

TEACHER PERSONAL BRANDING FROM THE PERSPECTIVE OF SYMBOLIC INTERACTIONISM

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Abstract

The relational connection between students and teachers can determine the success of the learning process. This social relationship is driven by mutual sympathy between both parties. This mutual attraction is influenced by various factors, one of which is the teacher's self-image. The teacher's self-image is a subjective assessment by the students. Therefore, it is very important for teachers to build their personal branding to create a positive self-image. The label or image attached to teachers is a reflection of their professionalism. In the process of forming this self-image or image, teachers cannot be separated from the process of interpreting the symbols resulting from interactions and interpretations by students. This is then used by teachers to build their self-image. Building personal branding for teachers is part of the message of symbolic interactionism theory, where individuals give meaning to symbols in social interactions and influence teacher behavior. Social interaction is seen as a process within teachers to shape their self-image by considering the expectations of the students who are their interaction partners.

Keyword: *Personal Branding, Perspective Of Symbolic Interactionism*

INTRODUCTION

The role of teachers is essential in the learning process at school. This means that teachers need to understand and possess the ability to carry out these various roles in accordance with the expectations that accompany them. In carrying out these roles, teachers need to establish communication with various parties, including the government, parents, principals, colleagues, school residents, the community, and most importantly, students. The relational relationship between teachers and students is crucial. Teaching and learning activities represent the relationship between teachers and students. This means that the success of the learning process and the achievement of educational goals can be determined based on this social relationship. Positive social relationships can create a comfortable learning atmosphere and help students achieve good learning outcomes. Furthermore, social relationships between teachers and students can be related to emotional bonds. Emotional relationships between teachers and students can influence learning interest (Fikra, et.al 2025). This means that social relationships between teachers and students can be a determining factor in learning success, including motivation, interest, and empathy. The relationship between teachers and students can also be influenced by the teacher's own competence. Sympathy is a crucial factor in the relationship between teachers and students. The feeling of attraction between the two can be influenced by various factors, one of which is self-image. In this case, the teacher's self-image is the most dominant factor.

A teacher's self-image is a subjective reflection of students' assessments. Self-image can include physical characteristics, appearance, attitude, personality, abilities, skills, mindset, and behavioral consistency. According to Hadiwibowo (2003) in (Irawan & Widjaja, 2011), self-image is a person's self-image, or their thoughts about how others view them and how they think about others' assessments of them. This description reveals that a teacher's self-image is a manifestation of students' views and assessments of their teachers. This self-image can be positive or negative. This means that students may have not only positive but also negative views and assessments of their teachers. Ineffective communication and a lack of sympathy between teachers and students can be related to this negative self-image. Consequently, the teacher-student relationship cannot run smoothly. Given this, teachers need to have a positive self-image to create a positive learning process for students. A teacher's self-image will shape students' social perceptions of the learning process. Social perception is a person's attempt to understand another person by gaining a comprehensive picture of their intentions, personality, and motives (Baron and Byrne, 2004). Based on this description, social perception can be defined as a person's way of gaining a comprehensive picture of another person. Through this social perception, teachers develop various images . For a teacher, the label or image attached to them represents their reputation for professionalism. The teacher's self-image or professional image is then formed through personal branding .

Personal branding can be defined as the representation of one's identity in the public eye. Personal branding is the art of creating a unique image or perception of oneself in the minds of others (Montoya and Vandehey, 2022). This definition emphasizes the importance of building an effective personal brand. Personal branding helps individuals discover their strengths and turn them into unique characteristics. Furthermore, it enables them to inspire others. Nowadays, personal branding is not only important for business professionals ; it is also crucial for educators.

METHOD

This scientific paper utilizes library research methods . The study was conducted on books, scholarly articles, and relevant references related to scientific developments related to personal branding and symbolic interactionism theory. The results of these studies were then used as supporting data, which were then elaborated and synthesized to provide meaningful analysis information.

LITERATURE REVIEW

Personal Branding

Personal Branding is a process to form a perception given by the surrounding environment by considering personality, expertise, and how to create a good image in the surrounding environment (Haroen, 2014). Personal branding will show an impression related to expertise, behavior or achievements whether created intentionally or unintentionally to display a self-image that can be used as an identity to differentiate from other individuals (Perengkuan, 2014). Personal Branding is the process of defining and promoting what you stand for as an individual, including experience, skills, and values that differentiate you from others (West, 2024) and (Heitzman, 2022). Personal branding is the process of forming the audience's perception of the appearance they have including aspects of personality, skills, values and positive perceptions that arise or exist within the individual (Friatin, 2023). According to Timothy P. O'Brien, the author of the book "The Power of Branding," personal branding is a person's personal identity that is able to create an emotional response in others regarding the qualities and values of that person (Fitriani, 2024). Based on the definition above, it can be interpreted that Personal Branding is a brand owned by an individual by considering several aspects so as to create positive and negative perceptions from the surrounding environment. Furthermore, according to Shepherd (2005) in his article "From Cattle and Coke to Charlie: Meeting the Challenge of Self Marketing and Personal Branding," personal branding is a strategic process where individuals market themselves to others through the formation of a reputation, a clear identity and consistency of behavior, like a commercial brand. The goal is for someone to be known, trusted, and recognized for their uniqueness and competence in a particular field. Shepherd stated that the success of personal branding can be seen through four main indicators, namely:

- a. Reputation: Image or perception. The public's image or perception of a person based on past experiences, behavior, and interactions.
- b. Trust (Trust): The level of confidence that others have in the integrity, honesty, and consistency of an individual's actions.
- c. Identity Clarity: A clear understanding of who one is, the values, skills, and unique qualities that distinguish one from others.
- d. Consistency (Consistency) Uniformity of behavior, messages, and self-image in various situations and media (online and offline).

According to (Sandy Wahyudi, MM, MA, Entrepreneur Lecturer at Ciputra University) there are several reasons why it is very important for a professional to have Personal Branding:

- 1) The business world is becoming increasingly competitive and the impact of globalization is increasingly being felt, everyone is competing to get the same customers.
- 2) Good relationships with customers will determine sales, not the quality or price of the products we sell.
- 3) Personal branding will be the starting point (tipping point) in the minds of customers when evaluating the products or services we sell.
- 4) Personal branding will direct business strategy and provide added value to yourself.

A strong personal brand always has three fundamental elements in common, as McNally & Speak (2004) wrote. These three elements are:

- 1) Uniqueness. A strong personal brand describes something so specific or unique that it sets you apart from the crowd. Uniqueness can be represented by personal qualities, physical appearance, or skills. Since everyone is inherently specific and unique, one simply needs to explore that uniqueness.
- 2) Relevance. A strong personal brand typically explains something that's considered important by the public and relevant to the person's character. Without this relevance, it's difficult to strengthen the brand in the public mind.
- 3) Consistency, Strong personal branding is usually the result of consistent branding efforts through various means so that what is usually called brand equity (Brand Excellence) is formed.

Personal branding has several benefits, including:

- 1) A person will be seen as an expert in the field he is pursuing.
- 2) Increase one's reputation and influence within one's community or society
- 3) Someone who has personal branding can get appreciation from other people.

- 4) A person who has personal branding can be a reference for other people.
- 5) Have several opportunities to get various positive things
- 6) Success in career
- 7) Building a brand is an opportunity for someone to show off their skills.

The eight basic concepts of personal branding according to Peter Montoya in Afifah (2025) are as follows:

- 1) Specialization (The Law of Specialization) : This law focuses on a person's expertise in a particular field, such as specific talents or achievements that can be proven through awards, testimonials, or documentation so that it can become a differentiating value from other brands.
- 2) Leadership (The Law of Leadership): This law emphasizes that a person can be considered influential in a particular field if the personal branding displayed reflects the capacity as a leader by building an identity through personality, communication style, listening ability, and leadership skills.
- 3) Personality (The Law of Personality): This law explains that personal branding is formed based on an individual's character, encompassing both strengths and weaknesses. Referring to Peter Montoya's concept, a person needs to project a positive personality without projecting a perfect image.
- 4) The Law of Distinctiveness: This law discusses how personal branding is determined by how an individual uniquely expresses themselves. This difference is seen in how a person displays their personal identity, thus having distinctive characteristics that distinguish them from others.
- 5) The Law of Visibility : This law emphasizes that effective personal branding must be built sustainably and requires consistency in shaping one's self-image. Strengthening this value requires appropriate promotional efforts, publications, and marketing strategies.
- 6) Unity (The Law of Unity): This law emphasizes that personal branding must reflect moral values and behavior that are in line with the self-image displayed, so that public perception remains consistent with the ethics that are built.
- 7) The Law of Persistence: This law emphasizes that the key to strong personal branding is consistently building trust. While an image can evolve, individuals need to remain steadfast in their initial identity, without deviating from their core personal brand values.
- 8) Law of Goodwill: This law explains that a personal brand will have a stronger impact if it is associated with positive values and supported by the public, especially when the individual is perceived to have good intentions or valued goals.

Symbolic Interactionism Theory

The study of symbolic interactionism began in the 19th century and continues to the present. Symbolic interaction theory emphasizes the relationship between symbols and interactions, and the core of this approach is the individual (Soeprapato, 2007). Many experts behind this perspective argue that the individual is the most important thing in the concept of sociology. Symbolic interactionism exists because the basic ideas in forming meaning come from the human mind (Mind), about the self (Self), and its relationship in the midst of social interactions, and the ultimate goal is to mediate and interpret meaning in the midst of society (Society) where the individual lives. As noted by Douglas (1970) in Ardianto (2007: 136), meaning comes from interaction, and there is no other way to form meaning, other than by building relationships with other individuals through interaction.

A brief definition of the three basic ideas of symbolic interaction, including:

- 1) Mind is the ability to use symbols that have the same social meaning, where each individual must develop their thoughts through interaction with other individuals .
- 2) Self is the ability to reflect on each individual from the perspective or opinion of others, and the theory of symbolic interactionism is a branch of sociological theory that discusses the self (The -Self) and the outside world.
- 3) Society is a network of social relationships that are created, built, and constructed by each individual in society, and each individual is involved in behavior that they choose actively and voluntarily, which ultimately leads humans in the process of taking on roles in society.

The book "Mind, Self and Society" is George Herbert Mead's most famous work (Mead, 1934 in West-Turner. 2008:96), where the book focuses on three themes, concepts and assumptions needed to structure a discussion on symbolic interaction theory.

Three themes of George Herbert Mead's conceptual thinking that underlie symbolic interaction include:

- 1) The importance of meaning for human behavior
- 2) The importance of the concept of self
- 3) The relationship between individuals and society

From these three concepts, seven assumptions were obtained from Herbert Blumer's work, namely:

- 1) Humans act towards others based on the meaning that others give them
- 2) Meaning is created in interactions between humans
- 3) Meaning is modified through an interpretive process
- 4) Individuals develop self-concept through interactions with others.
- 5) Self-concept provides an important motive for behavior.
- 6) People and groups are influenced by cultural and social processes.

7) Social structure is produced through social interaction

DISCUSSION

Patterns of Interaction and Interpretation in the Formation of Meaning

From a Symbolic Interactionist perspective, the formation of meaning for a teacher is not something fixed or independent, but rather the result of a continuous process of social interaction throughout their professional life. This theory views meaning as not emerging automatically from an object, event, or role, but rather as being formed through social relationships colored by symbols, communication, and individual interpretations (Charon, 2010). In the context of the teaching profession, the meaning of who one is, how one carries out one's role, and what teaching means to one, are all products of complex interactions with various parties such as students, colleagues, principals, parents, and the community.

Teachers' interactions with students are a key source of meaning-making about their roles. Every student expression, response, or action serves as a symbol that provides teachers with clues about the effectiveness of their actions. When students demonstrate enthusiasm or understanding, teachers interpret these symbols as confirmation that they have successfully carried out their teaching duties. Conversely, confusion or a lack of response from students can serve as a signal that prompts teachers to evaluate and modify their approach. Thus, what teachers perceive as "successful teaching" or "failure to explain" is the result of their interpretation of social cues that emerge in classroom interactions. Through this process, the meaning of teaching becomes something living and evolving, not simply a mechanical professional obligation. In addition to interactions with students, teachers' relationships with colleagues also play a crucial role in shaping professional identity and the meaning of their profession (Hermawan & Santoso, 2025). Informal meetings in the teachers' lounge, academic discussions in the MGMP/KKG forums, and collaborative work on lesson design create spaces for teachers to share social symbols such as technical language, teaching experiences, and professional values. Through this communication, teachers form a collective understanding of how an ideal teacher should behave and work. A teacher's professional identity is not only a result of personal reflection but also a social construct formed through interactions within the work community that constitutes their daily environment. Interactions with the principal also contribute significantly to the formation of professional meaning.

The principal, as an institutional authority, provides symbols in the form of policies, performance assessments, and strategic directions that influence how teachers perceive themselves. When a teacher receives formal appreciation or recognition, these symbols reinforce the sense of competence and success. Conversely, evaluation or correction can encourage teachers to reinterpret their role and determine what steps need to be taken to align with institutional standards. Through this process, the meaning of a "quality teacher" becomes a result of negotiations between institutional expectations and personal interpretations. Equally important, teachers' interactions with parents and the community provide a broader social dimension to the formation of professional meaning. Community expectations of teachers, both in the form of demands and rewards, become symbols that teachers interpret personally. Parents' comments about their children's development, community support for school activities, or criticism of teaching methods become sources of reflection that guide teachers in understanding how society interprets their role as educators. Teachers, in this case, position themselves not only as instructors in the classroom, but also as social actors who have moral and social responsibilities within the community.

Of all these forms of interaction, the process of interpretation is at the heart of meaning formation. Teachers do not simply passively receive social symbols, but rather process, interpret, and reinterpret these symbols based on their experience, knowledge, and the socio-cultural context in which they work. This process occurs through three stages: assigning initial meaning to social stimuli, negotiating meaning through discussion or reflection, and modifying meaning based on new experiences (Blumer, 1969). For example, the experience of facing a difficult class may be interpreted as a challenge at first, but later—through self-reflection and interaction with colleagues—may transform into an understanding of the importance of more flexible learning strategies. Thus, the meaning of the teaching profession emerges from repeated and evolving symbolic interactions. Teacher identity is not static, but rather a social construct formed through the interpretation of various symbols in everyday life. Teachers define themselves through the perspectives of others, their teaching experiences, institutional assessments, and societal expectations. All of this makes the teaching profession not merely a job, but a social identity constructed and negotiated through rich and ongoing interactions.

Meaning and Symbols in Building Teacher Self-Concept

From a Symbolic Interactionist perspective, a teacher's self-concept is the result of a continuous social process that occurs through daily interactions in the educational environment. Self-concept is not considered a static psychological entity, but rather a construct formed through meanings and symbols presented in social relations (Mulyana, D.2003). Teachers, as social actors, construct an understanding of who they are, how they carry out their roles, and how they position themselves within the school's social structure, through a process of interpreting the various symbols they encounter in interactions with students, colleagues , school leaders, parents, and the community. This process occurs in a dynamic cycle, where teachers continue to reinterpret their meaning as situations and experiences change. Symbols are a fundamental element in the formation of a teacher's self-concept. In the educational context, symbols encompass not only verbal language but also gestures, facial expressions, work routines, professional attributes, and social interactions that shape a teacher's experience (Nurhayati & Dollah, 2023). For example, addressing a teacher as "Father" or "Mother"

represents respect and a symbol of warmth from students. Through these symbols, teachers interpret themselves as figures with moral and intellectual responsibility for their students' development. The uniform a teacher wears, the classroom where they teach, the whiteboard, laptop, or other teaching materials also serve as visual symbols that reinforce their professional identity. All of these symbols are not merely work accessories, but concrete representations of social expectations regarding the role of teachers.

The meanings emerging from these symbols are not singular; they are formed through interpretation. A teacher develops a self-concept based on how he or she interprets student responses in learning interactions. When students pay close attention, ask critical questions, or demonstrate new understanding, the teacher interprets these as symbols of pedagogical success. Conversely, when students are unruly, appear disinterested, or experience learning difficulties, these symbols may be interpreted as challenges or even as reflections on one's own competence. Through this process, the meaning of a "good teacher" or an "ineffective teacher" is formed not only based on formal outcomes such as student grades, but also on how these social cues are subjectively interpreted by the teacher.

Interactions with colleagues also play a significant role in the formation of self-concept through symbols conveyed in professional communication (Nurdin et al., 2025). Positive comments from fellow teachers about creative learning methods, praise for student success, or appreciation for contributions in school meetings serve as symbols of social recognition and acceptance. Teachers interpret these symbols as legitimizing their professional identity. Interactions such as methodology discussions, group work in MGMPs, or collaborative evaluations often serve as spaces where teachers reflect on their teaching experiences and re-define their roles. Conversely, criticism or disagreement from colleagues also serve as symbols that can lead teachers to re-evaluate their understanding, develop new strategies, refine their approaches, or strengthen their confidence in the methods they use.

In the context of the relationship with the principal, the symbols conveyed through policies, performance appraisals, and administrative directives significantly influence the formation of teachers' self-concepts. For example, teacher performance appraisal documents, awards for outstanding teachers, or instructions for improving the quality of learning are formal symbols that convey meaning to teachers' positions within the school's institutional structure. If these symbols are interpreted as a form of appreciation, teachers will develop a positive self-concept, feeling valued and competent. However, if these symbols are perceived as pressure or control, teachers may interpret themselves as actors constantly under evaluation, thus affecting their self-concept and professional motivation. This emphasizes that meaning lies not in the symbols themselves, but in the teachers' interpretations of them.

Furthermore, teachers' interactions with parents and the wider community provide a broader social dimension to the formation of self-concept. Parents' responses in meetings, community comments on the quality of education, or a teacher's social status in the neighborhood serve as social symbols that influence teachers' self-perceptions. In many cultures, teachers are viewed as moral figures who must set an example. This perception serves as a symbol that adds meaning to teachers' understanding that teaching is not only about mastering material but also encompasses social and ethical responsibility. When society recognizes teachers' contributions, this symbol reinforces their professional identity. However, when society or parents offer harsh criticism, teachers may reframe their understanding of their own qualities or the teaching strategies they employ.

According to Symbolic Interactionism theory, the formation of self-concept requires a process of interpreting and giving meaning to symbols before acting (Blumer, 1969). Teachers do not simply receive symbols from the outside, but reflect on the meaning of these symbols for their identity. For example, when a teacher receives praise from the principal, they will reflect on whether the praise reflects their hard work, changes in teaching practices, or certain stereotypes. In this reflective process, teachers negotiate the meaning to align with their self-understanding. This process demonstrates that self-concept is not only shaped by external symbols, but also by how teachers interpret these symbols personally and emotionally. Thus, the development of a teacher's self-concept through symbols and meaning is a multidimensional and ongoing social process. Teachers construct their professional identity not only through teaching activities, but also through layered interpretations of all the symbols they encounter in their social interactions. The meanings they assign to themselves then influence how they act, communicate, teach, and make decisions within the framework of professionalism. Ultimately, the symbolic interaction between teachers and their environment creates an identity that continues to evolve along with experiences, challenges, and changes in the world of education.

Teacher Personal Branding Is Part of the Symbolic Interactionism Message

From a symbolic interactionist perspective, teacher personal branding cannot be understood simply as an individual and planned communication, self-marketing, or image-building strategy. Rather, personal branding is the result of a social process that develops gradually through teachers' daily interactions with various social actors, both within the school environment and the community. This process involves the formation of meaning, the reinterpretation of symbols, and the formation of a self-concept that is constructed through interactive experiences. Thus, teacher personal branding is the result of symbolic exchange, not simply a personal choice.

Symbolic interactionism holds that humans act based on the meanings they assign to objects or situations (Blumer, 1969). These meanings do not emerge independently but are shaped through social interactions. In the context of teachers, personal branding is formed when teachers interact with students, colleagues, school leaders, parents, the community, and the digital environment. A teacher's actions, communication style, and characteristics displayed in everyday life become symbols that are then interpreted by others, and these interpretations, in turn, influence how teachers perceive

themselves. The symbols that shape a teacher's personal branding can be both verbal and nonverbal. A teacher's way of speaking in front of the class, their choice of words, their explanations, their tone of voice, and their use of humor all contain specific symbols that portray a teacher's professional image. On the other hand, nonverbal symbols such as neat attire, friendly facial expressions, communicative body language, or a calm demeanor when managing a class also shape the public's perception of their professional identity. Every teacher's actions are subject to interpretation by others, and these interpretations shape their reputation, image, or personal branding. For example, a teacher who is accustomed to using creative methods and learning technology will be perceived as an innovator. A teacher who consistently prioritizes discipline and assertiveness will be viewed as an authoritative figure. Meanwhile, a patient and communicative teacher will be read as a humanist and empathetic figure.

Interaction with students is a key area for the formation of a teacher's personal brand, as students provide direct and repeated responses that teachers can see every day. Student responses in the form of enthusiasm, active engagement, critical questions, or even complaints serve as symbols that provide feedback on the teacher's actions. A teacher might notice that when she uses demonstrations or games, students appear more enthusiastic. This feedback becomes a positive symbol that is then interpreted as part of her professional identity as a practical and interactive teacher. Conversely, when a teacher receives a less than favorable response, she will consider that symbol and adjust her behavior. This process illustrates that a teacher's personal brand is formed through ongoing symbolic adjustments. Peers are highly influential in the process of personal brand formation. Informal assessments from peers, whether delivered directly or through everyday conversation, form social symbols that teachers interpret as reinforcement or correction of their professional identity. For example, when other teachers say that a teacher is known as a "technology teacher," an "innovative teacher," or a "discipline teacher," these identity symbols will influence how the teacher presents themselves going forward. Reinforcement from peers makes teachers more likely to maintain these characteristics as part of their personal brand. This is in line with the principle of symbolic interactionism that identity is formed through how other people see us (the looking-glass self) (Cooley, 1902).

Interactions with the principal and management also shape personal branding through formal symbols, such as performance appraisals, supervision, awards, or improvement notes. When a teacher receives an award for being an exemplary teacher, the symbol reinforces their image as a competent and professional individual. Conversely, when they receive a coaching note, the teacher interprets the symbol as a signal to adjust or improve their personal branding. This process demonstrates that personal branding is not solely a product of the teacher's will, but rather a reflection of how teachers interpret formal symbols within the school's organizational structure. Interactions with parents and the community provide a broader social dimension to the formation of a teacher's personal brand. In society, teachers are often viewed as moral figures who should set an example, not just teach. This expectation serves as a social symbol that encourages teachers to project a specific personal brand. When teachers are active in community activities, demonstrate social awareness, or maintain good relationships with students' parents, this strengthens their image as dignified figures in the public sphere.

According to Mead, self-concept is formed through the process of role -taking (Mead, 1934). In the context of teachers, personal branding will not be formed without the teacher's ability to understand how others see him or her. Teachers constantly place themselves in the perspective of students, parents, colleagues, and society. Through this role-taking process, teachers can predict social expectations and adjust their behavior to fit the image they wish to project. Thus, personal branding is the result of a teacher's ability to balance internal identity (I) and external identity (Me) in the context of social interactions. Ultimately, teacher personal branding, from a symbolic interactionist perspective, is a dynamic, dialogic, and reflective process. Personal branding is not only shaped by the teacher, but also by the responses of others to the symbols the teacher displays. This process involves the continuous negotiation of meaning, interpretation of symbols, formation of self-concept, and adjustment of behavior based on social interactions. Thus, teacher personal branding is not simply an individual strategy, but rather a social product born from a network of meanings constructed through symbolic interactions in everyday professional life.

CONCLUSION

From a Symbolic Interactionist perspective, the formation of meaning for a teacher is not something fixed or isolated, but rather the result of a continuous process of social interaction throughout their professional life. Thus, the meaning of the teaching profession emerges from repeated and evolving symbolic interactions. Teacher identity is not static, but rather a social construct formed through the interpretation of various symbols in their daily lives. Teachers define themselves through the perspectives of others, their teaching experiences, institutional assessments, and societal expectations. All of this makes the teaching profession not just a job, but a social identity constructed and negotiated through rich and ongoing interactions.

Self-concept is not considered a static psychological entity, but rather a construct formed through the meanings and symbols presented in social relations. Teachers, as social actors, construct an understanding of who they are, how they fulfill their roles, and how they position themselves within the social structure of the school, through a process of interpreting the various symbols they encounter in interactions with students, colleagues, school leaders, parents, and the community. This process occurs in a dynamic cycle, where teachers continually reinterpret their self-meaning as situations and experiences change. Thus, the development of a teacher's self-concept through symbols and meanings is a multidimensional and ongoing social process. Teachers construct their professional identity not only through teaching activities, but through layered interpretations of all the symbols they encounter in their social interactions. The meanings

they assign to themselves then influence how they act, communicate, teach, and make decisions within the framework of professionalism. Ultimately, the symbolic interaction between teachers and their environment creates an identity that continues to evolve along with experiences, challenges, and changes in the world of education. From a symbolic interactionist perspective, teacher personal branding cannot be understood simply as an individual and planned communication, self-marketing, or image-building strategy. Rather, personal branding is the result of a social process that develops gradually through teachers' daily interactions with various social actors, both within the school environment and the community. This process involves the formation of meaning, the reinterpretation of symbols, and the formation of a self-concept that is constructed through interactive experiences. Thus, teacher personal branding is the result of symbolic exchange, not simply a personal choice. Symbolic interactionism views that humans act based on the meaning they assign to objects or situations.

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