



**THE INFLUENCE OF TEACHER PROFESSIONAL
DEVELOPMENT CHARACTERISTICS, ACTIVITIES,
FEEDBACK, WORKING CONDITIONS, AND MOBILITY ON
ENGLISH TEACHERS' PROFESSIONAL COMPETENCIES: A
MULTI-CASE EXPLORATION AT STATE VOCATIONAL
HIGH SCHOOLS IN SEMARANG**

A DOCTORAL DISSERTATION

**Submitted in Partial Fulfillment of the Requirements for a Doctorate Degree in Language
Education**

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MOTTO AND DEDICATION

MOTTO:

Great teachers are those who are willing to keep moving forward for a better education.

DEDICATION

1. Universitas Islam Sultan Agung
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Semarang, 17 August 2022

A handwritten signature in dark blue ink, consisting of a large, fluid loop followed by a smaller, more intricate flourish.

Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

ABSTRACT

Nugroho, K. Y. 2022. *“The Influence of Teacher Professional Development Characteristics, Activities, Feedback, Working Conditions, and Mobility on English Teachers’ Professional Competencies: A Multi-Case Exploration at State Vocational High Schools in Semarang”*. Dissertation. Language Education. Post Graduate. Universitas Negeri Semarang. Promoter: Prof. Drs. Mursid Saleh, M.A., Ph.D. Co-promoter: Prof Dr. Januarius Mujiyanto, M.Hum., Promoter member: Zulfa Sakhiyya, M.TESOL., Ph.D.

Keywords: TPD, characteristics, activities, feedback, working conditions, mobility, English teachers’ professional competencies, vocational high school, complex constructivism theory

This study aims to understand the nature of TPD in the Indonesian context by researching the influence of teacher professional development characteristics, activities, feedback, working conditions, and mobility on teachers’ professional competencies. Five questions were proposed to guide data collection in the study: (1) How do the TPD characteristics influence the teachers’ professional competencies? (2) How do TPD activities the teachers carry out influence their professional competencies? (3) How does the feedback, the teachers receive influence their professional competencies? (4) How do the working conditions influence the teachers’ professional competencies? and (5) How does the mobility program influence the teachers’ professional competencies?

This is a qualitative study where a collective case study was selected as a design to investigate the issues of TPD in the public vocational high schools in Semarang, Central Java Indonesia. Data of the study were collected through questionnaires, interviews, classroom observation, and document analyses based on the theory of complex constructivism as indicated in the framework of the study to find out teachers’ experiences, perceptions, and phenomena of professional development at the sites of the study. As data were collected, they were qualitatively analyzed and presented to shed a light on the phenomena of TPD at each school. To gain complete insights into the TPD phenomena, data from each case were cross-analyzed. From the analyses, several key points were reported. First, the findings of the current study, in general, supported OECD’s position that most variables such as TPD characteristics, feedback from stakeholders, and international mobility influenced the English teachers’ professional competencies. Second, Sustainable teacher professional development programs are crucial for teachers to help students achieve the outcome of English language learning. Third, current practices of teacher professional development were the products of complex, constructive, and multidimensional issues. Fourth, the TPDs of the three case study schools were influenced by the socio-political context of the Indonesian education system. In the Indonesian context, the bureaucratic control and authoritarian structure have long been practically entrenched in Indonesia’s education system which also significantly influences the practice of English teachers’ professional development. As the result, being accustomed to the national systems of education, the teachers preferred waiting for directive instruction from school leaders or authorities to begin TPD activities, rather than voluntarily participating in properly designed TPD activities. Thus, in general, they lacked exposure to relevant TPD activities essential to help them professionally perform as teachers. These findings can be of interest to further research to gain overarching insights into the dynamics and reciprocal relationships among factors influencing English teachers’ professional development.

INTISARI

Nugroho, K. Y. 2022. *“The Influence of Teacher Professional Development Characteristics, Activities, Feedback, Working Conditions, and Mobility on English Teachers’ Professional Competencies: A Multi-Case Exploration at State Vocational High Schools in Semarang”*. Dissertation. Language Education. Post Graduate. Universitas Negeri Semarang. Promoter: Prof. Drs. Mursid Saleh, M.A., Ph.D. Co-promoter: Prof Dr. Januarius Mujiyanto, M.Hum., Promoter member: Zulfa Sakhiyya, M.TESOL., Ph.D.

Kata kunci: TPD, karakteristik, aktivitas, umpan balik, kondisi kerja, mobilitas, kompetensi profesional guru Bahasa Inggris, sekolah menengah kejuruan, teori complex constructivism

Penelitian ini bertujuan untuk memahami sifat pengembangan profesi guru di wilayah Semarang Indonesia yang dilakukan dengan mendalami pengaruh karakteristik pengembangan profesi guru, kegiatan pengembangan yang dilakukan, umpan balik, kondisi kerja, serta mobilitas guru terhadap pengembangan kompetensi profesional guru Bahasa Inggris. Berikut adalah lima jenis pertanyaan diajukan guna memandu proses pengumpulan data: (1) Bagaimana karakteristik pengembangan profesi guru mempengaruhi kompetensi profesional guru? (2) Bagaimana kegiatan pengembangan profesi guru yang dilakukan mampu mempengaruhi kompetensi profesional mereka? (3) Bagaimana umpan balik yang diterima guru mempengaruhi kompetensi profesional mereka? (4) Bagaimana kondisi kerja memberikan pengaruh terhadap kompetensi profesional para guru? dan (5) Bagaimana program mobilitas mempengaruhi kompetensi profesional mereka?

Penelitian ini masuk dalam jenis penelitian kualitatif. Studi kasus kolektif dalam hal ini dipilih sebagai desain untuk melaksanakan penelitian terkait dengan pengembangan profesi guru di sekolah menengah kejuruan negeri di Semarang, Jawa Tengah Indonesia. Data penelitian dikumpulkan tidak hanya melalui kuesioner, wawancara, observasi kelas, tetapi juga analisis dokumen untuk mengetahui gambaran terkait dengan pengalaman guru, persepsi, dan fenomena pengembangan profesional guru di lokasi penelitian. Setelah data yang diperlukan terkumpul, dengan menggunakan teori complex constructivism seperti yang ditunjukkan pada kerangka kerja penelitian ini, data tersebut akan dianalisis secara kualitatif dan disajikan guna memberi penjelasan terkait fenomena pengembangan profesi guru di masing-masing sekolah. Untuk mendapatkan pemahaman yang lebih lengkap tentang fenomena pengembangan profesi guru, data setiap kasus dianalisis secara silang. Dari analisis tersebut, beberapa catatan penting dapat disampaikan. Pertama, temuan studi saat ini, secara umum, mendukung posisi OECD bahwa sebagian besar variabel seperti karakteristik TPD, umpan balik dari pemangku kepentingan, dan mobilitas guru dalam kegiatan internasional memengaruhi kompetensi profesional guru bahasa Inggris saat ini. Kedua, program pengembangan profesional guru yang berkelanjutan sangat diperlukan oleh guru dalam upaya untuk membantu siswa mencapai hasil pembelajaran bahasa Inggris seperti yang diharapkan. Ketiga, praktik – praktik pengembangan profesional guru saat ini merupakan buah dari permasalahan yang kompleks, konstruktif, dan multidimensi. Keempat, aktifitas pengembangan profesi guru yang ada pada ketiga sekolah dalam penelitian studi kasus ini dipengaruhi salahsatunya oleh konteks sosial politik sistem pendidikan Indonesia. Dalam konteks negara Indonesia, kendali birokrasi dan struktur kerja yang bersifat otoriter telah lama berjalan dan mengakar pada sistem pendidikan di Indonesia. Hal

ini tentunya secara signifikan mempengaruhi aktifitas pengembangan profesi guru, khususnya guru Bahasa Inggris. Akibatnya, karena telah terbiasa dengan sistem pendidikan nasional yang ada pada saat ini, para guru lebih cenderung untuk menunggu instruksi dari pimpinan sekolah atau pihak berwenang yang terkait untuk melaksanakan kegiatan pengembangan diri, dibanding dengan secara sukarela berpartisipasi dalam kegiatan pengembangan profesi yang secara mandiri dirancang dengan baik sesuai dengan kebutuhan pengembangan guru tersebut. Singkat kata, secara umum, para guru tersebut belum mendapatkan paparan yang cukup terkait dengan kegiatan pengembangan profesi yang relevan dengan kebutuhan dimana hal ini penting untuk membantu mereka tampil secara profesional sebagai guru. Dari hasil penelitian ini, penelitian lanjutan perlu dilaksanakan untuk memahami dinamika dan hubungan timbal balik yang lebih mendalam kaitannya dengan permasalahan pengembangan profesi guru, khususnya guru Bahasa Inggris.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Teachers are the most important agents of change and innovation in educational practices (Zhang & Wong, 2017). To address challenges in a disruptive change of education, teachers must continuously upgrade and maintain their performance (Zhang et al., 2021) to be effective, credentialed, professionally knowledgeable, and skillful teachers (Fitchett & Heafner, 2018). Their quality performance is required to assure that students will have powerful learning on their sides, which consequently affect their skill and cognitive development (Feiman-nemser, 2001).

A growing body of literature confirms that Teacher Professional Development (hereafter called TPD) is a genuine need for all teachers (Hansen-Thomas et al., 2014; Kennedy et al., 2017; Nugroho et al., 2020). Earlier studies demonstrated teachers' learning improves their qualities of knowledge, professional skills, and productiveness which eventually end in students' development of academic skills and knowledge (Bruce et al., 2010; Desimone et al., 2002; Zhang et al., 2021). Huiping Yu (2011) reported that TPD is central to improving teachers' personal practical knowledge about teaching reading comprehension in English. Haartsen-Geven & Sandberg (2007) argue that TPD is essential to growing teachers' practical skills in pedagogical technology. Angelides et al. (2005) claim that TPD helps teachers develop their pedagogical competence in teaching mixed-ability classes and the collaborative ability of both academic and teacher; Nugroho et al. (2020) figure out that TPD helped teachers improve their collective learning. Witnessing the success stories of TPD, the increase in teachers' pedagogical performances through teacher professional development activities has been reported to be a worldwide program for educational reform (Copland et al., 2014; Emery, 2012; Garton et al., 2011; Zein, 2016). Continuous TPD is essential for educational reform and beneficial for teachers, systems, and, most importantly, students (Rahman, 2016). However, such teachers' continuous development is not self-evident. There are a lot of factors to affect teachers' professional competencies, such as content, type and process (Desimone et al., 2002), the role of the training agency (Graham, 1996), bureaucracy (Zein, 2016), teacher characteristics (Cameron et al., 2013), motivation (Zein, 2016) and school condition (Wermke, 2011). Despite its benefit, no single study turns up TPD principles universally applicable for different contexts.

To begin the study, I did preliminary research to explore potential issues to further research under the theme of Indonesian state vocational English teacher professional development. My contact with state vocational English teachers and school principals opened my spectrum. It allowed me to closely witness the teachers' voices and the condition of teaching English to vocational high school students. My interview with the teachers demonstrated that all the teachers still adopted the old language teaching paradigm. Thus their competencies seemed slightly irrelevant to the goal of teaching the language. The teachers dominated the classroom, talked about theoretical aspects of language, and less provided relevant practices to expose students' language skills. I might assume that these issues might be connected to their students' inability to use the four language skills in practice. Therefore, finding out the grassroots problem to resolve issues on the teachers' competencies is worth doing, including seeing how the teachers develop their profession and exploring factors to affect teachers' professional development. Should the issues of TPD be left for a long time, they potentially decrease teachers' learning motivation and help the teachers shape negative beliefs about teacher professional development efforts (Zhang et al., 2021).

Emerging with its pivotal role in improving the English teachers' competence in teaching English to English language learners. Much research has been conducted on the wide-ranging topic of TPD for English teachers. The impact of particular TPD methods on improving teachers' practical knowledge and skills (Haartsen-Geven & Sandberg, 2007; Huiping Yu, 2011; Nugroho et al., 2020) has become the most dominant research topic under the theme. However, the existing studies show that research to explore what causes stagnancy and slow-down of English language teachers in developing their profession is revealed to be largely under-explored (Lintangsari et al., 2022; Muslem et al., 2022; Nugroho et al., 2020; Nugroho & Sakhiyya, 2022; Shaheema, 2022). For this reason, I attempted to explore and document English-TPD activities by researching the influence of five aspects such as characteristics, feedback, working conditions, and mobility, as proposed by the International Project Consortium (OECD) (2018) on English teachers' professional competencies. Professional competencies of English teachers are referred to as the competencies mentioned in the regulation (the national education minister regulation number 16 the year 2007). This regulation was issued to set the standards of academic qualifications and teacher competencies. Indonesian teachers are considered professionals only if they meet the indicators in the standards that appeared in the regulation. This study employed complex constructivism theory as an approach to enrich the results of qualitative research in English-TPD (Doolittle, 2014). Through seeing the complexity of TPD and teachers' constructive learning, this study presented

the opportunities to reflect and actively seek teachers' voices, experiences, and aspirations appertained to professional development for English teachers.

1.2. Reasons for Choosing the Topic

The impetus for the study came from my research interest in professional development for English teachers. Teacher professional development activities in general and in particular about professional development for English teachers have interested both language teachers and researchers since a few decades ago. For English teachers, professional development becomes the core resource, which helps give powerful learning on the students' side and facilitates teachers' development (Feiman-nemser, 2001). Likewise, it becomes the backbone of their professional development. For the researchers, the phenomena of professional development are of interest when informed and combined with empirical data.

Recognizing the importance of professional development for teachers, the Indonesian government has created a professional development program for teachers, recently popular as professional teacher education (PPG), which was firstly introduced in 2013 under the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 87 the Year 2013 (Kemendikbud, 2013). Another recognition was also documented in several professional development books (see Krolak-Schwerdt, Glock, & Böhmer, 2014; Liu, 2015; Richards & Farrell, 2005). It has also been reflected in professional English language associations such as Teaching English as a Foreign Language Indonesia (TEFLIN), The British Association of Lecturers in English for Academic Purposes (BALEAP), cercleS - a confederation of Language Centres in Europe and beyond, TESOL International Association, the Southeast Asian Ministers of Education Organization: The Regional Language Center (SAMEO RELC), and International Association of Teachers of English as a Foreign Language (IATEFL). Witnessing the importance of teacher professional development, I have been encouraged into this scholarship to professional development for English teachers, explicitly focusing on the phenomena of professional development experienced by Indonesian English teachers.

Moreover, the present study has been driven by my education knowledge, my personal and professional experiences as a learner and lecturer, and my witness to the quality of current educational processes, output, and English language teacher proficiency, which seems not to be promising. Regarding English mastery, Indonesia ranks 51st out of 88 countries participating in the survey conducted by Education First (EF). This position is still far away removed from

1.3. Research Problems

1. How do TPD characteristics influence the teachers' professional competencies?
2. How do TPD activities the teachers carry out influence their professional competencies?
3. How does feedback the teachers receive influence their professional competencies?
4. How do working conditions influence the teachers' professional competencies?
5. How does the mobility program influence the teachers' professional competencies?

These five questions were designed to document the factors, processes, and other issues under English teacher professional development activities at state vocational high schools in Semarang. All activities teachers did relevant to the four-competence development based on the Regulation of the Minister of National Education Number 16 the year 2007 on academic qualification standards, and teacher competencies were viewed from the perspectives of complex constructivism. The design of this study reflected not only an endeavor to study the phenomena of teacher professional development but also an empirical effort, as the data of the study were all scientifically collected and documented as a report. Results of the study were expected to enrich knowledge and discussion about the recent issues of teacher professional development and become a stepping-stone for further research and a constructive recommendation for both the Indonesian government, related institutions, teachers, and stakeholders.

1.4. Objectives of the Study

The objectives of the present study are:

1. To explain how the TPD characteristics influence the teachers' professional competencies.
2. To explain how the TPD activities the teachers carry out influence their professional competencies.
3. To explain how the feedback the teachers receive influences their professional competencies.
4. To explain how the working conditions influence the teachers' professional competencies.
5. To explain how the mobility program influences the teachers' professional competencies.

1.5. Significance of the Study

Educational research is essentially required to provide insight into what is going on in the field. Educational research, specifically ELT research, opens perspectives through the evidence of the inquiry. ELT in the classroom does not always run as planned. The need for English language teaching consistently develops due to the change in knowledge and technology. Not only do content knowledge and learners' skills experience the development, but also their learning style. This change is undeniable. English teachers are provided with no choice, yet taking the challenge. Therefore, teacher professional development, in this case, appears to be very important as a means for development. English teachers require and will always require development to stay professional. They must be knowledgeable and skillful in teaching. Ultimately, they must bring positive signs of progress to students' cognition and skills.

Teacher professional development is a complex matter, comprising multiple factors. It is rarely easy to have a solid overarching understanding of practical models which apply to different educational contexts. Although numerous studies have been conducted, knowledge enrichment on English teacher professional development is still required. Many studies on teacher professional development have been done in oversea countries, yet very few studies were conducted within the Indonesian setting. Considering the background and importance of teacher professional development, deeply investigating the phenomena of English teacher professional development is potentially significant. The result of the present study is expected to theoretically, empirically, and practically provide insights into the ongoing discussion, enrich the existing theories, and add the results to the current studies. Below are the theoretical, practical, and pedagogical significances of the study.

Although numerous studies in the field have been conducted, the results of the investigations remain insufficient and leave some questions to answer. Therefore, theoretically, this study is expected to enrich the current discussion in the area of English teacher professional development by presenting factual data, which may support, complete or deny the current hypotheses of the existing theories.

Practically, the result of the study would benefit teachers and stakeholders in several ways, such as providing rich information, broadening their perspectives according to teacher professional development matters, and providing data as the reference to create or develop the existing models for teacher professional growth. It can be a practical recommendation for the government to improve English teachers' quality through the government educational systems of teacher professional development.

Pedagogically, this study allows teachers to see their position from a broader spectrum and let them be aware of their shared strengths and weaknesses. This point can likewise be the map for teacher development. As they develop in fulfillment of the need, their professionalism is expected to improve, mainly within the framework of professional competencies as referred in the four competencies stated in the Regulation of the Minister of National Education Number 16 the Year 2007 on academic qualification standards and teacher competencies; pedagogical competence, content knowledge competence, personality competence, and social competence. In the end, students will be the ones who benefit from their professionalism.

1.6. Key Terms

1.6.1. Teacher Professional Development

Teacher Professional Development (TPD), in the present study, is defined as “the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically” (Richards & Schmidt, 2010). To carry out the study, the term professional growth refers to the development of teacher professional competence mentioned in the Regulation of National Education Minister, Number 16 the Year 2007 on academic qualification standards and teacher competencies (pedagogical, personality, social, and content knowledge competencies).

1.6.2. TPD Characteristics

It refers to a feature or quality related to teacher professional development activities belonging to the schools under the present study and serving to recognize it.

1.6.3. TPD Activities

This term refers to portraits of TPD activities in the case settings, which include teachers' intensity and the tendency of doing TPD as well as kinds of TPD forms carried out by either the teachers or arranged by other parties such as school, government, and organization; and the effectiveness of the forms to develop teachers' professional competencies.

1.6.4. Feedback

It is information about reactions to teachers' performance in executing their professional tasks, etc. which is then utilized as the basis for improvement.

1.6.5. Working conditions

The term working conditions in the present study refer not only to teachers' working environment, such as the relationship among stakeholders - school management teams, parents, society, etc. but also to teachers' job satisfaction.

1.6.6. Teachers' mobility

This term refers to international mobility the teachers participate in improving their professional competencies as English language teachers.

1.6.7. Teacher Professional Competencies

Teacher professionalism in teaching appears to be significantly influenced by interrelated components such as functions, status, quality, and teachers' work (Richards & Schmidt, 2010). Later in another part of the work, they define professionalism as “an occupation that performs an important social function based on a high degree of skill. The work and practice involved are not dependent upon routine behaviors. It is based on a systematic body of theory and knowledge. It is learned through education and training.” (p. 463). The professionalism of teachers in this present study was indicated by the ability of teachers to perform professional duties, thus requiring professional competencies, which include four competencies (pedagogical, personality, social and content knowledge competencies) as stipulated in the Regulation of the Minister of National Education Number 16 the Year 2007 on academic qualification standard and teacher competence and elaborated explicitly in the instrument of teacher performance evaluation as issued by the ministry of education and culture. **Pedagogical competence** in this study is indicated as teachers' ability to understand the characteristics of students, which include physical, moral, social, cultural, emotional, and intellectual aspects; understand education learning theory and principles; develop a curriculum relevant to the field of teaching; conducting educational learning activities; make use of information and communication technology to support educational teaching and learning; facilitate learners' potential development; communicate effectively, emphatically, and politely to students; assess and evaluate students learning performance; make use of the assessment and evaluation result for the benefit of teaching and learning, reflect to improve the quality of teaching and learning. **Personality competence** deals with the ability of a teacher to act in compliance with the norms of religion, law, society, and culture of Indonesia; to show honest personality and noble character; to become role models for students and society; to show a great, stable, mature, wise and authoritative personality; and to show work ethic, high responsibility, confidence, and pride of being a teacher as well as to uphold teacher professional code of ethics. **Social competence** refers to the ability of teachers to act in an inclusive, objective, and non-

discriminatory manner towards students, especially related to gender, religion, race, physical condition, family background, and socioeconomic status; to communicate effectively, empathically, and politely with fellow educators, education personnel, parents, and the community; to adapt in place of duty throughout the territory of the Republic of Indonesia which is famous for its social-cultural diversity; to communicate with the professional community itself and other professions verbally and in writing or other forms. While **content knowledge competence** is related to the ability of teachers to master the teaching materials, structure, concepts, and scientific mindset that support the subjects being taught; to master the competency standards and essential competencies of the subjects being taught; to creatively develop learning materials for teaching, and to develop professionalism sustainably by taking reflective action; as well as to utilize information and communication technology to communicate and do self-professional development (The Ministry of National Education, 2007).

1.6.8. Educational System

It is a group of elements that interact (interrelated) and act according to a set of rules to form a unified whole to achieve a standard national education goal.

1.6.9. Teacher Voices

It deals with the values, opinions, beliefs, perspectives, expertise, and cultural backgrounds of the teachers working in a school, which extend to teacher unions, professional organizations, and other entities that advocate for teachers.

1.6.10. Complex Constructivism

1.6.11. Vocational High School English Teacher

A vocational school is an educational institution established to provide vocational education by training its students with technical competencies required to handle jobs of particular duties. Meanwhile, teachers refer to "a person who acts as a link between different participants (curriculum planner and the learners) involved in change in a system" (Richards & Schmidt, 2010). Therefore, when the terms of vocational school, teachers, and English subject are combined, a new term of vocational school English teachers is established. It refers to a person who acts as a link between the curriculum planner and the learners to bring a change within the frame of English teaching in vocational school settings. This term is hereinafter used to support conducting this present study.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. What is missing from the recent discussion on Teacher Professional Development?

I would like to start this chapter by presenting the summary of my review on the recently published paper reviews and books, as well as earlier studies on teacher professional development. These books and paper reviews are selected to focus on theory and practice, practice to theory, and teacher professional development design, as well as implementation and evaluation (For example, Adey, 2004; Kools & Stoll, 2016; Krolak-Schwerdt et al., 2014; Kubanyiova, 2012; Lee & Day, 2016; Liu, 2015; Namunga, & Otunga, 2012; Postholm, 2012; Richards & Farrell, 2005). I reviewed empirical studies to broaden my spectrum of teacher professional development and the recent issues embedded in it. The results of my reviews are classified to find gaps for further investigation within the framework of teacher professional development.

2.2. Review of Theoretical Studies

2.2.1. Development of English Language among Indonesians

Nowadays, it is undeniable that English has become one of the world's most potent and widely spoken languages and has been spoken for a wide range of purposes (Fitriati, 2015). The language's popularity sharply increased, particularly during the Second World War. Ordinary people to country representatives with different backgrounds and languages spoke it so that they could exchange information (Crystal, 2003). Colonization of the British (the language owner) to countries across continents, mainly the USA, had significantly influenced the development of the language. Industrialization and the development of the country's entertainment industry (movies, music, and news) have supported the spread of the language worldwide, including the Asian countries. Since then, the growth of the language has been unstoppable, and the situation became the forerunner to why the language was studied.

Today, over two billion people across the world speak the language. Interestingly, the number of native speakers of the language is currently less than that of non-native speakers of the language (Crystal, 2003; Lauder, 2008; Mappiasse & Bin Sihes, 2014; Suryanto, 2015). Given its development over the last few centuries in which the role of English has undergone many changes related to functions that are no longer limited to the use of language as a means of transactional communication, in addition to considering the current conditions where this language has also been widely applied in varieties of fields such as research, publications, and trade, this language has nowadays been officially administered to learners at schools in many countries, including Indonesia.

In the Indonesian education system framework, English was introduced as the official first foreign language after its independence in 1945 to replace the language of earlier invaders (Dutch). In fact, in 1914, English was administered to Indonesian at the level of Education, which is now equalized to secondary school (Lauder, 2008). Emerging with its pivotal roles, English has been set to be one of the compulsory subjects to teach at school from secondary to University level (Mappiasse & Bin Sihes, 2014; Suryanto, 2015). However, some educational institutions begin teaching English earlier to their students than recommended (Mappiasse & Bin Sihes, 2014). Through intensively teaching the subject across the levels, students are expected to be proficient users of the language once they graduate.

Although teaching English to Indonesians has been running for decades across the levels and going through several reforms following the reforms of the national education system after the independence, the result remains stagnant. It does not show promising progress since then. This situation is later supported by data indicating that Indonesia was 51st out of 88 countries participating in the survey (EF Education First, 2018). The country is far away from its neighboring countries, such as Singapore in the 2nd rank, the Philippines in the 14th, Malaysia in the 22nd, and Vietnam in the 41st. Hence, it is essential to find out what happens to improve.

Based on the earlier studies, learners' age, learners' perceived ability in English, learners' frequency of using the language for reading and communicating, learners' excessive pride in their local and national languages, learners' integrative motivation, and learners' career aspiration are some of the internal blocks which affect the learners' English performance (Latu, 1994; Oxford & Shearin, 1994; Sulistiyo, 2015). While on the other hand, supporting learning facilities, academic environment, and programs, as well as teachers' performance, are reported to be some of the external blocks that potentially hamper the learners' learning process. Even though studies have come up with various evidence, teachers' performance still appears to be the most prominent factor in influencing the learners' outcome of learning (Dakhiel, 2017). Therefore, Education is regarded as complex and unique. Problems that arise are not generalizable. Although the kind of problem in one place is similar to another place, the source of it can be different. Likewise, an effective method to overcome an educational problem in one place is not necessarily also effective if applied in another place that, in this case, may have a different background. Therefore, scientific research is required to see the phenomena closely.

2.2.2. Condition of English Language Teachers in Indonesia

Although English is a foreign language, this language has become a compulsory subject in the education system of Indonesia due to its very strategic role in this globally competitive era. This subject has been introduced to almost every level of Education students and taught at schools alongside the other subjects (Mappiasse & Bin Sihes, 2014; Sulistiyo, 2015; Suryanto, 2015). Although this subject has been administered at school as a compulsory subject, students rarely use it outside the classroom; they use their second language or mother tongue instead (Oxford & Shearin, 1994; Sulistiyo, 2015). Due to its lack of exposure, students' language proficiency becomes undeveloped, affecting their language performance. In the end, this language has become no more than knowledge once the course is completed. This condition also partly explains why many Indonesians are less capable of using English for communication. Therefore, the teaching and learning in the classroom become substantial (Suryati, 2013). Among many factors to influence the students' English performance, teachers appear to take a very critical role. They are regarded as the most competent, responsible, and committed to developing the students' potential. Still, they are not a technician of the educational system as they might perceive in the past (Thair & Treagust, 2003).

2.2.3. Teacher Professional Competencies

Professional competence refers to varieties of human resources associated with requirements. It includes values, beliefs, knowledge, emotion, self-regulation, motives, attitude, and goals which are intensively practiced and enriched by social and instrumental resources to accurately form a particular ability to do specific tasks as demanded, such as demonstrating professional, academic, or social activities (Keller-Schneider et al., 2020; Zaragoza et al., 2021). Professional competence, a product of formal Education, life experience, or even profession, is dynamic. It needs periodical refreshment by upgrading knowledge, skills, understanding, and competencies themselves (Adnyani, 2015). It is undeniably crucial for human development. To survive, humans must have particular competencies as required to resolve a variety of life issues. Therefore, formal and informal Education needs to drive their educational activities to help develop human competence to the degree needed (Zaragoza et al., 2021). To ensure the quality of Education, an educational process needs to involve teachers with professional competencies. In the world of Education, teachers are named to be professionally competent if they can perform the tasks accordingly and result in the desired outcome, which meets the standards stipulated in the goal of Education.

Studies on teacher professional development have attempted to restrict teachers' competencies in the recent century (Darling-Hammond, 2006; Landmann, 2013). Teaching skills, content and context knowledge, language proficiencies, critical thinking skill, initiative, problem-solving, cooperative work, learner-focused, and technology based on the review appeared to be the competencies that teachers must have to properly teach (Darling-Hammond, 2006; Landmann, 2013; Novozhenina & López, 2018; Sadeghi & Richards, 2021; Zaragoza et al., 2021). In the framework of Indonesian Education, those skills are summarized and covered into four main categories of competencies as mentioned in the minister regulation number 16 the year 2007 on academic qualification standards, and teacher competencies such as pedagogical competence, social competence, personality competence, and content knowledge competence. **Pedagogical competence** explains teachers' ability to understand the characteristics of students, which include physical, moral, social, cultural, emotional, and intellectual aspects; understand education learning theory and principles; develop a curriculum relevant to the field of teaching; conduct educational learning activities; make use of information and communication technology to support educational teaching and learning; facilitate learners' potential development; communicate effectively, emphatically, and politely to students; assess and evaluate students learning performance; make use of the assessment and

evaluation result for the benefit of teaching and learning, reflect to improve the quality of teaching and learning. **Personality competence** deals with the ability of a teacher to act in compliance with the norms of religion, law, society, and culture of Indonesia; to show honest personality and noble character; to become role models for students and society; to show a great, stable, mature, wise and authoritative personality; and to show work ethic, high responsibility, confidence, and pride of being a teacher as well as to uphold teacher professional code of ethics. **Social competence** refers to the ability of teachers to act in an inclusive, objective, and non-discriminatory manner towards students, especially related to gender, religion, race, physical condition, family background, and socioeconomic status; to communicate effectively, empathically, and politely with fellow educators, education personnel, parents, and the community; to adapt in place of duty throughout the territory of the Republic of Indonesia which is famous for its social-cultural diversity; to communicate with the professional community itself and other professions verbally and in writing or other forms. While **content knowledge competence** is related to the ability of teachers to master the teaching materials, structure, concepts, and scientific mindset that support the subjects being taught; to master the competency standards and essential competencies of the subjects being taught; to creatively develop learning materials for teaching, and to develop professionalism sustainably by taking reflective action; as well as to utilize information and communication technology to communicate and do self-professional development (The Ministry of National Education, 2007). The categorizations of the competencies are hereafter used as a reference to define the term “teacher professional competencies” as applied throughout the study.

2.2.4. Teachers’ characteristics influencing Teacher Professional Development

A teacher is a very central figure in the world of Education. His strategic role is undeniably often associated with student learning achievements (Nugroho et al., 2020). Therefore, many theories state that teachers must be qualified in the sense that they must be scientifically competent in the field taught, can deliver material in a way that students easily understand, have a good personality and educate, in addition to being able to socialize well towards anyone including teachers and students (Novozhenina & López, 2018; Richards, 2011). The conditions that affect teachers' performance in carrying out tasks may include the length of teaching (teaching experience), belief, prior knowledge, and other aspects such as economic conditions.

To the first condition, some scientific studies state that teacher teaching hours greatly affect their effectiveness in conveying scientific messages to students. Therefore, teaching experience

agency. The purpose of the life cycle model of a career teacher is to ensure that the professional development carried out by the teacher is oriented at this level. Apart from the expert phase, there is also another phase called (5) distinguished phase, where this phase refers to teachers who are genuinely talented in their fields. They can carry out tasks that exceed expectations. These teachers are inspirational figures in this profession. In some instances, their ideas and work can influence a policy or decision related to Education at both the regional and national levels. While (6) The emeritus phase is a level that marks the achievement of a lifetime in Education. Those who have retired from the profession after a lifetime of teaching are entitled to public recognition and praise. They often continue to carry out their profession as tutors, substitute teachers, or mentors (Steffy & Wolfe, 2001). In other references, it is stated that novice teachers with a working period of fewer than three years tend to carry out their professional development through mentoring activities or peer observation, while teachers with an equivalent working more than ten years and regarded to have a long enough teaching experience are more likely to carry out professional development through activities either by collaborating with peers or by conducting observation visits to other schools to gain knowledge (Choy et al., 2006). Even so, it cannot be considered a standard reference but rather a dynamic knowledge following the conditions experienced by the related teachers.

Teacher professionalism is often associated with the quality of the teaching experience; meanwhile, in essence, the quality of experience is greatly influenced by the level of confidence each teacher has. Given that the level of confidence in a person is not the same, the results of teachers in carrying out tasks from one another are also likely to be different. This condition means that the level of confidence in the daily context of teachers in carrying out their duties significantly affects their perspective and behavior. Given its central position, many studies have been conducted to comprehensively study subjects related to belief (Çetin-Dindar et al., 2014; Derrington & Angelle, 2013; Lumpe et al., 2014; Shi et al., 2018; Suryanto, 2015). Belief is a thought that can motivate a person to determine both attitude and behavior (Bandura, 1997). This is also absolute and is a version of the truth for each individual (Pajares, 1992). For example, on the one hand, some teachers believe that teacher performance is closely related to the initial motivation to enter this profession.

On the other hand, teachers believe that teacher performance will be good if they get adequate support from the school and the government. Teachers have beliefs about what they do, and they believe that what they do will impact increasing students' competence. Adding that belief has the power to become filters, regulators, determinants, predictors, directors, or indicators of teachers' perceptions, judgments, and behavior that, in the end, all control how

much energy they will spend and how they use these substances to carry out their activities (Nespor, 1987; Rahman, 2016).

Besides the problem of belief, knowledge is also one aspect of determining the quality and achievement of teacher performance. Knowledge, in this case, is often associated with what teachers know about the disciplines they teach and how they can convey scientific messages effectively to students. The level of mastery of knowledge such as content knowledge, general pedagogical knowledge, pedagogical content knowledge, technological content knowledge, and technological pedagogical knowledge in practice is strongly influenced by contextual factors such as personal experience, personality, individual background, subject mastery, and policies of both schools and governments (Bukor, 2013; Koehler & Mishra, 2006; Nguyen, 2013; Romanowski, 1997). Teachers' knowledge and beliefs affect how they think and act in carrying out tasks under teaching activities (Anderson, 2015). Improving teachers' performance in carrying out duties is mainly associated with the increasing quality of their knowledge (Clarke & Hollingsworth, 2002).

The last deals with the issue of economic status, which is mainly perceived as influencing teachers' continuity in carrying out their professional development. Teachers' level of participation in professional development activities is related to the level of income they have, considering that participation in such activities does not always get sufficient financial support from the school (Nugroho et al., 2020), especially in countries where people who are in this profession are still low-income (Chang et al., 2014; Jalal et al., 2009; Rogers & Vegas, 2010). In addition, problems related to finance, in many cases, indirectly affect teacher performance and commitment to carrying out tasks; on the one hand, they are required to carry out their duties in a professional manner, but on the other hand, they are faced with financial conditions which they feel are not sufficient to support their lives, such as meeting their family needs. Seeing this condition, even though they know that professional development is vital for their career, many of them have not optimally improved the quality of their abilities due to various considerations, including the economy issue.

2.2.5. Professional Development for Teachers

Education is a never-ending process. It does not stop, although individuals already retain degrees from formal Education or already begin with a career as a professional. Sustainable Education helps individuals constantly upgrade knowledge and skill and become more competent in the profession. In the field of Education, being continuously engaged in

professional development activities is particularly important for teachers as they not only need to guarantee that students experience the best learning and achieve the desired outcome from their studies but also to be more effective and capable of handling various kinds of relevant tasks (*Importance of Prof Development for Educators | Queens Online*, n.d.). Professional development is a term which refers to "a long endeavor, a way of being, and a perspective on how one practices as well the practice itself" (Wong, 2011). It involves processes, actions, and activities created to upgrade teachers' professional knowledge, pedagogical skills, and attitude to enhance students' academic performance and the outcome of their learning (Guskey, 2000; Katuuk & Marentek, 2014). It allows teachers to review and update their content knowledge, skills and attitude appertain to the need of students' learning (Katuuk & Marentek, 2014). It generally includes "all types of learning undertaken by teachers beyond the point of their initial training" (Craft, 2000).

Professional development can be in the form of formal or non-formal activities to improve teachers' quality and capacity, which include knowledge, skills, and attitudes (Katuuk & Marentek, 2014). In its practical use, this term is sometimes misinterpreted, where it is often associated with the mastery of content knowledge, while it should be more than just about knowledge (Hartono, 2016). The Regulation of the Government of the Republic of Indonesia, Number 74, the Year 2008, states teachers must be competent pedagogically, socially, and personally to execute duties professionally. These four competencies need to be continuously developed as knowledge and skills are developed. Therefore, professional development becomes crucial for teachers to stay updated and capable of best mingling with the growing demand for Education.

Professional development changes teachers to be better educators. It allows teachers to be exposed to activities that allow them to create relevant and tailored teaching models that suit students in the contemporary world. Earlier studies suggest teachers participate in well-designed professional development activities that are proven to enhance students' academic achievement and keep teachers informed about the current trend in Education (Katuuk & Marentek, 2014; Novozhenina & López, 2018).

Professional development can be done individually or in groups, with little cost. It does not have to begin from the complex ones. Teachers can start by at least reading relevant reading sources such as books, magazines, research articles, etc. They can conduct research; either individually or in groups, to evaluate the effectiveness of current practices. They can participate in developmental programs conducted by professionals, organizations, institutions, etc. Professional development initiated by self-awareness of individuals who see the importance of

development for their professional career will likely have a better chance to succeed than those who are not (Wong, 2011).

Considering the importance of professional development, teachers must continuously participate in professional development activities to stay effective and efficient in performing their professional duties (*Importance of Prof Development for Educators* | *Queens Online*, n.d.). Once they return to the classroom from professional development, they can apply their knowledge and experiences to improve the quality of pedagogical activities.

Associated with the condition of current educational practices, professional development becomes essential, especially for in-service teachers. In-service teachers have been teaching in classrooms, yet in many cases, they are barely exposed to professional development activities (Hartono, 2016). So they require professional development to ensure that students meaningfully experience the process of Education while upgrading their quality and capacity relevant to professional expertise (Hartono, 2016; Novozhenina & López, 2018). Professional development encourages teachers to reflect on their practices and helps them better plan and manage issues, including time management. Teachers need to stay organized. They are often bothered with abundant tasks such as paperwork, classroom evaluation, course preparation, etc. This issue finally makes teachers unable to spend their time to be better focused on serving students.

Students regard teachers as the source of knowledge about the subject matter they teach. They address questions to examine their hypothesis of the subject they learn. Therefore, teachers are expected to be able to answer any questions students propose to facilitate learning. Professional development exposes teachers to a context where they can broaden their knowledge. It means that the more often they participate in professional development activities, the better they will handle different issues in pedagogy.

Practically, teachers are easily burdened with the load of work they do. Professional development helps them break the routines teachers sometimes need to be learners. They need to best experience career development through professional assistance from experienced professionals. Eventually, they will upgrade their pedagogical competence and social, professional, and personal competence, including leadership.

Teachers and students will gain new insight and academic advantages through being engaged in professional development activities. Teacher professional development allows teachers to be more effectively and efficiently competent educators and good leaders of their teachings. Finally, students will become the ones taking benefit from the teachers' development.

2.2.6. Theory of Constructivism in Learning

A pivotal restriction to learning lies in the process that leads to changes in knowledge and behaviors due to contact with the environment. Learning is considered successful only if it is meaningful. Learning involves an active-reactive relationship between the learners and the sources of learning. The sources cannot force the learners to learn unless they are moved to construct knowledge from nature and the environment (Ültanır, 2012). The notion is along with the learning concept proposed by constructivism, a theory initially found in psychology that focuses on defining how humans gain knowledge and learn it. Through a series of scientific evidence, constructivist claims that cognition is the result of learning and is a product of "mental construction" (BADA & Olusegun, 2015).

Constructivists believe that knowledge is acquired rather than given. The concept means learners must actively engage in the process to develop understanding while at the same time constructing their new understanding of particular objects (Jones & Brader-araje, 2002). The engagement in the process opens the possibility to “discover, and transform information, check the new information against the old and eventually revise the rules when they do not apply any longer” (BADA & Olusegun, 2015). Learners are active constructors of knowledge. They grow their tentative arguments by interacting with what they believe, experience, and see. They overrule information they believe not to provide a meaningful picture of the world (BADA & Olusegun, 2015, Nugroho & Wulandari, 2017; Ültanır, 2012; Zuber-skerritt & Roche, 2014).

2.3. Theoretical Framework of the Present Study

Considering the need for English language teaching, which consistently grows as the result of knowledge, technology, skill, learning style developments, etc., Continuous Teacher Professional Development becomes crucial for all teachers (Hansen-Thomas et al., 2014; Kennedy et al., 2017; Nugroho et al., 2020) to assure that students will have powerful learning on their sides, which consequently affect their skill and cognitive development (Feiman-nemser, 2001). Studies demonstrated Teacher Professional Development, which hereafter refers to teachers' learning, improves teachers' qualities of professional competencies, including knowledge, pedagogical skills, productiveness, etc. at the end, it helps assure students' improvement in terms of academic skills and knowledge (Bruce et al., 2010; Desimone et al., 2002; Zhang et al., 2021).

Despite its many benefits, the results of Teacher Professional Development do not always produce professional competencies contextually needed in English Language Teaching. One model that fits one context does not always necessarily fit another context. Thus, Teacher Professional Development is often regarded as complex, constructive, and multidimensional (Astuti, 2016; Doolittle, 2014; Lave & Wenger, 1991; Morrison, 2008; Wenger, 1998). Development processes of teacher professional competencies (1) often embrace the unpredictable patterns of knowledge construction; (2) are hardly dependent on a single aspect; and (3) are dependent on situations that allow cognitive construction. Successfully managing the issues, teachers' endeavor is expected to eventually encourage at least teachers' learning and transformation of knowledge, belief, and attitude to practice (Avalos, 2011; Wenger, 1998).

In the framework of the Indonesian education system, teachers are professional only if they have the four mandated professional competencies such as pedagogical, personality, social, and content knowledge competencies (The Ministry of National Education, 2007). Thus, the competencies would be used as the study's parameter of teachers' development.

A model which describes the complexity, constructivism, and multi-dimension of teacher professional development in the process of achieving proper professional competencies as mandated by the regulation is essential for this study as it allows to determine both the extent to which the English teachers are satisfied, as well as where improvements can be made. Complexity, constructivism, and multi-dimensions of the current TPD for English teachers will be investigated based on the variables such as TPD characteristics, activities, feedback, working conditions, and mobility (International Project Consortium, 2018).

Figure 1. The theoretical framework of professional English teachers

CHAPTER III

RESEARCH METHODOLOGY

This section comprises nine sub-chapters: Research Design, Setting and Participants of the Study, Role of the Researcher, Type of Data, Method of Collecting Data, Instruments of Collecting Data, Procedure of Analysing Data, Technique of Reporting Results, and Triangulation.

3.1. Research Design

3.1.1. Qualitative Approach

This study was intended to seek information relevant to how English teachers developed their professional competencies and the embedded factors that influenced the English teachers' development. In doing so, it was essential to portray English teachers' professional development activities at those three researched schools, their perception of the carried-out activities and supports from both schools and governments, and the perception of school and relevant government officials. Since I wanted to focus on exploring the conditions of the English TPD at each research school by making direct contact with the participants, the qualitative approach seemed to be appropriately applied for the study. I defined the present study approach as a tool used to explore cases within a community to grow a specific understanding commonly relevant to people's beliefs, experiences, attitudes, behavior, and interactions (Creswell, 2009, 2012; Pathak et al., 2013). This approach was open, explorative, descriptive, and interpretive conception in nature (Mayring, 2014), where data collected such as "interview transcripts, field notes, and documents, and visual materials such as artifacts, photographs, video recordings, and internet sites" were analyzed non-quantitatively (Saldana, 2011). This approach was employed to investigate the complexity of the English teachers' professional development in natural settings, to find out how they mingled with and grew within the context, and to obtain a deep understanding of what happened and what affected their professional growth from their perspectives (Yin, 2011).

Considering the advantages, this approach was utilized in the survey. The results were qualitatively interpreted. The survey in this project aimed to collect information related to teachers' background and qualification, current work, professional development, feedback, teaching, school climate, job satisfaction, and mobility. Once completed and analyzed, the results were used as the basis for interviews to get other specific information the survey could

not cover. For example, (1) how teachers developed their professional competencies in compliance with the Regulation of the National Education Minister Number 16 the Year 2007; (2) how they valued the competencies as an integral part of their professionalism; (3) how teachers' traits influenced teachers' participation in TPD programs; and (4) how government and school conditions and support were related to teacher professional competencies.

3.1.2. Collective Case Study

3.2. Setting and participants of the study

This study was conducted in three state schools, Amaryllis School, Orchid School, and Bougainville School in Semarang, Central Java, Indonesia. Fourteen English teachers of the schools were purposively recruited as participants in the study. A series of personal contact was conducted to engage research participants. The earliest contact was informally made

through contacting the state vocational high school coordinators. This contact explored the possibility of doing the study at the institutions. After I received positive confirmation from the coordinators, I sent them formal letters issued by Program Pascasarjana Universitas Negeri Semarang. This letter was aimed to invite the participation of the English teachers of the schools. After that, I set up a meeting with the coordinators to ensure the school official and the English teachers of each school were willing to participate in the project.

In general, they were aged between 35 to 56 years old. They had diverse backgrounds of education, ranging from bachelor to doctoral degrees. Most had been teaching at the school for more than ten years. Many were female, married, and had children. Some have one child, and some have two, three, or four children, but none have five or more (see Table 1 below for detail). This research was a collective case study limited to space and time amid the pandemic. Working under the same umbrella (government) and being members of the regional MGMP for English Subject, the participants were connected but rarely talked unless they were situated at the same institution. Most participants knew me directly or indirectly as a researcher; thus, the possibility of gaining trust and openness from the participants was opened. During the study, the participants were promoted to voice what they believed and perceived to be substantial under recent issues of TPD, especially during the last 18 months. In the end, they had to name issues that represented current conditions they experienced to influence their professional development as English teachers. All the names of participants enclosed in the study were pseudonyms.

3.3.Role of the Researcher

My roles in the study were as a data collector, transcriber, coder, data processor, and analyst. As a data collector, my primary duty included obtaining relevant information as much as required by distributing survey forms and interviewing the study participants. This interview specifically focused on determining the influences of TPD characteristics, activities, feedback, working conditions, and mobility on the English teacher professional competencies as mentioned in the national education minister number 16 2007. Once collected, data from the survey, observation, and document analysis were categorized and analyzed. While the data from the interview were transcribed, coded, processed, and analyzed. All data obtained from different data collection strategies were crucial to providing a comprehensive report.

3.4. Type of Data

There are two different types of data I used in this study; primary and secondary data. Primary data refers to information directly collected from the schools I conducted the study (Amaryllis School, Orchid School, and Bougainville School). The data were collected using mainly selected strategies and instruments. The primary data specifically focused on the influences of TPD characteristics, activities, feedback, working conditions, and mobility on English teacher professional competencies. At the same time, secondary data were information obtained from other people's works or experiences, such as books, journal articles, research reports, etc. To support the study, mainly the primary data, I mostly used relevant books (Stake's and Yin's concept of qualitative research, Creswell's concepts of educational research, Wenger's Concepts of Community of Practice, and Lave and Wenger's Concepts of Situated Learning) and TPD research articles from international publishers (Astuti, 2016; Avalos, 2011; Doolittle, 2014; Nugroho et al., 2020; Opfer & Pedder, 2010, 2011).

3.5. Method of Collecting Data

Since a case study in most cases is employed to uncover the complexity of social phenomena, data of the present study were collected through multiple data collection strategies such as surveys and interviews. Considering the nature, the survey and interview of this study were regarded as two of the most effective ways to understand cases within the context (Kvale, 1996). While the survey was distributed to respondents where they could fill in the information as required, the interview required direct contact between the data collector (interviewer), the state vocational high school English teachers (interviewees), and some other potential stakeholders (interviewees). Classroom observation and document analysis were also conducted in the study to enrich the finding. The more data collected, the richer interpretation would be to answer the study's research questions. Data collection was conducted in the beginning of January to August 2022.

3.5.1. Survey

3.5.2. Interview

Data were collected through Interviews (semi-structured interviews) as described by Adams (2015), suggesting that the complexity of humans can be deeply understood by having direct contact with the targeted respondents to explore the cases. The face-to-face interview was conducted with selected English teachers of the state vocational high schools in Semarang. The interview questions were developed from the results of the surveys and focused on exploring the influences of TPD characteristics, activities, feedback, working conditions, and mobility on the English teachers' professional competencies. I recorded each process of the interview and transcribed it for the benefit of data analyses. Likewise, I did the interview myself to ensure data were collected as required. While interviewing, I also investigated to find other relevant information, elaboration, or clarification of responses. To conclude, this interview helped me explore the phenomena of English teacher professional development practices at the state vocational high schools in Semarang while maintaining the feeling of openness (Kvale, 1996). See appendix 7 & 8 for interview protocols.

3.5.3. Observation

Observation is another method for data collection to focus on obtaining data. It can be people or places within the research site (Creswell, 2012). This data collection method allowed me to record information as it was to investigate the actual behavior of individuals (s) who might have problems expressing their ideas (p. 214). Observation in the study focused not only on teachers as individuals to conduct their professional development and perform classroom teaching online as it was still in the pandemic time but also on the availability and quality of instruments to support their development.

3.5.4. Document analysis

Various familiar data sources support the case study, one of which is a document. Documents in this study could be in different forms ranging from official documents, records, and relevant newspapers to journal articles (Yin, 2011). Considering the role of documents in the present study, document analysis was employed as another data collection method to complete the existing data obtained using the other methods (p. 148). It was also to grasp the meaning and understanding and develop empirical knowledge. Document analysis in the present study was employed to determine the aims and contents of teacher professional development activities and seek the aims and contents of the schools or the government policies and supports relevant

to teacher professional development programs. Document analysis was executed simultaneously while the interview stage was in progress. In the present study, the result in the document analysis was used as both primary and supplementary information to complete (triangulate) the other findings from different data collection methods. Data required for this study comprising at least: government documents relevant to teacher professional development, school profile and its strategic plan, reports on schools and teachers, teachers' portfolios, manuals/handbooks on TPD, etc. (Rahman, 2016).

3.6. Procedures for Analysing Data

Data were explored and analyzed to meet the study's goal by following the predetermined theoretical framework underpinning the study to obtain a general sense of the data (Creswell, 2012). Data analysis, in this case, was framed under a hermeneutic approach where the analysis's ultimate goal was to interpret how people understand the construct and practice of the judgment from their viewpoints and historically–affected consciousness (McCaffrey et al., 2012; Somekh & Lewin, 2005).

Five stages of analysis, such as managing, disassembling, reassembling, interpreting, and concluding by Yin (2011), were used to support the analysis. In **the early step** of the analysis, *managing* was done by compiling and sorting data amassed from different data resources such as field notes/records/files, etc. Data from interviews in this study were transcribed and translated into English, data from the field notes and documents were accumulated, and data from the survey were summarized qualitatively. This stage allowed me to explore and understand through revisiting the amassed data by re-reading transcripts, field notes, and documents, re-listening to interviews, and reviewing the descriptive analysis of the survey data. **Second**, the compiled data were *disassembled* into smaller parts to code. The coding process, in this case, was made in two ways; (1) by referring to the theoretical framework and (2) by employing the emergent codes from the data set. This was aimed to generate the codes for the entire data set. **Third**, it *reassembled* the dismantled parts into different classifications and orders where they could be in the authentic notes (Yin, 2011). Reassembling stage allowed me to increase awareness of “potentially broader pattern in the data” (Yin, 2011, p. 190). The main goal of this process was to construct categories that seized the recurring schemes. While disassembling stage entangled identification analysis such as coding and recoding, the analysis in the reassembling process was more to building a concept through numbering, contrasting, and combining codes into similar (or different) conceptual categories. **Fourth**, it was reorganizing categories to construct new narration to make sense of the scheme. In this stage,

the analysis as a whole was placed together for interpretation aimed at making some greater meaning underlying the events within the study framework based on the viewpoints of both the participants and me. Finally, the ultimate goal of this stage was to construct a comprehensive interpretation, which left no detailed data, with which the primary topic became the main reference to understand the study as a whole (Yin, 2011). **Fifth**, this was the final stage, in which interpretations from either result of the analysis in the fourth or the entire stages of the study were created to report the findings and draw a *conclusion*. To report the findings, the results of the analyses were thematically presented and extensively discussed.

Considering the nature of the data, the analyses did not fall into a linear order following particular analysis patterns; instead, they took place recursively and iteratively. The analysis process entailed exceptional effort repetitively while interactively conducting the analysis. Within the analysis process, especially after the early interpretation, I was required to review the categories in the reorganizing processes. I had to revise the codes in the earlier stages so that the data I had was accurate.

In short, the endeavor devoted to developing ways to collect and analyze data fruitfully answered the research questions of the present study. See the following table 2 for the research questions, data collection methods, and data analysis stages.

To provide a solid overarching result in the study, I presented the finding into categories to ease understanding. I would base this categorization on following the aim of the study and the research questions. This categorization could be further developed by complying with the finding and the need for categorization. Although rich data were presented while involving numerous finding categories, the end of the data presentation and discussion would lead to one core point: comprehensively explaining the influences of TPD characteristics, activities, feedback, working conditions, and mobility on the English teacher professional competencies. To report the study's results, all findings and discussions were based on the evidence from the field and presented qualitatively.

3.8. Triangulation

Triangulation in the study refers to using multiple data collection methods under aspects of human behaviors. This triangulation was used mainly in an interpretive investigation to search for divergent standpoints of agents within the study using similar methods to seek for trustworthiness of data (Cohen, Manion, & Morrison, 2007). Studies suggest this method is deemed a powerful way of proving concurrent validities mainly to the naturalistic study (Campbell and Fiske, 1959 in Cohen et al., 2007). Considering its trait, triangulation, in general, is used as "a check on data, while member checking and elements of credibility are to be used as a check on members' constructions of data" (Lincoln and Guba, 1985 in Cohen et al., 2007).

To support the present study, I used three types of triangulation by Denzin (1970b) in Cohen et al. (2007); (1) data triangulation (time, space, and person triangulation), (2) theory triangulation (involving more than one theoretical scheme in the interpretation of phenomena), and (3) methodological triangulation. To confirm the data, I invited some experts to provide judgments on the data collection process to support the study's implementation. The divergence in the study was significant and expected to enrich the findings and discussion of the present study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

4.1.1. General Description

This chapter presented the findings of the study based on the analysis results of the three case studies. Each section was divided into seven sections as parts of the primary research findings. Sub-section one (a) provides a general description of the case setting. The case setting is related to the local background of the schools, principals, and English teachers. Sub-section two (b), three (c), four (d), five (f), and six (g) present the findings of the individual case to answer the following questions:

- a. How do TPD Characteristics influence the teachers' professional competencies?
- b. How do TPD activities the teachers carry out influence their professional competencies?
- c. How does feedback the teachers receive influence their professional competencies?
- d. How do working conditions influence the teachers' professional competencies?
- e. How does the mobility program influence the teachers' professional competencies?

while sub-section seven (f) (the last sub-section of each section) presents a summary of the findings of each section.

To ensure data were collected as required, surveys and interviews were made to all schools offline during the pandemic time of Covid 19, starting at the beginning of December 2020 to the end of May 2022. The interviews were conducted only on those who filled up the consent letters. For convenience, the participants were allowed to decide the schedule and the place of data collection. Unlike surveys and interviews, classroom observations of the English teachers were made online as it was still in the pandemic time.

Data from the study were grounded on the results in the interview with the English teachers, the principals or their representatives, and the superintendent; data from the survey; observation; and document analyses. Rather than presenting data based on the time of collection, data in this study were used flexibly and alternately based on the need to give relevant information to the study.

4.1.2. Detail Results

4.1.2.1. The Case of Amaryllis School

4.1.2.1.1. General description of Amaryllis School

Amaryllis School (Pseudonym) is one of the state vocational high schools located in the city Centre of Semarang, the capital city of Central Java, Indonesia. It is a local government-owned school established in the 1970s. This school runs five days a week, from 7 am to 4 pm. This school admits more than 400 (four hundred) students per year. Table 3 below shows that more than 1300 students are enrolled as active students in the school. This school falls into the A-accredited category and is well equipped with facilities such as classrooms, a library, laboratories, a sports center, an internet network, a dormitory, and a parking area.

years (2 teachers). One of whom holds a post as a vice-principal of facilities and infrastructure and employee affairs (Mrs. Jane) at this present time.

Mrs. Jane was an informant involved in the interview. She worked in the school for 30 years after being appointed a civil servant in 1992. She is an energetic lady who is about 54 years old. Early in her career, she was just a D3 English teacher. She pursued her bachelor's program at a state university in the City center of Semarang in 1997 and completed her study in 2000. With her long working experience, she is considered one of the veteran teachers in the school where English teachers usually discuss and ask for advice. In 2018, she was appointed vice-principal of facilities, infrastructure, and employee affairs. Before holding the post, she had been working in different positions at the school, including the coordinator of the teacher professional development forum (MGMP). As a teacher, she is certified and receives a monthly professional allowance from the government.

4.1.2.1.2. Characteristics of English Teacher Professional Development activities at the schools in compliance with the regulation and the teacher's evaluation of the activities

This part presents the findings from the interviews with the principal and the English teachers of the school and the findings from the survey distributed to all English teachers at the institution related to the topics. Data collections aimed to uncover not only the characteristics of English teachers' professional development at the school but also their voices and their school principal's voices about the TPD theme. It is essential to emphasize that survey of this study was intended to reveal the features and challenges of the teachers to develop their professionalism. In contrast, the interview in the present study was made to specifically focus on the teachers' voices to understand their professional development experience based on the applied regulation. This section began with the findings of teacher professional development activities, followed by presenting related factors influencing teachers' involvement in TPD activities.

Despite receiving an allowance from the government, the teachers were still very meticulous in picking up TPD activities in which they might participate. TPD activities with low cost or no charge would still be the teachers' preference. The quality of the TPD program was not yet the priority. My interview with the teachers revealed that most English teachers at this school still considered professional development activities a cost rather than an investment; program expenses still became one of the most compelling reasons. Considering this time of the Covid-19 pandemic, the teachers suggested that online workshops and webinars be the possible forum for development. However, in line with the primary finding from the survey on the teachers' TPD participation, data from the interview reported that most teachers very rarely (to never) participated in collective-systematic TPD activities in the last 18 months. Instead of participating in such TPD, the teachers developed their professional competencies restrictively and individually.

with the issues of opportunities, working loads, and finance, but they also argued to have been faced with their low belief in participating in professional development activities. One of the pieces of evidence from my interview with the teachers revealed that several participants had experiences of several times participating in professional development activities conducted by external and internal agencies, such as workshops and seminars. Yet, they found that all the programs were top-down. The participants admitted these programs were just meaningful as knowledge but less applicable to the situation they faced in the classroom. Consequently, lessons studied from the programs became irrelevant and naturally forced them to get back to their old routines where the teachers dominated the class and provided students with less sufficient exposure to the target language. Thus, they often felt reluctant to get involved in such programs.

To conclude, rather than having systematic-collective TPD activities, the teacher professional development of the school was characterized as individual and restrictive due to several challenges they faced in the field, such as (1) teachers' working hours, (2) teachers' belief in the recently offered TPD activities (e.g., external organizations), and teachers' attention and motivation to develop, (3) teachers' organizational environment, for example, government and institutional regulation, the leadership style of the management, level of community trust, community expectations and the role of organizations as well as professional associations; and (4) supports they received from their institution and government. As a result of these characteristics and the challenges, the teachers did not have promising results in professional competence development. This situation became possible when it was then connected to unsatisfactory learning results on the students' side due to the teachers' old paradigm of teaching and the student's lack of exposure to the target language.

4.1.2.1.3. Activities the teachers participated in to develop their competencies regardless of the existing TPD challenges, and their evaluation of the activities

To discover activities the teachers participate in to develop their competencies regardless of the existing TPD challenges and to reveal their voices about the activities, I used two kinds of data retrieved from both interviews and surveys. Interview in the study was used not only to explore the activities the teachers participated in to develop their competencies regardless of the existing TPD challenges but also to explore the teachers' voices about the activities when these were connected to the currently applied regulation. The survey, in this case, was used to investigate the same issues from a different approach.

Following the analysis results, this study also recognized teachers' needs for competence development. All the teachers stated to require the development of knowledge and understanding of their subject field, pedagogical competencies, teaching in a multicultural and multi-socio-economic setting, knowledge of the Curriculum, ICT (information and communication technology), and student behavior, as well as classroom management. In addition, some teachers with additional duties needed to gain more insight into school management and administration and updates on the approaches to individualized learning. The skills for teaching students with special needs were not that needed as the school did not have students with such necessities. In the end, this study further recognized that teachers needed to get involved in activities to help them develop their teaching competencies in cross-curricular skills, for example, creativity, critical thinking, and problem-solving.

4.1.2.1.4. Relevant feedback the teachers received to develop their professional competencies as mentioned in the regulation, and their evaluation of the feedback

Based on the findings, all the English teachers admitted to receiving feedback mainly from the school management team's school principal or member(s) rather than from individuals, bodies, or other colleagues within the school (not a part of the school management team). This statement was further asserted through the results of the analysis; (1) all the English teachers received feedback from their school principal or member(s) of the school management team related to student survey results on teaching practices; none got feedback about this issue from external individuals or bodies such as government. (2) Related to content knowledge, only one teacher received feedback from an external individual, such as the superintendent, while the rest got it from their school principal. (3) All the teachers received feedback on their students' national test scores in English subjects from their school principal and her management team. (4) All the teachers had feedback from their school principals on the results of classroom-based assessments such as performance results, project results, and test scores; and (5) Instead of having feedback from external individuals or bodies, such as the superintendent and government officers, related to teachers' technological skills, all the English teachers at the school received these feedbacks from their school principal.

actions had not resolved all the issues collected from the survey. As a result, the teachers' performance had not improved accordingly. Moreover, she added, data from the survey were still very superficial and thus, need further exposure. However, it had never been carried out due to limited school personnel. Despite giving benefits, the data collection method and its follow-up strategy still needed further improvement.

4.1.2.1.5. Characteristics of the teachers' working conditions, in addition to their influence on the teachers' professional competencies

This section highlights the characteristics of the schools' working conditions that influenced teacher professional competencies. Characteristics of the working conditions at Amaryllis School in the study were constructed on several aspects which influenced the English teachers' convenience and satisfaction with their professions, such as opportunities to get involved in decision making, the relationship among the members of the school, personal feelings about their recent jobs, professional routines, and general perception about the job as teachers, as well as satisfaction on the teaching profession. Findings of the working conditions, comprising both school environments and teachers' satisfaction with the job, were taken from survey results and interviews with the teacher participants.

responses on the expected working tenure were mainly based on their practical reasons of age and formal working tenure as stated in their working contract.

To enrich the finding, the investigation of the study was also geared towards exploring the connection between workload and work stress which affected the teachers' lives. Data from the study reported that their jobs did not negatively affect their lives. The following findings from the survey confirmed this statement. In the past 18 months, none of the teachers reported experiencing stress due to their workload; none of the teachers believed their jobs negatively impacted their mental health; and last, none of whom said their jobs had negatively impacted their physical health.

The teachers accepted their professional duties as assigned and willingly did it as instructed. They prepared lessons for teaching, handled tasks as posted, and marked their students' work. However, these duties were still manageable, although they required effort to complete the jobs. This study also saw teachers overloaded with very time-consuming administrative responsibilities. In some instances, they once ever thought on behalf of absent teachers, but this rarely happened. In terms of students' learning achievement and discipline, they knew that these were not their entire responsibility. They argued that the learning success of these two aspects was shared responsibility between school and parents. Therefore, they needed to collaborate. To complete, the study findings showed that most teachers worked their best to satisfy the changing requirements related to their jobs.

4.1.2.1.6. International mobility activities, the teachers participated in developing their competencies, and their influence on their competencies in teaching English

This section is aimed at delving into the condition relevant to teachers' participation in any teacher education or training, mainly to the activities where they were required to go to overseas countries to improve their knowledge and skills as professional teachers. Data of the study were collected through both surveys and interviews. The finding of the study revealed that none of the English teachers had ever been abroad for professional purposes in their career as a teacher or during their teacher education or training; neither as a student, as part of teacher education or training; as a teacher in an international program (e.g., Erasmus+ program/ Comenius/ Fulbright, etc.); as a teacher in a regional or national program; nor as a teacher, by their initiatives. However, one of the teachers ever joined a program as an accompanying teacher, as arranged by authorities. In this case, she (Mrs. Ornella) was assigned to accompany visiting students, establish contact with schools abroad, and stay in the country for less than three months.

She added her family members [husband, son, and daughter] might not let her travel that far at her recent age. The following were information to explain why teachers of this school did not take part in mobility programs:

This study shows evidence from interviews that the teachers' absence from participating in the mobility more or less influenced their performance in teaching the language, not only in teaching the structure, accent, and pronunciation of the language but also use of teaching methods, source of materials and varieties of information the teachers could share to the students to give more values towards learning the language. The experience of living, interacting, and learning in an oversea country could not be just replaced by reading books, watching movies, or YouTube.

a. Summary

Amaryllis School is a reputable state vocational high school in Semarang. However, the involvement rate of the English teachers at this school was relatively low, especially in the professional competencies required by the national education minister regulation number 16 the year 2007; pedagogical, personality, social and content knowledge competencies. Among those 4 (four) competencies, the teachers only upgraded the 2 (two) competencies, pedagogical and content knowledge competencies, through the existing collective TPD activities. The low rate of English teacher participation in collective-systematic TPD activities was dominantly affected by the following factors such as (1) opportunities to participate in TPD, (2) working schedules, (3) finance, (4) belief, (5) self-motivation, and (6) school system of human resource development. However, the teachers developed the competencies restrictively and independently. Considering the classroom observation results, the existing teacher professional competencies as the result of restrictive and individual learning were still insufficient to help

students achieve satisfying results in English language learning. The teachers mostly dominated the class, students were barely exposed to the target language, and nearly all students did not well perform the language.

4.1.2.2. The Case of Orchid School

4.1.2.2.1. General Description

Orchid School has one school principal, 77 teachers, which consist of 53 full-time-permanent teachers (civil servant) and 24 fulltime-temporary teachers (non-civil servant), and 20 supporting staff, which include three fulltime-permanent administrators (civil servant) and 17 fulltime-temporary administrators (non-civil servant). All teachers of this school have met the minimum standard of educational requirement as stated in the recent legislation where teachers must hold at least a bachelor's degree. Findings of the study indicate among the 77 teachers of the school, 3 (three) are English teachers. All of them are females aged between 47 to 57 years old, with qualifying bachelor's degrees and civil servants working in their profession full-time. They are all certified; thus, they receive a monthly based professional allowance from the government. In terms of working experience, the majority of the English teachers at Orchid School have been teaching the subject across the school programs for 14 to 27 years. However, none of the English teachers at that moment were employed as school management team members.

six years and would end her position in June 2021. Her presence in the interview was on behalf of the school principal, who was not available for the interview at the time. She is a chemist teacher who has worked for the school for about 20 years; thus, she understood the school environment well. She started her career as a government-contract teacher and later gained her full status as a civil servant teacher several years after her employment in the school. Before holding the recent post as a vice-principal, she had different administrative roles as a staff member and coordinator in the Curriculum and student affairs. She was directly appointed by the school principal for the post as his deputy. She is a chemist teacher with a master's degree. She earned her highest educational qualification from a private university in Central Java, Indonesia, in 2013. Like other teachers, she is a certified teacher; thus, she receives a monthly based professional allowance from the government.

4.1.2.2.2. Characteristics of English teacher professional development activities at the schools in compliance with the regulation and the teacher's evaluation of the activities

Only one out of the three teachers joined in a seminar attended in person. Two teachers admitted to once taking part in an authoritative model of the online seminar, and they started to find it hard to get the value from the program to connect with their classroom teaching; none of whom joined educational conference activities either as teachers or researchers to present their research result or discuss educational issues; none did observation to other schools; none made observational visits to industrial premises, public organizations, or non-government organizations. The teachers perceived that they didn't need to do so as they recognized that somebody else had been in charge of this business; one out of the three teachers conducted independent/ paired observations and coaching as part of formal activities organized by the school; none participated in a teacher network specially formed for teacher professional development activities, but a school or regional English teacher community (MGMP); all participants confirmed to read professional literature. School textbooks and supplementary teaching materials were their primary sources of learning. See the following snapshot from Mrs. Rachel:

Second, the teachers were often confronted with an overloaded working schedule. On the one hand, they had lots of time-consuming administrative and pedagogical work, which barely allowed them to move from these routines. Still, on the other hand, they had to keep developing their professionalism. In a week, from Monday to Friday, the teachers in Orchid School taught for about 29 to 40 hours and did their administrative work mostly at home beyond the regular working hours. Here is the portrait of their routines as a whole. The result of the survey highlighted that in a week, the teachers usually spent 3 to 10 hours working at the jobs they could not cover in the regular time; 3 to 10 hours for teaching preparation, around 6 hours for discussion with colleagues, 2 to 8 hours to check students' working progress, 6 to 11 hours for counseling students (including student supervision, mentoring, virtual counseling, career guidance, and behavior guidance), around 5 hours for participation in the school management,

8 to 15 hours for general administrative work, approximately 3 hours for professional development, about 4 hours for making communication and co-operation with parents or guardians, around 2 hours for being engaged in extracurricular activities (e.g., sports and cultural activities after school), and about 3 hours for other work tasks. Teachers who were at the same time mothers and wives had extra work to do at home. Similar to the results of data analysis in the earlier section, this school's findings showed that none of the teachers reduced their teaching hours because they had no option to do so. With this workload, teachers admitted to difficulty participating in professional development activities.

Fifth, self-demotivation was another issue I found in the study. The result of the analysis indicated closely similar results to what this study found in the interview held in the other schools. Some English teachers with professional careers IIIa to IIIc aged above 45 and those approaching retirement had selves-resistances of TPD. Reasons for these resistances were different from others. They argued that duties resulting from the promotion were heavier, more complex, more demanding, and more time-consuming than the earlier professional qualification. While having densely scheduled teaching hours, they had to conduct classroom research, report, and publish scientific papers periodically. In addition, control and support from the management were loose and limited only to suggestions and motivation. No sanction was imposed on teachers for neglecting their duties for professional development. It seemed that the roles of the school leaders as enforcers did not appear to be optimum in this aspect. Thus, for the teachers, career promotion was less attention. Mrs. Naomi, in her interview, stated:

This section has presented the TPD challenges the teachers faced and their voices about the TPD activities they experienced. To end this section, I learned that the teachers' professional development was characterized as independent and restrictive due to several challenges they faced in the field, such as (1) teachers' working hours, (2) teachers' belief in the recently offered TPD activities (e.g., external organizations), and teachers' attention and motivation to develop,

opportunities for active learning; provide opportunities for collaborative learning; provide opportunities to practice new ideas and knowledge in their classroom; provide follow-up activities; be implemented at school; involve most colleagues at the institution, and take place over an extended period (e.g., several weeks or longer) as well as focus on innovation in teaching.

Not only did this study reveal the voices of the teachers about the effective model of TPD activities, but this study also recognized both knowledge and competencies the teachers in general needed to develop; 1) relevant knowledge development to the subject (English), 2) knowledge and skills to develop about curriculum, 3) relevant student assessment practices, 4) ICT (information and communication technology) skills for teaching, 5) classroom management, 6) both knowledge and skills of school management and administration, 7) methods to develop individualized learning, 8) skills to teach English in a multicultural setting, and 9) ability to teach cross-curricular skills to students such as creativity, critical thinking, and problem-solving.

Both interview and survey results would alternately be employed to make the report more meaningful.

Findings from the survey suggested rather than receiving feedback from individuals, bodies, or other colleagues within the school (not a part of the school management team) in the last 18 months, all the teachers admitted to receiving feedback mostly from their school principal or member(s) of the school management team based on results in classroom observation, students' survey responses, assessment of content knowledge, students' national test score, school-based and classroom-based assessment (e.g., performance results, project results, test scores), and self-assessment on teacher professional performance (e.g., presentation of a portfolio assessment, and analysis of teachers' teaching using video). They accepted the feedback and perceived it as helpful to develop their profession, especially in the areas such as subject knowledge and understanding, language teaching performance, use of assessments to improve student performance, classroom management, and teaching methods for students with exceptional cases. Feedback was frequently made in the form of survey reports provided to the individual teacher. This report was, at the same time effort to comply with education quality assurance within the organization. Data collection (Survey) in this case was conducted on all members of the school; teachers, students, and academic and non-academic staff. The teachers agreed that the feedback they received was beneficial not only to improve their professional performance but also to their organizational development. They stated that this survey was conducted on schedule every year.

In general, the study's results indicated that English teachers at this school had a positive feeling about their school environment. They mentioned that all teachers, parents, and students had the opportunity to participate in the school decision-making process actively. They believed this school not only had a culture of shared responsibility for school issues and collaboration characterized by mutual support; but also shared a standard set of beliefs about teaching and learning. They added this school also enforced rules for student behavior consistently and encouraged staff to lead new initiatives.

All the English teachers mentioned relationships among the school members were well established. Students and teachers had a positive connection with each other; teachers had a good concern for students' well-being; teachers were concerned about students' voices; the school provided students who needed extra assistance with facilities to help them resolve their personal and academic problems, and teachers, in general, could rely on each other to achieve certain objectives. About working tenure, each of whom had various responses, but it was normally between 2 – 13 years. Reasons for the different answers were mostly based on their realistic reasons of age and formal working tenure as stated in their working contract.

Towards their profession, they made preparation, received lessons to teach, and marked the works of students to some extent. They also did administrative work and rarely had extra duties to replace the absence of other teachers. All the teachers were responsible for their students' learning achievement and responsible for keeping their class discipline. They complied with the changing requirements from either local, regional, or national authorities as necessary. In certain cases, the teachers admitted to being several times verbally intimidated and abused by some students; however, they could still handle it.

In the end, the findings of the study indicated that the English teachers of the school, in general, had a positive response to their school environment, and had no issues with the jobs and facilities they received. The characteristics embedded in the environment and teachers' satisfaction with the job were more or less influenced by the existing school management system, the positive and grateful feeling of the teachers about their working environment and profession, and cultural background as applied in the community, such as being less opened to express their ideas to other people towards what they disagreed. However, all these positive responses on the aspects did not clearly connect to their intention to sustainably develop their profession, as was indicated by their less promising participation and development of their competencies as revealed in the interview session.

4.1.2.2.6. International mobility activities, the teachers participated in developing their competencies and their influence on their competencies in teaching English

In line with earlier findings, both Mrs. Rachel and Mrs. Cameron recognized that not only did the Indonesian government provide mobility opportunities for teachers to participate but also private organizations, yet space to get involved was limited. Thus, it became very competitive. In the end, the teachers were perceived to be less optimistic about succeeding in winning the chance, and so they did not get involved in the selection processes.

This study shows evidence from interviews that the teachers' absence from participating in the mobility more or less influenced their performance in teaching the language, not only in teaching the structure, accent, and pronunciation of the language but also use of teaching methods, source of materials and varieties of information the teachers could share to the students to give more values towards learning the language. The experience of living, interacting, and learning overseas cannot be just replaced by reading books, watching movies, or YouTube.

4.1.2.2.7. Summary

4.1.2.3. The Case of Bougainville School

Bougainville School has one school principal, 97 teachers, which consist of 73 fulltime-permanent teachers (civil servants) and 24 fulltime-temporary teachers (non-civil servants), and 32 supporting staff, which comprised of 14 full-time administrators (5 civil servants and nine non-civil servants), one librarian (non-civil servant), three laboratory assistants (non-civil servant), seven school guards (non-civil servant), one gardener (non-civil servant), and six office boys (non-civil servant). All teachers of this school have met the minimum standard of educational requirement as stated in the recent legislation where teachers must hold at least a bachelor's degree. Findings of the study indicated that among the 97 teachers of the school, 6 (six) were English teachers, three were females aged between 45 to 55 years old, and the rests (three people) were males aged between 45 to 53 years old. Among the six English teachers, five had a bachelor's degree in Education, and one had a master's degree in Education. All were civil servants working in their profession full-time. They were all certified, thus, receiving monthly based professional allowance from the government. In terms of working experience, most of the English teachers at Bougainville School had been teaching the subject across the school programs at the institution for 12 to 23 years. Four were assigned to be members of the school management team at the time.

Mr. Uberto was the last interviewee from the school. He is a teacher with 15 years of working experience in the school and 27 years as a civil servant teacher. He is 53 years old. With his age and teaching experience, the school teachers regarded him as a senior teacher. He knows the school well and its working environment. He gained his bachelor's qualification from a state institute of teacher training and Education in Semarang in 1990. In 2007, he earned his master's degree from a state university in Semarang. In 2015, he obtained his doctoral qualification from another state university in the same city. He is one and the only teacher with a doctoral qualification in the school. He started his career as a permanent teacher in a private school in 1991, but his career in the school lasted only four years. In 1994, he pursued another teaching career as a civil servant teacher in one of the state senior high schools in Purworejo, Central Java, Indonesia. In 2006, he moved to Bougainville School in Semarang, and to date, he has been working in the school for about 15 years. With many achievements in both organization and academics, he was appointed to be a vice principal after completing his duty as the head of the multimedia laboratory. His presence in the interview was on behalf of the school principal, who was not available for the interview at the time. Like other teachers, he is a certified teacher and receives a monthly professional allowance from the government.

4.1.2.3.2. Characteristics of English teacher professional development activities at the schools in compliance with the regulation and the teacher's evaluation of the activities

He added, "*I never read such a research article.*" In the interview, the study's findings revealed that he was satisfied with his knowledge of English but supposed he had to improve; he preferred watching YouTube to reading books as he thought YouTube was more concrete and practical. Mrs. Madelyn added, "*Reading interest and ability of teachers, in general, are still shallow.*" Her statement might explain one of the sources of the teachers' resistance to professional development through reading literature. Other than the above findings, the study

Complying with the national education minister regulation number 16 in 2007, personality and social competencies were two among four competencies teachers were compulsory to develop. Indicators of the competencies had been explicitly stated in teacher performance appraisal as issued by the Indonesian Ministry of Education authorities and in the culture, research, and technology. Considering the data collected, this study recognized similar issues as the earlier case study revealed. The teachers admitted to never getting involved in collective-systematic formal and non-formal TPD activities leading to the development of the competencies within the last 18 months. However, they started to develop these competencies individually and restrictively by complying with the norms of religion, law, social, and national culture; being mature and exemplary individuals; upholding professional work ethics, high responsibilities, and a sense of pride in becoming a teacher; and practicing social competence such as being inclusive, acting objectively, avoiding discrimination and being able to build communication with fellow teachers, educational staff, parents, students, and society, as parts of their culture and professional life.

absence of follow-up activities, assistance, monitoring, and future development after the programs were completed (Mrs. Madelyn). In addition, he (Mr. Stephen) further explained that most English teachers at the school encountered an overloaded working schedule.

On the one hand, they were demanded to perform their duties as teachers professionally, both administratively and pedagogically. On the other hand, they were obliged to develop their professionalism continuously. In a week, from Monday to Friday, the teachers in the school taught for around 13 to 36 hours and did their administrative work mostly at home beyond the regular working hours. In a week, the teachers typically spent 22 to 43 hours working at the jobs they could not cover in the normal time; 3 to 11 hours for teaching preparation, around 0 - 13 hours for discussion with colleagues, 2 to 22 hours to check students' work progress, 0 to 9 hours for counseling students (including student supervision, mentoring, virtual counseling, career guidance, and behavior guidance), around 5 to 11 hours for participation in the school management, 7 to 23 hours for general administrative work, approximately 0 to 7 hours for professional development, around 0 to 9 hours for making communication and co-operation with parents or guardians, about 0 to 5 hours for being engaged in extracurricular activities (e.g., sports and cultural activities after school), and around 0 to 7 hours for other work tasks. Teachers who were at the same time mothers and wives had extra work to do at home. The result of the data analysis reported that none of the teachers reduced their teaching hours as they had no option to do so. With this workload, teachers admitted to difficulty participating in professional development activities.

promotion). For the respondents, the program's quality was not the priority but the certificate. Rather than paying to take part in such activities, the teachers preferred waiting for government or institution-funded TPD opportunities. Unfortunately, this opportunity had not turned up until the interview was conducted. In the end, in the last 18 months (a year and a half), the teachers did not get involved in any relevant professional development activities. This situation brought up an insight that the teachers still named participation in TPD activities as a cost rather than an investment. At the same time, this condition explained that the English teachers of the school might not have a strong desire to develop.

Fifth, regarding the issues of self-demotivation, the analysis result showed closely similar results to what this study found in the interview held in the other schools. Some English teachers with professional careers IIIa to IIIc aged above 50 and those approaching retirement had selves-resistances of doing TPD. The reasons for these resistances were different among the teachers. They argued that duties resulting from the promotion were heavier, more complex, more demanding, and more time-consuming than the earlier professional qualification. While having densely scheduled teaching hours, they had to conduct classroom research, make a report, and publish scientific papers periodically. Their resistance was supported with low control and support from the school and government. These issues made the situation unproductive. Suggestions and motivation were two efforts the school management team used to encourage teacher professional development. No sanction was imposed on the teachers for neglecting their professional development duties. It seems that the roles of the school leaders as enforcers did not appear to be optimum in this respect. Thus, for the teachers, career promotion was less attention. Mr. Stephen, in his interview, stated he was one of the slow-progressing teachers. He added, "... *people in this profession will understand when they are 50 years old*". However, he still wanted to be an example for others in a different context. He wanted to be more religious, improve his health, focus on family, and stay away from internal and external stresses. Although having motivation decreased in developing professionalism for careers, he admitted to doing his duty well:

To sum up, due to several issues around the system, the teachers had encountered at least four challenges, (1) policies that less supported their professional development activities; on the one hand, they had abundant teaching loads, while on the other hand, they had to be involved in professional development activities. Policies hardly took care of the issue; (2) school financial support barely facilitated the teachers' development. Participants admitted that they were primarily responsible for paying the charges, as the school did not provide such support. Rather than participating in the paid programs, the teachers preferred the free ones with certificates. Should they have to pay, they would select the affordable program with the minimum training of 32 hours as written in the certificate. The participants added living cost in a big city such as Semarang was considerably high thus the priority of spending was not only for competence development but also for family chores, including sending children to school; (3) unspecific regulations to control the progress of teacher development, teachers to date just developed their competencies based on preference; and (4) tangible facilities for the teachers at school, such as accessible reference books and other academic resources were very rarely available. Since there were no solid legal bases to manage the issue of TPD, the school management could not impose any sanctions on the problem teachers. The school did not have a standard operating procedure to control teacher progress in participating in professional development activities; therefore, the outcome related to professional development was scarcely recognized. In the end, the participants found that management and supporting facilities were essential to maintaining teacher professional performance.

teachers' organizational environment, for example, government and institutional regulation, the leadership style of the management, level of community trust, community expectations and the role of organizations as well as professional associations; and (4) supports they received from their institution and government. As a result of these characteristics and the challenges, the teachers did not have promising results in professional competence development. This situation became possible when it was then connected to unsatisfactory learning results on the students' side due to the teachers' old teaching paradigm and the student's lack of exposure to the target language.

4.1.2.3.3. Activities the teachers participated in to develop their competencies regardless of the existing TPD challenges, and their evaluation of the activities

institution; involved most colleagues of the school; taken place over an extended period (e.g., several weeks or longer) and focused on innovation in teaching as well as should have been monitored, controlled and further facilitated. In addition to workshops and seminars, both Mrs. Madelyn and Mr. Stephen admitted to recently watching YouTube and reading books as efforts to develop their competencies.

Overall, the study recorded information from the school not only about TPD activities which the teachers ever took apart, but also their responses about the activities, their need for development, and their expectation about practical concepts of TPD activities. In addition, the analysis results also showed different teachers' motivations to get involved in the TPD activities, internal and external motivations. Internal motivation refers to teachers' self-awareness to develop as a part of their responsibility in the profession regardless of the rewards and benefits they would receive after participating in the programs. While, external motivation occurred when the teachers regarded professional development activities as a means to achieve their ultimate goals other than just improving their professional performance, such as upgrading their professional ranks and meeting the requirements of being certified teachers.

to improve student learning, and their classroom management, as well as their methods for teaching students with exceptional cases. Feedback, in general, could be survey reports addressed individually to the teachers as a part of school quality assurance. The survey was conducted among all school members, including teachers, students, and academic and non-academic staff. They found that feedbacks they received were important not only to provide them with input on their professional performance but also for organizational development. They stated that this survey was generally conducted on schedule. Despite being useful, the survey results did not appear promising to make the teachers take action for further professional competence development.

The study's findings also indicated the relationships among members of the school were well established. Teachers and students were getting along well with each other. Teachers were concerned for students' well-being as they thought it was important. Most teachers were interested in students' voices; the school provided facilities for students who needed extra assistance; teachers could also rely on each other in many cases. In terms of working tenure,

they had different responses. It was between 2 – 17 years. Their reasons were mostly based on the facts of age and formal working tenure as stated in their working contract.

employment such as benefits, and work schedule. They were aware that teaching was a noble profession; thus, they believed that it was valued by society and policymakers of this country/region. In some cases, they were also optimistic that teachers' voices might influence educational policy in this country/region.

In the end, the study's findings revealed that the school's English teachers, in general, had positive responses to their school environment and had no issues with their jobs and the facilities they received. However, the above characteristics of the learning environment and teachers' job satisfaction at the school did not essentially play a role in encouraging teachers to develop their professionalism sustainably.

learning the language. They admitted that real experiences of living, interacting, and learning in a foreign country cannot be just replaced by reading books, watching movies, or YouTube. They believed that learning a language is also learning about its culture.

4.1.2.3.7. Summary

4.1.3. Cross Analyses of the Three Schools

4.1.3.1. Introduction

This section presents a cross-analysis of the three cases from the three-state vocational high schools in Semarang, Indonesia, (1) to address the aim of the study, (2) to understand the cases of TPD at those three schools from a broader spectrum, (3) to identify the critical points of the findings related to TPD based on the national education minister regulation number 16 the year 2007, and (5) to find out key challenges hindering teachers from continuously develop their professional competencies. This section begins with presenting the cross-analysis results of the TPD characteristics from each school and ends up with a summary of the findings from the individual case and cross-analysis.

- 4.1.3.1.1. Characteristics of English teacher professional development activities at the schools in compliance with the regulation and their influence on the teachers' professional competencies

The teachers assumed the working schedule as an ongoing issue, especially when it is confronted with teacher professional development activities. On the one hand, they were faced with the demand for continuous professional development. On the other hand, they faced a myriad of teaching and administrative work, which hardly allowed them to develop their competencies. In a week, from Monday to Friday, they had to (1) deal with loads of administrative work, which sometimes demanded more time out of the regular working hours, (2) conduct discussions with colleagues on academic matters, (3) check students' work, (4) counsel students, (5) be involved in school management (some teachers with additional duties), and (6) build communication and co-operation with parents, as well as (7) be engaged in extracurricular activities (for some teachers with additional duties). Teachers who were at the same time mothers and wives had extra duties to take care of the family at home. With this workload, the teachers admitted to difficulty participating in professional development activities.

Next, cross-analysis results of the study showed that the teachers of those three schools admitted teacher professional development activities offered an essential way to improve the educational quality of school and the professional quality of the teachers. They believed this activity should have helped them upgrade their knowledge and skills while simultaneously encouraging collaboration and reflection with colleagues. They considered this collaboration and thinking essential to grow their professionalism. Despite recognizing the benefit, the teachers said to conduct it hardly. Not only were they encountered with the issues of opportunities, working loads, and finance, but they also argued to have been faced with their low belief in participating in professional development activities. Some teachers expressed teacher professional development programs organized by both the government and external agencies hardly touched the problem they faced in the classroom. The lesson learned from the workshop was theoretical and difficult to apply in the classroom. Therefore, the lesson became irrelevant, and the teachers returned to their old routines (the old paradigm teaching model they adopted before participating in external TPD activities). In addition, there were no further activities to help teachers implement the knowledge to resolve problems in the classroom after the programs were completed. In the interview, Mr Stephen and Mrs Madelyn highlighted that

lessons in the workshop and seminar would be more meaningful if any TPD program had been based on actual problems teachers faced in the field.

Another piece of evidence this analysis snapshotted was the issue of teachers' self-demotivation. The analysis showed that most teachers with the academic rank IIIa to IIIc aged above forty-five and approaching retirement resisted getting involved in teacher development programs. Reasons for this resistance were different among teachers. Some teachers mentioned that duties as a result of the promotion were heavier, more complex, more demanding, and more time-consuming than the earlier professional qualification. In addition, while having rigorous teaching hours, they still had to conduct classroom research, make reports and publish scientific papers periodically. Other than those reasons, the teachers also revealed that control and support from the management were less optimum; as a result, the teachers assumed professional development activities were less prioritized than their primary duty of teaching. None of the teachers of those three schools would receive sanctions when they did not get involved in teacher professional development activities.

The findings of these cross-analyses demonstrated the TPD challenges the teachers faced at the schools and their voices about the activities they experienced. To keep developing their competencies, regardless of the obstacles, those teachers carried out individually and restrictively. However, with all intensity they carried out to develop and the kinds of TPD activities they participated in, I might suggest that the teachers were still lack of exposure to proper TPD activities. Besides, this study revealed that results of their individual and restrictive practices were hardly promising to generate successful results of English language learning on the side of the students; (1) The teachers in general adopted a teacher-centred teaching model. (2) They provided students with less relevant exposure to the target language, and (3) they were lack of critical thinking in terms of solving problems in English teachings. These characteristics of TPD activities were contextually influenced by (1) teachers' load of work, (2) teachers' belief in TPD activities, (3) teachers' motivation to develop, and (4) teachers' organizational environment, which included but not limited to government and institutional regulations, the leadership style of the management, level of community trust, community expectations and the role of organizations as well as professional associations; and last (4) supports from the institution.

their competencies individually and restrictively to deal with the problems they faced in teaching the language to their students. Watching YouTube, reading a school textbook, and surfing the internet were some activities the teachers often did while learning individually and restrictively. To some who did it, two teachers (Bougainville School) reported once joining an online seminar during the period of the last 18 months. Although in fact, the seminars they participated in were not directly relevant to education. Therefore, they perceived that these were not practically useful to help them improve their professional performance. Mrs Ornella from Amaryllis School participated in an online educational seminar. This teacher was active and productive. She had strong motivation to develop. She had written about 15 books during her employment in the school (Amaryllis School), published her short article on an online writing platform, and was the only one among all study participants holding a doctoral degree.

All teachers from the case studies ever participated in a seminar and other collective TPD activities voiced the same; the methods of those TPD programs were top-down but valuable and insightful in developing their knowledge. However, these were less practical in the classroom. Consequently, rather than employing what they learned from the TPD programs, they preferred using their old tradition of teaching. To be effective, the teachers mentioned any TPD programs should have (1) been constructed on participants' understanding; (2) adapted to their personal development needs; (3) had a coherent structure; (4) been appropriately focused on the content needed to teach their subjects; (5) provided opportunities for active learning; (6) provided opportunities for collaborative learning; (7) provided opportunities to practice new ideas and knowledge in their classroom; (8) provided follow-up activities; taken place at their school; (9) involved most colleagues from their school; (10) taken place over an extended period (e.g. several weeks or longer) and (11) focused on innovation in teaching as well as (12) should have been monitored, controlled and further facilitated.

Data from the cross-analysis demonstrated that the English teachers primarily attain feedback from their school principal or member(s) of the school management team rather than from individuals or bodies and other colleagues within the school (not a part of the school management team). Sometimes, they also received feedback from their school superintendents. The feedback was in the form of survey reports related to (1) students' responses to the teaching activities; (2) teachers' content knowledge of English subject; (3) national test scores; (4) school-based and classroom-based results such as performance results, project results, and test scores; (5) presentation of a portfolio assessment, and (6) analysis of teachers' teaching using video. This survey was conducted among all members of the school; teachers, students, and academic and non-academic staff. All teachers agreed the feedback they received was

beneficial not only to improve their professional performance but also to their organizational development.

4.1.3.1.4. Characteristics of the teachers' working conditions, in addition to their influence on the teachers' professional competencies

The school working conditions affected the service performance of education to the students. Students would better learn unless teachers could make education meaningful to them. Along with the importance of working conditions, the investigation was to determine what the English teachers of those three schools perceived about the issues of TPD. The Findings from the cross-analysis highlighted some relevant aspects that might affect the teachers' performance in the jobs. For example, chances to get involved in decision making, their relationship with the school members, their judgment of their recent workloads, their professional routines, their general points of view about teaching jobs, and their satisfaction with their teaching profession.

duties. The teachers admitted they had a good relationship with students and felt that student well-being was paramount. Therefore, the teachers realized that listening to student voices was important. Data of the cross-analysis revealed many students needed extra assistance to deal with academic and non-academic problems. Each researched school had a unit to help students resolve their academic and non-academic issues. With all respect to the school working environment, some teachers, if possible, wanted to work longer than what had been stated in the contract. At the same time, some thought they wanted to finish their working tenure as stated in their legal working contract. The findings revealed specific reasons for working tenure among the teachers. They generally wanted to work for the institutions for about 2 to 17 years (based on the official working tenure).

In the end, findings of the cross-analysis demonstrated that English teachers of those three different institutions generally had positive responses to their school environment and had no issues with the jobs and facilities they received. The characteristics embedded in the working conditions were more or less influenced by the positive and grateful feelings of the teachers about their working environment and profession and the social system as applied in the community. For example, they were often reluctant and less open to expressing their ideas to others about what they disagreed about (if any). However, all these positive responses on the aspects did not show a convincing relationship to their efforts and intensities to sustainably develop their profession. As revealed in the interview session, this argument was confirmed by their less promising participation and development of their competencies.

4.1.3.1.5. International mobility activities, the teachers participated in developing their competencies and their influence on their competencies in teaching English

The teachers' voices indicated their absence from participating in such mobilities more or less influenced their performance in teaching the language. For example, not only introducing the structure, accent, and pronunciation of the language but also the use of teaching methods, source of materials, and varieties of information the teachers could share with the students to give more value to learning the language. They admitted that real experiences of living, interacting, and learning in an overseas country cannot be just replaced by reading books, watching movies, or YouTube. They believed that learning a language is also learning about its culture.

4.1.3.1.6. Summary

This section presents a cross-analysis of the three findings. Results of the data analysis demonstrated that each finding was unique and rich with multiple factors affecting teachers' development. To summarize the findings of those three schools, the following table underlined the key findings according to their corresponding research questions, which guided this research.

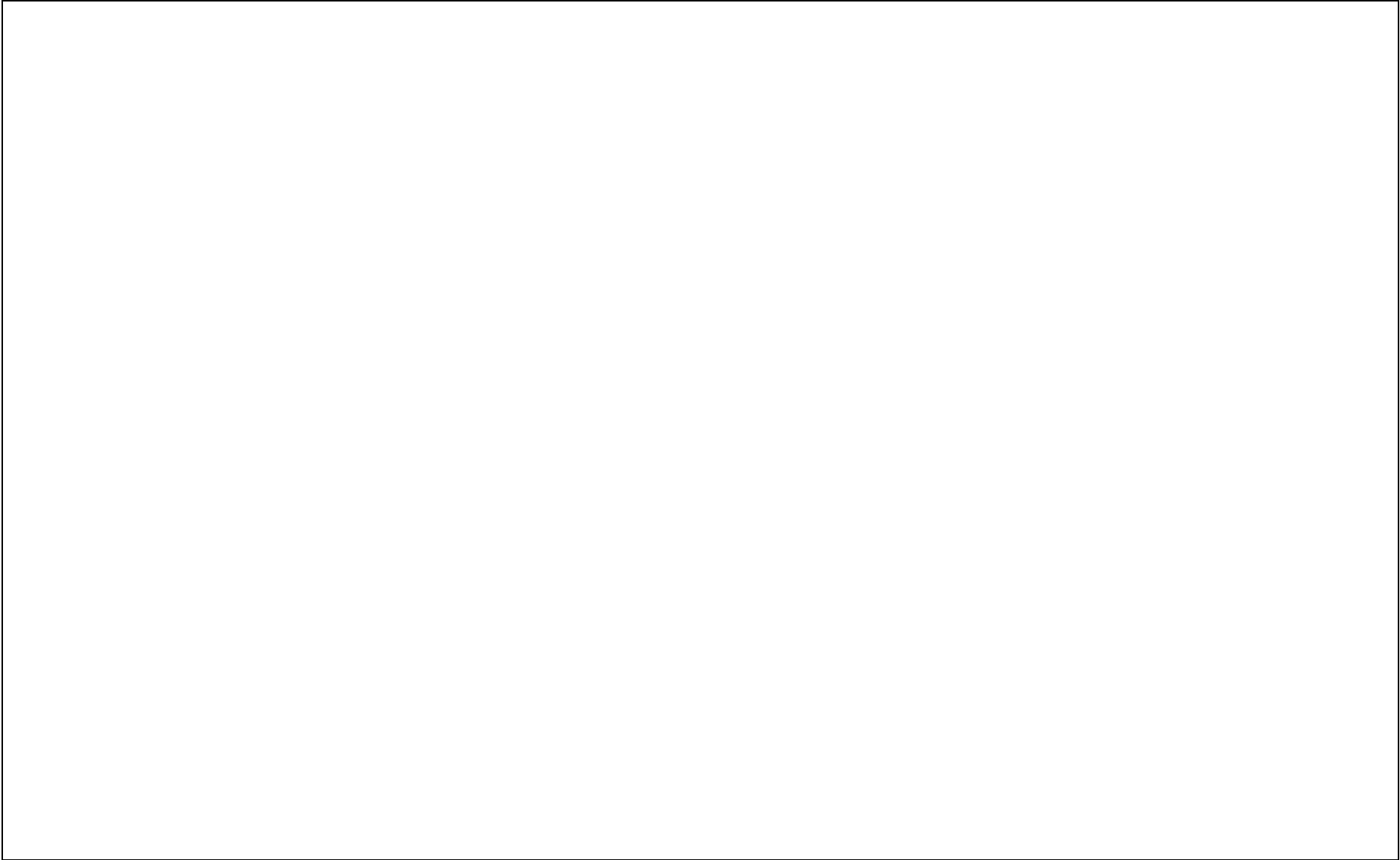
Table 6. Research questions and key findings

Table 7. Data comparison of teacher professional development in the three schools

| Research questions | Categories | Key findings | | |
|--|--|---|--|---|
| | | Amaryllis School | Orchid School | Bougainville School |
| 1. How do TPD Characteristics influence the teachers' professional competencies? | Characteristics of TPD activities the teachers participate | The teachers participated in TPD restrictively and individually but less actively. As a result, teaching did not appear promising to help students achieve satisfying results in English language learning. | The teachers participated in TPD restrictively and individually but less actively. As a result, teaching did not appear promising in helping students achieve satisfying results in English language learning. | The teachers participated in TPD restrictively and individually but less actively. As a result, teaching did not appear promising to help students achieve satisfying results in English language learning. |
| | | | | |



| | | | | |
|--|--|--|--|---|
| | | | | |
| <p>2. How do TPD activities the teachers carry out influence</p> | <p>Activities to participate in regardless of the existing challenges.</p> | <p>The teachers restrictively and individually develop their professional capacities based on the need and</p> | <p>The teachers restrictively and individually develop their professional capacities based on the need and</p> | <p>The teachers restrictively and individually develop their professional capacities based on the need and direction of</p> |

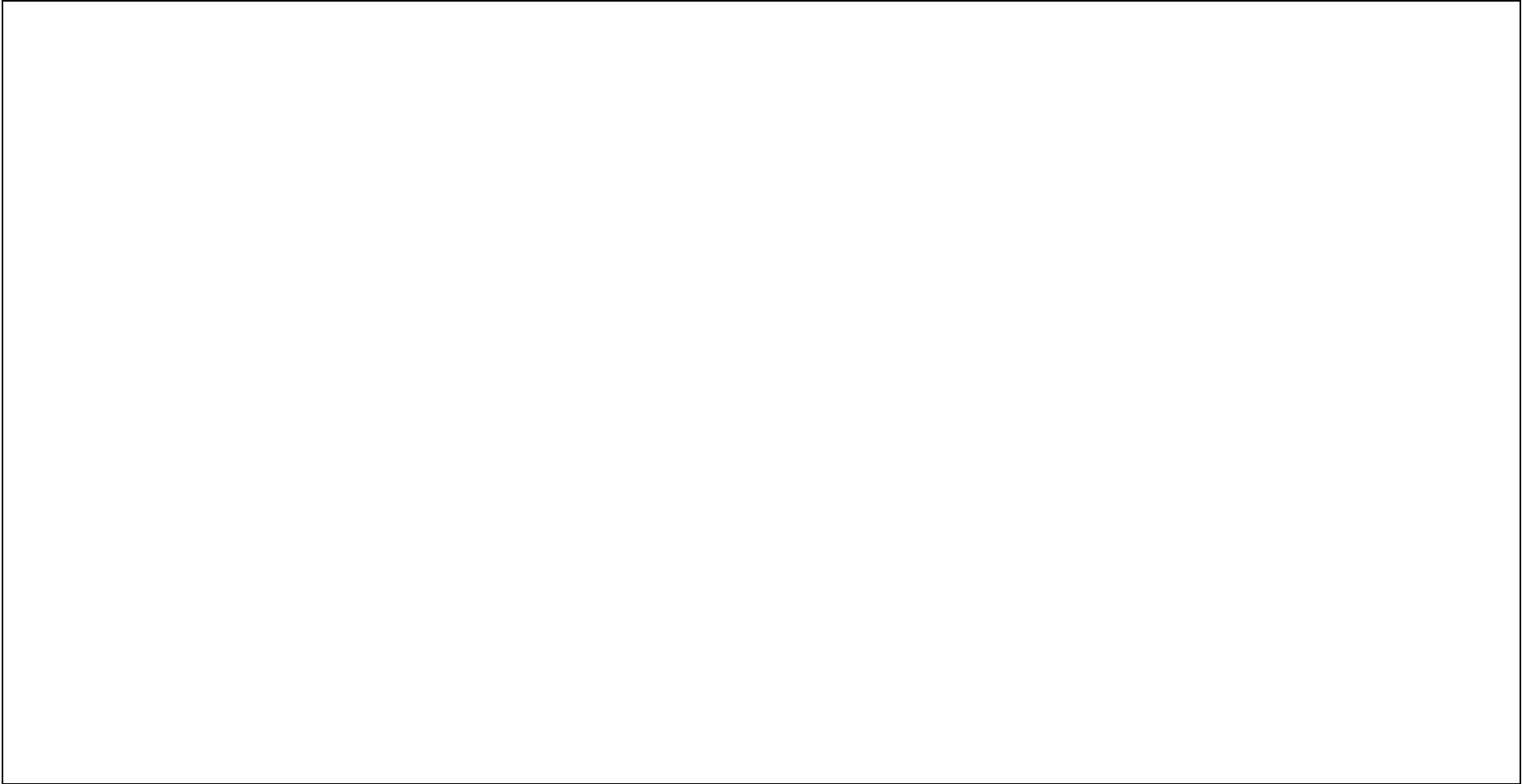




| | | | | |
|---|----------------------------------|---|--|--|
| | | m. be monitored, controlled, and further facilitated | | |
| | Needs for development | <ul style="list-style-type: none"> a. Knowledge and understanding of their subject field b. Pedagogical skills c. Knowledge and understanding of curriculum design d. Student assessment skills e. ICT skills for teaching f. Classroom management skills g. School management and administration skills (teachers with positions) h. Approach to individualized learning i. Skills to teach students with multicultural and multi-socio-economic backgrounds j. Cross-curricular skills such as creativity, critical thinking, and problem-solving | <ul style="list-style-type: none"> a. Knowledge and understanding of their subject field b. Relevant pedagogical skills c. Knowledge and understanding of curriculum design d. Student assessment skills e. ICT skills for teaching f. Classroom management skills g. Approach to individualized learning h. Skills to teach students with a multicultural and multi-socio-economic background. i. Cross-curricular skills such as creativity, critical thinking, and problem-solving | <ul style="list-style-type: none"> a. Knowledge and understanding of their subject field b. Relevant pedagogical skills c. Knowledge and understanding of curriculum design d. Student assessment skills e. ICT skills for teaching f. Classroom management skills g. School management and administration skills (teachers with positions) h. Approach to individualized learning i. Skills to teach students with multicultural and multi-socio-economic backgrounds j. Cross-curricular skills such as creativity, critical thinking, and problem-solving |
| 3. How does feedback the teachers receive influence their | Do the teachers receive feedback | Yes, they do. They received the feedback mostly from their principals, and one | Yes, they do. They received feedback from their principals. | Yes, they do. They received feedback mostly from their |



| | | | | |
|---|---|---|--|---|
| 5. How does the mobility program influence the teachers' professional competencies? | Teachers' voices about international mobility programs they can participate | The teachers agreed mobility program might benefit teachers gain new insight and skills. However, their participation in the program was nothing. The | Despite admitting the benefit of the mobility program to develop teachers' knowledge and competencies, they never participated in the program. | The teachers confessed mobility program was essential to broaden their horizons. However, their participation in the program was zero. The reasons behind |
|---|---|---|--|---|



4.2. Discussion

4.2.1. Introduction

This section begins with an integrated discussion of the research findings as presented in the earlier sections of this paper to address the study's objectives. The main objective of this section was to broaden understanding of TPD issues related to teachers' professional competencies mentioned in the national education minister regulation number 16 the year 2007. To meet the objective, the investigation was conducted by qualitatively exploring the influence of variables on the teachers' professional competency through survey, interview, observation, and document analysis. The discussion was constructed around the findings under the aforementioned theme. Likewise, the discussion covers the roles of the schools and both provincial and central government, and top-down models of teacher professional development as a part of the cumbersome bureaucratic system hampered the English teachers' learning and development. The implication of the study is presented in the next chapter.

4.2.2. TPD Characteristics, Activities, Feedback, Working Conditions, and Mobility in the Case Settings and their Influence on English Teacher Professional Competencies

Results of the analysis have demonstrated rich findings of each school under the theme of teacher professional development activities. As presented in the early sections, TPD conditions, in terms of complying with the national education minister regulation number 16 in 2007, varied and were influenced by contextually different factors. The investigation addressed how TPD characteristics, activities, feedback, working conditions, and mobility influence the English teachers' professional competencies as stated in the regulation. This section aimed to present portraits of the TPD characteristics of each school.

To begin with, this part initially discussed the case of TPD in Orchid School. Among the three selected researched schools, the English TPD practices were revealed to be the least developed among the three researched schools in terms of professional ranks, educational qualification, facilities, support, and learning environment. The school's existing teacher professional development activities were formal, internally conducted by the school, and externally hosted by governments, yet very rarely specified improving the professional skills of the English teachers. TPD was mainly geared toward understanding the newly imposed curriculum and completing administrative documents, including teaching instruments such as syllabus, lesson plans, and appendices that the government required for their professional promotion or certification. The English teacher forum at this school (MGMP for English

Teachers) was not well functioned, lack of supervision, and was unsustainably conducted. So, the chances for collective development among the teachers were available in a very limited number. There were a lot of charged programs for teacher professional developments in the last 18 months, but the teachers were very rarely (to never) involved in such programs. Policies and regulations which less supported their professional development activities, as well as financial support, which was barely available for the teachers' development, became two dominant reasons among the existing responses (Astuti, 2016; Canh & Minh, 2012; Jalal et al., 2009; Lunenberg et al., 2016; Stanley, 2011; Yuwono & Harbon, 2010). Based on the findings, the teachers claimed to have no problem setting aside their earnings to a certain limit for professional development. Still, they would rather cancel it if it were too often or too expensive. Therefore, this situation could become one dimension explaining why TPD for the English teachers at the school was very scarcely implemented.

At Orchid School, the working tenure of the senior teachers approaching retirement had negatively influenced their motivation and performance to conduct professional development. Their resistance was high because they perceived the knowledge they had at that moment was sufficient to handle the current demand of the teaching; in addition, they might also not want to be forced to change (Terhart, 2013). On the other side, it was indeed an issue that potentially negatively impacted other teachers and their learning environment. The analysis demonstrated that some junior teachers began to resist upgrading their academic rank to a higher level. Most resisting teachers admitted to being reluctant to bear the additional duties after the promotion. To cope with this issue, the school management had done some actions, but their efforts did not result in a meaningful change on the teachers' side. The teachers' morale and performance towards their professions in general and teacher professional development, in particular, appeared to be still an issue for the school. Professional learning had not yet been internally perceived as an obligation for the teachers, so it was rarely practiced. Teachers who wanted to develop themselves found it difficult due to a lack of support and facilities from their institution, which covered but was not only limited to access to reference books and other academic resources. The language lab, which should have functioned to support language learning and teacher skill development, was no longer available.

In short, the competencies required by the regulation were hardly achieved by the English teachers at the school. They encountered numerous issues for development both internally and externally. This situation was triggered by policies that less supported their professional development activities; school financial support which barely facilitated the teachers for development; unspecific regulations to control the progress of teacher development; lack of

supporting facilities for teacher development such as accessible reference books and other academic resources; teachers' view, perception and action to get involved in TPD; social-economic background of students, students' behavior; limited learning exchange such as discussion, and sharing best practice at their school; and the top-down concept of teacher professional development (Canh & Minh, 2012; Jalal et al., 2009; Nugroho et al., 2020; Yuwono & Harbon, 2010).

Bougainville School was another school selected as the object of the study. The case of this school was more or less similar to the previous one. In the last two years, the teachers at Bougainville School did not receive any opportunities from the government for collective and systematic professional development programs. Supposed the school received one in the past, the chance would have been unevenly distributed to all teachers due to the limited capacity. On the other hand, the teachers assumed they had the same right to develop. Some teachers perceived the government-organized professional development programs were simply a project that adopted a top-down model with no further assistance or supervision after the program. Thus, it became less meaningful. They explained that implementing new insights in the classroom was not always easy.

Consequently, in many cases, they preferred going back to their old teaching tradition to proceeding with executing the knowledge they newly retrieved in their classroom. Not only did the government offer teacher professional development opportunities to the teachers, but also some other external parties such as universities and educational consultants. However, the teachers (hardly to never) participated in the program, particularly within a year and a half. Rather than having workshops or seminars on professional skill development, in the last 18 months, they were involved in programs that were not directly relevant to their professional growth, such as workshops or seminars on educational policies, budgeting, and tax. Learning communities for English teachers at the school did not work to develop the teachers' professional competencies. The existing forum, such as MGMP, was more like a forum to discuss teaching schedules, teaching class distribution, and other administrative issues. Constructive activities such as non-formal sharing, discussion, personal reading, dialogue, etc., were reported to be very scarcely organized. The habit of knowledge sharing was not yet transformed within the school environment. The teachers' sense of curiosity to gain new insight from other teachers was relatively weak. Therefore, this made collective learning barely take place at the school. Some studies revealed collective learning is essential to facilitate the development of professional competencies among teachers (Assen et al., 2020; Hoekstra et al., 2009; Meirink et al., 2009). In addition to the findings, institutional support for policies,

finance, and facilities to develop teachers' competencies was relatively weak. The teachers were hampered by the recent barriers to independently while sustainably developing their competencies. For these reasons, they appeared to have limited chances to benefit from professional development activities.

At Bougainville School, the teachers' years of teaching experiences and qualifications did not always have a positive correlation with the teachers' intensity of getting involved in teacher professional development activities. The study revealed senior teachers with more experience had their learning motivation decreased. Teachers with this characteristic tended to have different orientations of work and life. Most senior teachers stated they wanted to prepare for retirement and focus more on family and their spiritual journey. A matter of professional development was no longer a top priority. However, they admitted to giving their best performance to educate students. Their participation in programs in recent years, such as educational policies, budgeting, and taxes, was not genuinely coming from their interest but a directive instruction from the top institutional management and the government authorities. The teachers got a lot of offers to participate in teacher professional development programs held by external parties such as educational consultants and universities. However, very few were interested in it. In case they participated in such programs, the results of their involvement did not appear to be promising. Some studies recorded teachers were occasionally excited to get involved in professional development activities (Feng, 2012; Stanley, 2011) and generally wanted more after their initial involvement in such development activities (Lunenberg et al., 2016; Organisation for Economic Co-operation and Development, 2009). However, the teachers at Bougainville School were less motivated and interested in participating in such a program (Organization for Economic Co-Operation and Development (OECD), 2009). As a result, the professional development opportunity they were involved in did not meaningfully improve their professional competencies.

Although aware of the benefit of teacher professional development, the teachers' concerns about TPD were still questionable. Institutionally, Bougainville School and government did not have an effective mechanism to holistically control and empower the results of teacher professional development activities.

To summarize, in the last 18 months, the teachers did not get involved in any relevant collective and systematic professional development activities conducted by schools, governments, or external parties such as educational consultants and universities to develop the four competencies as prescribed in the minister regulation. The institution's learning forum (MGMP) did not function accordingly to support the development of the English teachers.

While the teachers' curiosity about seeking new insight from the other teachers was relatively weak, the learning environment which provoked knowledge sharing to develop teachers' pedagogical practices was scarcely available. Therefore, collective learning among the teachers barely took place. Institutional support on policies, finance, and facilities to develop teachers' competencies was relatively weak, making the teachers encounter a considerable amount of issues to improve on their competencies continuously.

Similar to Orchid School and Bougainville School, the English teachers at Amaryllis School received no exposure to the government-provided opportunities to develop their professionalism in the past 18 months. As it is a vocational school, the opportunities for professional development often went to teachers with specific skills as required by the institution's programs. To the best of their knowledge, the opportunities provided were hardly evenly distributed due to the program's limited capacity. Therefore, professional development activities at this school were primarily restrictive, personal, and uncontrolled. The English teachers at this school did informal learning mostly, such as surfing the internet, reading a school textbook, and sometimes watching YouTube (one teacher extended her learning by writing books and articles and independently participating in a relevant online seminar). Like other schools, the English teacher forum (MGMP for English teachers) had not optimally functioned as a chamber to develop the English teacher competencies as required by the regulation. This forum was managed to discuss things such as new policies, pedagogical administration, teaching schedules, course distribution, preparation for exams, and knowledge dissemination to other teachers conducted by teacher representatives upon their coming back from professional development programs. However, activities specifically concerned with teacher competence development were rarely made. The school principal recognized the essential role of TPD in developing the institution. Thus she admitted to being supportive and pleased to see if her teaching staff could independently build their profession. Being careful with the regulations, the principal hardly allocates a budget to support the need for each teacher at the school to develop continuously. However, she once asked the management to organize an *In-House Training* (IHT) for all school teachers.

Some English teachers, for all reasons, felt reluctant to get involved in TPD. However, one teacher had strong motivation to develop continuously. Mrs. Ornella was the only one in the school who successfully gained her educational qualification for the doctoral degree. Internal drive and feeling of responsibility for her profession became the primary reasons to keep her motivation stable. She paid herself all the expenses for her professional development, such as seminars, workshops, and master and doctoral degrees. She managed her busy time at school

to make a balance between study and work. So far, she has had no complaints about it. She actively sought learning opportunities, learned by heart, and was willing to learn with and from others. Her motivation was the most dominant factor in her success in her profession and in becoming a productive teacher. During her employment, she had written more or less fifteen books and published her academic work in online newspapers and magazines.

The openness and concerns of the school principal about her teacher's professional development could become a solid point to help the English teachers develop. From the analysis, the teachers and the principal agreed that the existing collegial and professional relationships among the teachers and their principal needed to be well improved. Senior teachers should have been willing to collaborate and help their juniors develop through mentoring activities. All teachers should have been willing to collaborate to conduct research to seek innovation and issues appertain to their classroom teaching. At a school meeting, all teachers should be free to express and use any constructive ideas to support their competence development.

Most importantly, the teachers had to be committed and motivated to develop. All would be hardly realized without the hands of the school principal, and so communication among parties had to be well established. From the findings, the principal actively sought information on teacher professional development programs and passed it to all teachers. Through the sharing, she expected some teachers would be triggered to participate. The principal was fully aware of the urgency of being a role model and a leader for her teachers.

Overall, teacher professional development programs at Amaryllis School appeared to be restrictive and individual. Although the school principal was aware of the urgency of teacher professional development for her teachers, her institutional actions to support the teachers' development were still relatively weak, especially financial support, regulation, monitoring, and control. The teachers were developed mainly by their initiative, that personal drive was influential in this matter. Due to a lack of support and control, the teachers regarded professional development activity less urgent than other jobs they had to bear under teaching duties. As a result, they were often suspended from participating in teacher professional development activities. To add, the teacher forum, which should be a place for development, seemed to function less as a space for teacher professional development.

The present study has shown different cases of the three other schools. From the analyses, the teacher professional development issues at the schools developed from multiple elements rather than being affected by a single source. This situation made the teacher development issues unique, varied, and cumbersome. From the analyses, in general, this study figured out

that Amaryllis School, Orchid School, and Bougainville School faced endless challenges to; (1) provide the teachers with sustainable professional development opportunities and a supportive learning environment; (2) empower emotional, technical and leadership supports from colleagues and principals, and (3) find ways to provide individualized supports on finance and policy to teachers. As a result, the TPD activities at the schools were stagnant, limited, isolated, and individual, in addition to focusing on the mandate and prescribed changes such as one in, for example, the new curriculum. The prescribed changes were often disconnected from the need for learning for teachers, students, and their learning environment.

Numerous studies have been conducted to reveal the phenomena of teacher professional development (Clement & Murugavel, 2015; Hansen-Thomas et al., 2014; Nugroho et al., 2020; Roux & Valladares, 2014; Sulistiyo, 2015). However, their reports were not holistic and generally missed to comprehensively disseminate factors that influenced the above phenomena of the English teacher development. From the case accumulation, the findings of this present study completed one of the missing parts of the earlier studies and enriched the current discussion on English Teacher Professional Development. From the discovery, I learned that the issues of TPD under this study were contextual and greatly influenced by the authoritarian model of government policies, regulations, and programs on education which less optimally monitored and facilitated the executors (School and the English teachers), thus often bringing problems to the grassroots.

The nature of this autocratic governmental system historically originated from the systems inherited by models of the earlier governmental structures where the government often took full control over its apparatus to conduct tasks based on mandated instructions. In education, the state-owned teachers were the apparatus who had to comply with all the prescribed educational policies, regulations, and programs such as ones in the curriculum, instructional guidelines, and national assessment to achieve the country's national objectives. These kinds of governmental systems had been running for decades. They were detected to be an essential contribution to shaping the working culture of the state-owned English teachers and how they were developed.

The characteristics of the former educational system and its components had influenced the existing policies, regulations, and programs, including teacher professional development. TPD is an integral part of the system, and its contribution to educational changes and reforms is undeniable. Hence, designs of the systems had to consider the need for teacher development. In practice, rather than being conceptualized from the bottom line, the government decides TPD's initiatives and objectives. These objectives and initiatives are less optimally counted in

the voices of stakeholders, and the evidence from the grassroots, as the primary data source for development. The government had the authority to manage what and how teachers learn. Thus it appeared to be authoritative and top-down. As a result, there always happened a gap during the program execution. What was given did not always fit what was needed in the field for teachers' knowledge and competence development. Teachers' participation in the government-provided TPD programs was always high, but this participation was not always directly proportional to the results achieved after participating. The increased tendency of teacher participation in the program could be a sign of obedience to instruction from the authorities.

Therefore, teachers' participation in TPD programs could not always be correlated with teachers' positive results in learning. Although it was helpful for teachers, their knowledge from the programs was hardly applicable to the classrooms. Therefore, many returned to their old teaching models (Nugroho et al., 2020). This situation, at the same time, confirms the arguments that many current TPD programs did not fit the specific need for teacher development; thus, teachers' problems in practice, their learning preference, and their particular concerns were scarcely resolved (Li & Bu, 2013; Yan, 2015; Zhang & Wong, 2017; Zhang et al., 2021). TPD for English teachers was complex. Participation was only the beginning of learning, but it was not yet a part of the learning itself. To learn, teachers needed to bring what they learned into practice, then experience a cognitive dilemma, thus doing reflection to make their new knowledge fit the need for learning in reality (Doolittle, 2014).

The cases aforementioned demonstrated that TPD issues were complex, multidimensional, and not easy to solve (Feng, 2012; Zhang & Wong, 2017). Policies, regulations, and programs that included designs of TPD had allowed the teachers to shape views in their minds to which the most relevant TPD programs were the ones initiated by the government. So rather than coming up with their initiatives, the teachers preferred to wait for the government-funded TPD opportunities. Therefore, when data were collected in the study, most interviewed teachers had not yet participated in teacher development programs.

Although it was usually free of charge, the government-provided TPD programs had been very rarely capable of accommodating all teachers. Therefore, they assigned schools to send representatives to participate in the program. Consequently, teachers assigned as participants in the program had the responsibility to disseminate the ideas to their fellow teachers after returning to their institution. Although it was efficient in terms of time and finance (Rahman, 2016), the results of knowledge dissemination did not always end up as expected. There were considerable amounts of reasons behind it, such as (1) the ideas which were either too broad or too narrow, thus, so challenging to execute, (2) the capability of teachers to absorb new ideas

from the programs, and (3) the teacher capability to disseminate information. In the end, teachers were often puzzled by the critical question of connecting the ideas in practice to make a positive change in classroom learning activities (Nugroho et al., 2020; Zhang et al., 2021). As repeatedly mentioned, this phenomenon had resulted in teachers' abandoning the newly attained ideas, employing the existing models of teaching they believed to be more relevant.

To summarize, the present study indicated that the three schools, in general, faced complex issues regarding English teachers' professional development in terms of developing the teachers' professional competencies. The schools, as the extension of the government, often faced a dilemma. On the one hand, they had the responsibility to help the teachers sustainably develop. In contrast, on the other hand, they were faced with enormous challenges of policies and regulations, which gave them challenges to execute duties as they should have done. Therefore, the schools often offered the teachers two options, (1) doing TPD at their expense or (2) waiting for TPD programs as organized by the school and government. The teachers, in this case, preferred option number two. Due to no access to the programs, in the last 18 months, many English teachers did not get involved in any relevant TPD opportunities. As funded by the government, the TPD program was top-down and often missed counting on designs that fit the need for teacher development. As a result, it only transferred new insights to the teachers but did not provide them with solutions to the existing instructional problems. Terhart (2013) argues ideas and innovation will be relevant to solving problems only if teachers have the space to decide on what they want to learn.

The statement, at the same time, confirms the missing part of the earlier applied government-funded TPD programs. Besides this program, one of the schools once initiated development programs on pedagogy for all teachers across disciplines. Due to a lack of control, support, and supervision, the training results appeared to be less promising. Going through the findings and the discussion above, the results of the analyses revealed that the cases at those three researched schools were generally typical of what had been disseminated in much of the existing academic literature. The phenomena of TPD in the schools were multidimensional. Therefore, it was nearly impossible to say that the quality of TPD was only influenced by one single factor. To end, the bureaucratic control of the national education system in Indonesia supported by the limited roles of schools to make breakthroughs influenced the look of education in general, the face of teacher quality (Including the English teachers), and the model of teacher professional development.

4.2.3. English Teacher Professional Development at the case settings is complex, constructive, and multidimensional

Data collection from the study demonstrated considerable factual evidence on teacher professional development from the three state vocational high schools. Although cases of the three schools were generally similar, they were still rich and unique. The similarity of the cases was not always capable of explaining the factors to cause the problems, thus making the issues of TPD complex (Conley et al., 2014; Moore et al., 2021). The complexity of TCPD, in many cases, is often associated with how teachers interacted with the sources of knowledge and how they developed their understanding and skills from the knowledge (Doolittle, 2014). Interaction among learners stimulates a causal drive that supports the qualitative development of cognition (Rardin & Moan, 1971; Wenger, 1998). To whom or with which the teachers interacted determined the quality of their belief, knowledge, and motivation as well as experience, which eventually fell into the teachers' actions on TPD (Rahman, 2016; Wenger, 1998). This situation further explained that one teacher's actions might significantly impact the other teachers.

All schools of the present study had senior English teachers whose presence was respected by their juniors. Their professional performances often became parameters for their juniors, so they followed. Although the seniors admitted sustainable knowledge development was important for teachers' professional development, most were unable to participate in the kinds of developments. This situation turned into discouragement for their juniors, eventually shaping their current view of TCPD. Some perceived TPD as less important than teaching duties, thus not mandatory. As it had been running for a long time, abandoning the commitment of TPD became tolerable for the teachers. In the long term, it might threaten the quality of education at the schools, particularly in English teaching.

Other than the learning environment, the existing autocratic and bureaucratic systems of both schools and the government contributed to the stagnancy of TPD. Such systems to encourage reforms might increase pressure on the teachers to display innovation-compliant behavior. Consequently, the increase in teachers' fraud could be one of the unintended effects (Terhart, 2013). While the school principals encouraged TPD, funding support, policies, regulations, monitoring, and evaluation for TPD were less sufficient to empower the English teachers' knowledge and skills. In most cases, the teachers were the ones to bear the expenses of the TPD they participated in. This situation caused a dilemma for the school principals. On one side, they wanted to help, but on another side, they were restricted by the existing facilities, policies, and regulations. Monitoring and evaluation could not be executed accordingly, given

that support for TPD was relatively weak. Therefore, with all respect, the principals responded with a sense of reluctance to intervene more deeply in TPD. Seeing the phenomena of TPD at the sites of the study, teachers' knowledge and skill developments were perceived not yet to be the main concern of the governments and the schools under the study. The systems to empower TPD appeared to be under-established, allowing the teachers to develop continuously. To add, the portraits of the TPD participation level of the English teachers at the schools might also be influenced by the model of the national learning assessment as imposed on the schools. Rather than consistently developing the four language skills, the students were trained to pass the national exam successfully. Therefore, teaching emphasized more, allowing students to answer various questions in the national examination correctly. Considering the kind of educational demand, the teachers perceived knowledge and skills they had at that moment were just sufficient to cope with the recent challenges in English language teaching. So TPD was not necessarily required at that moment. In another case, TPD was also affected by teachers' belief in the quality of the students.

From the findings and discussions, the complexity of TPD was vividly observable. The authoritarian systems, bureaucratic control of the government and schools, and the top-down model of TPD impacted the quality and teachers' participation level of TPD. Factors that influenced TPD were varied and reciprocal. Therefore, they rarely stood in isolation. Learning from the cases, there were at least two major components to greatly influence TPD at the schools, (1) the existing policies and regulations, (2) the school and government systems, which included the process of monitoring-evaluation, and (3) the teacher motivations. Although teachers encountered barriers to TPD, Mr. Jane participated actively in different kinds of TPD, ranging from workshops, seminars, and further studies to independent learning. Among the researched participants, she was the one who was very productive and sustainably developed. During her employment as an English teacher, she produced fifteen books and some articles published on the online media platform. She was the only one among the teachers in those three schools who gained a doctoral degree. Although approaching retirement, she tried her best to keep productive. Strong motivation and self-determination were the most fundamental aspects behind her spirit to develop continuously.

The evidence opened the horizon that the roles of schools and government are central to producing systems and mechanisms which allow the teachers to move towards sustainable professional development. It is the systems and mechanisms that provoke learning interaction among teachers or between teachers and the resources of knowledge to create continuously collective or independent learning on the teachers' side. To develop understanding, the

interactions among teacher-learners need to be meaningful. The meaningful interaction will likely allow them to experience a series of complex constructive processes before their cognition is developed (Doolittle, 2014; Morrison, 2006). Cognitive gain among learners is different from one another. It depends on learners' ongoing experience and adaptation to a new cognitive input through self-active knowledge construction involving the self-organization of knowledge and experience into internal models (Doolittle, 2014). Cognitive creation hardly takes place unless interaction is established. At the same time, this situation implies that the creation of cognition on the side of teacher-learners is complex, constructive, and multidimensional. The roles of personal determination, family, working environment, and the existing authoritative and bureaucratic systems (policies, regulations, and supports) of the governments and school organizations are influential. From the discussion, sources of TPD transformation are classified into internal and external drives. The internal drives refer to the strong motivation and determination of the English teachers to keep them developed. However, reflecting on the evidence, the teachers appeared to face a stone wall to manage themselves for their professional development. Thus, they needed support.

Meanwhile, external drives are the motivation to do tasks due to external causes. In this case, the teachers are in need to be empowered externally. Supporting systems, regulations, policies, facilities, and support from the schools, the provincial government, and the central government are essential to help them continuously develop. Therefore, this study argues that Teachers' transformation of learning is complex, constructive, and multidimensional (Moore et al., 2021; Zhang & Wong, 2017).

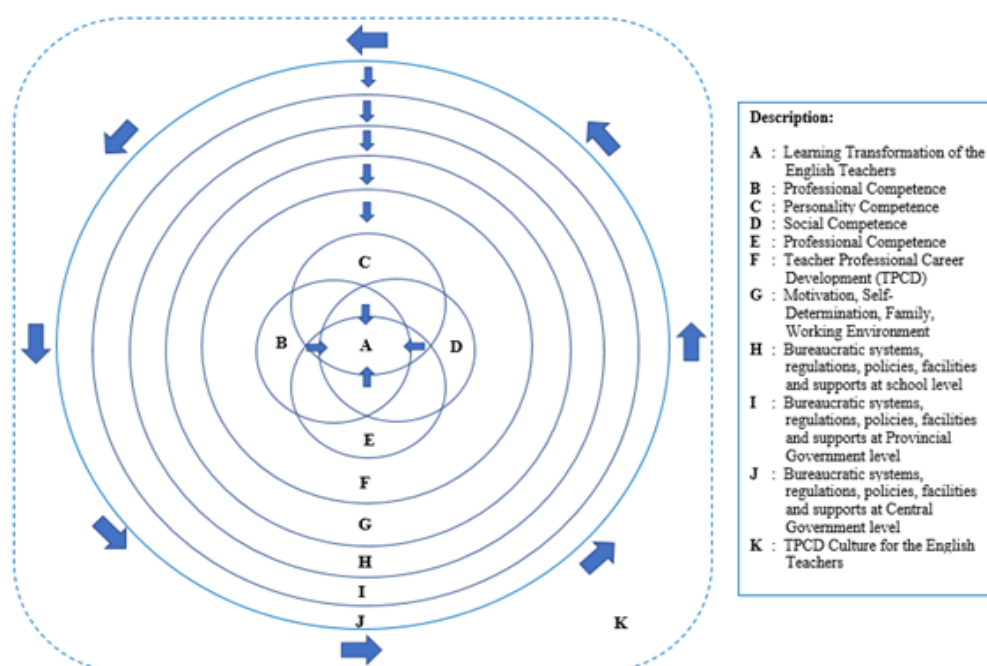


Figure 2. Teachers' transformation as complex, constructive and multidimensional issues

This study began to investigate the influences of TPD characteristics, activities, feedback, working conditions, and mobility on English teacher professional competencies. The theme was investigated by exploring potential issues related to the theme. However, as the study evolved, its findings demonstrated that complex and multidimensional factors strongly influenced TPDs. Although TPD is required for better educational service to students, the collective and systematic practices of TPD in the case settings were very scarcely taking place in the last eighteen months. Teachers did it restrictively and individually. The effect of autocratic and bureaucratic governmental systems, which included policies, regulations, facilities, and support, significantly impacted the English - TPD at the school levels. The principals and team found it hard to implement an effective and efficient model of TPD due to rigid governmental regulations and policies and the lack of government facilities and support for TPD. Thanks to the limited aspects, especially funding, the English teachers at the school preferred waiting for school or government-funded opportunities to participate in TPD activities voluntarily.

4.2.4. Limitations

Not only did this study note the benefits of the findings as the basis to design future TPD activities for English teachers, and to improve the existing TPD programs, policies, regulations, and systems to develop English teachers' professional competencies, but it also recognizes some limitations. Most notably, this study did not discuss state school conditions and things embedded. Data collection of the study was made during the pandemic time of Covid-19. This can be one point where the research participants were hardly accessed due to WFH (work from home) and social distancing policies. For these reasons, some research participants had objections to the interview. Thus not all of them could be accessed for verbal data collection. The participants who encountered such difficulty in an interview were directed to respond to the survey as provided. Also, this study comprised only civil servant English teachers of the schools. Teachers from other disciplines, students, school administrators, English teachers out of the researched schools (state vocational schools), and English teachers from private vocational schools and senior high schools were not represented. As such, the study's findings may not necessarily portray the TPD phenomena of the other schools. Data of the study were only collected in Semarang and thus may culturally be specific. Last but not least, this study only investigated the influences of TPD characteristics, activities, feedback, working conditions, and mobility on English teacher professional competencies as stated in the National

Education Ministry No. 16 year 2007, from the lens of complex constructivism and legitimate peripheral participation. Therefore, other variables under TPD beyond those mentioned above were not yet explored.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The teachers are figures very central in the world of Education. Their very strategic roles are undeniably often associated with student learning achievements. Therefore, many theories confirm that teachers must be qualified in the sense that they must be scientifically competent in the field they teach, can deliver material in a way that students easily understand, have a good personality, educate, and be able to socialize well towards anyone including teachers and students (Landmann, 2013; Novozhenina & López, 2018; Richards, 2010). Professional performances of teachers in carrying out tasks, in general, are influenced by not only the length of teaching (teaching experience), belief and prior knowledge, and economic conditions, but also strong motivation and determination to continuously develop and maintain their effective, credential, professional, knowledgeable, and skillful performance. Through sustainable teacher professional development, teachers can ensure their quality performance.

Consequently, students will experience a robust process of learning on their sides, which eventually affects their skills and cognitive growth. In Indonesian Education, teachers' professional performance is valued on their mastery of four professional competencies, including pedagogical, personality, social, and content knowledge competence, as mentioned in the national education minister regulation No. 16 in 2007. Since professional competencies are not static, teachers must continuously engage in professional development activities.

Based on the evidence from the study, I can conclude that **(1)** the current study's findings, in general, supported OECD's position that TPD characteristics, TPD activities, feedback from stakeholders, and international mobility influenced the teachers' professional competencies. Among those five variables, I found one variable, "working conditions," did not convincingly showcase evidence to influence the teachers' professional competence development. However, it does not mean the influence completely disappears. Considering that, I did not include and examine aspects such as school efforts to ensure the progress of TPD activities under the variable of working conditions. Thus, further exploration is necessary. **(2)** Sustainable teacher professional development programs are crucial for teachers to help students achieve the outcome of English language learning. Despite being required, the data demonstrated that the teachers rarely (to never) participate in collective and systematic TPD activities in the last 18 months. They did it restrictively and individually, yet results of surveys, interviews, and

observation confirmed that the teachers received limited exposure to proper and relevant TPD activities. With all the evidence from the classroom observation supported by data from the surveys and interviews, the present English language teaching appeared to find it hard to guarantee a promising learning outcome. The teachers employed the old paradigm of teaching (teacher-centered learning), the teachers were lack of critical thinking in terms of problem-solving in English teachings, and the students were very rarely exposed practically to demonstrate the target language; as a result, students were likely to face unpromising results of English language learning. **(3)** current practices of teacher professional development were as products of complex, constructive, and multidimensional issues, which might include but are not only limited to (a) teachers' reasons, (b) working loads, (c) less conducive teachers' learning environment, (d) out of school teacher activities, for example, family and other social life after offices, (e) adequate learning facilities and relevant supports, and (f) the current autocratic and bureaucratic systems of central, provincial, and regional governments, in addition to schools which seem to help teachers shape belief that TPD activities were not mandatory, thus, could be abandoned. These points (a – f) could, at the same time, shed light on factors that impeded teachers' learning and change **(4)** Being accustomed to the national systems, the teachers preferred waiting for directive instruction from school leaders or authorities to begin TPD activities. This situation brought an implicit message that *micro*, *meso*, and *macro* systems of Education in Indonesia related to supervision, control, intervention, policies, and regulation in the levels of schools and governments were not optimally performed. Therefore, these systems were in need of improvement so that issues mentioned earlier could be minimized if not avoided. **(5)** Theoretically, this study enriched the recent discussions of TPD within the Asia context, mainly in Indonesia (Astuti, 2016; Avillanova & Kuswandono, 2019; Lintang Sari et al., 2022; Muslem et al., 2022; Shaheema, 2022; Sulistiyo, 2015; Yuwono & Harbon, 2010) by showing its novelty through the evidence and discussion from the results of a deep exploration to find out influences of TPD characteristics, activities, feedback, working conditions, and international mobility on teachers' professional competencies. As the study developed, findings and discussion were unexpectedly taken further into other relevant areas such as policies, regulations, systems, support, and facilities of both government and school levels. While enriching the recent discussion of TPD, this study theoretically confirms that teacher professional development is complex, constructive, and multidimensional matter. *Complex* means it is nearly impossible that TPD's quality only depends on one single factor. *Constructive* means that cognitive creation will hardly occur without intervention from meaningful interaction between learners and the other learners and between learners and the

sources of information. While *multidimensional* means more than one factor affects successful TPD for English teachers. As a result, these factors need to be managed so that these can be synergized to be strengths rather than weaknesses in terms of developing the English teachers' professional competencies.

5.2. Implications

This study was one of the explorations on phenomena of the English teacher professional development, which focused on exploring the influence of TPD characteristics, activities, feedback, working conditions, and mobility on English teacher professional competencies. With all the evidence presented, the results will be significant as the basis for designing future TPD activities for English teachers and improving the existing TPD programs, policies, regulations, and systems to develop English teachers' professional competencies. Although the teachers had been developing their professional competencies restrictively and individually, adequate support and facilities still had to be provided to teachers. All in all, the findings of the study specifically (1) provide some evidence on the challenges of TPD; (2) provide some evidence on the need to improve the TPD performance of the English teachers; (3) provide pictures of the current practices of TPD at both school and government levels; (4) provide relevant hints for designing practical English TPD activities which can arouse teachers' interest, help the teachers engage in autonomy-supportive learning activities, and provide them with opportunities to interact and receive feedback in a more supportive learning environment; and (5) provide clues related to supports required to accelerate the growth of teacher professional competencies. Finally, based on the findings, this study showcases that TPD is complex, constructive, and multidimensional.

5.3. Suggestions

Despite these limitations, this study provides critical insight to schools and provincial and central governments on the phenomena of TPD for English teachers from the grassroots lens. In the future, further studies investigating the flourishing needs for teacher professional development over the education trends during and after the pandemic would be explicative to address the need for English teachers' professional development comprehensively. Notably, future studies should repeat the examination at various points in different cultural settings to influence and disrupt educational reforms to determine if the existing models of TPD for English teachers are still relevant and encountering the same blocks and needs. Future studies

are also essential to learn how bureaucratic systems, which include policies, regulations, facilities, and support from the schools and governments, transform English teachers' learning and how that support and facilities can be provided to minimize gaps likely to occur. Finally, future studies are also necessary to explore the other factors that potentially affect TPD for English teachers.

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APPENDICES