

ABSTRACT

This research aims to portray and analyse the way teachers communicate their identity at SMP 10 November 2 Semarang, contributing to the formation of students' identities. The selection of identity communication as the focus of the study is based on the importance of the teacher's role as a figure or role model within the school environment, where their identity is reflected not only through classroom activities but also through the values they convey in daily interactions at school. Teachers' identity communication includes the ways in which they instill values and attitudes through everyday interactions. This research uses a qualitative approach, focusing on understanding meanings, experiences, and the perspectives of informants. Data were collected through in-depth interviews with several teachers, including those with a background in religious organizations (LDII). Participant observation was also conducted to support the collected data and document the direct interactions between teachers and students. The findings show that teachers' identity communication contributes to the development of students' positive character by instilling school values, promoting positive behavior, and fostering a culture of discipline and respect. Teachers make use of emotional closeness and interpersonal relationships to motivate students to improve their learning enthusiasm and correct their behavior. Thus, identity communication is proven to be an effective means of supporting the achievement of character education goals in the school environment.

Keywords: character development, identity communication, interpersonal relationships, motivation, teacher.