



Becoming Scholarly Writers through Professional Learning Community: A Phenomenological Case Study of Indonesian Teacher-Educators

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ABSTRACT

Due to the mounting pressure to publish international publications, faculty members around the globe must take the initiative to upgrade their writing capacity through various methods, including participation in workshops and training, obtaining professional support, and joining learning communities. This paper focuses on our experience, three female teacher educators, of becoming scholarly writers for international readership through PROSINAR, an Indonesia-based professional learning community (PLC). We present the PLC scheme for establishing a platform for faculty members to (re)construct and develop their professional identities. Based on findings from a phenomenological case study framed by

	<p>Freire’s (1993) notion of dialogic encounters, we evaluate our professional identities as English teacher-educators while simultaneously constructing our identities as scholarly writers within our discourse community. We believe that in addition to being a platform for continuing professional development in the context of education, PLC has established itself as an emergent learning platform to improve faculties’ research competence and develop their scholarly writing capacity.</p> <p>Keywords: professional development, professional identity, professional learning community (PLC), scholarly writer, teacher educator</p>
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Introduction

Market-driven high-stakes competition for global university rankings and reputations has radically altered the landscape of higher education (HE). One key indicator contributing to university ranking is institutional research output manifested in the number of international publications and citations (Çakır et al., 2019). It is no wonder that productivity in publishing in internationally reputable journals has been the sole benchmark to measure faculty members’ research performance. As a consequence, the “publish-or-perish” ideology has been prevalent in higher education institutions. Fueled by this demand, higher education policymakers put pressure on faculty members to escalate research productivity by using it as the prime indicator of academic performance that ensures faculty appointments and promotions (Sletto et al., 2020). In consequence, faculties must present a continuous pace of publications and spend considerably more time writing papers than on teaching (Lee, 2014; Vurayai & Ndofirepi, 2022).

For academics of all disciplines, getting their scholarly work published in top-tier journals takes an intricate process. A significant number of scholars have observed diverse language-related (e.g., paucity of expression, complexity of grammar and syntax, and insufficient command to reach an acceptable academic style in the English language) and contend-related (e.g., need for further explanation, use of irrelevant literature sources, and lack of originality) challenges that academics encounter when writing for an international audience (Kent et al., 2017). Ample empirical evidence has also revealed non-linguistic impediments, which include time constraints, workload pressure, limited resources, and lack of research networking and mentoring/guidance (Jiang et al, 2017; Moore, 2003) faced by academics in the publication journey. Emotional barriers like lack of confidence in their ability, fear of rejection and competition, and uncertainty of what ideas are

noteworthy for publication are also reported to play a significant role in restraining faculty members from participating in the international discourse community (McGrail et al., 2006; Quimbo & Sulabo, 2014).

While the pressure to produce research outputs is excessive and congruent with diverse challenges, personal endeavors through attending workshops and training, getting professional support, or finding collaborators in learning communities are some common efforts faculty use to encounter the challenges (McGrail et al., 2006). One of the venues for such a purpose is through joining a professional learning community (PLC) which is known to provide its members opportunities to engage with one another and shape their experiences of who they are through joint activity performance and artifact production (Widodo & Allamnakhrah, 2020). In addition, PLC members are allowed to attend regular workshops and actively engage in peer learning led by expert mentors who provide feedback on a regular basis (Prenger et al., 2019; Widodo & Allamnakhrah, 2020). Regarding its characteristics in providing support through professionally instructed coaching as well as peer collaboration with fellow faculties within or across academic disciplines, PLC is assumed to be a potential venue/platform for faculty members to escalate research productivity, and publication (Schuster et al., 2006). Through engagement in a learning community with shared interests, in this case, writing for scholarly publication, academics are more likely to learn faster about the conventions and challenges of writing, to support each other at times of blockage, and to demystify the process of writing by sharing each other's successes and failures (Moore, 2003) which eventually help increase writing productivity and confidence.

Despite the increasing interest in learning communities as a platform for faculty professional development which offers diverse benefits, such as upgrading pedagogical skills, reflecting teaching practices, and mediating on sharing and caring (Chang et al., 2016; Widodo & Allamnakhrah, 2020; Yan & Yang, 2019), little empirical evidence focuses on PLC as a platform to improve research competence and develop scholarly writing capacity. Furthermore, the investigation of collaborative writing particularly for scholarly publication in PLC that emphasizes exploring insider's perspective, not to mention the collaborative journey of writers of varied academic and professional backgrounds is still scarce. To fill the research void, this study was conducted to capture three Indonesian academics' experiences towards professional development as academic scholars. The following research question guided this study: How did participation in a professional learning community facilitate the process of teacher educators' (re)construction of their professional identity as scholarly writers?

Literature Review

Teacher Educator Professional Identity and Development

Teacher educators play a multifaceted role encompassing instruction, guidance, teaching, and support for student teachers (Koster et al., 2005). Their responsibilities also extend to activities such as teaching, supervising student teachers, curriculum design, collaboration with school-based mentors, and contributing to scholarship and research (Murray et al., 2008). Peercy and Sharkey (2020) define a language teacher educator through three distinct identities: as a scholar, as a practitioner, and as a researcher. Essentially, teacher educators function simultaneously as researchers and practitioners (Cochran-Smith, 2005). The significance of their professional identity in their development as educators is acknowledged, with research highlighting the crucial role of cultivating a teacher educator identity (Izadinia, 2014). Darling-Hammond et al. (2007) contend that developing a teacher's identity is crucial for fostering their dedication to the profession and adherence to established professional norms. In addition, the maintenance of a teacher's identity has great importance, as it is perceived as a fundamental aspect of professional credibility by many novice teacher educators (Williams et al., 2012). Some scholars, including Lunenberg and Hamilton (2008), have pointed out that the teacher educators' profession often lacks recognition. Since recognition is foundational to identity formation, the failure to appreciate the importance of the teacher educators' profession negatively impacts the process of teacher educator identity formation (Gee, 2000).

From a broader perspective, identity is defined as a 'socially and culturally constructed "self," formed through life's experiences and the communication surrounding these experiences' (McKeon & Harrison, 2010, p. 27). Gee's (2000) widely accepted definition of identity posits that it is 'being recognized as a certain "kind of person" within a specific context' (p. 99). Identity is an ongoing process of lifelong learning, shaped by social interactions and processes (Berger & Luckmann, 1991). Similarly, teacher identity is forged through the interplay between personal teaching philosophies, self-perceptions, and social and occupational contexts (Kreber, 2010). The development of a professional identity as a teacher educator occurs as teacher educators collaborate and interact with colleagues, student-teachers, and other stakeholders in teacher education (Swennen et al., 2010). White et al. (2013) describe the nature of teacher educators' identity as dynamic, continuously configured, held, and re-configured in response to the evolving landscape within which they work. They mold their identities 'within

a contextual framework, through practical application, and over time' (Dinkelman, 2011, p. 314).

Since the concept of teacher-educator identity emerged, researchers have extensively studied the various factors that shape its development. For instance, researchers (e. g., Dinkelman, 2011; Haamer et al., 2012; Hockings et al., 2009; Murray et al., 2008) have highlighted the importance of communities of practice and learning communities, reflective activities, and educational and professional experiences in shaping the identity of teacher educators. Bullough Jr (2005) categorizes identity into four perspectives, one of which is affinity identity. This perspective entails constructing one's identity through shared experiences within groups that individuals feel a strong connection to. As identity continually evolves, and is shaped and reshaped through interaction with others, 'identity work' should be viewed as an ongoing process. In this study, we consider PROSINAR, a professional learning community (PLC), as a platform for teacher educators to reconstruct their identity as scholarly writers.

PLC as a Professional Development Platform

At the beginning of PLC's emergence, PLC was one of many networks that brought educators together to improve student learning (Doğan & Adams, 2018). Yet, over time the term PLC has evolved to describe almost any educator meeting for any purpose. PLC can be depicted as a platform for groups of teachers or educators who work collaboratively within shared goals. Some scholars have reported that PLC can serve as a platform for learning educators (Prenger et al., 2019; Widodo & Allamnakhrah, 2020). Prenger et al. (2019) have documented that the PLC network can be used as a teachers' learning platform that consequently has positive effects on teachers' professional development such as on their knowledge and skills, professional attitude, and the application of knowledge and skills. Furthermore, Widodo and Allamnakhrah (2020) in their study on collaborative PLC, reported that PLC serves as a platform for continuing professional development whereby it allows its members to engage with one another and shape their experiences of who they are through joint activity performance and artifact production. Various forms of PLC may include collaborative action research, exploratory practice, teacher study groups, lesson study, and computer-mediated cooperative development. The characteristics of PLC which are built upon reflective dialogue, collaborative activity, and mutual shared goal create mutual respect and engagement as well as joint enterprise among PLC members (Wenger, 1998). In this respect, it seems obvious that educators participating in PLC is a promising strategy and

a potential learning venue for promoting professional learning (Prenger et al., 2019).

Numerous studies have been concerned with PLC as the platform that by and large accommodates faculty members to enhance pedagogical skills, expand knowledge, and refresh in terms of teaching practices. For instance, Widodo and Allamnakhrah (2020) reported that the PLC engagement could propose reconstructing faculty members' pedagogical skills as attributed to their professional identity. Yan and Yang (2019) explored the contradiction of dichotomy between theory-practice among educators that necessary being joined in the PLC as the media to collaborate and create a new culture in deciphering teaching issues through the community. Chang et al. (2016) revealed that in the context of an informal faculty learning community, new strategies in pedagogical practices could be reconceptualized and retransformed such as in curricular contexts, teaching styles, and deepening student characteristics. The previous studies indicated that PLC positively facilitates educators to sustain collaborating activities for their professional development. Grounded on the empirical studies found, PLC seems promising in adequating faculty members such as in research and publication writing.

While PLC has been widely used in other countries, it is still considered an emerging learning platform for faculty professional development in Indonesian higher education. Compared to its counterparts, such as writing courses or workshops, PLC has yet to establish itself as a prominent learning platform. Nonetheless, a growing number of faculty members in Indonesia have chosen this growing independent PLC as their continuing learning platform for professional development, such as writing for scholarly publication (Sari, 2012; Widodo & Allamnakhrah, 2020). Their strong commitment and independent financial investment in this learning platform demonstrate their internal motivation and specific reasons, which are therefore compelling to explore, how PLC members' milestone engagement in learning and writing for international publication in this emerging learning platform is exquisite to unveil.

Method

In this study, we employed a phenomenological case study approach that unwrapped the essential and meaningful experience by the individual(s) (Cohen et al., 2000); described and interpreted human experiences of learning (Ashworth, 2003), and included the sphere of experience (s) with other sentient beings in a social realm (Todres, 2000). Along the same lines, Yin (2014) stated that a case study methodology is preferred for deploying a particular event or phenomenon. The current study focused on the lived

experiences of three Indonesian academics' journeys toward professional development as academic scholars.

Research Context

The PLC constituting the research context for the study is Perkumpulan Keprofesian Dosen Pembelajar (referred to as PROSINAR), which translates to professional association for learning lecturers. Less than a year after its founding in June 2021, PROSINAR has 170 active members from Indonesia, Australia, and Thailand. This PLC focuses on facilitating its members' professional development within the integrated roles and responsibilities of faculty - the teaching, research, and, service role - through various academic and professional activities such as a workshop, training, mentorship, and scholarly writing courses.

The first three authors are active PROSINAR members who team up together with over ten years of teaching experience. In addition, to our similar teaching expertise, we have either received or are pursuing doctorates in English language-related majors. Despite having neither previous encounter nor collaborative experience prior to joining PROSINAR, the authors' collaboration in this study is linked to the similar pressure, which is likely shared by the majority of Indonesian academics, to publish our scholarly works in internationally reputable journals as a requirement for either completing doctoral studies or job promotion with the motivation to join the PLC voluntarily. The fourth author was the mentor that guided the first three authors in collecting data for this study and writing the manuscript.

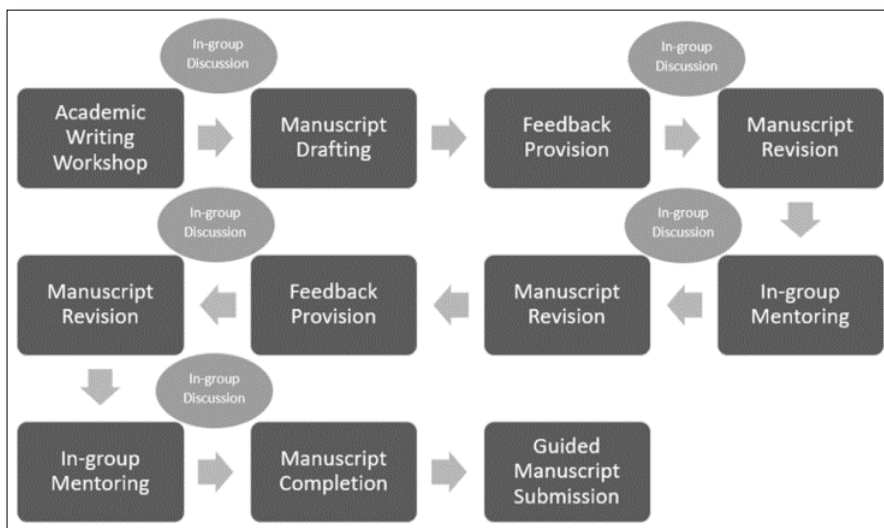
Data Collection

This present study utilized two types of data; primary (depth dialogic encounters and reflective essays), and secondary (collaborative writing drafts during the PLC mentorship program). A dialogic encounter views humans as "beings in the process of becoming – unfinished, uncompleted beings in and with a likewise unfinished reality" (Freire, 1993, p. 72). Three times of encounters were conducted covering the biographical context, challenges, and supports, and reflections. The data was gathered from collaboration activities such as virtual group discussion (via Zoom), communication (via WhatsApp Group), and file storage (via Gdocs and Gdrive). The length was about 60-90 min to freely express our stories. Due to Interpretative phenomenological analysis (IPA) involves interpreting the "texts of life" (van Manen, 1990, p. 4), the reflective essays were the data source to understand people's experiences and points of view, required us to make sense of our experiences by building mental models of the process, and knowledge from

having acquired and being aware of knowledge state that we have gained. As sense-making is often subconscious through a reflective essay writing process the mental models and knowledge awareness become apparent (MacLellan, 2008). The written response to this reflective essay focused on our individual experiences throughout data collection and informing our questions in subsequent dialogical encounters and upon meetings with our mentor. Each of us wrote three reflective essays that contain about 500 words on the following topics: the reasons to join PROSINAR, critical incidents, and a reflection.

Figure 1

The PLC Program Scheme

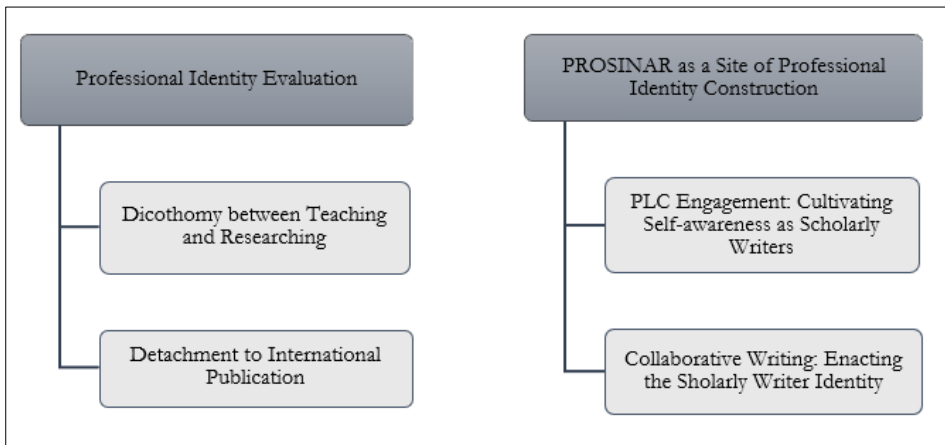


Beginning in December 2021, the PLC mentorship program was conducted for six months with 58 participants with 21 writing groups. The PLC members met fortnightly, while each writing group scheduled its meetings based on individual group's needs (for our group, five group discussion meetings, usually prior to manuscript drafting and revision). The PLC meetings include diverse activities, such as academic writing workshops, collaborative manuscript drafting, expert feedback provision, and expert mentoring, with the goal of theoretically and practically honing each participant's academic writing skills. Figure 1 depicts the scheme for the PLC program.

Data Analysis

Predata analysis measures were taken prior to analyzing the data: all audio recordings of dialogic encounters were transcribed by each participant verbatim. The non-English portions of dialogues were translated into English by the third author during the transcription process. The accuracy and meaning behind the utterances were ensured through a thorough process of member-checking and editing of the translated transcripts by the other three authors. Applying hermeneutic IPA, in which data analysis revolved around a nonlinear, cyclical process completed in several iterative stages (Biggerstaff & Thompson, 2008), we conducted a three-layer analysis of the edited transcripts and reflective essays.

The first layer analysis began with an attentive, in-depth reading of the dialogues and reflective essays by the second author in order to develop an overview of the topics covered through descriptive, linguistic, and conceptual note-taking, before searching for individual codes. She extracted themes from text segments that she believed represented a particular meaning. The work was then refined by grouping themes into broader thematic categories. The second layer, peer debriefing with the first, third, and fourth authors was used to assess the coder reliability of the themes interpreted by the first author. Finally, in the third layer of analysis, we focused on specific key themes in relation to the current literature to better comprehend the contributions of the findings. This study focuses on the key themes – challenges faced by faculty members enacting their professional identities as scholarly writers and how they exercised their agency as academic researchers to help maintain continuity in the profession. The gathered key themes were drawn to consider patterns that form a new group of two superordinate themes, each consisting of two subordinate themes (look at Figure 2 for details), again with layered coder-reliability checking. The analysis took an iterative process, from note-taking to coding to mind mapping superordinate and subordinate themes to drawing up layers of individual and group thematic tables.

Figure 2*Superordinate and Subordinate Themes*

Results and Discussion

Professional Identity Evaluation Title

Drawing upon similar veins as three female English teacher educators we, hereafter, (Rah, Nin, and Rin) started the points of our professional identity evaluation in the following reflections and narratives. The reflections and narratives imply that before engaging in PLC, a division of teaching and researching governed our mindset. In addition to this, a sentiment of disengagement with international scholars dominated the visibility to engage in international publications.

Dichotomy between Teaching and Researching

Leveraging our professional identity evaluation, we each came to value teaching more than researching which resulted in the emerging dichotomy between teaching and researching dominating our reflections as seen in Rah's reflection:

Previously, I did not see the nexus between teaching and researching which led me to think that conducting research is totally burdensome and teaching was my top priority. However, this PLC has shown me that I can conduct research while I'm teaching.

(Rah, Reflective essay #2)

The narratives expressed that Rah dwelled in a division between teaching and researching rather than teaching and researching as a part and parcel. Rah's dichotomy of mindset has enabled her to shift this mindset as she engaged in a PLC's program. Furthermore, this dichotomy between teaching and researching is also reflected in Rin's narrative as she conveyed that:

How can I conduct research and get that published, this teaching workload and administration have somehow overwhelmed me. However, engaging in PROSINAR as an emerging PLC has helped me to see that teaching and researching can work hand in hand for example by observing our own classroom, we can conduct research about that.

(Rin, Dialogue encounter #1)

Rin's rhetoric implies that as a faculty member at the same time accomplishing duality mandates emerge self-efficacy and a lack of confidence to achieve it simultaneously.

Detachment to International Publication

Prior to joining PROSINAR as our learning platform, we considered ourselves professional English language teacher educators who could not see the value of attachment to international publications due to a lack of scholarly writing skills. This sense of detachment to international publication emerged in Nin's reflection:

Although I have my English as my academic background, I still find it hard to get my writing published. It requires more than just English and I had no time to take part in the research skills training and the habit of working individually, which makes the research and publication something beyond my capacity. However, I know that this mentorship program in PROSINAR can arm me with the research skills needed for scholarly writing.

(Nin, Reflective essay #2)

Nin recognizes that it takes more than language mastery to conquer the international publication quest, which makes her feel that international publication is not part of her professional trajectory. Like Nin's narrative, Rah confessed that "writing for publication requires more complex stages and I did not get a sense of achievement in getting my research published even I'm

fluent in the language [English] because I teach it.” This narration implies that we felt detached from international publications despite having English as our academic background. Writing in English as a non-native speaker adds an additional struggle for us, Indonesian English teacher-educators to get our work published in international academic journals. However, we also noticed that to elevate the instrumental motivation to get published by developing our research skills, we need to join a PLC to uncover the scholarly writing isolation and the difficulty by sharing with other professionals and being guided by a reliable mentor.

PROSINAR as a Site of Professional Identity Construction

One of the essential dimensions of learning within communities of practice is its contribution to the development and/or evolution of the members’ professional identities. This dimension was also evident in the data we gathered from dialogue encounters and reflective essays describing our individual experiences as PROSINAR members. Anchored in a social constructivist stance, we found the analytical perspective developed by Wenger (1998) to be useful for considering our experiences as PLC members in forging our new professional identities as scholarly writers, as it confirms that learning is fundamentally a social practice involving the dimension of identity (learning as becoming). Despite our obvious individual differences and experiences in the publication endeavor, PROSINAR has provided a rich environment for the development of our scholarly identities in two ways: how our participation in PROSINAR cultivates our self-awareness as scholarly writers and how we enact our scholarly writer identity through collaborative writing.

PLC Engagement: Cultivating Self-awareness as Scholarly Writers

For the three of us, involvement in PROSINAR facilitates the process of transitioning our professional identities, which begins with the emerging awareness that as faculty members we are also expected to engage in research. Prior to our involvement as PROSINAR members, we had well established our identity as teacher educators whose main duty is to impart knowledge to our students through lectures in classrooms. We did not enter the PLC viewing ourselves as scholars. However, the data from the dialogic encounters and reflective essays suggest that PROSINAR has provided us with a platform where we, as its members could interact with one another, contributing to our developing identity as a group of scholarly writers. We realize that our improving interactions which are mostly focused on topics around manuscript writing and critical moments we experience during the

writing process have cultivated our fostered scholarly writer identity. Rah vividly narrated in her third reflective essay that the cultivation of her scholarly writer identity is much reliant on her regular interactions with her fellow writing group members.

Our continual interactions through diverse activities and discussion in PROSINAR acclimates me to issues pertaining to producing and publishing manuscripts, allowing me to embrace the notion that I am a scholarly writer, a scholar-in-progress.

(Rah, Reflective essay #3)

Rah's reflection reveals that her scholarly writer identity emerged throughout her participation within the PLC, which provided a space in which this identity was developed and supported (Dinkelman, 2011; Wenger, 1998). Similarly, the cultivation of scholarly writer identity through PROSINAR involvement is also evident in Nin's statement during the dialogic encounter #2.

Although I'm considered a senior teacher educator in my institution, I'm a newbie in this field [scholarly writing]. I have no past experience with publication. But now, I think if we keep doing this, I'm confident I can write my own article someday.

(Nin, Dialogue encounter #2)

Nin recognized that her participation in PROSINAR, which is centered on producing a research paper had cultivated her self-awareness that writing for publication is a linear and integral part of her professional activities as a teacher educator. Although Nin doesn't presently view herself as a scholarly writer, it is an identity she needs to adopt in the future. Her eagerness to embrace her scholarly writer identity indicates that evolving professional identity is a process of becoming (Wenger, 1998), which can be facilitated through a PLC.

Collaborative Writing: Enacting the Scholarly Writer Identity

The enactment of scholarly writer identity through collaborative work among PROSINAR members is also evident in Rin's statement during the dialogic encounter #3.

Although I had some experience in publication, I didn't think I was a scholar whose work worth citation. But now, when reading our manuscript, I couldn't believe that I contributed to such a complex piece. It really looks like the introduction in

those reputable journals we use for reference. I know I wouldn't be able to complete my part [of writing] without your help.

(Dialogue encounter #3)

Slightly different from Rah and Nin who started to construct their scholarly identity after their involvement in the PLC, Rin was aware of hers, along with the teacher educator identity, since her initial involvement in PROSINAR. However, she often found herself hesitant and skeptical in playing the hybrid identity of teacher educator and scholarly writer equally.

Discussion

In the initial attempt, PLCs were set to bring teachers together to improve student learning (Doğan & Adams, 2018). PLC is commonly viewed as a learning platform for sustaining the development of professional educators and has evolved into almost any educator meeting for any purpose. However, in the authors' experience, PROSINAR as a PLC has expanded the common role into a platform for professional identity evaluation where they can reflect and evaluate their identity. In his assertion, Dinkelman (2011) stated that a teacher educator needs to be cognizant and purposively evaluate how to bring the identity to bear, to engage in more dynamic, responsive, meaningful teacher education. This PLC has emerged to provide such professional reflection.

Professional identity evaluation is fundamental in sustaining teacher educators' development. It is deployed to understand what strengthens or constrains the development of a teacher's identity. This type of teacher evaluation requires teacher educators to delve into their own pedagogies and gain a deeper understanding of them, as well as the realization that these pedagogies are profoundly rooted in identity and context (Murray et al., 2008; Peercy et al., 2019). On the other hand, shaping a professional identity might emanate issues from personal factors, Moore (2003) and Quimbo and Sulabo (2014) asserted that self-efficacy and lack of confidence are the obstructive factors to researchers' productivity. However, the writers' initiation to join a PLC guided by an experienced mentor helped eliminate the teaching and researching dichotomy mindset.

Due to the pursuit of world-class universities and global university rankings, research outcomes have become strongly linked to faculty academic accomplishment to guarantee financial and career stability (Sletto et al., 2020). Consequently, becoming an educator-researcher who publishes their work in internationally reputable journals is of utmost relevance for university faculty advancement. Moreover, their publications are manifestations of scholarly

recognition (Izadinia, 2014; Lunenberg & Hamilton, 2008). Writing for international publications requires both English academic proficiency and a solid foundation of research skills. However, a proficient level of English does not necessarily imply familiarity with international publications. The current authors' sense-of-detachment narration resonates with Lee's (2014) and Vurayai and Ndofirepi's (2022) argument that writing for publication in an internationally reputable journal is increasing pressure on a faculty. This phenomenon signifies a writing research background is substantial for a researcher. When the inadequate background in the researcher's skill, it becomes extraneous for the researcher and needs to be supported through appropriate socialization and induction processes that help to enhance the researcher's identity and a faculty identity (Murray & Male, 2005).

Like an individual's identity, a professional identity is prone to change. With the global competition for university rankings and reputations, which is often manifested in the number of international publications and citations, teacher educators are required to take on the identity of "researcher." In the writers' case, the professional identity transition from a singular emphasis on teacher educators to academic researchers does not necessarily occur effortlessly for many faculties. The existence of an interaction and collaboration platform bridges to sharpening research skills and reducing individual difficulty (Swennen et al., 2010). Consequently, PLCs exist to facilitate this identity transformation because identity (re)construction and development is known to be a primary function of engagement in a learning community (Cochran-Smith, 2005; Wenger, 1998). Furthermore, the writers' reflections reveal that their scholarly writer identity emerged throughout their participation within the PLC, which provided a space in which this identity was developed and supported (Dinkelmen, 2011; Haamer et al., 2012; Wenger, 1998). Additionally, the writers recognized that their participation in PLC elevated their self-awareness and evolved professional identity as a process of becoming (Wenger, 1998), which can be facilitated through a PLC.

From the perspective of CoP, PLC a member (re)constructs and develops their identities and understanding through their collaboration with others in cultural practices that are embedded in specific social communities, such as in a scholarly writing community (Wenger, 1998). The teacher educators in a PLC may extend scholarly publication learning to shape identity and boost professional development (Sari, 2012; Widodo & Allamnakhrah, 2020). This professional identity manifestation is made possible through collaboration in PLCs, in which individuals from varied backgrounds exchange their experiences, best practices, and information for the community's benefit. Nevertheless, skepticism occurred in one of the writers which was rooted in her lack of confidence that she could contribute to the global discussion in her community of discourse (McGrail et al., 2006;

Quimbo & Sulabo, 2014). As a consequence, she felt that her scholarly identity was superficial because she could identify herself as one but did not think that she had the skills needed to practice it. However, the collaborative writing activity with other PLC members helped elevate her self-efficacy as a scholarly writer. This collaboration in producing a manuscript following the convention of the global discourse community helped her enact that identity.

Collaborating with other teacher educators within a PLC through joint activity performance and artifact production has often been associated with an enhancement in knowledge and skills, professional attitude, and self-efficacy (Prenger et al., 2019; Widodo & Allamnakhrah, 2020), which in turn promotes the construction of teacher educator's professional identity (Dinkelman, 2011; Wenger, 1998). In this particular case, the writers' collaboration through PROSINAR has successfully promoted their professional identity as scholarly writers and enacted it through the production of a manuscript for an international readership. The collaborative work within the PLC enabled the writers to gain a sense of self as scholarly writers. In line with Wenger's (1998, p. 192) statement that participation in a community of practice allows individuals to gain 'a lived sense of who we are' and then find a way how they can enact the identity through collaborative activities in the community.

Conclusion and Implications

The current study has revealed the unwrapping tenacity, tear, and triumph of three female teacher educators' experiences in the PLC platform, and it presents some contributions. Firstly, the emergence of cultivating scholarly writing as prior to numerous activities in the PLC only focused on teaching and pedagogical coverages. The engagement in PLC has raised the idea of the crucial in sharpening scholarly writing capacity as the teacher educators are supposed to be beyond the obligation only in teaching and pedagogic knowledge and practices. This matter is aligned to support the teacher educator's mandatory publication requirement. Secondly, in the PLC, ample occasions on pursuing a professional identity that the teacher educator not only concerned in the teaching area but also strengthens the research skill for instance in conducting evaluation and reflection. In addition, the construction of the professional identity as the teacher educator is pivotal where the PLC can be a site to accommodate gaining a better identity via collaboration among PLC members identity (Dinkelman, 2011; Wenger, 1998).

Given the significance of PLC as a platform for professional development, future study needs to examine other related topics and involve faculty members with varying academic backgrounds and experience

engaging in PLC activities, focusing on how they utilize PLC to sustain professional development. Furthermore, since this study provides narratives from the viewpoints of the three researchers, it is essential to investigate the impact of PLC on faculty's scholarly writing endeavors from the outsiders' perspectives with a more considerable number of participants. The findings of this study may have implications for English lecturer researchers to actively engage in their professional discourse community to develop their scholarly writer identity, enhance their writing skills for international publication, and expand their professional networking and collaboration.

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