

Teacher identity formation: A vernacular discourse analysis of television public service advertisement

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ABSTRACT

Background: The influence of technology and media on teachers' beliefs and self-concepts is substantial. The social identity theory explains how an individual's perception of themselves as a group member influences their social identity. **Purpose:** This study aims to examine the analysis of vernacular discourse in public service announcements (PSA) from two perspectives: cultural syncretism and pastiche. **Methods:** The methodology utilized in this study is vernacular discourse analysis with a critical paradigm-based qualitative approach. The objects of this study were two PSA videos of the Ministry of Education (MOE) Singapore. **Results:** The vernacular discourse analysis reveals that cultural and social contexts influence teachers' rhetoric, with sociocultural and linguistic conditions reinforcing educational hegemony in the PSA videos of Singapore. **Conclusion:** MOE's PSA videos shape teachers' social identity by employing persuasive strategies to promote teachers' roles and self-concepts based on the belief that student and societal success begins with the teacher. **Implications:** Theoretically, this study implies that media can shape teachers' social identities. The practical implications of this study are using PSA videos to align the role and self-concept of Indonesian teachers, demonstrating how the noble but less prestigious teaching profession shapes the next generation. Additionally, media can be utilized to enhance the quality of education in Indonesia.

Keywords: Vernacular discourse analysis; teacher; identity formation; television; public service advertisement

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INTRODUCTION

The contemporary era, the connection between digitalization and the wave of industrialization, has driven the world toward digital transformation (Wendt, 2021). Globally, digital practice is being influenced by a revolution that can be regarded as one of the primary narratives of the modern era (Murfianti et al., 2020). According to Wendt (2021), public relations undergo a significant transformation as a direct result of the revolution, resulting in the formation of new values and indicating that public relations undergo a fundamental restructuring due to the revolution involving the development of new values and character.

Kertamukti (2020) hypothesized that technology is an intermediary between humans and the natural environment. As a result of this transformation, people will have to adapt to the new technology rapidly. A digital divide exists globally because most people are unprepared to adapt to the various changes occurring. Various forms of technology have been incorporated into meaningful social practices to bridge this gap (Haryono et al., 2020).

Technology facilitates the dissemination of instructional content and ensures all users' long-term viability of information systems. People are now getting used to the Internet and social media, which have become a significant part of modern communication. This phenomenon demonstrates how media and communication have developed to the point where they are now essential to modern life (Rashid et al.,

2017). Furthermore, technology can change how people perceive the world through their experiences (Kertamukti, 2020).

The media now fulfill society's basic information, education, and entertainment needs. Their social and cultural experience is also connected to the media's complex and strategic role (Briandana et al., 2021). The media creates a social reality that comprises complex and diverse interests, conflicts, and truths (Nugroho, 2019). Therefore, it is a tool for communicating and self-representation to create virtual or online bonds (Kertamukti, 2020).

The Indonesian government has vigorously promoted digitalization through the Ministry of Communication and Informatics and revived many digitalization adoption projects. One of them is the television digitization program, which aims to make television the preferred information source for the general public. The transformation of technology does not necessarily weaken this technology's position in disseminating information to the public. People residing in rural areas are not yet connected to the Internet, so television continues to exist (Marta et al., 2022).

In the constrained world of digital mass communication, communicators must develop a comprehensive strategy to spread their message because the content attractiveness influences the viewer's desire to listen thoroughly to and absorb it. Messages embedded in viewers' minds must influence people based on their intended

purpose (Marta et al., 2022). Society uses conventional media for mass communication, but television still serves as a bridge between them. Indonesians rank television higher than print media because it is more engaging and effective at disseminating information (Permana et al., 2019).

Indonesians believe television serves as a platform for watching and promoting a product and service (Abdullah & Permana, 2021). Liem et al. (2019) state that public service advertisements advertise non-commercial interests for social or semi-commercial purposes. This advertisement emphasizes public interest by creating awareness and providing detailed information about various issues and phenomena.

The volatile, uncertain, complex, and ambiguous (VUCA) world is a condition related to rapid and unpredictable digital transformation. This volatile, uncertain, complex, and ambiguous world necessitates adaptability to respond quickly to threats or opportunities. Also, it refers to challenges and threats that emerge from various directions with multiple scenarios that are mathematically unpredictable. Covid-19, which has been ongoing since the beginning of 2020, is regarded as one of the VUCA conditions people must deal with in society (Hadar et al., 2020).

The pandemic affects education because children are taught at home online. Apart from students and parents, it affects teachers, who are critical players. This condition shows

teachers need to adapt to master teaching and technology quickly. They are expected to bridge the vision and the use of education reform in the classroom. This reform is needed to face VUCA, the globalization era, and the challenges of the twenty-first century. Teachers must equip students with various skills and competencies to meet these challenges (Hadar et al., 2020).

Singapore has made significant progress in building and sustaining its education system to keep up with the trends and educate students for the challenges of the twenty-first century. The use of inspiring videos to spread the ideology about teachers' identity is one of the strategies undertaken by the Ministry of Education. These public service advertising videos are on the Ministry of Education Singapore website, YouTube, social media, cinema, and communication channels, including television (Teo, 2021).

Furthermore, the Ministry of Education Singapore uses public service advertising videos to build and articulate its expectations for the teaching profession. The term 'ideology' is constructing society and exploring the relationship between power, meaning, and subjectivity represented and shaped by the media. However, these public service advertising videos help create and spread a particular ideology, which is a way to manage the anxiety and social pressures arising due to the high premium placed on education (Teo, 2021). The Ministry of Education Singapore spread an ideology to strengthen the social

and self-identity of teachers through public service announcements. This step becomes a communication strategy that needs to be observed, imitated, and modified by other countries. The self-identity is a weapon to face education challenges because it plays an essential role in teachers' social-emotional well-being. They need these social-emotional competencies to quickly adapt and survive to face the VUCA world (Hadar et al., 2020). Tajfel and Turner's theory of social identity is the central concept in this study (Whitaker, 2020). According to this theory, people's self-concept is relevant to the level of the group they belong to in society. Therefore, this study investigates how human social identity is formed through the Ministry of Education Singapore public service announcement videos broadcast on television and other media, including YouTube.

Social media is not just a tool for communicating messages; it can also alter its users' attitudes and perspectives. (Nugroho, 2019). For instance, Documentary films have been utilized for numerous purposes, such as the propagation of national ideology and the enhancement of teacher identity (Teo, 2021).

Online media allows users unrestricted access to information that can be easily redistributed. It facilitates global communication and collaboration, the dissemination of information, education, the development of cross-cultural alliances and networks, and the dissemination of news. Despite its benefits, this technology can be a mental shortcut and

influence the behavior of those who employ it. This condition is due to the fact that it is possible to establish a digital identity and present oneself to the world (Herawati et al., 2021).

Social media use can result in deindividuation, which is the loss of self-awareness and the inability to evaluate oneself. This condition occurs when individuals are encouraged to act in accordance with the norms of the group rather than using their discretion to determine what constitutes good and bad behavior. In the context of social situations, anonymity and deindividuation are interchangeable terms. People in a group report feeling less individual responsibility for their actions and may believe they can act more anonymously if they act as a group action (Herawati et al., 2021).

Group participation can facilitate a sense of belonging in one's social environment. These identities have a major impact on one's sense of self. The greater the number of individuals who belong to one group rather than another, the greater influence that group has on how those individuals perceive themselves (Pan et al., 2017). People engage in the process of interaction called socializing, where they disclose their identities and situations. Self-identity focuses on the personal qualities that set one apart from others. When individuals identify themselves in relation to others in a social setting with other social aims, social self-identity becomes more relevant (Pan et al., 2017).

Social identity theory explains how society's perceptions of belonging to a particular group affect their opinions. People who join a group don't lose all sense of control over their behavior but focus on social identity (Herawati et al., 2021). This identity is the belief of belonging to a group that the society behaves and adopts the members' point of view as a substitute. Social identity theory is divided into three parts: social comparison, social categorization, and social identification (Mangum & Block, 2018).

Social self-identity can be represented at two levels—collective and relational—. On a collective level, social identity concerns how one becomes identified when they perceive themselves as belonging to a group or social category. Through depersonalization, individuals use the group's shared traits to identify themselves as group members. Relational identity occurs when people emphasize the self in social interactions and form role relationships with others. Identity theories explain how a person's roles or relationships are impacted by a network of relationships (Pan et al., 2017).

According to Golzar (2020), teacher identity is defined in various ways, including dynamic, developing, multiple, and intrinsically related to interpersonal relationships with others. This study examines self-identity from a different angle, and the media is crucial to the process.

Zompetti (2017) emphasized that vernacular discourse is humans' daily language. It ensures people interact with one another and develop

their social and self-aware identities. According to social identity theory, one of the fundamental ways to express identity is through the utilization of slang and colloquial language (Gervasio & Karuri, 2019). The approach proposed by Ono & Sloop (1995) analyzes vernacular discourse based on print media. However, the introduction of the Internet enables the content and context of vernacular discourse to change dramatically. Several Internet-based platforms give marginalized societies unprecedented opportunities to express their voices (Guo & Lee, 2013).

According to Ono & Sloop (1995), the vernacular discourse has two characteristics: cultural syncretism and pastiche. Cultural syncretism shows various expressions while protesting the dominant ideology performed by resisting forces of oppression. Meanwhile, pastiche does not mean imitating but borrowing a popular culture to create social order and common sense (Zompetti, 2017). Ono and Sloop (1995) attempted to further categorize vernacular discourse by providing two dimensions of analysis. First, they suggested that the discourse of localized communities should not be ignored entirely. Second, the discourse of oppressed communities requires special attention and is engaging in everyday discussion, and conversations at every corner in daily activities (Hashmi et al., 2021).

Vernacular Discourse Analysis (VDA) was used to investigate how vernacular discourse emerges and operates in the new

media environment. Several studies examined the aspects of vernacular rhetoric, particularly about marginalized societies (Ono & Sloop, 1995). Marciano (2019) indicated that online vernacular is largely ignored, despite the potential of new media to support and encourage exchange.

Teacher identity development is one of the most important issues in educational systems worldwide due to its significant impact on students' performance, teachers' performance, and overall education quality. As a result, it has been the focus of numerous studies to examine this construction (Kocabaş-Gedik & Hart, 2021). Teacher identity formation is influenced by various factors, including ethnographic, sociocultural, political, economic, and institutional pressures (Golzar, 2020) and social media (Herawati et al., 2021).

Furthermore, this study examines the meaning and description of the teacher's role in the Ministry of Education Singapore advertisement through Vernacular Discourse Analysis (VDA) and Social Identity Theory (SIT). In addition, it examines how the persuasive techniques employed in these public service announcement videos affect public awareness, social interactions, and the configuration of social connections associated with learning.

RESEARCH METHOD

This study employs a qualitative methodology based on a critical paradigm and

critical analysis. Critical analysis can be utilized to investigate how issues such as identity and ideology are constructed within and reflected by speakers' language. The critical analysis could also assist researchers in analyzing languages spoken by people of different cultures to reveal any hidden meanings, norms, or values that may be present in those languages (Guo & Lee, 2013).

Discourse analysis combines techniques for connecting texts and meanings in various contexts. Vernacular discourse analysis is one of the available methodological approaches (Ono & Sloop, 1995). Using vernacular communication about social controversies is appropriate for the analysis because it becomes more qualitative, interpretative, constructionist, and context-sensitive. Vernacular discourse analysis consists of two characteristics. Pastiche destroys culture by appropriating it through imaginative reconstructive operations, desensitization of slang, and satirical and abusive societal comments. Meanwhile, cultural syncretism is the existence of vernacular discourse not only as a counter-hegemonic but as an affirmative (Hashmi et al., 2021).

The object of this analysis was public service announcement videos by Mrs. Chong (2011) and Mr. Kumar (2013) produced by the Ministry of Education Singapore. These two public service announcement videos depict case studies of teachers to communicate the new education reform ideology in Singapore.

Public service announcements are

messages of general interest or non-commercial advertisements with the primary goal of informing and educating the general public about a particular issue or topic. Public service announcements are disseminated to the target audience or specific population segments through various mass media channels and are available in various formats. Public service announcements serve the same functions regardless of format: to increase awareness, modify attitudes, and modify behavior (Jerome et al., 2021).

Such roles interest this study because public service announcements can raise public awareness and alter public opinion on significant issues through immediate information dissemination. Public service announcements are viewed as exemplifying the ability to convey complex messages in a concise manner, as well as providing a distinct direction for audience education.

The effectiveness of public service announcement campaigns depends on media discourses that consider the local context of the intended audience. They can reach significant portions of the population with plain and concise messages about the advantages of behavior. Effective campaigns necessitate high population exposure and community-level interventions to support the desired behavior. (Liem et al., 2019).

In this study, how teachers are presented with their social identities is another unit of analysis. Social Identity Theory proposed by

Tajfel asserted that people adopt group identity with their language in a dialect, slang, jargon, or a special register (Gervasio & Karuri, 2019). The theory aims to explain the way humans choose groups and represent their social norms. Social identity theory is the cognitive theory that discusses self-concept, group dynamics, and intergroup relations. It helps teachers comprehend their identity (Whitaker, 2020).

RESULTS AND DISCUSSION

Mrs. Chong (Figure 1) and Mr. Kumar's (Figure 2) public service announcement videos capture the ideal image of a teacher, the various types and characteristics of students, and the output of educational outcomes. This situation is used to advocate for changes in Singapore's educational environment and teacher identity ideology.

The Ministry of Education Singapore public service announcement video "Mrs. Chong (2011)" tells the short story of a student named Edwin and his teacher Mrs. Chong. Edwin is a motivated and upbeat high school student whose family's financial struggles impact his academic performance. Not only did he have to work nights to help support his family, but he also dropped out of school and was arrested for selling counterfeit goods. Mrs. Chong goes above and beyond to demonstrate concern for Edwin by providing individualized academic guidance and encouraging him to attend school regardless of his condition.

In the Ministry of Education Singapore



Source: YouTube, 2011

Figure 1 Photo Captured from the Video

public service announcement video titled “Mr. Kumar (2013),” a former juvenile delinquent turned motivational speaker named Glen recounts how his teacher Mr. Kumar helped him through his difficult adolescence. Glen left the house after a heated argument with his parents, which led to his involvement in troubled relationships and arrest. When Mr. Kumar handed him the book during his detention, he recalled Mr. Kumar’s encouragement and advice. At the end of the video, Glen, who is now a well-known motivational speaker, pays tribute to Mr. Kumar.

Teachers are essential in preparing students for twenty-first-century challenges. Children’s engagement tends to become an accurate predictor of personal and identity development. Therefore, a teacher must understand students’ characteristics, needs, and interests before developing an educational program (Supratman & Wahyudin, 2021).

A person’s decision to enter the field of education may be influenced by a number of factors, including the desire to cultivate trustworthy individuals and vital knowledge.



Source: YouTube, 2013

Figure 2 Photo Captured from the Video

In addition, they find the fulfillment of their emotional requirements to be an effective motivator. Individuals with effective interpersonal interactions, particularly with students, are likelier to enter the teaching field (Gomes & Palazzo, 2017).

Strong relationships with students are the foundation of an effective teacher. Teachers must cultivate a sense of self-identity to foster a compassionate classroom environment. There are various social cognitive theories, one of which is known as the Social Identity Theory. These theories attempt to comprehend identity formation, self-concept, group dynamics, and intergroup connections (Whitaker, 2020).

Ministry of Education Singapore public service advertisements about “Mrs. Chong (2011)” and “Mr. Kumar (2013)” are similar because they feature people’s images from various backgrounds. This advertisement is based on a true story turned into a public service announcement video. The public service announcement video discusses the effect of teachers on their students’ lives. However, these two advertisements begin with individuals

Table 1 Segments of Mrs. Chong (2011) Advertising Video

Content and Text	Duration	Partial
Edwin visited his former school and reflected on his experiences. “Based on a true story.”	00:00:00-00:00:30	Opening
Due to economic difficulties, Edwin must work and ultimately fails his classes.	00:00:31-00:00:59	Segment 1
Edwin cried when Mrs. Chong inquired why he had failed the exam. Mrs. Chong: “What happened, Edwin?” Edwin: “I am very tired.”	00:00:59-00:01:18	Segment 2
Mrs. Chong taught Edwin privately and took him to dinner with his family. Edwin: “Thank you for dinner, Mrs. Chong.” Mrs. Chong: “You are welcome. You can treat me when you are successful.”	00:01:19-00:01:43	Segment 3
Edwin stopped attending class after his arrest. Mrs. Chong was conducting a gloomy search to discover what had happened to Edwin. Mrs. Chong: “How are you, Edwin?” (several times) “Didn’t you have a bigger dream, Edwin?”	00:01:44-00:02:22	Climax
Edwin became a businessman and returned to school. Edwin: “Mrs. Chong. It is time for dinner.”	00:02:23-00:02:43	Anti-climax
“You never forget a good teacher.” “TEACH. You’ll be amazed at the difference you can make.”	00:02:43-00:03:00	Ending

Source: Research Results, 2022

recalling their interactions with teachers. This section illustrates the stories of Mrs. Chong and Mr. Kumar, who have influenced and inspired students (Table 1 and Table 2). These two Ministry of Education Singapore public

Table 2 Segments of Mr. Kumar (2013) Advertising Video

Content and Text	Duration	Partial
Judge: “I find you guilty, and you will be convicted.”	00:00:00-00:00:17	Opening
Glen huddled in a cell corner and remembered Mr. Kumar, his former teacher. . Mr. Kumar: “Only you can write your future.”	00:00:18-00:00:36	Segment 1
Mr. Kumar stood outside the classroom, observing Glen converse with his peers.	00:00:37-00:00:44	Segment 2
Mr. Kumar: “Glen, I have got something for you.”	00:00:45-00:00:54	Segment 3
Glen, his parents, and his brother were having dinner. Glen’s father: “We are so proud of you.” Glen’s mother: “Eat more.” Glen’s father: “Glen, sit down.” Glen eventually left the house, accompanied by his mother’s sobs.	00:00:54-00:01:13	Climax
Glen is in juvenile prison, thinking about Mr. Kumar. Mr. Kumar: “Glen, you have to courage to be different. Only you can write your future.” Glen becomes an effective motivator and expresses appreciation to Mr. Kumar. .Glen: “Thank you, Mr. Kumar. Mr. Kumar, please step on stage.”	00:01:14-00:01:48	Anti-climax
“Mr. Kumar is still teaching and continues to make a difference.” “Shaping the nation. One student at a time.”	00:01:48-00:02:00	Ending

Source: Research Results, 2022

service announcement videos show how a dedicated teacher’s faith provides hope for troubled students in the darkest circumstances. These two advertisements are expected to shape a teacher’s identity, with individuals

automatically categorizing themselves as group members.

According to Social Identity Theory, people are more likely to identify with a group that has a certain essential quality. The group is a collection of like-minded people who believe they must behave similarly and hold the same beliefs. The interaction in the group demonstrates that everyone is motivated to actively seek consensus and control their behavior to engage in activities consistent with that identity (Mangum & Block, 2018).

The two Ministry of Education Singapore public service announcement videos depict teachers' sadness when students get into trouble, which explains their genuine concern. They go above and beyond what is expected of them to rescue and assist students struggling in the classroom and in their personal lives. Mrs. Chong exemplifies an unrelenting concern by taking Edwin to dinner with her family. Although the teacher does not receive any response, she continues sending several texts to the students, such as: "How are you, Edwin? Didn't you have a bigger dream, Edwin?"

Furthermore, the "Mr. Kumar" public service announcement video tells the true story of a naughty talker turned motivator. Glen was mentored by his teacher, Mr. Kumar, during his troubled adolescence. Despite his loud and disruptive school behavior, Mr. Kumar observed Glen's proficiency in public speaking. He observed that when speaking in front of the class, Glen could capture his classmates'

attention. Mr. Kumar inspired Glen to change, and this made him successful. The teacher encouraged Glen by saying, "Glen, you have to courage to be different, and only you can write your future."

These two Ministry of Education Singapore advertisements involve teachers' feelings toward their students. Pishghadam et al. (2022) emphasized that emotional responses enable individuals to connect their subjectivity to the institutional and social context in which it occurs. Their emotional responses facilitate this capacity. According to Kocabaş-Gedik & Hart (2021), emotional issues and teacher identity influence one another and help shape how each is perceived, conceptually and personally. This dynamic, reciprocal relationship between emotions and identity is primarily caused by the emotional labor that goes into teaching.

Identity is a complicated, plural, dynamic, ever-changing phenomenon influenced by various internal and external influences. People negotiate their identities in response to the people they engage with and the setting in which they interact. Identity is viewed as being enacted through various ways to think, act, and interact to be recognized as a particular type of person (Pishghadam et al., 2022).

Identity is essential to the growth of teachers' professional learning. Mrs. Chong's public service announcement video clearly shows the nature of identity and the close relationship between the personal and professional self. According to social identity theory, a person

has several selves that fit within a membership circle rather than a single self. Each is tailored to the requirements of a specific membership group (Lam, 2022).

According to Mr. Kumar's public service announcement video, the educational goal is for students to be resilient in using their talents to achieve personal competence. This situation shows teachers need to be wise in recognizing children's potential and guiding and motivating them. The educational goal shows that students can realize the possibility of developing their strengths and talents through the educators' efforts.

Teachers create interpretive frameworks, which are then shaped and altered by the interactions and connections between their students' cultural and social environments (Rozati, 2017). Age, gender, education, sociocultural dynamics, economics, and institutional dynamics all have an impact on how teachers develop their identities in the classroom (Li, 2022).

Ono and Sloop's (1995) proposed vernacular discourse shares characteristics with participatory culture. The term "cultural syncretism" is the simultaneous development of rhetoric and mainstream discourse. Meanwhile, "pastiche" shows how vernacular discourse is borrowed from mainstream language (Hashmi et al., 2021).

Mrs. Chong's video text, "You never forget a good teacher," indicates that students remember the good teachers who have guided

them. A good teacher will always leave an imprint on their students' lives; the impact of a good teacher is something that can never be completely erased. The text "Teach, you'll be amazed you can make a difference" encourages people to take persuasive action and become a teacher who makes a difference. The text shows that educators are more than just impart knowledge but also become motivators for student success.

The words "Mr. Kumar is still teaching and making a difference" show teachers' ongoing efforts to inspire children. Also, "Shaping the Nation" is referred to as the tagline. The word "One student at a time" is an advertising slogan emphasizing the importance of inspiring students to help build a nation. It also shows that effective educators must go beyond school boundaries (Teo, 2021).

Good educators are determined, have an optimistic mindset, and are willing to take risks. Maintaining students' interest and avoiding their dissatisfaction requires keeping them off balance. An excellent teacher comprehends what motivates each student and collaborates as a learning partner. A good educator possesses knowledge, creativity, and compassion for their students.

Educational reform tends to shape teachers' identities in society indirectly. However, professional development is more effective when reclaimed as something for the teacher, by the teacher. Tao & Gao (2017) indicated that educational reforms provide alternative

avenues for teachers and students to engage with educational change, form positive attachments, and alter identities. Identity commitment affects teachers' agency in how they position themselves and act in response to reforms. It has been determined that teacher agencies, which support teachers' construction of themselves as professionals, are a crucial element of intentional individuals. In other words, developing and forming one's identity depends significantly on the teacher's agency.

Students and teachers are both represented as the same gender in the two public service announcement videos. The representation demonstrates that gender equality exists in Singapore's educational system. Mrs. Chong is portrayed as approachable and compassionate, while Mr. Kumar is described as a stricter disciplinarian. This scenario leads to a situation where Mr. Kumar firmly intervenes in the student's argument with his friend. Therefore, it tends not to be interpreted as projecting a stereotyped teacher role.

Vernacular discourse analysis shows the way cultural background and social life are used. In Singapore, hegemonic masculinity is still a hotly debated topic. The hegemonic masculinity issue arose because the country has a multicultural population, with ethnic Chinese constituting the majority. Therefore, masculinity and nationalism are essential aspects of the social structure and culture. In the form of Malaysia's expulsion between 1963 and 1965, the conditions that led to this hegemony were

masculinized defeat and humiliation (Lowe, 2019).

Mr. Kumar's public service announcement video attempted to break the hegemony of ethnic Chinese-dominated schools. He is described as an Indian ethnic minority teacher, while Mrs. Chong is described as the majority ethnic Chinese. Culture is the outcome of human thought manifested in daily actions and behavior. It is the social expression of ideas, feelings, and souls through literary works and religious and recreational activities. A group of people can use culture to guide their actions and behaviors. Nuraryo (2019) indicated that various communication behavior is directly proportional to society's complexity.

Mrs. Chong and Mr. Kumar's public service announcement videos repeat the scenario of placing teachers on the same level as students. These observations show the educator's evolving role is to be a mentor who interacts with children to inspire them to succeed. This illustration shows the way these public service announcement videos seek to challenge dominant ideology while asserting their rhetoric about teachers' social identities.

Mr. Kumar's public service announcement video deviates from the 'good' to 'bad' trend to support all Singapore students in achieving success. This scene shows the teacher is a motivator who recognizes children's potential. They actively promote moral decadence to attract viewers (Hashmi et al., 2021).

Teachers' reactions differ as students

struggle with the pressures of schoolwork and exams. Offering one-on-one counseling and involving students in hands-on learning helps nurture extracurricular talents and foster their curiosity and creativity. Moreover, the public service announcement video becomes cultural syncretism to systematically transform Singapore from a values-focused and exam-centered culture to holistic, lifelong learning and a broader definition of success in school (Teo, 2021). This collection of advertisements shows the teachers' role as mentors through their dedication to students.

The public service announcement also conveys comprehensive changes highlighting Singapore's educational goals. This commitment creates a modern, robust infrastructure and a culture that values success. Therefore, academic achievement is a significant source of anxiety and stress. A recent study showed that Singaporean students' anxiety levels are higher than in other countries (Davie, 2017).

According to vernacular discourse analysis, the language used in this public service announcement video, particularly about the value system, is borrowed from the mainstream (Teo, 2021). Furthermore, the video becomes pastiche to create a new subjectivity regarding Singapore's educational ideology.

The words "You never forget a good teacher,"; "Teach, you'll be amazed at the difference you can make,"; "Mr. Kumar is still teaching and continues to make a difference,"; "Shaping the nation,"; and "One student at a

time" is an online expression popularized by the Ministry of Education Singapore to bring out and promote positive energy in the teachers' identity. This expression also serves as an effort to intervene in hegemony into public discourse online.

The theory of discourse and hegemony developed by Laclau and Mouffe is used to promote positive propaganda in line with that of China. In media production, the arts, culture, and the Chinese party-state have long emphasized good propaganda because most online discourse rapidly takes place in China. The hegemonic intervention has also drawn criticism, and this can only be a temporary phenomenon (Yang & Tang, 2018).

Singaporean education is designed to prepare students for a global world. Mrs. Chong and Mr. Kumar, a public service announcement from the Ministry of Education Singapore, show teachers' professional identity. A particular emphasis is placed on the function and effects of teachers on students experiencing descriptive and inspirational difficulties.

Meanwhile, Mrs. Chong's advertisement shows teachers are concerned with their student's well-being, personal development, and academic performance. Mr. Kumar's advertisement focuses on teachers identifying children's potential and mentoring their development.

The use of the local language promotes acceptance and reduces misunderstanding in society. In terms of structure, the storyline

presents key messages orderly. It emphasizes social reality and socioeconomic factors, which tends not to prevent teachers from providing the best education for students.

Lam (2022) acknowledges that language is the primary discursive medium for constructing identities. Language serves as a tool for both expressing and creating our identities. Using the local language can also promote the formation of the social identity of the teachers.

In contrast to Singapore, teacher identity formation is not a priority in Indonesia. Achieving equity in quality education is the fourth Sustainable Development Goal (SDG) globally, posing the challenge of providing quality education by 2030. Improving the quality of teachers is one of these objectives. According to a 2011 UNESCO survey, the education system in Indonesia is in a critical state. The education system in Indonesia is ranked tenth out of fourteen countries in Asia-Pacific, while the quality of its teachers is ranked last (Andriani et al., 2018).

The teaching profession is taken for granted in a variety of ways. Some claim that it neither pays well nor is popular. For example, early childhood education teachers are frequently viewed as a lower-status occupation compared to other professions, despite their equally challenging and crucial work. Thus, teaching early childhood education remains unpopular. Early childhood teachers' perspectives of their profession's insignificance and lower prestige influence their readiness to teach (Syafri et al.,

2020).

Public service announcement videos can lead viewers to comply with established value standards (Nuraryo, 2019). In Indonesia, messages from public service announcements can enhance perceptions of teacher identity from a less honorable occupation to a noble one. The crucial message for developing the ideal teacher identity will be effectively communicated and internalized if this public service announcement is broadcast on television continuously and attracts the target audience, namely the teacher.

CONCLUSION

The Ministry of Education Singapore advertisement aims to redefine the idea and identity of teachers and educational ideology. An educator's identity can be formed through social comparison, categorization, and identification. This process is performed by sending messages through public service announcement videos replete with teachers' identities.

Teachers need to have a strong sense of social identity to offer equal educational opportunities to all students. This public service announcement video also aims to inspire all educators to be passionate about their work. In this video, the message captures the social structure, reinforces and reproduces it noticeably and prominently.

Mr. Kumar and Mrs. Chong's public service announcement videos show no status or power difference between teachers and students. By highlighting Singapore's current policy

of giving all students equal opportunities and support to ensure their success, Mr. Kumar's public service announcement video also breaks from the trend of using "good" students as examples of "bad" students.

The public service announcement video demonstrates how mainstream attitudes and beliefs are seen as society's shared ideals and aspirations. Teachers are strengthened as caring motivators encouraging students to reach their full potential. In Singapore, students accept educator guidance because they achieve educational outcomes by challenging the hegemony and self-identity.

The term "cultural syncretism" shows that the creation of vernacular rhetoric is accomplished by breaking the hegemony. However, the two public service announcement videos challenge this hegemony by depicting the social status of minority ethnic groups.

In this study, the term "pastiche" indicates that the construction of vernacular discourse is borrowed from the mainstream in slang and common language. This language strengthens the message's acceptance because it relates to real-life experiences.

This study analyzes teacher qualifications in Singapore's educational system by analyzing advertisements. Further review is expected to be performed because this particular one did not examine visual, bodily, or musical elements and their impact on textual coherence and cohesion.

This research results can also have implications for research on Indonesian

Education. Considering that television is still a powerful media among most Indonesians, The Ministry of Education Indonesia can utilize television to push for the teacher's identity. Making public service advertising as current and appealing as feasible will impact effectively transmitting messages and forming teachers' social identities. The Ministry of Education Indonesia can utilize this technique to implant social identity in teachers to educate and advocate for the identity teachers should have.

The media can be used to improve the quality of education in Indonesia. Education stakeholders and policymakers must adapt to technological advancements to enhance education quality. The digital era provides a wealth of information and knowledge resources, expanding learning opportunities outside the classroom. Students now have access to multiple online or offline resources, and teachers can no longer rely solely on a single source. Media allows students to interact in the most modern and innovative ways in educational activities.

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