Voices of novice EFL teachers in a remote island region of Indonesia: Teacher identity and TPACK perspectives

Lita Liviani Taopan
Universitas Tribuana Kalabahi, Indonesia
Zulfa Sakhiyya, Sri Wuli Fitriati and Januarius Mujiyanto
Universitas Negeri Semarang, Indonesia

This study explores how novice English teachers in a remote island region of Indonesia navigate the challenges of geographical and professional isolation. Building upon previous investigation into teacher identity growth and professional formation (Taopan et al., 2024, 2025), we focus on the lived experiences of six novice English teachers in the Alor District to understand how they survive and thrive in underserved communities. Using a narrative inquiry, we analyse life stories collected since 2020 through personal journals, in-depth interviews, observations and direct field visits to participants in their respective villages. Findings reveal that despite severe limitations in technological and pedagogical resources, participants leverage the TPACK framework as a vital lifeline to overcome the barriers of remoteness. This process is central to the construction of resilient professional, personal and institutional identities. We propose the TPACK and Teacher Identity integration framework to illustrate the dynamic, ongoing process of becoming an empowered educator in a nation's most challenging environments.

Introduction

In the Indonesian educational landscape, the transition from pre-service to in-service teaching is particularly daunting for those assigned to 3T regions (*terdepan, terluar, tertinggal* - in English, remote, underdeveloped and disadvantaged) (Sakhiyya & Wijaya Mulya, 2023). While the digital era has transformed urban education (Selwyn, 2021), teachers in remote island regions like Indonesia's Alor District face a starkly different reality, characterised by geographical isolation and limited infrastructure. For novice English teachers, these challenges are not merely pedagogical but are deeply tied to their survival and professional identity formation.

Modern research has deeply examined the TPACK framework, focusing on how it helps teachers effectively integrate technology into their classroom instruction (Mishra et al., 2023). However, as noted in our previous work (Taopan et al., 2024, 2025), the application of these frameworks requires a unique integration of knowledge and identity. While TPACK provides the cognitive tools for instruction (Mishra & Koehler, 2006), teacher identity serves as the emotional and professional anchor that allows a novice to persist in a remote environment.

Despite the abundance of international research on teacher identity (Beauchamp & Thomas, 2009; Dinkelman, 2011; Gibbons, 2020; Hafsa, 2019; Lutovac & Flores, 2021; Mansaray, 2016; Taylor, 2017; Trent, 2013), there remains a significant gap regarding the voices of those working in the Indonesian periphery. Recent studies highlight that teachers in remote Australian and Vietnamese settings encounter parallel struggles with

professional belonging and curriculum agency (Gray et al., 2025; Vu, 2024). The remoteness of the Alor District presents an investigative framework that goes beyond standard educational settings. This study, therefore, reframes the inquiry: rather than asking how TPACK relates to identity in a vacuum, we ask how these novice teachers use their integrated knowledge to overcome the specific hurdles of professional isolation and resource scarcity. By centring the voices of these teachers, we aim to show how remoteness acts as a catalyst for a unique form of teacher identity one that is resilient, adaptive, and deeply integrated with technological agency.

While much of the existing literature treats the integration of technology and identity as a linear developmental process, the unique constraints of the Alor District necessitate a more dynamic approach. In this context, the integration of knowledge is not merely a professional goal but a strategic response to environmental demands. This research specifically investigates the agency of novice teachers as they navigate the reality shock of remote postings, transforming their initial struggles into a foundation for professional growth. By focusing on these lived experiences, we seek to understand the mechanisms through which remoteness fosters resilience.

Consequently, instead of focusing on the theoretical relationship between frameworks in a vacuum, this study is guided by the following research questions that address the lived realities of teachers in the Alor District:

1. How do novice English teachers in a remote island region of Indonesia integrate TPACK and professional identity to overcome the specific challenges of geographical and professional isolation?
2. In what ways does the process of navigating remoteness and resource scarcity act as a catalyst for the construction of a resilient teacher identity?

Literature review

The complexities of teaching in remote areas

Teaching in remote areas is a multifaceted negotiation of survival and professional commitment. In the Indonesian context, this is defined by the 3T classification, where educators face geographical isolation and infrastructure gaps. While many hesitate to accept such postings, the novice teachers in this study voluntarily embraced the challenge. This dedication is crucial, as recent research suggests that teacher success in remote settings depends on a sense of belonging and the agency to adapt curriculum amidst resource scarcity (Gray et al., 2025; Vu, 2024). Consequently, teacher education must move beyond general theory to prepare graduates for the reality shock of these regional and remote assignments (Harris et al., 2024).

Beyond these systemic hurdles, the personal experience of the educator takes centre stage. For novice teachers, the transition to a remote posting often triggers a profound reality shock where the idealised versions of teaching encountered in university settings collide with the logistical hardships of the periphery. This phenomenon is particularly

acute in the Alor District, where the physical isolation is compounded by a lack of professional mentorship. In such environments, professional survival becomes a prerequisite for pedagogical success. Scholars suggest that the ability to navigate this shock determines whether a teacher develops a resilient identity or experiences early-career burnout. By reframing these challenges as opportunities for professional agency, novice teachers can transform their perceived limitations into a unique pedagogical strength (Taopan, 2025).

Within this context of adaptation, the integration of technological pedagogical and content knowledge (TPACK) in the periphery acts as more than a theoretical framework; it functions as a strategic tool for professional survival. In the Alor District, where the digital divide is a lived reality, technological knowledge (TK) is redefined through the lens of technological agency, the ability to innovate and adapt when infrastructure fails (Galut, 2025; Mustafa et al., 2024). As novice teachers navigate the gap between their university training and the scarcity of resources, they undergo a process of identity reconstruction (Balban, 2015; Hanifah, 2022; Pravita & Kuswandono, 2021). This transition from a state of survival to one of innovation suggests that remoteness is not merely a barrier, but a powerful catalyst that forges a resilient professional identity, allowing educators to reclaim their agency and institutional status within the broader academic community (Taopan, 2025).

TPACK as a lifeline for professional agency

The TPACK framework serves as a vital lens for understanding how teachers navigate the digital divide in underserved regions. Traditionally viewed as a cognitive model for technology integration (Mishra & Koehler, 2006), for a novice in a remote island region, TPACK becomes a tool for professional survival. As established in our previous work, the integration of technology is not a linear process but a journey of identity growth (Taopan et al., 2024; 2025). In remote contexts, "technology" cannot be limited to sophisticated applications; it must be understood broadly, encompassing the diverse and adaptive tools teachers use to support learning amidst limitations (Kimmons & Hall, 2018; Taopan, 2025). By utilising TPACK, these novice teachers overcome barriers like insufficient training and limited access, transforming their pedagogical approach to suit the unique needs of their isolated communities.

Reconstructing teacher identity through remoteness

Teacher identity is a dynamic and multifaceted construct, often categorized into professional, personal, and institutional dimensions (Soren, 2013; Teng, 2020). Professional identity involves the recognition of expertise, while institutional identity pertains to one's status within the academic community. In the periphery, these identities are reconstructed through the act of overcoming isolation. The process of successfully implementing technology-enhanced pedagogy despite geographical hurdles acts as a catalyst for a resilient professional identity. Rather than seeing themselves as "disadvantaged" novices, these educators emerge as innovators whose identity is deeply

intertwined with their "technological agency" and their commitment to their students in the Alor District.

Method

This study employs a qualitative narrative inquiry design to explore the complex intersection of TPACK and teacher identity (Barkhuizen et al., 2014; Clandinin & Connelly, 2000; Craig, 2011; Mertova & Webster, 2007; Mokuria & Chhikara, 2022). Rather than utilising a static case study, a narrative approach was chosen to capture the temporal and social dimensions of being a novice teacher in a remote setting. This method allows for a reflection on how participants overcome hurdles through their own stories (Gray et al., 2025; Taopan, 2025). By centring the participants' voices, we illustrate the progression from initial reality shock to professional resilience.

Participants

The participants in this study were six novice English teachers (identified by pseudonyms) who possessed fewer than three years of teaching experience in the "3T" regions of the Alor District. All six participants graduated in the same cohort from a small private university on Alor Island, ensuring a shared foundational background in their initial teacher education. The participants were purposively selected based on three critical criteria that establish the longitudinal depth of this inquiry. First, they were former students of the English department who successfully completed the English Language Teaching (ELT) Media course during their sixth semester. Second, one of the researchers served as the primary instructor for this course, where the participants were first introduced to the TPACK framework. This researcher also served as their supervisor during their field teaching practice, providing a continuous observation window from their pre-service training into their early-career professional lives. Third, during their training, the participants were intentionally encouraged to leverage TPACK to address the specific pedagogical challenges of the Indonesian periphery.

By following these novice teachers from their university classroom into their remote school assignments, this study captures a transition that is often lost in cross-sectional research. This unique researcher-participant relationship facilitated a high degree of trust, allowing for the collection of deeply personal life stories regarding their professional survival and identity reconstruction.

Data collection

The data collection for this study followed a longitudinal trajectory design (Derrington, 2020) to capture the evolution of teacher identity from the pre-service stage through the third year of in-service teaching (2020-2024). This multi-year engagement was facilitated by the unique relationship between the researcher and the participants, which evolved from a lecturer-student dynamic into one of researcher and professional peer. By maintaining this connection, we were able to document the process of professional survival rather than a mere snapshot of their knowledge. The primary data was gathered

through semi-structured life story interviews conducted in two distinct phases: first, during their final university year to capture their professional aspirations, and later, during their tenure in remote schools to document the reality shock of the periphery.

To give deeper voice to these experiences, the interviews were supplemented by reflective journals, where participants shared the raw emotional labor of navigating the Alor District's digital divide. These personal accounts were further validated by direct field observations, where the researcher traveled to the remote school sites to witness firsthand the creative strategies teachers employed when infrastructure failed (Taopan et al., 2025).

The longitudinal data collection for this study was executed in several strategic phases to ensure both depth and reliability. While preliminary background data and life stories had been gathered since 2020, the primary narrative data were collected between July and September 2023. To maintain a sustained connection with the cohort after their graduation, a WhatsApp communication group was established; ultimately, six novice teachers who met the criteria for serving in remote "3T" regions agreed to participate.

The formal inquiry began with a group interview session conducted in the participants' native language, Bahasa Indonesia, to foster a comfortable environment for shared reflection. Following this, a written interview protocol was distributed in both printed and digital formats, with all participants opting for the digital version. This instrument was adapted from the TPACK survey established by Destiana et al. (2022) and synthesised with the teacher identity elements proposed by (Soren, 2013). To ensure the clarity and usability of these questions, a pilot study was conducted at the university campus involving 15 pre-service teachers and five teaching staff members (Saddour, 2020).

Table 1: Sample of integrated interview items adapted from Destiana et al. (2022) and Soren (2013)

Construct	Items Sample
Technological knowledge (TK)	Do you know how to solve your own technical problems when using technology?
Identity alignment	Can mastering technology be considered a characteristic of a professional teacher?
Professional identity	How do you perceive your role as an English teacher within this specific community?

The heart of the data collection involved in-depth, individual interviews conducted over a three-month period (July–September 2023). To capture the authentic participant voice and understand the lived reality of teaching in a 3T region, the researcher traveled to each participant's respective village. This immersion allowed the researcher to observe the professional environment, ranging from rotting bamboo walls to the total absence of cellular (mobile phone) signals, providing a crucial ethnographic layer to the narrative data. These sessions were organised around three longitudinal narrative themes:

The teaching career
This theme explored the trajectory from university graduation to remote assignment. It focused on the reality shock experienced when pre-service idealism met the practical hardships of Alor's geographical isolation.

TPACK implementation
This phase investigated the participants' pedagogical improvisation. It specifically documented the technological workarounds teachers developed when critical infrastructure, such as electricity or Wi-Fi, was unavailable, shifting the focus from high-tech tools to resourceful adaptation.

Identity perception
The final theme encouraged reflection on the evolution of their professional selves. It captured the transformation of their roles from struggling novices to resilient innovators within the periphery.

By conducting these interviews within the teachers' actual working environments, the researcher was able to anchor their stories in the physical reality of their schools. This approach ensured that the resulting restorying process was grounded in both the teachers' spoken words and the observed challenges of their daily professional lives.

Data analysis: Thematic narrative restorying

The analysis of this rich dataset employed a thematic narrative "restorying" approach (Barkhuizen et al., 2014; Mertova & Webster, 2007). Instead of merely coding for keywords, we combined interview transcripts, field notes, and journals into chronological accounts that highlighted critical incidents. These are specific moments where a teacher's strategic use of TPACK, such as adapting a digital lesson for offline use or utilising personal mobile data to bypass school connectivity gaps, directly shifted their identity from a struggling novice to a resilient innovator. This narrative flow ensures that the findings are not just an academic exercise but a grounded reflection of how educators in the Indonesian periphery reclaim their agency through the integration of knowledge and identity.

The analysis of the gathered narratives followed a thematic "restorying" framework, which is specifically suited for longitudinal studies where participants' identities evolve over time (Barkhuizen et al., 2014; Kim, 2016). This process involved moving beyond simple coding to a three-stage synthesis of the participants' lived experiences:

1. First, the recorded village interviews and group sessions were transcribed. Since many participants expressed their most profound reality shocks in Bahasa Indonesia, the researchers engaged in a back-translation process to ensure that the English interpretation maintained the emotional and professional nuances of the original voice.

2. Using the integrated TPACK and teacher identity framework, the researchers analysed the transcripts and reflective journals to identify critical incidents (Tripp, 2011). These were

specific moments such as a teacher successfully delivering a digital lesson using a personal Internet data during WiFi outages at school that served as turning points for their professional confidence.

3, Finally, the raw data from interviews, school leader feedback, and field observations were combined into chronological accounts. This restorying allowed the researchers to map the transition of each participant from a surviving novice to an innovative professional.

Following the guidance of Soren (2013) and Mishra and Koehler (2006), the final themes were cross-checked against the field observations to ensure that the reported identity shifts were reflected in actual classroom practice. This rigorous analytical path ensures that the findings are not merely anecdotal but are grounded in a systematic interpretation of how technology and context forge teacher identity in the Indonesian 3T regions (Taopan, 2025).

Findings

The teaching career: Navigating the reality shock as a novice English teacher

For the six novice teachers, the transition to the 3T (remote, underdeveloped, and disadvantged) regions of Alor was characterised by a profound reality shock. This phase was not merely a logistical hurdle but a site where their university-taught idealism collided with the stark limitations of the Indonesian periphery. The physical environment of the schools served as the first barrier to their professional identity as modern educators. Cathrine described her school as far from luxurious, featuring rotting bamboo walls that mirrored the pedagogical neglect of the region.

> The building is made of wood with a tin roof, with bamboo walls that have begun to rot ... Physically, the school is far from luxurious and can even be categorised as inadequate. (Cathrine, Interview 2023).

This inadequacy extended to the students' foundational knowledge, forcing a complete overhaul of the curriculum. Cathrine's voice captures the frustration of this gap:

> I do teach grades 10, 11, and 12, but the level of lessons I teach them is the level of material for elementary school children... How could I teach them about writing explanatory texts when almost all of them can't even memorise the alphabet properly? I changed my focus... to just having them recognise basic English materials. (Cathrine, Interview 2023).

For Monika, the shock was digital. Returning to her inland village as a highly responsible honours graduate, she found that the absence of a stable Internet connection rendered modern learning applications useless. Yuka echoed this, noting that while she was smart and quiet, she had to carry the heavy burden of being both a teacher and the school operator in a one-roof school with severe facility limitations.

The participants did not remain in a state of shock; instead, they utilised their TPACK to innovate within the scarcity. This technological agency allowed them to transform their identities from struggling novices to resourceful survivors (Sakhiyya & Hapsari, 2021). Sam, despite being labelled as a problematic student in university, proved his professional quality by adapting high-tech knowledge into low-tech fun:

> As a novice teacher, I am quite dependent on technology as a learning resource, but I recognise that I can still teach in class even without high technology. I can easily create fun learning through games and songs (Sam, Interview, 2023)

Raka's story provides a unique narrative of redemption. After failing to finish his studies in a metropolitan city due to financial constraints, he returned to Alor to start over. For him, TPACK was a tool for self-improvement:

> I admit that I still have to increase my ability to facilitate students to learn with technology. I am aware of the limitations of my knowledge and skills, and I am determined to change to provide a better learning experience. (Raka, Interview 2023).

Despite the harsh life described by Monika whose mother became the family backbone as a farmer after her father passed away, the participants viewed their 3T assignment as a mission. Grace, who worked part-time in a cake shop while studying to survive financial hardship, used the TPACK framework as a guide to maintain balance and spread a "positive vibe" on social media to show that teaching in Alor was still meaningful.

> I always try to spread a positive vibe. My posts contain class activities and events held at school. The TPACK framework allows me to be confident even if the subject matter is not in my area of expertise. (Grace, Interview 2023).

Similarly, Yuka's narrative highlights a dual identity. While the school lacked technology integration facilities, her role as an operator granted her a unique status:

> My position as a teacher who doubles as a school operator gives me great responsibility. The school respects me appropriately as an honorary teacher and school operator (Yuka, Interview 2023).

The data from these six voices confirms that in 3T areas, professional identity is forged through the necessity of adaptation. Whether it was Cathrine teaching the alphabet to high schoolers, Sam facing peer discomfort for his tech-use, or Raka seeking redemption in a village school, each teacher utilised their technological knowledge not just to teach, but to reclaim their status as professionals in a context that initially seemed to deny it.

TPACK implementation and the social negotiation of status

A critical finding from the longitudinal data is that teacher identity is not formed in isolation; it is a social negotiation within the school hierarchy. In the 3T context, the technological edge possessed by novice teachers served as both a point of friction and a bridge to institutional legitimacy.

The data reveals a recurring tension between the novices' TPACK-driven approach and the traditional methods of senior staff. Sam , for instance, reported a distinct sense of discomfort when using technology around senior teachers who rarely utilised it.

> As a novice teacher who always uses technology... I sometimes feel uncomfortable with senior teachers who rarely or never use technology in learning. (Sam, Interview 2023).

But Sam tries to brush off the feeling of embarrassment and continue to show that using technology in teaching appropriately will greatly simplify the work of a teacher. (Sam, Interview 2023).This suggests that for novices, integrating TPACK is an act of professional courage. By persisting, Sam shifted his identity from the problematic student he was labelled in university to a high-quality junior who leads by example.

In contrast to peer friction, institutional leadership often acted as a support mechanism that elevated the novices' status. In Yuka's case, her identity was uniquely doubled: she served as both an English teacher and the school operator. This dual role granted her a high degree of "institutional respect" that an honorary teacher might not otherwise receive.

> My position as a teacher who doubles as a school operator gives me great responsibility. The school respects me appropriately as an honorary teacher and school operator. (Yuka, Interview 2023).

Similarly, Raka noted that despite his status as a new honorary teacher, the school principal gave him full access to facilities without restriction, reinforcing his sense of belonging. Cathrine also benefited from this institutional trust, as her school provided "ample opportunities to participate in training organised outside the school", treating her as a long-term asset despite the rotting bamboo walls of the facility.

Identity reconstruction

The final stage of the participants' journey is the shift from mere survival to the internal adoption of a resilient professional identity. For some participants, teaching in Alor served as a site of personal and professional redemption. Raka, who had previously failed his studies in a metropolitan city, used his return to Alor as a second chance. His identity reconstruction was fuelled by a determination to change and provide better learning for his students than he himself had received.

> I am aware of the limitations of my knowledge and skills in using technology, and I am determined to change to provide a better learning experience for my students. I continue to try to develop myself and expand my knowledge by utilising the sophistication of Internet technology as a learning resource. (Raka, Interview 2023).

For Grace, who faced severe personal loss and financial hardship (working in a cake shop while studying), her professional identity became a tool for community resilience. Despite teaching outside her main expertise (Arts and Crafts), she used the TPACK framework as a guide to maintain balance.

> I always try to spread a positive vibe on my social media. My posts contain class activities and events held at the school. The TPACK framework allows me to be confident even if the subject matter is not in my area of expertise. (Grace, Interview 2023).

By 2024, the reality shock had been reframed as a manageable context for service. Monika despite the harsh life of her childhood, focused on creating meaningful learning through conventional models infused with elements of fun.

The participants moved from seeing technology as a luxury they lacked to a strategic resource they could adapt. As Cathrine concluded, she was no longer discouraged by being an honorary teacher in a remote village; she had been trained to face various challenges, including the tough character of the students and various shortcomings.

The longitudinal evidence from these six voices confirms that in 3T areas, TPACK is not merely a set of technical skills. It is a catalyst for identity formation. Whether it was Raka seeking redemption, Yuka gaining status as an operator, or Cathrine adjusting her focus to the alphabet, each teacher utilized their knowledge to reclaim their agency. They moved from being novices on the edge to innovators of the periphery, proving that professional identity is strongest when it is forged in the absence of resources.

Discussion

In traditional literature, TPACK is often framed as a cognitive balance of three knowledge domains (Mishra & Koehler, 2006). However, the experiences of Cathrine and Monika suggest that in resource-constrained environments, TPACK functions primarily as a catalyst for technological agency. Unlike urban teachers who use technology to enhance content, these 3T novices used TPACK to bypass systemic failures. When Cathrine realised her high school students lacked alphabet mastery, her pedagogical adjustment was an act of contextualised TPACK, simplifying digital idealism into practical classroom survival. This aligns with the argument in Taopan (2025) that in the periphery, the "T" in TPACK is often silent (infrastructure-wise) but the "P" (pedagogy) becomes hyper-active.

A unique contribution of this study is the redemption arc observed in Raka and Sam. While much of the research on novice teachers focuses on reality shock leading to burnout (Zaini & Abd Wahab, 2024) , the Alor context provided a site for identity reconstruction. Raka's transition from a metropolitan university dropout to a committed village educator suggests that 3T areas offer a unique professional space where novices can redefine themselves away from past failures. Similarly, Sam's shift from a problematic student to a tech-savvy leader proves that the high-stakes environment of the periphery can accelerate professional maturity.

The findings regarding Yuka and Sam highlight that in remote schools, technological knowledge serves as a form of social capital. According to Soren (2013), teacher identity is heavily influenced by the social system of the school. In this study, being tech-savvy allowed Yuka to transcend her honorary status by becoming an indispensable school operator. This dual identity granted her institutional power that balanced her lack of

seniority. However, the tension Sam felt with senior teachers illustrates that this social capital can also be a source of friction, requiring what this study terms professional courage, the willingness to persist with innovative methods despite peer isolation.

Finally, the case of Grace illustrates the role of emotional labour in identity formation. Her use of social media to project a positive vibe serves as a psychological scaffold. By documenting her classroom successes, she was not just sharing information; she was reaffirming her own identity as a successful professional in the face of financial and geographical hardship. This confirms that for 21st-century novice teachers, professional identity is now partially constructed in digital spaces, even when the physical classroom is a rotting bamboo structure.

This study concludes that for teachers on the edge, identity is not a gift from university training, but a trophy won through improvisation. The transition from 2020 to 2024 shows that these novices moved from *technical* TPACK (knowing how to use apps) to *existential* TPACK (knowing how to be a teacher when the apps fail). This shift is the hallmark of a resilient professional identity in the Indonesian periphery.

Conclusion

This longitudinal narrative inquiry has documented the professional evolution of six novice English teachers as they navigated the reality shock of the Alor periphery from 2020 to 2024. The study concludes that in 3T regions, the development of teacher identity is inextricably linked to the strategic application of the TPACK framework. For these educators, technology was not merely a pedagogical tool but a vital instrument for claiming professional agency, negotiating social status, and achieving personal redemption.

The findings reveal that the digital divide does not necessarily hinder identity formation; rather, it acts as a catalyst for resilient innovation. Participants like Cathrine and Monika demonstrated that true professional quality is found in the ability to contextualise knowledge shifting from high-tech idealism to practical, localised survival strategies. Furthermore, the cases of Raka and Sam prove that remote teaching assignments can serve as powerful sites for identity reconstruction, allowing novices to transform past academic struggles into a commitment to community service. Ultimately, the 3T teacher is defined not by the technology they possess, but by the identity they build in its absence.

Practical recommendations

Based on the lived experiences of these six teachers, the following recommendations are proposed for teacher education and policy in Indonesia:

1. Teacher education programs should move beyond teaching high-tech applications that require stable infrastructure. There is an urgent need for training in *pedagogical improvisation*, preparing pre-service teachers to adapt digital content into offline, authentic materials suitable for the periphery.

2. As seen in Yuka's success, school authorities should formally recognise the administrative and technological contributions of novice teachers. Granting status to *school operator* or *technical anchor* roles can significantly boost professional retention and institutional respect for honorary teachers.

3. To alleviate the uncomfortability felt by novices like Sam, schools should foster intergenerational mentorship. Senior teachers should be encouraged to view the technological edge of novices as a resource for the whole school, rather than a threat to traditional methods.

4. Psychological *preparation for the periphery*: Pre-service teachers destined for 3T regions require narrative-based preparation that addresses the reality shock. Understanding that their professional identity will be forged through struggle like Grace's positive vibe or Cathrine's alphabet adjustments can help reduce early-career burnout.

By acknowledging the unique ways these teachers use technology to overcome isolation, we can better support the next generation of educators who choose to go back to the village and serve the most vulnerable students in the Indonesian archipelago.

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Dr Lita Liviani Taopan (corresponding author) is an educator and researcher in English language education, Universitas Tribuana Kalabahi, Indonesia. She specialises in the integration of technology in teaching, particularly in remote areas. Her work employs narrative inquiry to gain insights into teacher identity and practices, with the goal of empowering educators and enriching learning experiences for students in challenging environments. Through her research, she seeks to bridge the gap between technology and education, fostering innovative approaches that enhance teaching and learning in underserved communities.
ORCID: https://orcid.org/0000-0002-6081-7165
Email: litalivianitaopan@gmail.com

Dr Zulfa Sakhiyya is Associate Professor at the Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia, and was a Fulbright Visiting Scholar in Ohio State University, USA, in 2023. Zulfa is a discourse analyst focusing on how knowledge is produced, represented, and published in the area. Her work has been published in journals such as *Gender and Education*; *Globalization, Societies and Education*; *International Journal of Multilingualism*; and *Pedagogy, Culture and Society*. Zulfa received the Barr Mosenthal Award granted by the International Literacy Association in 2022 for her literacy research in Indonesia.
ORCID: https://orcid.org/0000-0003-4183-977X
Email: zulfa.sakhiyya@mail.unnes.ac.id

Dr Sri Wuli Fitriati is a Professor at Universitas Negeri Semarang, Indonesia. She holds a masters degree in education (MPd) and a doctorate (PhD) in fields related to teaching English as a foreign language. Her primary areas of study are TEFL (Teaching English as a foreign language) and discourse analysis.
ORCID: https://orcid.org/0000-0002-6405-1371
Email: SriWuli.Fitriati@mail.unnes.ac.id

Dr Januarius Mujiyanto is a Professor of Linguistics at Universitas Negeri Semarang, Indonesia. He has extensive expertise in general linguistics, applied linguistics, and educational linguistics, particularly in the realm of English language teaching. He holds both a doctorate and a masters degree in humanities, specialising in linguistic studies and English pedagogy. Although he is now retired, he remains actively engaged in teaching, sharing his wealth of knowledge and experience with the next generation of learners. His enduring passion for education continues to inspire students and colleagues alike.
ORCID: https://orcid.org/0000-0002-2627-9789
Email: yanmujiyanto@mail.unnes.ac.id

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