flexible in their instructional methods. Previous studies also highlight that professional development programs can reshape teachers' perspectives on teaching and learning, making them more open to innovative practices (Richards et al., 2005; Bojanic' & Jovanov, 2018).

In addition to shaping instructional beliefs, workshops also played a role in increasing the teacher's self-efficacy. The opportunity to practice new teaching techniques and receive feedback helped her feel more confident in her ability to manage the classroom and deliver lessons effectively. This aligns with Bandura's (2006) theory, which emphasizes that direct experiences and encouragement are key to building self-confidence. Similar studies have also shown that professional development programs can help teachers feel more capable in their roles, which leads to improved teaching performance (Magen-Nagar & Steinberger, 2022).

Furthermore, workshop participation strengthened the teacher's commitment to the profession. Seeing positive changes in her students' engagement and learning outcomes motivated her to continue improving her teaching. She became more dedicated to her work and more passionate about her role as a teacher. This supports the idea that teacher commitment is influenced by their sense of purpose and the satisfaction they gain from their students' progress (Coladarci, 1992). Previous research also suggests that when teachers experience success in their classrooms due to professional development, they are more likely to stay motivated and engaged in their careers (Widodo & Allamnakhrah, 2020).

Finally, workshops also enhanced the teacher's sense of agency, allowing her to take more control over her teaching decisions. The knowledge and skills she gained in workshops gave her the confidence to try new strategies and adapt her teaching methods based on her students' needs. This reflects the idea that teacher agency grows when teachers feel empowered to make their own decisions and take initiative in their professional growth (Biesta et al., 2015). Similar studies have found that professional development programs help teachers become more independent and proactive in shaping their teaching practices (O'Sullivan & Irby,

2021).

In summary, the discussion demonstrates that workshops profoundly influence teacher professional identity by reshaping instructional beliefs, boosting self-efficacy, deepening commitment, and enhancing agency. These findings not only corroborate theoretical perspectives from the workshop and TPI literature but also extend our understanding of how targeted professional development interventions can support EFL teachers in diverse educational contexts.

## **Conclusion**

This study explored how workshop participation shapes the professional identity of an English teacher in Indonesia. The findings show that workshops influence instructional beliefs, strengthen self-efficacy, deepen commitment, and increase teacher agency. Workshops provided the teacher with new pedagogical strategies, collaborative learning, and reflective practices, helping her refine her instructional approaches and build confidence in applying new techniques. These experiences reinforced her commitment to continuous learning and professional growth. Additionally, engaging with innovative methodologies and seeing positive student responses motivated her to stay updated with educational trends and share insights with colleagues, fostering a collaborative teaching environment. The study also highlights how workshops empower teachers by enhancing their decision-making and adaptability in the classroom.

Overall, this study emphasizes the crucial role of workshops in sustaining teachers' professional identity. Effective professional development programs should go beyond skill-building to encourage reflection, collaboration, and adaptability, ensuring long-term growth in teaching practices.

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