Arabic Teacher Identity: In the Perspective of Performance during Distance Learning

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Abstract: In the Covid-19 outbreak, the teacher should have the performance to be able to deal with the problems, opportunities, and challenges they face during distance learning. A phenomenological qualitative research method was used in this research to explore the identity of the Arabic language teacher at MIN 04 West Kotawaringin represented by their performance in the daily learning process. The data of this study were obtained from the analysis of interviews, observations and documentation. Interviews were conducted with two Arabic language teachers at MIN 04, students and the principal as the informants. The results showed that the teacher's performance could be seen from; the responsibilities in carrying out the task as a representation of their identity as an Arabic teacher who deal the problems and conditions about the learning facilities, enjoyable technique of teaching and learning, adapt to the use of digital-based media, take different learning resources, and take the initiative to use the most accessible and affordable methods. It was in line with the theory of teacher identity by Anne Graham and Renata Phelps that the teacher should be able to overcome the obstacles faced by both problems from students and infrastructure. This research could be a reference so that teachers can represent their performance, not only as a responsibility but also as a teacher's identity. Furthermore, this research hopefully can examine quantitatively regarding the identity of Arabic teacher in Central Kalimantan.

Introduction

The quality of teaching is not only considered as a variety of teaching methods but is rooted in the meaning of the self-identity that exists within the teacher.[1] The

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[1] Nicole Johnson, George Veletsianos, and Jeff Seaman, "U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic," *Online Learning* 24, no. 2 (June 1, 2020), https://doi.org/10.24059/olj.v24i2.2285.

quality teachers can be proven from visible characteristic,[2] as their strong identity as teachers.[3] Teacher is the crucial element in the teaching and learning process who are being responsible for the material taught in the learning process. The unique characteristics of Arabic and its difference from other foreign languages have become a scourge. The difficulties in Arabic learning have been a serious problem, moreover, since the covid-19 outbreak.[4] The lack of equipment such as smartphones, to the limitations of educational technology also becomes a problem. Therefore, it shows the importance of the role of the Arabic language teacher as a common thread to break the chain of sources of problems that exist in the Arabic learning process.

The real teacher is a teacher who is ready with all conditions and can rely on everything to be used as a learning tool.[5] Thus, the teacher is said to be a teacher who has an identity. Identity is not created by itself, within the individual, identity is formed due to internal and external factors, built and influenced by the process of performance, competence, and motivation.[6] This formation process takes place within the individual so that they can understand what they want to do and how to realize it.[7] A strong identity can be seen from someone who considers theirselves to have strong principles, determination, and desire so that they can overcome difficult circumstances.

Thus, the teaching and learning process in COVID-19 outbreak brings the impact to the the teacher's identity. They should have the ability to face the possibilities such as the obstacles, opportunities, and challenges during distance learning. Flexibility is the

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[2] Muh Barid Nizarudin Wajdi, M. Burhanuddin Ubaidillah, Sri Mulyani, Khoirul Anwar, Lailatul Istiqomah, Fauziyah Rahmawati, Sholihatul Atik Hikmawati, Diah Retno Ningsih, and Hasan Syaiful Rizal. "Pendampingan Redesign Pembelajaran Masa Pandemi Covid-19 bagi Tenaga Pendidik di Lembaga Pendidikan berbasis Pesantren di Jawa Timur." *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 (2020): 266-277.

[3] James Noonan, "An Affinity for Learning: Teacher Identity and Powerful Professional Development," *Journal of Teacher Education* 70, no. 5 (November 2019): 526–537, https://doi.org/10.1177/0022487118788838.

[4] Nesrine A. Rizk, Rima Moghnieh, Nisrine Haddad, Marie-Claire Rebeiz, Rony M. Zeenny, Joya-Rita Hindy, Gabriella Orlando, and Souha S. Kanj. "Challenges to Antimicrobial Stewardship in the Countries of the Arab League: Concerns of Worsening Resistance during the COVID-19 Pandemic and Proposed Solutions." *Antibiotics* 10, no. 11 (2021): 1320.

[5] Rainer Forst, "Toleration, Justice and Reason," in *The Culture of Toleration in Diverse Societies*, ed. Catriona McKinnon and Dario Castiglione (Manchester University Press, 2018), 71-85.

[6] Elena V Makarova, Nina I. Kryukova, Zhanna M. Sizova, Aleksandr V. Grinenko, Maria A. Erofeeva, and Liudmila A. Bukalerova. "Divergence of Supreme Values of Russian World and Western Civilization Social and Philosophical Analysis," *European Journal of Science and Theology* 15, no. 3 (2019): 97-107.

[7] Maud Chassignol, Aleksandr Khoroshavin, Alexandra Klimova, and Anna Bilyatdinova. "Artificial Intelligence Trends in Education: A Narrative Overview," *Procedia Computer Science* 136 (2018): 16–24, https://doi.org/10.1016/j.procs.2018.08.233.

key that teachers must have in this difficult time, both in terms of schedules, deadlines for assignments, and communication with students. There is the reason why the identity of the teacher cannot be replaced by technology. What the teacher provides is not only the transmission of learning materials but also attention and communication in facilitating the needs of students. The initial observation were conducted. It was obtained from two Arabic language teachers at MIN 04 West Kotawaringin. They explained that they were overwhelmed in using the technology in teaching and learning process but it was still carried out during the Covid-19 outbreak.

The infomation was also about the learning process and the activities that showed their performance as a representation of the identity of the Arabic language teacher. This subsequently becomes an interesting topic to be investigated. The importance of this study was as a reference material for Arabic language academics, especially teachers to be responsible for representing the identity of Arabic teachers in managing their classes, especially with adequate facilities and infrastructure. Based on the initial observations and interviews, the Arabic teacher at MIN 04 West Kotawaringin was the Arabic teacher who can represent their identity as an Arabic teacher in handling the proces of teaching and learning especially with their lack oi usingtechnology. The researchers needed to conduct further studies regarding the identity of the Arabic language teacher at MIN 04 West Kotawaringin.

Several previous studies became the references for this research. One of those was conducted by Astiti on how counseling teacher constructs important tools and concepts in learning. Second, it was the research by Cicilia[8] which aimed to examine the identity of Christian teachers as intermediaries in overcoming student character problems. Next, the research by Septi[9] which was about librarian who has been given the responsibility of being a librarian to be able to interpret his role to build his identity. Then, the research by Mansir[10] which discussed the importance of the identity of Islamic education teachers who have the ability to develop and integrate various learning methods to stimulate students' enthusiasm for learning. The lasat was the research by

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[8] Melati Cicilia, "Hubungan Identitas Guru Kristen Terhadap Penerapan Metode Diskusi untuk Permasalahan Karakter" (Doctoral Dissertation, Universitas Pelita Harapan, 2019), Http://Repository.Uph.Edu/5239/.
[9] Ade Septi, "Konstruksi Identitas Guru-Pustakawan di Perpustakaan SD Negeri Surabaya" (Doctoral Dissertation, Universitas Airlangga, 2019), Http://Lib.Unair.Ac.Id.

Baktiar[11] which discussed how elementary school teachers can interpret their profession when providing material during the COVID-19 pandemic. As several previous studies have mentioned, it can be seen that research related to teacher identity was still an interesting topic that was being discussed in the world of education proven from published scientific papers on identity theory.

However, the several previous studies above were the research on teacher identity in general, Islamic religious education teacher identity, librarian teacher identity and counseling teacher identity. The previous research related to the identity of Arabic teachers in Indonesia had not been done yet. The phenomenon of the identity of the Arabic language teacher was necessary to be researched further with regard to the challenges and opportunities faced in distance learning, especially in Central Kalimantan, which incidentally has obstacles related to facilities and infrastructure compared to other provisions. As Hubarat stated in his research that the digital divide in PJJ can be seen from the survey results of The SMERU Research Institute (2020) that there are still 30% of teachers in rural areas outside Java who do not use digital applications in the process of teaching and learning.[12]

Some of the previous studies that the researcher mentioned earlier were limited to the identity of teachers in general, Islamic religious education teachers and counseling teachers. There was no research on the identity of Arabic teachers. So this study aims to explore the identity of the Arabic language teacher in terms of the performance he shows in daily learning activities. The similarities between this research and previous research are that the subject in this study is a teacher, the object of research focuses on identity, and qualitative research method was used in this research. The difference between this research and previous research was its focus on specific research subjects on Arabic language teachers, research locations, and approaches to research methodology.

Therefore, based on the background of this problem, exploring the learning phenomena during the Covid-19 pandemic experienced by Arabic language teachers at MIN 04 West Kotawaringin aimed to represent the identity of Arabic teachers for their

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[10] Firman Mansir, "Identitas Guru PAI Abad 21 yang Ideal pada Pembelajaran Fiqh di Sekolah dan Madrasah," *Muslim Heritage* 5, No. 2 (December 26, 2020): 435, https://doi.org/10.21154/Muslimheritage.V5i2.2343.

[11] Bayu Baktiar, Yanti Tayo, and Wahyu Utami, "Konstruksi Identitas Seorang Guru Sekolah Dasar Pada Masa Pandemi Covid-19 di Kota Tangerang," *Jurnal Ilmiah Muqoddimah: Jurnal Ilmu Sosial, Politik Dan Hummanioramaniora* 6, No. 2 (January 15, 2022), https://doi.org/10.31604/Jim.V6i2.2022.%P.

performance as part of building the credibility of Arabic distance learning. This paper aimed to examine the identity of Arabic teachers. The data were obtained from in-depth interviews with Arabic teachers, learning observations made by Arabic teachers and the documentation related to the identity of Arabic teachers.

Methods

In this research, phenomenological approach was used. The focus in this study was the identity of the Arabic language teacher from their performance. Madraasah Ibtidaiyah Negeri 04 West Kotawaringin was chosen to be the research place. The location of this study was chosen based on the results of the researchers' initial observations and the research problems found. The research subjects are two Arabic teachers who teach at MIN 04 West Kotawaringin. Thus, observaton was done in the learning activities carried out by Arabic teachers regularly. They can show the identity tendencies that they have as teacher. In addition, Arabic teachers were asked about their perspective in teaching, the activities and the process of learning and teaching, the obstacle and the struggle they had, and also their desire as a teacher. This step was done repeatedly until the data was saturated.

This research was a phenomenological research that aimed to explore the experiences and feelings of Arabic teachers subjectively, researchers explore daily activities and observe the daily activities of Arabic teachers to describe the identity of Arabic teachers as represented through the performance of Arabic teachers in the learning process. This research was done in five months. Interview data were obtained directly through face-to-face interview and indirectly by videocall. The reason why qualitative research chosen was to explore and understand the meaning of the identity of the Arabic language teacher in social reality based on the research subject. Therefore, the approach that is considered the most appropriate in this qualitative research is the phenomenological approach. By using this phenomenological approach, it can represent the life experiences of several people about their views of life and self-concepts or symptoms in their daily lives.

The data collection technique was used to obtain the necessary information is in-depth interviews with research subjects and informants. The research subject was an

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[12] Kristin Mars Hutabarat, "Penerapan Pembelajaran Jarak Jauh (PJJ) di Masa Pandemi Covid-19" (Osf Preprints, January 19, 2021), https://doi.org/10.31219/Osf.Io/54fwa.

Arabic teacher who teaches at MIN 04 West Kotawaringin. The selection of the subject of this study was based on the researcher's periodic observations of the daily life of this Arabic language teacher during the learning process. The informants of this study were the principal, teachers and several students. Documentation of the research process was also collected.

The subjects of this study were two Arabic teachers at MIN 04 West Kotawaringin. While the informants in this study were students who took part in Arabic learning and also the principal who was responsible for Arabic learning process. The research subject is the main resource person in this study, while the informant is a secondary resource to validate the information that was obtained from the main resource person. The data generated from the research subjects and informants were all activities carried out by Arabic language teachers as the identity shown as Arabic language teachers. The data generated from observation was the process of Arabic learning activities which are carried out directly from different times regularly. Meanwhile, the data generated from the documentation was the data that supported the results of interviews and observations that were obtained during the research process.

Purposive sampling was chosen intentionally with criteria or had predetermined characteristics based on their activities as Arabic language teachers and their willingness to share their experiences in dealing with distance learning during this pandemic. The resource persons for this study were Arabic teachers who were registered as Arabic teachers in the Central Kalimantan region. The criteria for resource persons are: (a) actively teaching Arabic (b) having experience more than 3 years for an Arabic teacher and (c) participating in an organization in the field of Arabic studies. Aspects that were asked to research subjects and the informants were everything related to the identity of Arabic teachers in terms of performance, competence, and motivation of Arabic teachers in facing distance learning during this pandemic.

The analysis used in this study adopted a phenomenological analysis from Churchill.[13] The steps used in this phenomenological research are as follows: (1) Problems and research formulation, the researcher tries to describe the focus of the

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[13] Scott D. Churchill, Rolf von Eckartsberg, Wolfgang Tschacher, Brent D. Slife, Elijah Möller, Sami Chun, and Leslie S. Greenberg. "An Adequate Philosophy of Science to Inform Gestalt Research: The View From Gestalt Research Mentors," In *Handbook For Theory, Research, And Practice In Gestalt Therapy, 2nd Ed*, The World Of Contemporary Gestalt Therapy (Newcastle Upon Tyne, United Kingdom: Cambridge Scholars Publishing, 2019), 38–102.

research by formulating research questions. (2) The data that produces the situation, namely the text of life experiences. Researchers make descriptive narratives that describe the results of interviews that have been conducted. (3) Data analysis, in the form of explication and interpretation, after all, data was collected based on the results of interviews, observations, and documentation to reveal the configuration of the meaning of the teacher's identity, both in terms of structure and how the meaning was created.

Results and Discussion

Based on the results of research in the field, regarding the identity of Arabic teachers, there were four main activities of Arabic teachers which are categorized as the performance of Arabic teachers at MIN 04 West Kotawaringin. Referring to the teacher's performance, the identity of the Arabic language teacher was presented in terms of learning management, professional development, and academic development. The following is a review, four activities that are the performance of Arabic teachers; *First*, Arabic language teachers carried out their duties by attending the Arabic language learning activities as scheduled during the pandemic, even though learning is carried out remotely. This can be proven from the documentation of the attendance of individual teachers, journals of learning activities that are reported to schools every month, and also daily performance reports of Arabic teachers.

Second, the Arabic language teacher prepared an implementation plan for Arabic learning according to the conditions and learning needs in the field during distance learning. This can be seen from the changes and revisions between the implementation plan for learning Arabic during face-to-face learning and distance learning. *Third*, Arabic teachers managed Arabic learning by facing various obstacles, such as trying to understand the conditions experienced by each individual regarding the problem of learning facilities owned by students, because it is known that there were still many students do not have a smartphone as learning media. *Fourth*, the Arabic teacher continued to provide evaluations and assessments of the assigned tasks, even though the evaluation process is running slower than usual, but the Arabic teacher were struggle for a weekly evaluation process or every completion of a learning theme. The evaluation was carried out orally and in writing, it can be seen from the notes on the value of the assignments that were recapitulated by the Arabic teacher in the journal of learning activities that were reported every month to the principal.

Several previous studies only discussed in general the identity of teachers, regarding responsibilities and professionalism in general. However, in this discussion, the identity of teachers, especially Arabic language teachers was presented from their performance in daily learning so that this research can become reference for the further research. The identity of Arabic teachers was not only from their commitment, responsibility, and professionalism as a teacher but how the representation or activities in learning was carried out.

The discussion of the results of our research entitled "Arabic Teacher Identity: In Perspective of Performance during Distance Learning" in the Central Kalimantan region is as follows. As the problem formulation we mentioned; First, the Arabic language learning process in the Central Kalimantan region can run well even though there are many obstacles faced by Arabic language teachers. The obstacles faced by Arabic language teachers are divided into three parts, namely geographical, professional and psychological constraints. Svetlana stated that performance are activities carried out in carrying out tasks and obligations to achieve certain goals.[14] Brent further explained teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance by increasing student learning achievements.[15] From this statement, it can be understood that performance is a task or activity that should be carried out with full responsibility so that learning objectives can become goals that should pursued for improving student achievement.

Meanwhile, according to Wardiah and Kristiawan, performance is the result of work in quality and quantity achieved by a teacher in carrying out his functions by the responsibilities given to him.[16] Teacher's performance can also be interpreted as the quality of teacher work and the quality to be achieved in the education carried out by teachers by the responsibilities they carry as educators. Being a teacher or educator must be able to take full responsibility with maximum effort. The success of the teacher's

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[14] Svetlana V Zenkina, T. Suvorova, O. Pankratova, and L. Filimanyuk. "The Method of Design of Electronic Advanced Training Courses for the Development of Information Competence of the Teacher," In *Proceedings of SLET-2019-International Scientific Conference Innovative Approaches to the Application of Digital Technologies in Education and Research, Stavropol-Dombay, Russia* (2019): 366-375.

[15] Brent Philipsen et al., "Improving Teacher Professional Development for Online and Blended Learning: A Systematic Meta-Aggregative Review," *Educational Technology Research and Development* 67, no. 5 (October 2019): 1145–74, https://doi.org/10.1007/s11423-019-09645-8.

[16] Dessy Wardiah and Muhammad Kristiawan, "The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers," *International Journal Of Scientific & Technology Research* 7, no. 4 (2018): 7.

performance could be seen from the work process carried out during the teaching and learning activities. This success is also seen from the satisfaction after seeing how the teacher carries out his responsibilities as an educator. Therefore, teacher performance can be interpreted as a condition that shows the ability of teachers in carrying out their duties at school and is always related to the completion of the tasks of a teacher's work, what teachers do in the teaching process inside, and outside the classroom.[17]

In educational institutions (schools) performance indicators can be seen from the level of achievement of the main responsibilities of teachers in the teaching and learning process in the classroom.[18] Performance indicators are also used to assure teachers that day-to-day performance shows progress towards achieving the school's goals and objectives.[19] Lamatenggo and Uno suggested several dimensions of performance which are considered as performance indicators, namely: 1). Work quality; 2) Speed and or accuracy of work; 3). Initiative in work, 4). Workability, and 5). Ability to communicate work.[20] Afiyah added that the performance indicators in the process of carrying out their duties are: planning, implementation, assessment, characteristics in dealing with and understanding students as well as enrichment, these performance indicators can be seen from the activities carried out by Arabic teachers despite the various obstacles faced in learning Arabic.

The discussion of the results of our research entitled "Arabic Language Teacher Identity: In Perspective of Performance during Distance Learning is as follows; Judging from the results of the study, the activities of Arabic language teachers in terms of performance are; Arabic teachers attend the process of learning Arabic, Arabic teachers prepare plans for implementing Arabic lessons according to the conditions and needs of learning in the field during distance learning, Arabic teachers manage Arabic learning and Arabic teachers evaluate learning. The four activities mentioned above are indicators of activities that reflect teacher performance in teaching. Buno stated that performance

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[17] Agus Purwanto, Masduki Asbari, Mochammad Fahlevi, Abdul Mufid, Eva Agistiawati, Yoyok Cahyono, and Popong Suryani. "Impact of Work From Home (WFH) on Indonesian Teachers Performance During the Covid-19 Pandemic : An Exploratory Study," *International Journal of Advanced Science and Technology* 29, no. 5 (2020): 11.

[18] Rismawati and Mattalata, *Evaluasi Kinerja : Penilaian Kinerja atas Dasar Prestasi Kerja Berorientasi Kedepan* (Celebes Media Perkasa, 2018), 120.

[19] Johanim Johari, Fee Yean Tan, and Zati Iwani Tjik Zulkarnain, "Autonomy, Workload, Work-Life Balance and Job Performance Among Teachers," *International Journal of Educational Management* 32, no. 1 (January 8, 2018): 107–20, https://doi.org/10.1108/IJEM-10-2016-0226.

[20] Hamzah B. Uno, *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan* (Bumi Aksara, 2021), 145.

measurement consists of preparing learning programs, implementing learning programs, and implementing evaluations, thus, the activities carried out by Arabic language teachers at MIN 04 West Kotawaringin, have reflected performance indicators as stated in the theory.

In addition, according to Mitchel, Terence. R performance indicators can be modified as follows; a). Quality of work, which is the quality of work achieved based on the terms of suitability and readiness.[21] b). Promptness, which is related to whether or not the completion time of the work with the planned target time. c). The initiative, which is the spirit to carry out tasks and in enlarging responsibilities. d). Capability, which is the factors that can affect the performance of a person ans be able to be intervened by training and education. It is the factor that can be developed. e). Communication, which is how superiors carry out the interaction to subordinates to solve the problems and express the opinion and suggestion. The five sub-variables of teacher performance can be used as a benchmark in assessing teacher performance in an educational institution. In addition besides planning and managing learning, the teacher must also evaluate student learning outcomes. In this way, a common thread will be found on the effectiveness of teacher performance in teaching and learning activities in the classroom.[22]

The activities carried out by Arabic language teachers, such as attending the Arabic language learning process as scheduled, revising the Arabic language learning implementation plan according to learning conditions during a pandemic,[23] and also maximizing learning management by considering the learning facilities owned by students, are a form of teacher performance based on teacher competency standards. In the book entitled "Teacher as a Profession", Suparilan said that teacher competency standards can be interpreted as a performance that is determined or required as interrelated components, namely learning management, professional development, and

[21] Dwi Indriastuti and Olivia Fachrunnisa, "Achieving Organizational Change: Preparing Individuals to Change and Their Impact on Performance," *Public Organization Review* 21, no. 3 (September 2021): 377–391, https://doi.org/10.1007/s11115-020-00494-1.

[22] Ana María Martín-Cuadrado, Silvia Lavandera-Ponce, Begoña Mora-Jaureguialde, Cristina Sánchez-Romero, and Lourdes Pérez-Sánchez. "Working Methodology with Public Universities in Peru during the Pandemic -Continuity of Virtual/Online Teaching and Learning," *Education Sciences* 11, no. 7 (July 14, 2021): 351, https://doi.org/10.3390/educsci11070351.

[23] Mahyudin Ritonga, Martin Kustati, Meliza Budiarti, Ahmad Lahmi, Musda Asmara, Rahadian Kurniawan, Neli Putri, and Endri Yenti. "Arabic As Foreign Language Learning in Pandemic COVID-19 as Perceived by Students and Teachers," *Linguistics and Culture Review* 5, no. 1 (June 9, 2021): 75–92, https://doi.org/10.21744/lingcure.v5n1.726.

academic mastery.[24] Meanwhile, from the activities carried out by the Arabic language teacher at MIN 04 Kobar, it can be seen that the learning evaluation carried out on both students and the learning evaluation of the learning process that he carried out as a representation of the performance of the Arabic language teacher in terms of academic mastery.

Moreover, the measurement of teacher performance also needs to be seen from the results of developing their competencies. Thus, teacher performance can also be seen from the efforts made by teachers in improving their academic and professional abilities through various continuous activities to improve their abilities by the demands of the task,[25] such as continuing their studies at the undergraduate and postgraduate levels, participating in various activities. scientific and other personal development.[26] The efforts they make as a form of performance of Arabic teachers are as follows; *First*, the Arabic language teacher at MIN 04 West Kotawaringin tried to understand the need for fun learning for students to minimize the possibility of boredom which can occur in students during distance learning.

Second, the Arabic teacher at MIN 04 West Kotawaringin tried to understand the use of media and learning resources that can be used by all students because generally students in areas are constrained by unstable networks. *Third*, the Arabic teacher at MIN 04 West Kotawaringin tried to adapt to the use of learning methods and media to facilitate students in delivering learning materials despite their limited ability in terms of mastering Arabic learning materials and in terms of using media/learning methods with technology or making materials digitally based. The efforts made by Arabic language teachers at MIN 04 West Kotawaringin to overcome the various obstacles faced during distance learning as a form of their performance during this learning, as a reflection and affirmation of their identity as Arabic language teachers.

At the psychological level, individual identity consists of social identity and personal identity. Personal identity is related to all the characteristics inherent in our personality while social identity is related to culture, race, gender, environment, and

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[24] Nur Cholid, *Menjadi Guru Profesional* (CV Presisi Cipta Media, 2021), 75.

[25] Garry Falloon, "From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework," *Educational Technology Research and Development* 68, no. 5 (October 2020): 2449–2472, https://doi.org/10.1007/s11423-020-09767-4.

[26] Almurtadho, Muchamad Sifak, Moch Choirul Aris, Hanifatus Shoima, and Yulia Rachmawati. "Pengembangan Profesi Guru dalam Meningkatkan Kinerja Guru." *BASA Journal of Language & Literature* 1, no. 1 (April 30, 2021): 26–34.

relationships with other people.[27] These two things are causes and effects that become tendencies in a person's behavior in life. Identity means the goals, values, and beliefs to which the individual devotes himself without hesitation and which guides, makes their lives meaningful and goal-oriented.[28]

According to Avci, identity is a consistent and structured indicator that distinguishes an individual from other individuals. However, this study defined identity as a dynamic, interactional, and ultrastructural self-conception that individuals consciously configure to shape the behaviour or express which associates individuals in society. Within the research's scope, identity is known as social identity, role identity, and individual identity. Social identity is formed by individuals who describe themselves with their place in social categories. The positive attitudes can be shown by the individuals who have social identity towards the social group to which they belong, the can be loyal to their group and they undestand that it is important to have identities or characteristics to the other groups.[29]

Seen from the teacher's perspective, it literally means the qualities that are associated with the teaching profession by people inside and outside of work. The professional identity of a teacher starts to foster when they develop a frame of personal meaning about themselves as a teacher.[30] Moreover, teacher identity is shaped through social influence. The contribution of several social influences to the development of teacher identity occur through critical events from the teachers experiences.[31] The formation of teacher identity is one of the most important problems in education systems worldwide because of its large impact on the prospects and performance of teachers in office and the quality of education in general; Therefore, teacher identity has been being the subject of a large number of studies investigating these constructs.

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[27] Harun Yilmaz, *National Identities in Soviet Historiography: The Rise of Nations under Stalin* (Routledge, 2015), 134.

[28] Ferat Yilmaz and Mustafa Ilhan, "Who are Teachers? a Study of Identity Hierarchy," Ed. Mark Boylan, *Cogent Education* 4, no. 1 (January 1, 2017): 1384638, https://doi.org/10.1080/2331186x.2017.1384638.

[29] Mehmet Kiliç and Emrah Cinkara, "Critical Incidents in Pre-Service EFL Teachers' Identity Construction Process," *Asia Pacific Journal of Education* 40, no. 2 (April 2, 2020): 182–196, https://doi.org/10.1080/02188791.2019.1705759.

[30] Sonia Gon and Alka Rawekar, "Effectivity of e-Learning through Whatsapp as a Teaching Learning Tool," *MVP Journal of Medical Sciences* 4, no. 1 (May 22, 2017): 19, https://doi.org/10.18311/Mvpjms/0/V0/I0/8454.

[31] Mehmet Kiliç and Emrah Cinkara, "Critical Incidents in Pre-Service EFL Teachers' Identity Construction Process," *Asia Pacific Journal of Education* 40, no. 2 (April 2, 2020): 189, https://doi.org/10.1080/02188791.2019.1705759.

The position of the teacher's identity can be seen by the didactic triangle and its relationship.[32] The didactic triangle core elements are the instructor/teacher, learners and learning. These things create a dialogical relationship between teachers and learners, between learners and learning, and between teachers and learning.[33] Teachers aim to maximally explore the students by motivating and rewarding them while looking at their possibilities for success and encourage their growth. Content relationships refer to the subjects of curriculum, the teacher's expertise in matter of subjects and the other contents in the teaching.[34] In addition, a relationship between teachers and the broader essential issue relates to values about teaching performance.

Teacher identity can be thought of as the positions which varies from how the teachers interact with them. "I am an educator, I am a didactic professional, I am a subject matter expert, I am a teacher, I am a school member and I am a community member". This teacher identity approach is especially useful when contemplating the multidimensional and complex work of teachers. In summary, in this study, we define teacher identity in terms of the essential relationship of a teacher's performance. This social environment can be investigated from the personal and professional experiences of teachers.

The efforts of Arabic language teachers to overcome the obstacles faced by students in distance learning, in addition to the performance they show as the main task is a form of Arabic teacher identity. As mentioned by Ismail in his book, the identity of the teacher can be seen from the way he is responsible for the learning carried out. By showing the efforts, it made the process of the learning is able to be carried out, even with various kinds of obstacles, this is a form of identity shown by the Arabic language teacher. As Ismail stated in his book,[35] a teacher who has an identity is not only a teacher who can carry out his or her performance as the main task but also makes efforts to seek the implementation of learning so that learning objectives maximally achieved.

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[32] Katariina Stenberg and Katriina Maaranen, "The Differences between Beginning and Advanced Student Teachers' Teacher Identities Based on their Practical Theories," *Education Inquiry* 11, no. 3 (July 2, 2020): 196–210, https://doi.org/10.1080/20004508.2020.1716541.

[33] Cristina Martins Rodrigues Et Al., "Vernalization Alters Sink and Source Identities and Reverses Phloem Translocation from Taproots to Shoots in Sugar Beet," *The Plant Cell* 32, no. 10 (October 1, 2020): 3206–3223, https://doi.org/10.1105/Tpc.20.00072.

[34] Nils Kirsten, "Improving Literacy and Content Learning Across the Curriculum? How Teachers Relate Literacy Teaching to School Subjects in Cross-Curricular Professional Development," *Education Inquiry* 10, no. 4 (October 2, 2019): 368–384, https://doi.org/10.1080/20004508.2019.1580983.

[35] Muhammad Ilyas Ismail, *Guru Sebuah Identitas*, Ed. Misykat Misykat, (Makassar: Alauddin University Press, 2017), 20. http://Repositori.Uin-Alauddin.Ac.Id/12612/.

In the results of this study, it was known that the Arabic teacher of MIN 04 West Kotawaringin not only showed the performance as a teacher but also shows their identity by making various efforts, so that language learning gets maximum results especially in during the Covid-19 outbreak. The identity of the Arabic language teacher is needed to manage Arabic learning. In the use of Arabic learning media during distance learning, the selection of learning media also needs to be considered and adjusted to the necessity and conditions of students.[36] Molenda in "Instructional Media and The New Technologies of Instructions" compiled a procedural model which is named the acronym "ASSURE". The ASSURE model is intended to be a foundation that must be considered in the use of effective learning media. The model, which is acronymized as ASSURE, includes 6 steps as the planning for the use of the media, they are Analyze learner characteristics, State objectives, Select modify or design materials, Utilize, Require learners responses, and Summative evaluation.

Analyze Learner Characteristics is to identify the students characteristics and their needs. Planning and selection of learning media are based on an analysis of the students characteristics and their needs. One indicator of this analysis is the teacher has selected the appropriate learning media that is adjusted to the level of thinking ability, attitudes, and skills of students to be achieved so that students can master it easily by the demands of the learning curriculum. State Objectives is the objectives formulation such as indicators and objectives of the learning that have been contained in the school's lesson plans. The learning media selection should be made to help facilitating the students to achieve the ojctives of the learning.[37] Select, Modify, or Design Materials is the step of choosing, redesigning and changing the media of the learning which is suitable needs of learning in the classroom. To make or choose appropriate learning media in learning activities, usually, these one of the possibilities must be done by the teacher: 1) select the appropriate media of learning, 2) change the media , and 3) redesign the media to suit the needs of learning in the classroom.

Utilize materials is how material structure and its formulation in the media of the learning that is related to the matter or substance of the material. The selected learning

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[36] Nur Latifah and Asep Supena, "Analisis Attention Siswa Sekolah Dasar dalam Pembelajaran Jarak Jauh di Masa Pandemi Covid-19," *Jurnal Basicedu* 5, no. 3 (April 6, 2021): 1175–1182, https://doi.org/10.31004/Basicedu.V5i3.887.

media mst be masterd by the students which contains in the school lesson plans.[38] Require the response of the students is how there is the involvement of the students in the most efficient, meaningful and effective situations of the learning. The teacher controls the learning situation that might allow the students to respond and be directly involved in learning.[39] Therefore, students must be involved as much as possible in the utilization or use of learning media that have been selected by the teacher. Summative Evaluation, namely the evaluation of learning media to select appropriate learning media to be used in class. This summative evaluation consists of a model of principles and criteria for selecting the right learning media.

Conclusion

The most important finding in this study was that the identity of the Arabic teacher was described in detail in the form of the performance of the Arabic teacher which was carried out daily in the learning process as a form of representation of the identity of the Arabic teacher which was not only seen from routines, responsibilities, and duties as a teacher. But also in the form of real performance by Arabic teachers. In this study, the theory used was the theory of teacher identity and the research method used was a phenomenological study. In our research, it was described and explained how the identity of the Arabic language teacher in distance learning and how it was represented through the performance. However, the results of this research was compared to the previous theories. This research hopefully can be used as a reference as a forum for dedication for Arabic language education lecturers, so that they can improve Arabic language learning competencies, especially in the Central Kalimantan region. In addition, for further research, it is recommended to use quantitative methods that can measure the identity of Arabic teachers was in the Central Kalimantan region quantitatively.

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[37] Slamet Winaryo, "Evaluasi Program Penyelenggaraan Pendidikan Berkualitas dan Terakses Jenjang Pendidikan Dasar di Provinsi Kalimantan Tengah," *Equity In Education Journal* 2, no. 1 (March 20, 2020): 1–10, https://doi.org/10.37304/Eej.V2i1.1679.

[38] Ahmad Fauzi. "Practicality of The Interactive Multimedia Development Integrated Science with Inquiry Based Learning Model of Simple Machine Themes on Human Muscular And Skeleton System Integrated 21 Century Learning," *Journal of Physics: Conference Series* 1876, no. 1 (April 1, 2021): 012053, https://doi.org/10.1088/1742-6596/1876/1/012053.

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Author Contributions Statement

The writer with the initials HG performed the task of extracting data in the field, while AW contributed in terms of data processing, data presentation, and data analysis. AM came up with the ideas, worked on manuscripts and analyzed them. AW develops theory and verifies research methods. RF and HG translated the manuscripts into English and add references. All authors discussed and contributed to the improvement of the manuscripts to the end.

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