



**PERCEPTIONS OF CONTINUING PROFESSIONAL DEVELOPMENT AND THE  
IMPLEMENTATION OF ITS SCHEME AMONG JUNIOR HIGH SCHOOL  
ENGLISH TEACHERS IN UNGARAN SUB-DISTRICTS**

**THESIS**

submitted to English Language Education Study in partial fulfillment of the requirements of the  
Degree of Magister Pendidikan in English Education

by

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2017**

## **DECLARATION OF AUTHENTICITY**

I, Teguh Kasprabowo hereby declare that this thesis entitled “Perceptions of Continuing Professional Development and the Implementation of its Scheme among English Teachers in Ungaran Sub-distircts” is my own work and has not been submitted in any form for another degree at any university or other institutions of tertiary education. Information derived from the published and unpublished work or others have been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2017

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## APPROVAL

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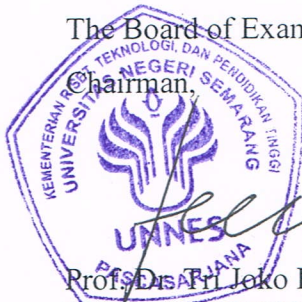
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## ABSTRACT

**Kasrabowo, Teguh.** 2017. *Perceptions of Continuing Professional Development (CPD) and the Implementation of its Scheme among Junior High School English Teachers in Ungaran Sub-Districts*. A Thesis, English Language Education of Graduate Program of Semarang State University. Supervised by advisor 1 and advisor 2, Drs. Ahmad Sofwan, Ph.D and Dr. Dwi Anggani Linggar Bharati, M.Pd

**Key words:** Teachers' perceptions, Continuing Professional Development (CPD), CPD Scheme.

CPD is any attempts made by English teachers in order to improve their quality and to improve students' learning. Scheme of CPD is available in Indonesia. Other activities suggested by literature are also plausible to be conducted the teachers.

The objectives of this study are to explore teachers' perceptions on CPD and to investigate the implementation of CPD scheme through self-development, publication and innovation of English teachers. It also aims to explore activities of CPD done by English teachers as suggested by wide range of literature.

The study employed qualitative approach. The data were obtained from the questionnaire, interview and document analysis. Multiple data sources including responds from questionnaires, interview and document analysis were used as the triangulation methods.

The result revealed several findings. First, English teachers in this study have positive responses to the items dealing with CPD and its scheme implementation. Second, the implementation of CPD scheme through self-development did not reflect the positive perceptions of the teachers. The teachers were rarely or never conduct the suggested activities. Third, the implementation of CPD scheme through publication was also in contrast with teachers' positive perceptions. Most teachers did not write or publish their writing. Fourth, most teachers did not make any innovation in the form of learning media as suggested by the CPD scheme. Fifth, other activities of CPD suggested by literature as the elaboration of the CPD scheme in this study were only done by very few teachers. Teachers also did not conduct reflective practice or collaborative activities as their attempt to improve their quality. Sixth, despite the above facts, new movement in the form of new teacher forums is a good opportunity for CPD implementation.

It can be concluded that teachers' perceptions on CPD are positive. In terms of the implementation, the teachers still need to make more serious attempts to help them develop. It is, therefore, suggested that teachers need to make more serious efforts to improve their quality through CPD activities. Their active participation is the key to the success of their quality development. To help them grow, assistants in the form of trainings and education should be given fairly by the government. CPD scheme implementation should be well planned and evaluated by the authorities together with the teachers.

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me so long. I might be a slow learner. Yet I try to learn seriously. I pray for all the good things to our family.

I also would like to thank my colleagues in Stikubank University of Semarang for letting me continue my study and giving me chance to apply what I learned in the workplace. I hope I can be beneficial for our campus.

I realize that a lot of shortcomings may be found in this thesis. Therefore, suggestions are always welcome. I highly hope this thesis will be useful for all readers especially those who are in the field of professional development.

Semarang, 2017

Teguh Kasprabowo

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## **MOTTO AND DEDICATION**

“A mind that is stretched by a new experience can never go back to its old dimensions.”

— OLIVER WENDELL HOLMES

To my family,

Puji Astuti and Kapti Dahayu Kasrabowo

## **CHAPTER I**

### **INTRODUCTION**

Teachers' continuing professional development (CPD) is seen to be to be a primary concern in education reforms in many countries including Indonesia. Teacher quality is the most important factor in improving the quality of education (Darling-Hammond, 2000; OECD, 2001; World Bank, 2010; cited in Fahmi et. al., 2011).

The quality of English as a foreign language (EFL) teaching in Indonesia depends largely on the quality of English teachers as well. As the main practitioners of education, teachers plan, conduct and evaluate lessons in classrooms. They use certain theories, approaches, methods, and procedures to help achieve effective teaching and learning. They also use teaching media to promote students understanding of the lesson. They prepare assessment and test to measure their students' strength and weaknesses or just to find out their current achievement. They check students' home works and projects at school, and at home when necessary. Outside academic activities, some teachers have to do administrative work to help their schools grow.

Despite many responsibilities teachers have, there have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere 'workers', and whether teaching is a profession and not just an 'occupation' (Hoyle, 1995 cited in Villegas-Reimers, 2003). Different points of views underlie this

professional status debate. Teaching is often regarded as important to the well-being society and of the individual, and thus receives the status of profession. On the other hand, in regard of knowledge, the knowledge base of a teacher is a cause for debate, as some emphasize content and others pedagogy (Jackson, 1987 as cited in Villegas-Reimers, 2003). Compared to other professions such as doctors and lawyers, teachers possess little autonomy in their jobs. Their autonomy is usually limited by the state, administrators and principals, local communities, etc (Villegas-Reimers, 2003).

Most people, however, agree that the professionalization of teachers is prerequisite to the successful improvement of the quality of education (Holmeme Group, 1986; Darling-Hammond, 1999 as cited in Villegas-Reimers, 2003). CPD is needed to improve the quality of the teachers.

One of the main reasons to pursue professional development is to be empowered. Empowerment is the process through which teachers become capable of engaging in, sharing control and influencing events and institutions that affect teachers' live. Teachers also need to add their knowledge base and acquire new skills by participating in PD activities (Murray, 2010).

Educational reforms around the world nowadays have embraced CPD as a way to improve teachers' quality. By doing so, it is expected that students' learning outcome is also improving. Bailey et al. (1998) stated that successful CPD must be ongoing, sustained and self-directed. It is also suggested that when looking at CPD, one must examine the content of the experiences, the processes by which the CPD



will occur, and the context in which it will take place (Ganser, 2000; Fielding and Schalock, 1985 in Villegas-Reimers, 2003).

The availability of a number of models and systems of CPD open more possibilities for teachers, including English teachers, to conduct CPD either individually or collaboratively with their colleagues. In other words, teachers can conduct self-directed CPD or they can conduct CPD collaboratively based on their needs, plan, willingness, and initiatives. The activities of such CPD can take different forms in different settings.

### **1.1 Background of the Study**

Teacher CPD through nation-wide teacher certification is a large-scaled program in Indonesia educational reform, if not the largest. This program is implemented under the legal umbrella of the Law on Teachers and Lecturers, number 14, 2005, now known as the Teacher Law. Indonesian government take this step seriously, reflected from the budget allocated for this. Fahmi et.al (2011) explained in 2006 Indonesia started implementing a nation-wide program of teacher certification with the aim to certify as many as 2.3 million teachers by 2015 with the budgetary cost of as much as US\$5,600 million.

The rationale of the Teacher Law is to establish a good quality national teaching force, proficient in the four key competency domains, namely pedagogical, professional, personal and social (Jalal,et.al.,2009). Teachers proficient in those four competency domains are expected to help students to improve their performance,

which is commonly referred to their achievement (i.e. score). This is the ultimate goal of teacher professionalism in Indonesia.

Studies in different countries find that qualified teachers are a major determinant of student achievement (Darling-Hammond, 2000 cited in Fahmi et.al 2011). Teacher plays a very important role in the success, or the failure, of education. Fahmi et. al (2011) also stated that the ability of education and training systems to respond to growing expectation from the society for a better education for their people depends on whether teachers have the ability to deliver the educational content in ways that meet this growing expectation.

As the main practitioners, teachers need to receive better income. According to World Education Indicators, teachers in Indonesia are significantly underpaid compared to their international counterparts (Jalal et.al. 2009). By giving better incentive to the teachers, it is expected that they will work professionally to support quality education in Indonesia. Villegas-Reimers (2003) stated that aside from the individual satisfaction or financial gain that the teachers may obtain as a result of participating in professional-development opportunities, the process of CPD has a significant positive impact on teachers' beliefs and practices, students' learning, and on the implementation of educational reforms.

This idea of providing better incentive somewhat does not directly fit in the reality of Indonesian education. Fahmi et.al (2011) reported that the certification, as formally stated in the law that governs it, has the objective to increase the quality of education. Fahmi et. al (2001) further explained one elemental part of the program is

improving the remuneration of certified teachers as an incentive. However, it may confirm some concerns that the certification's objective is not oriented to teacher's performance, but more to their living standard, as reflected by their student's achievement that does not make any progress.

In EFL context in Indonesia, student's performance has also been a long time concern. In spite of the many years of English instruction in formal schooling, the outcome has not been satisfying. Very few high school graduates are able to communicate intelligibly in English (Lie, 2007). Dardjowidjojo as cited in Yuwono (2010) states that it is expected that high school graduates will be able to use the language very well. Sadly, this is mostly not the case as many high school graduates are not as 'fairly' good as they are expected to be.

Although more studies still need to be conducted, the facts from English classrooms indicate that English Language Teaching (ELT) practices in Indonesia at the very lowest level (i.e. the classroom level) have not been successful. Research findings, as well as inputs and criticism from ELT practitioners and other educators, have shown that many aspects need to be fixed in English classrooms, including the teachers (Yuwono, 2010).

Professional development programs for English teachers are undoubtedly desirable and important in all ELT contexts throughout the world, particularly given the fact that English is now the preferred language of communication in the fields of

science, communication, technology, trade and education (Senior, 2006; Walker, 2001 as cited in Yuwono, 2010).

The field of EFL in Indonesia needs to respond not only to student's performance that is reflected on students' score in national examination but also other challenges such as the implementation of new curriculum and the fast changing of technology and economic life. Therefore, English teacher needs to keep themselves up to date by actively participating in CPD programs or activities.

On one hand, teacher certification program in Indonesia, though not specifically aimed to improve only English teachers' quality, should somehow be considered as a good opportunity. The program has built awareness of quality education in Indonesia. In the past, prior to certification program, such awareness may have existed. However, I believe it was not nationally-scaled one. This awareness of good quality in education is supposed to be preserved and developed.

On the other hand, although not stated formally, the teachers' certification program in Indonesia is commonly known for teacher CPD itself. This common view somehow can mislead to the understanding that there is only one possible way to define CPD – through teachers' certification program. There will also possible assumption that professional teacher is only those who has gained teaching certificate.

After gaining teacher certificate, English teachers in Indonesia should keep continuing their professional development. Gaining a certificate does not mean that an English teacher has graduated from any obligation of self-development. As a

matter of fact, it is the starting point of his/her professional life. A professional should maintain their professionalism by actively taking action in the process of CPD.

It is important, therefore, to see the concept of English teachers' CPD after they finish the certification process. CPD is any attempt that an English teacher takes both individually and collaboratively with other English teachers to improve their quality.

### **1.2 Reasons for Choosing the Topic**

According to Munhall in Given (2008, p 606-607) perception is a mode of apprehending reality and experience through the senses, thus enabling discernment of figure, form, language, behavior, and action. Individual perception influences opinion, judgment, understanding of a situation or person, meaning of an experience, and how one responds to a situation. Researchers are able to understand multiple realities that are socially constructed based on these perceptions. Perceptions are interpretations, and for most individuals, interpretations become their truth. Thus perceptions are extremely powerful and influential in human thought and behavior.

CPD aims to improve teachers' quality and in turns improve students' learning as well. CPD should be perceived as Indonesian English teachers' endeavor to improve their quality. This attempt will support what is considered a larger system of CPD like national teachers certification.

English teachers are expected to continue their professional development after they are certified as professional teachers. CPD which is based on teachers' willingness, needs and initiatives, is believed to be effective CPD. Opportunities for

CPD individually and collaboratively, as a matter of fact, have always been available. The scheme suggested that at least teachers conduct self-development activities, write and publish their works and make innovation for teaching and learning.

Based on the existing curriculum, students start learning English as a compulsory subject in the Junior High School level. Therefore, this study seeks to know how Junior High School English Teachers continue their professional development in order to enhance their competencies to finally improve their students learning, especially the students who just started learning English.

Ungaran sub-districts were located in urban area of Semarang Regency. In this area the access to CPD is more open than those in the surrounding remote area. These sub-districts were located in strategic area and surrounded by public facilities such as library, favorite schools, the office of local Board of Education, local House of Representative and also the head-quarter of the regent. The researcher, therefore, assumed that teachers have got more opportunity for conducting professional development activities.

### **1.3 Research Questions**

From the background of the study outlined above, it can be stated that CPD is needed. This is to make sure that English teachers' CPD sustains even after they gain a teaching certificate.

This study attempts to answer the following questions:

- 1) How do Junior High School English teachers in Ungaran sub-districts perceive CPD?
- 2) How do Junior High School English teachers in Ungaran sub-districts implement the CPD scheme through self-development activities?
- 3) How do Junior High School English teachers in Ungaran sub-districts implement the CPD scheme through publication?
- 4) How do Junior High School English teachers in Ungaran sub-districts implement the CPD scheme through innovation?
- 5) What are the major activities of CPD practiced by Junior High School English teachers in Ungaran sub-districts?

#### **1.4 Objectives of the Study**

The objectives of the study are:

- 1) to explain the perception of Continuing Professional Development among Junior High School English teachers in Ungaran sub-districts.
- 2) to explain how Junior High School English teachers in Ungaran sub-districts teachers implement the available scheme of CPD through self-development.
- 3) to explain how Junior High School English teachers in Ungaran sub-districts implement the available scheme of CPD through publication.
- 4) to explain how Junior High School English teachers in Ungaran sub-districts implement the available scheme of CPD through innovation.

- 5) to explain the main activities of PD among Junior High School English teachers in Ungaran sub-districts in order to improve their quality.

### **1.5 Significance of the Study**

- 1) The study is conducted to generate information on how English teachers continue their PD that supports the schemes of PD provided by the government especially in the context of Indonesian EFL teaching.
- 2) It also can be used to consider some possible ways of CPD that can be implemented by other English teachers in Indonesia.
- 3) In EFL education context, the study can provide information for the development of the courses related to teaching English as a foreign language by looking at the gap between teachers' perceptions and the implementation of their CPD.

### **1.6 Scope of the Study**

This study focused on English teachers' the perceptions of CPD and the implementation of its scheme through self-development, publication and innovation. Also it explored the activities of CPD they preferred and conducted. In terms of the implementation of CPD, this study focused on the scheme of CPD by adopting CPD scheme outlined in the regulation of *Ministry of Empowerment of State Apparatus and Beaurocracy Reform No 16, 2009*.



The regulation stated that in order to conduct CPD, teachers should actively get involved in three main activities namely conducting self development, publishing their writing and making innovation in teaching and learning. This study focused on the activities of CPD that is available in the CPD scheme. The manifestation of teachers' participation self-development activities was checked through teachers' CPD activities documents. The evidences of teachers' publication and innovation were also observed.

### **1.7 Definition of Key terms**

The followings are key terminologies used in this study:

**Perception:** According to Based on Cambridge Advanced Learner Dictionary third edition (2008), perception is a belief or opinion, often held by many people and based on how things seem. While, according to on Munhall in Given (2008 p 606-607) perception is a mode of apprehending reality and experience through the senses, thus enabling discernment of figure, form, language, behavior, and action. Individual perception influences opinion, judgment, understanding of a situation or person, meaning of an experience, and how one responds to a situation.

In this study, perception is English teachers' opinions about CPD activities they have conducted and participated in and how those opinions influent the practice of CPD.

**Implementation:** Implementation in this study means the practices that included active participation of the English teachers in CPD programs and activities.

**Continuing Professional Development (CPD):** according to Villegas-Reimers (2003) CPD is a long-term process of learning which start from the beginning of a teacher learning process (ie. in teacher education program) to the end of their career. The goal of CPD is not only to the improvement of the teachers but also ultimately for the learning improvement of the students.

## **1.8 Outline of the Thesis**

This study is divided into five chapters. The outline of the study is as follow.

Chapter I is the introduction, which discusses the general background of the study, statements of the problems, objectives of the study, significance of the study, and reasons for choosing the topic.

Chapter II is the review of related literature. It discusses previous studies showing that CPD could be conducted in many different forms of activities to help teachers enhance their performance. Most studies emphasize on active involvement, willingness, and cooperation from the teachers when conducting CPD activities. Therefore, Reflective Practice and Participation in Communities of Practice are used as the theoretical framework in this study. The definition of CPD as long-term process of learning aiming to the improvement of teachers' quality and students' learning and the characteristics of effective CPD are also discussed in this chapter. This chapter also discusses the development of CPD in Indonesia and available CPD scheme in Indonesia consisting of self-development, publication and innovation.

Chapter III is the research methodology. This study employed descriptive qualitative approach. The instruments of the study included questionnaire, interview guide, and document analysis. The data collected was analyzed and interpreted using descriptive qualitative method by displaying the data, reducing it and interpreted it.

Chapter IV is the finding and discussion based on the data collected, which discusses the result of questionnaire, interview, and analysis of teachers' document. The findings showed that English teachers in this study perceived CPD positively. In terms of the implementation, however, only few activities of CPD in the scheme were done by the teachers.

Chapter V is the conclusion of the investigation and the suggestion for the future research and also for the improvement of English teachers' CPD. The study concluded that the teachers' perceptions on CPD are positive even though they did not very often conduct the activities suggested in the scheme. This study suggests that teachers should involve actively in CPD activities. The government, schools, and other related parties should support teachers in conducting CPD activities.