

**ENGLISH TEACHERS' PARTICIPATION AND CHALLENGES IN  
DEVELOPING THEIR PROFESSIONALISM**

An Undergraduate Thesis

Presented to the Department of English Language Education  
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree  
in English Language Education



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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should

Yogyakarta, 10 July 2025



VIONASEPTIYANA

## **MOTTO**

“ Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(Q.S Al-Baqarah:286)

“ Maka sesungguhnya bersama kesulitan itu ada kemudahan.

Sesungguhnya bersama kesulitan itu ada kemudahan”

(Q.S Al-Insyirah : 5-6)

*“god have perfect timing, never early, never late. It takes a little patience and it takes  
a lot of faith, but it's worth the wait”*

## **DEDICATION**

I dedicate this thesis to my lovely parents who have always supported me to go through this process. I also dedicate this thesis to myself for surviving and being able to go through this process

## ACKNOWLEDGMENT

Thanks be to Allah SWT with all his favors and gifts so that the author can complete the thesis.

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# ENGLISH TEACHERS' PARTICIPATION AND CHALLENGES IN DEVELOPING THEIR PROFESSIONALISM

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## ABSTRACT

This study aims to investigate the participation and challenges faced by English language teachers in Teacher Professional Development (TPD). Although TPD has been studied in various school settings, less focus has been given to the experiences of English teachers in *pesantren* settings and compared them to English teachers public schools. To better understand the differences and challenges faced in both contexts, this gap led to a qualitative study. Participant requirement was employed to recruit two English teachers representing distinct school types: a public school in urban Yogyakarta and a Islamic boarding school *pesantren* in rural Lampung, as participants for in-depth interviews within a descriptive qualitative framework. The data were analyzed by using thematic analysis. The results showed that Teacher B only has access to two forms of TPD-workshop and teacher support groups while Teacher A has more access to all four forms: workshops, self- monitoring, teacher support group, and peer observation. Teacher B face more significant constraints in the form of inadequate pre- service preparation, limited access to technology, and low English language competence. Despite the difficulties, TPD helped both teachers become more motivated and improve their teaching skills. Based on the research findings, it is recommended that schools and education authorities provide more accessible and structured TPD programs.

*Keywords: challenges, English teacher, teacher professional development*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Professional and personal development are essential for English teachers, as they directly impact teaching quality and student learning outcomes. Research on teacher professional development (TPD) has been crucial to the field of education since it is directly related to raising standards (Bank & Mayes, 2012). Teacher professional development can be done from anywhere, for example, when teachers received specific program developments from school or attended conferences from outside the school, this is also possible. Their awareness of having TPD for their professional careers as teachers is essential to improve their teaching process. A good teacher can be essentially defined as a teacher who helps the student to learn. The teacher contributes to this in a number of ways. Teachers usually attend professional development programs to develop their pedagogical practice, reflect on their teaching experience, research and practice, to “contribute to the professional life of the school” (Bank & Mayes, 2012, p. 12).

Many previous studies examined the professional development among English teachers, (e.g., Bowers et al, 2010; Banegas et al, 2013; Avillanova & Kuswandono 2019; Alzahrani & Nor, 2022; Zeng, 2023). Bowers et al. (2010) have researched

the effectiveness of professional development programs for teachers and discovered that they worked well for giving English language learners access to the curriculum. In the first study, Bowers et al. (2010) employed a survey to look into which teaching methods used by 108 fourth and fifth grade teachers that has proven to be successful in giving English language learners access to the curriculum. In another study, Banegas et al, (2013) studied a group of English as a foreign language teachers at secondary school in Argentina. Their findings about experience revealed growth in professional development and how teachers' motivation and autonomy influenced their students' motivation and language development. Furthermore, in the Indonesian context, Avillanova and Kuswandono (2019) examined the challenges of teacher professional development experienced by high school teachers. The research was done using a qualitative approach by Avillanova and Kuswandono (2019), and the findings showed that the timing of the program and the absence of information regarding government-provided seminars were the main causes of TPD problems. More recently, Alzahrani and Nor (2022) explored how TPD affects EFL teachers' ability to instill 21<sup>st</sup>-century skills in their pupils, finding that continual TPD encourages teachers to embrace innovative and learner-centered methods. Similarly, Zeng (2023) did a theoretical review on the impact of teacher professional development in EFL students' learning outcomes. The study stressed the need of ongoing teacher development in increasing instructional quality and student outcomes.

However, these studies that have been described previously have not discussed how TPD is experienced by teachers in rural and urban areas, and also those teaching

in islamic boarding school (pesantren). Therefore, in this study, the researcher is intended to compare the experiences of English teachers' professional development at a public high school and at a Islamic boarding school from rural and urban areas. This research was conducted to determine the challenges of English teachers when carrying out professional development and to compare the development of English teachers at a public high school and at a Islamic boarding school

## **1.2 Identification of the Problems**

Before conducting this research, the researcher conducted a short preliminary interview with an English teacher who has taught at an Islamic boarding school. The first challenge that the English teacher experienced is the lack of networking for professional development provided by the school itself or outside the school. The teachers have tried to find and carry out professional development but are always hampered by information. Then, the second challenge that English teachers encounter is related to workload and job description. The majority of English teachers who teach in islamic boarding schools are supposed to teach not only English subjects but also teach Al Qur'an for their study.

## **1.3 Limitation of the Problems**

Due to the practical constraints, this current research will focus only on the first challenge related to the limited professional development program among English teachers' experience is the lack of networking provided by the school itself or outside the school.

#### **1.4 Formulation of the Problem**

This study attempts to answer the following question: What are the challenges for English teachers at a public high school and at an Islamic boarding school when improving teaching professional development?

#### **1.5 Objectives of the Study**

Linked to the issues under study, this researcher will conduct this study to determine the challenges of English teachers at a public high school and at a Islamic boarding school when improving teaching professional development when carrying out professional development.

#### **1.6 Significances of the Study**

Practically, it is hoped that the results of this research can provide motivation for English teachers to continue developing and seeking professional development. If they have good professional development, it will really influence the students. Furthermore, this research also aims to provide prospective English teachers or English language teachers with an idea of where or how to carry out teaching professional development without being distracted by other activities

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Teacher Professional Development (TPD)**

Professional development could influence teachers' teaching quality and thus also affect students' learning activities. Professional development generally refers to general growth not focused on a specific job, it serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers' (Richards & Farrell, 2005). Research on teacher professional development (TPD) has been crucial to the field of education since it is directly related to raising standards (Bank & Mayes, 2012). It is mandatory for all teachers to participate in TPD when teaching, because by participating in TPD teachers can apply the practices gained from TPD to students, adapt to the learning environment, and meet students' learning needs (Ambon et al., 2024).

Each country has its own way of improving teacher professional development (TPD) in their country. In Indonesia, starting from 2006, the Indonesian Ministry of Education established a program called teacher certification to develop the quality of teachers in teaching (Avillanova & Kuswandono, 2019). Among other things, the teacher certification program objectives are to make sure that teacher's carry out their responsibilities correctly and to raise the caliber of education, to demonstrate that educators have already attained the necessary level of competency to carry out their

roles as educators, and thus enhance their professionalism. In which teacher professionalism means “an approach to educational reform – as improving teacher quality became viewed as the key to student achievement. ” (OECD, 2016, p. 8).

There are several ways that teachers can improve their professional development, either from the school where the teachers work or the teacher takes the initiative to seek teaching professional development themselves. According to Richards and Farrell (2005), there are four types of TPD, including: (1) workshops, workshops is a concentrated, brief educational program intended to give participants the chance to pick up specialized knowledge and abilities; (2) self-monitoring, self monitoring is assessment and management of one’s own behavior with the goal of improving comprehension and control over the behavior; (3) teacher support group, Working together to accomplish individual, shared, or both goals, or both, is what is known as a teacher support group. This type of group is based on the idea that group work is typically more productive than working alone. A support group usually consists of a teachers gathering to talk about objectives, worries, issues, and experiences; and (4) peer observation, a teacher or other observer intently watches and records a language session, or a portion of a lesson, in order to acquire insight into a particular facet of teaching, learning, or classroom interaction. Teachers usually do these things to improve the quality of their teaching. In order to have good teaching quality, teachers must increase their self-development. If their self development is lacking, it will have an impact on the students.

Teacher Professional development (TPD) program ideally must be carried out by all teachers. However, not all of this program goes well. There are definitely challenges that teachers experience when carrying out teaching professional development. A number of the challenges that teachers experience when developing their professionalism include: (1) insufficient pre-service training, (2) insufficient teacher preparation, (3) problems with training administration, and (4) unclear participant selection (Zein, 2015). This challenge is what hinders teachers from improving their teaching professional development and can affect students' education.

## **2.2. Review of Relevant Studies**

Several previous researchers have discussed how teachers can improve their teacher professional development when teaching or some have discussed the impact of teacher professional development on student learning development. In this section previous studies related to teacher professional development will be explained.

Bowers et al., (2010) analyzed the effectiveness of professional development programs for teachers and discovered that they worked well for giving English language learners access to the curriculum. In this quantitative study he used a survey with a large number of teachers, 108 fourth- and fifth-grade teachers from 12 schools in the large urban school district in Southern California. This research uses closed-ended and open-ended survey items. Descriptive data analysis and open coding were used to evaluate the replies in order to find recurring themes and tactics.

Teachers' educational backgrounds, professional development experiences, methods of instruction, and opinions regarding the effectiveness of different methods of instruction for English language learners were all gathered for the survey.

Banegas et al., (2013) analyzed a group of EFL teachers at secondary school in Argentina to improve and investigate their teaching practices. Their experience-related findings demonstrated the advancement of professional development as well as the relationship between teachers' autonomy and motivation and the motivation and language development of their students. This journal uses qualitative and quantitative study for collecting data, data were collected through field notes, student questionnaires, classroom observations, group and individual interviews, and taped meetings.

Avillanova and Kuswando (2019) examined the challenges of teacher professional development experienced when teaching high school. The findings demonstrated that the primary causes of TPD issues were the program's scheduling and the lack of knowledge about seminars offered by the government. In this study using the questionnaire and interview for collecting the data and descriptive statistics were employed to analyze the quantitative data obtained from the questionnaire. The investigators concentrated on the overall answers to every question expressed as percentages and numbers. Then, in order to comprehend the respondents' responses better, the researchers analyzed the qualitative data in the form of a descriptive narrative.

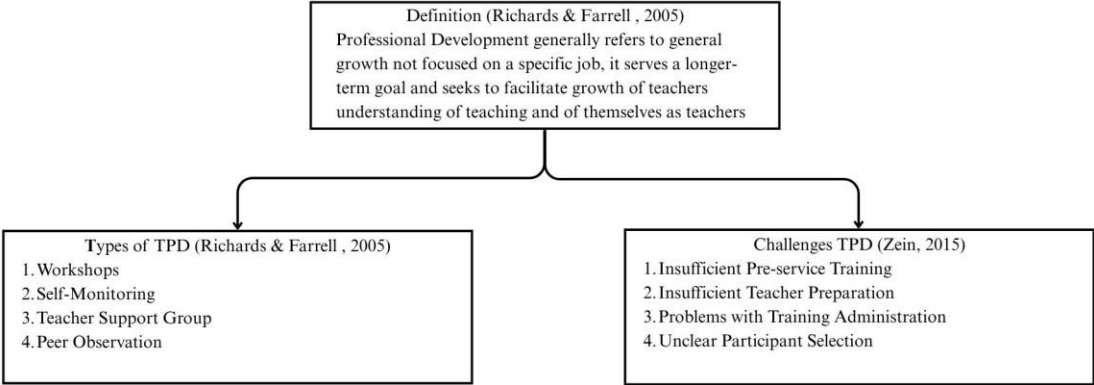
Alzahrani and Nor (2022) investigated how professional development programs influence EFL teachers' classroom practices, especially in promoting creativity, critical thinking, communication, and collaboration among students. Their findings revealed that effective and sustained professional development helps teachers' become more innovative and learner-centered, which in turn supports students in developing essential 21<sup>st</sup>-century competencies. The study employed a quantitative research design, and data were collected using structured questionnaires distributed to EFL teachers working in secondary schools across Saudi Arabia.

Zeng (2023) explored the connection between teacher professional development and EFL student learning outcomes by reviewing and synthesizing previous theoretical and empirical literature. The findings highlighted the importance of continuous professional development in enhancing teaching effectiveness and fostering better student academic performance. This study used a theoretical review method, collecting data from previously published studies, journal articles, and educational report related to teacher learning and student achievement.

In this section we have reviewed several researchers who have discussed teacher professional development. Furthermore, in this research the author will explain the challenges experienced by English teachers in a traditional Islamic boarding school. In addition, this research will focus more on comparing the challenges and participation they have undertaken to improve teacher professional development between English teachers in public schools and Islamic boarding schools.

**2.3. Conceptual Framework**

This research, in examining teacher professional development, uses the concept from Richards and Farrell (2005) to find out what types of TPD have been carried out by English teachers and also to become a professional development reference for other English teachers. In addition to that, this research also uses Zein (2015) to find out what challenges English teachers went through when carrying out professional development. The conceptual framework for this study is depicted in the diagram below:



**Figure 2. 1** Conceptual Framework

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1. Research Design**

The research design of this study is a descriptive qualitative study by using in-depth interviews as the method of data collection. Descriptive qualitative according to Cresswell, (2012) is a study that describes the characteristics of a population or phenomenon being studied, primarily used to gain an understanding of a group or phenomenon. The researcher used in-depth interviews with two teachers to get an understanding of their challenges when conducting a teacher professional development program. In recruited interviewees the researcher used participant requirement. Therefore, this study is an explanation of the program and the challenges experienced by English teachers at a public high school and at an Islamic boarding school.

#### **3.2. Data Preparation**

The preparation of this data discusses several things about the challenges of a teacher when carrying out a teacher professional development program, types of TPD, how to improve the TPD program and comparing TPD programs between English teachers at a public high school and at a traditional Islamic boarding school. Prior to data collection, ethical clearance was obtained to ensure that the research adhered to academic and ethical standards. Participant were informed about the purpose of the study, and their informed consent was secured to protect their confidentiality, privacy, and right to withdraw at any time during the research process.

### 3.2.1 Setting and Participants

Teacher A represented an English teacher from a public high school in an urban area Yogyakarta, while Teacher B represented an English teacher from an Islamic boarding school *pesantren* in a rural area Lampung. Each participant was recruited based on these specific contexts to provide contrasting perspectives on Teacher Professional Development.

**Table 3. 1** Setting and Participant

| <b>Category</b>      | <b>Teacher A</b>                      | <b>Teacher B</b>                            |
|----------------------|---------------------------------------|---|
| School Type          | Public School                         | Islamic Boarding School                     |
| Location             | Urban area, Yogyakarta                | Rural area, Lampung                         |
| Teaching Experience  | More than 25 years                    | Approximately 7 years                       |
| Reason for Selection | English teachers in public school     | English teachers in Islamic boarding school |
| Focus of Interview   | Types and Challenges when joining TPD | Types and Challenges when joining TPD       |

### 3.2.2 Type of Data

The type of data used in this research is qualitative data which provides a description of the answers from the participants. Compared to quantitative data which is represented in numerical form, qualitative data analysis is represented in the form of words (such as transcriptions from interviews) or in the form of images (such as photos) interpretation of data (Creswell 2012). Therefore, in this qualitative research, the researcher used a written form as a result of transcribed interviews from the participants.

### **3.2.3 Source of Data**

This research data was taken from an interview. In the interview the teachers answer questions about the challenges and what they do to improve teacher professional development.

### **3.2.4 Informed Consent**

Before carrying out the data collection process, the researcher asked the respondents, the writer gave the respondents a short question. Informed consent is actually about the consent and permission of the respondent to conduct an interview and be willing to be a respondent for the author's research.

## **3.3. Data Collection Technique**

### **3.3.1 Interview**

In this research the researcher collected the data using an interview. This method was chosen because it is among the best for gathering data when interviewing people who are comfortable, relaxed, and unaware of voicing their opinions (Creswell, 2012). The author made an appointment with the English teacher who will be interviewed. The author conducted an interview in April 2025 with Teacher A in a public high school at Yogyakarta and conducted an interview with Teacher B via whatsapp call in May 2025. The interview is recorded using audio so the researcher can re-listen and make it easier to retrieve data if the author has not had time to write down all the answers from the teacher. The following matrix in Table 3.1 was used by the researcher as a guideline for the interview.

**Table 3. 2** Matrix of Interview

| <b>Constructs</b>  | <b>Definition</b>  | <b>Components</b>   | <b>Interview Questions</b>  |
|--------------------|--|---|---|
| Types of TPD       | Professional development could influence teachers' teaching quality and thus also affect students' learning activities. Professional development generally refers to general growth not focused on a specific job, it serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers' (Richards & Farrell, 2005). | <ol style="list-style-type: none"> <li>1. Workshops</li> <li>2. Self-Monitoring</li> <li>3. Teacher Support Group</li> <li>4. Peer Observation</li> </ol> | <ol style="list-style-type: none"> <li>1. What kinds of TPD did you join?</li> <li>2. Where do you get the information about taking part in TPD?</li> <li>3. Is it difficult to find TPD in your school environment? Do you have any problem finding it? and how do you solve it?</li> <li>4. Why do you think the following TPD (such as workshop, teacher support group, peer observation, etc) is important?</li> <li>5. What is one TPD that you have participated in that has had a big influence on your student learning development? Why? How?</li> </ol> |
| Challenges for TPD | Challenges for TPD A number of the challenges that teachers  | <ol style="list-style-type: none"> <li>1. Insufficient pre service teacher training</li> <li>2. insufficient</li> </ol>                                   | <ol style="list-style-type: none"> <li>1. What are your challenges as an English teacher when doing TPD?</li> </ol>   |

|  |   |   |
|--|---|---|
| <p>experience when developing their professionalism include: (1) insufficient pre service training, (2) insufficient teacher preparation, (3) problems with training administration, and (4)</p> | <p>teacher preparation<br/>3. problems with training administration</p> | <p>2. What is your solution when going through the challenges you experience?<br/>3. What kind of support does</p>  |
| <p>unclear participant selection (Zein, 2015).</p>   | <p>4. unclear participant selection</p>                                 | <p>your school provide for your professional development, and do you feel it's sufficient?<br/>4. Do your fellow English teachers experience similar challenges in professional development? How do you usually support each other?</p> |

### **3.1. Data Analysis Technique**

This research used thematic analysis for the data analysis technique. The process of methodically finding, evaluating, and summarizing theme patterns in data is known as thematic analysis; it aids in the organization and thorough description of the data (Braun & Clarke, 2006). There are six phases of thematic analysis. First is phase 1 become familiar with the data. The researcher reread the results of the interviews with the teachers, listened again to the recordings that had been recorded during the interviews and identified interesting ideas in the data next is phase 2 generate initial codes. The researcher creates some preliminary code to facilitate the process of locating and identifying the constructs and combining all the parts by gathering the necessary information. After that phase 3 search for themes. In accordance with the theoretical framework, the researcher will evaluate the teaching diaries and interview transcripts and group the data into relevant topics. Next step is phase 4 review themes. Researchers must go over and reexamine the ones that have been gathered to determine whether the themes tend to be coherent. And then phase 5 define themes the gathered themes must be continuously analyzed by the researcher in order to categorize them into distinct subthemes. Last step is phase 6 write-up the report. The researcher must present their result analysis in this research.

### **3.2. Trustworthiness**

To enhance the trustworthiness of this study, the researcher applied data source triangulation by involving two English teachers from different educational settings. One from a public school in urban Yogyakarta and one from a Islamic boarding school

*pesantren* in rural Lampung. This strategy allowed the researcher to compare and cross-check data from distinct contexts to ensure the accuracy and consistency of the findings. As emphasized by Morgan (2024), triangulation is not only used to validate data but also to uncover deeper insight by considering multiple perspectives. Through this process, the researcher was able to strengthen the credibility of the thematic analysis.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

The chapter presents the research finding and followed by discussion of the research finding. In this part the result of data in this research was gained from an interview. The data was coded and collected into several themes in order to answer research questions and give more in depth discussion about participation and challenges English teachers in developing their professionalism.

#### **4.1. Findings**

This part describes the findings of the study. To collect the data, the researcher conducted a face to face interview with Teacher A at the school, and conducted a whatsapp call interview with teacher B. Teacher A is an English teacher who comes from a public school background in Yogyakarta, while Teacher B is an English teacher who comes from an Islamic boarding school (*pesantren*) in Lampung. In response to the interview questions, it was found that Teacher A has joined four types of Teacher Professional Development (TPD), i.e., 1) workshop 2) self- monitoring, 3) teacher support group, 4) peer observation, meanwhile Teacher B only has opportunities to join two types of TPD, i.e., 1) workshop and 2) teacher support group. In terms of challenges, Teacher A experiences fewer challenges than Teacher B. Teacher A mentioned only two challenges when doing TPD, i.e., 1) problems with training administration 2) time management, while Teacher B mentioned six challenges

when doing TPD, i.e., 1) insufficient pre-service teacher training, 2) insufficient teacher preparation, 3) problem with training administrations, 4) limited access to technology, 5) insufficient teacher community, and 6) limited English proficiency. In addition to types and challenges the researcher also found benefit from by joining the TPD. Teacher A gets two benefits : 1) material benefit and 2) school commitment and Teacher B also gets two benefits, i.e., 1) personal benefit and 2) multirole teacher in islamic boarding school context. The further explanation about the results would be reported in the next section. The aforementioned findings are described in Table 4.1.

**Table 4. 1** Overall Findings

| <b>Aspects</b> | <b>Teacher A</b>  | <b>Teacher B</b>  |
|----------------|---|---|
| Types          | <ol style="list-style-type: none"> <li>1. Workshop (WORK)</li> <li>2. Self-Monitoring (SELF)</li> <li>3. Teacher Support Group (TSG)</li> <li>4. Peer Observation (PO)</li> </ol> | <ol style="list-style-type: none"> <li>1. Workshop (WORK)</li> <li>2. Teacher Support Group (TSG)</li> </ol>  |
| Challenges     | <ol style="list-style-type: none"> <li>1. Problem with training administration (PTA)</li> <li>2. Time management* (TIME)</li> </ol>   | <ol style="list-style-type: none"> <li>1. Insufficient pre-service teacher training (IPS) .</li> <li>2. Problems with training administration (PTA)</li> <li>3. Limited access to technology* (LIMTEC)</li> <li>4. Insufficient teacher community* (ITC)</li> <li>5. Limited English proficiency*(LEP)</li> </ol> |
| Benefit*       | <ol style="list-style-type: none"> <li>1. Material Benefit (MBEN)</li> <li>2. School Commitment (SC)</li> </ol>   | <ol style="list-style-type: none"> <li>1. Personal Benefit (PBEN)</li> <li>2. Multirole Teacher in Islamic Boarding</li> <li>3. School Context (ROLE)</li> </ol>  |

Notes: aspects and themes with asterisk (\*) are emergent findings.

#### **4.1.1. Types of TPD**

Among the four types of TPD, workshops and teacher support groups were those that have been joined by Teacher A and Teacher B. Meanwhile, self-monitoring and peer observation were only joined by Teacher A. These types are explained as follows.

##### **4.1.1.1. Workshop**

Both Teacher A and Teacher B mentioned that one of the types of TPD they participated in was workshops. It was revealed that Teacher A and Teacher B participated in several types of TPD, such as seminars, training, and workshops. In addition, Teacher A also often participated in webinars or seminars organized by the local Education Office, which are usually held once or twice a month.

*“I strive to participate in seminars, training sessions and workshops.”(TYPE/WORK/A/020)*

Teacher B attends teaching workshops and training sessions every four months at the school. These activities included seminars about Kurikulum Merdeka, where instructors discuss implementation and share teaching strategies.

*“In the school seminars are given, for example workshops for teachers discussing the Kurikulum Merdeka, seminars with school principals about providing examples of good attitude to students” (TYPE/WORK/B/014)*

#### **4.1.1.2. Self -Monitoring**

The data also showed that Teacher A has self-monitoring of professional development. Teacher A said that her efforts came mainly from within herself. Teacher A is also actively involved in collaborative tasks, such as developing tests with other teachers, Teacher A also made preparations to leave the classroom early to carry out teacher professional development.

*“The efforts for personal development initially come from within myself.”*  
(TYPE/SELF/A//020)

#### **4.1.1.3. Teacher Support Group**

Both Teacher A and Teacher B mentioned that one of the types of TPD they participated in was a teacher support group. Teacher A is an active participant in professional learning communities at both the school and district level. In accordance with the Kurikulum Merdeka, the school has formed a learning community that has similar goals to the previous MGMP (Musyawarah Guru Mata Pelajaran). Teacher A is an active member of SETA (Sleman English Teachers Association) as well as a school-based learning community.

*“At school, there is now what is called a learning community for Kurikulum Merdeka. Previously, we referred to it as MGMP (Musyawarah Guru Mata Pelajaran) or Subject Teacher Forum.”* (TYPE/TSG/A/020)

*“I am also actively involved in the English teacher forum known as the Sleman English Teacher Association (SETA).” (TYPE/TSG/A/028)*

Teacher B attended monthly meetings with other teachers to discuss teaching-related topics. These regular meetings are intended to improve teaching techniques and foster collaboration among teachers in pesantren. Teacher B conducts evaluations by assessing each other during teacher meetings every 2 months or once a month to discuss the syllabus and teacher attitudes in the classroom.

*“...once a month there is a meeting between the asatidz (teacher). if it is called now it is a teacher meeting. We gather then we discuss the teaching.” (TYPE/TSG/B/028)*

#### **4.1.1.4. Peer Observation**

Teacher A mentioned that attending professional development events provided valuable insights and fresh knowledge. Teacher A held discussions with other fellow English teachers to evaluate her teaching methods and the materials she had created.

*“Through teacher professional development activities, we receive new insight and knowledge, either from resource persons—such as school supervisors, university lecturers, or even fellow teachers who share best practices or from peer discussions.” (TYPE/PO/A/030)*

#### **4.1.2. Challenges joining Teacher Professional Development**

For both Teacher A and Teacher B, there is one common challenge in participating in TPD, namely problems with training administration. Another challenge

experienced by Teacher A is time management. Meanwhile the five challenges faced by Teacher B include 1) insufficient pre-service teacher training, 2) limited access to technology, 3) insufficient teacher community, and 4) limited English proficiency. Each of the challenges are explained as follows.

#### **4.1.2.1. Time Management\***

Teacher A is a member of a group of about 10 language teachers who teach English, Indonesian, Japanese and German. One of the main problems is managing time because of the different learning schedules. However every Tuesday after Dzuhur, there is a special MGMP day where all English instructors can meet and collaborate.

*“Our language group has about 10 teachers who teach English, Indonesian, Japanese and German. One of the most difficult issues we encountered is time management, because each teacher has a unique timetable. To address this, the school designated Tuesday as MGMP day. On this day we have time after Dhuhr to hold meetings and English teachers are scheduled to conclude teaching by 12 p.m. to ensure they can attend.” (CHALLENGES/TM/A/024)*

#### **4.1.2.2. Insufficient pre-service teacher training**

According to Teacher B, English teachers in this *pesantren* do not receive enough training, which affects their English language skills and teaching skills. Because Teacher B graduated from a non-English department, he possibly lacks English skills. However, because the *pesantren* needed English teachers the headmaster ordered Teacher B to be an English teacher in that school. Then it is a little difficult to teach and convey to students.

*“...i was an Indonesian teacher who at the time was given the responsibility of teaching English, In the process i personally learned a lot. Because my background was not from English Education, I was able to teach basic things in English to the students. In fact at that time i still had difficulties especially in English pronunciation. ... So at that time, it was said that there was a lack of training from the pesantren” (CHALLENGES/IPS/B/032)*

#### **4.1.2.3. Problems with Training Administration**

Both Teacher A and Teacher B mentioned that one of the challenges of TPD they participated in was problem with training administration. Teacher B school has the idea of implementing teacher professional development for teachers. However, the schedule is uncertain and imprecise, sometimes once a month, once a semester, once a year, so it's not the right time.

*“...but it's true that schools have their own ideas, starting with the form of their own teacher developing training, some with the teacher's initiative. It's just that the school doesn't do this every month. Like for example a year, half a semester, and after the semester it's done.” (CHALLENGES/PTA/B/018)*

Teacher A was scheduling conflict between language teachers due to limited school arrangements. Teacher A further stated that alternating meeting places in Sleman such as Godean and Cangkirang made attendance difficult due to distance and travel time.

*“Then for those at school, the detailed school level was right, we took the schedule Thursday day and Tuesday, but schools have difficulty arranging schedules, so there are teachers who clash for language groups.” (CHALLENGES/PTA/A/024)*

#### **4.1.2.4. Limited access to technology\***

Teacher B explained that the lack of understanding of technology, especially basic laptop usage, made it difficult to implement new ideas in the classroom. English Teachers in that school relied mainly on textbooks due to limited access to digital platforms such as the internet, social media, and Youtube. The lack of community support and technological infrastructure further limited the reach of education.

*“...Then we also haven't mastered technology, such as using laptops which are very limited, so its difficult for us to apply our ideas. We can only use textbooks. So the community also are lacking. Its was really limited, because the scope was still limited. It couldn't cover a wider area yet, because it wasn't on the internet yet, IG, youtube.” (CHALLENGES/LIMTEC/B/024)*

#### **4.1.2.5. Insufficient Teacher Community\***

Teacher B explained that teacher development programs vary from school to school. Some are organized by the school, while others are based on individual teacher initiatives. Were only held every once a semester or once a year. Due to the lack of a strong professional community and few connections or networks between teachers. The lack of connections makes ongoing teacher development impossible.

*“....For my own challenge for teacher development there because at that time there was a lack of community, the lack of relationships made it difficult for us to develop our teacher professional development.” (CHALLENGES/PTA/B/024)*

#### **4.1.2.6. Limited English Proficiency\***

Teacher B observed that some English teachers could only teach the topic using textbooks, focusing on grammar and vocabulary, but did not have the capacity to communicate and listen well in English. This constraint impacted their overall language skills and the effectiveness of English training.

*“... English teachers can only speak, they can only teach English, but they can't speak it, they can't listen. That's not enough.” (CHALLENGES/LEO/B/032)*

#### **4.1.3. Benefit\***

Teacher A mention 2 number of Benefit Teacher Professional Development, these benefit are explained as follows:

##### **4.1.3.1. Material Benefit**

From the data, teacher A actively participated in MGMP activities that prioritized professional development with a focus on pedagogy, topic mastery, and teaching skills. Teacher A mentioned one of the benefits is travel allowances by district level.

*“At the provincial level. There is an official travel allowance (SPPD), while at the district level, teachers receive a transport allowance of around IDR 20.000. It is important to mention this because not all schools are able to offer such support in our case it is funded by the school committee.” (BENEFIT/BEN/A/034)*

#### **4.1.3.2. School Commitment**

Teacher A explained that the school supports professional development by providing flexible teaching schedules. Teachers are allowed to change class times on certain days, usually Tuesdays, to attend professional events such as MGMP meetings without exceeding 12 p.m.

*“...the school also facilitates scheduling arrangements. On specific dates, typically on Tuesdays, we are allowed to adjust our teaching schedules so that activities do not extend beyond 12p.m.”* (BENEFIT/SC/A/034)

Teacher B mention 2 number of Benefit Teacher Professional Development, these benefit are explained as follows:

#### **4.1.3.3. Personal Benefit**

Teacher B explained that participating in professional development activities not only fosters personal and professional growth, but also increases self-awareness as an educator. Through these activities, teachers are able to reflect on their strengths and weaknesses, identify areas for improvement, and enhance their teaching skills. This process of self-evaluation and ongoing skill development helps the transition to becoming a more effective and professional teacher.

*“...not only helps develop myself, but also trains and makes me aware. So that teacher is aware of the shortcomings by being a professional teacher also improves my teaching skills,”* (BENEFIT/PB/B/020)

#### **4.1.3.4. Multirole Teacher in Islamic Boarding School**

Teacher B highlighted a unique practice in the pesantren where all subject teachers, regardless of their expertise, must attend seminars to be ready to teach the A-Quran. For example, even though Teacher B teaches English, they must also teach the Al-Quran and understanding tajweed in order to successfully provide advice to students.

*“...and what is unique is that at islamic boarding school there are seminars specifically for all subject teachers who teach the students to recite Al-Quran.”*  
(BENEFIT/ROLE/B/014)

## **4.2. Discussion**

This present study investigated the participation and challenges of English teachers in professional development at a public high school and a traditional Islamic boarding school in Yogyakarta. The discussion below analyzes the findings in light of existing literature theoretical frameworks, particularly those proposed by Richards and Farrell (2005) and Zain (2015).

### **4.2.1. Types of TPD**

The findings revealed that Teacher A participated in more varied and frequent TPD activities than Teacher B. Because they teach at two schools in different places, Teacher A is an English teacher who teaches in an urban area comes from a public school background in Yogyakarta and Teacher B is an English teacher who teaches in

a rural area comes from a traditional Islamic boarding school (*pesantren*) in East Lampung. This finding is in line with the statement from Baharuddin and Burhan (2025) mentioning that teachers teaching in urban areas have more and better access to professional development and teaching materials. Meanwhile, teachers teaching rural areas face limited resources and less clear policy direction.

In terms of types of TPD, Teacher A participated in all four types of TPD described by Richards and Farrell (2005), i.e., workshops, self-monitoring, teacher support group and peer observation. Teacher B only participated in workshops and teacher support groups. This suggests that teachers in formal public schools may have greater access to formal and diverse professional development opportunities than teachers in traditional educational settings, this finding is consistent with Saeed et al. (2023) who demonstrated significant differences in perceptions of and access to professional development between teachers in public and private schools.

In terms of type of TPD, Teacher A experienced a more organized type of TPD Than Teacher B. It can be seen from the interview session in which Teacher A mentioned that she regularly attends local Education Office seminars and is actively involved in professional teacher associations such as SETA (Sleman English Teacher Association), indicating a strong support system for teacher development. With his limitations, Teacher B needs a more organized professional development program to support and improve his teaching skills. This finding is consistent with Bowers et al. (2010), who emphasized the effectiveness of organized TPD programs in improving teaching practices and student learning outcomes.

Regarding the regularly organized TPD programs, teacher B's participation was mostly motivated by school-related activities and personal efforts, indicating a less structured TPD environment. Teacher B's limited participation is consistent with the findings of Avillanova and Kuswando (2019), who showed that teachers in the Indonesian context in particular often have limited access to TPD due to inadequate information transmission and lack of institutional support.

#### **4.2.2. Challenges teachers participation in TPD**

The findings of this research revealed that the challenges experienced by Teacher A and Teacher B when (joining) TPD are different due to the institutional context, availability of infrastructure and existing structural support systems. Teacher A who works in public school experiences logistical challenges, such as difficulties in administrative training and time management between teaching in class and participating in TPD activities. These challenges cannot be ignored, especially related to scheduling conflicts between teachers and the need to coordinate with several language subject instructors. The school overcomes this through a schedule and appropriate time (such as MGMP every Tuesday) which helps a little but does not completely eliminate the problem. As stated by Zein (2015), logistical problems in organizing training often occur when institutional coordination and planning are not responsive enough to teachers' schedules and workloads in real time, this is reinforced by one of Zein's participants stating that "this year we had training for English teacher" but "next year there will be none" indicating that training is usually conducted only

once with no guarantee of sustainability of similar programs in the future. In contrast, Teacher B who teaches in Islamic boarding school *pesantren*, experiences broader and more complex challenges that indicate deep structural and instructional limitations, such as: (1) insufficient pre-service teacher training, (2) problems with training administration, (3) limited access to technology, (4) insufficient teacher community, (5) limited English proficiency as explained below.

(1) Insufficient pre-service teacher training

Teacher B stated that English teachers lack the necessary training and competency in core English language skills, particularly speaking and listening. This gap in pre-service education leads to a lack of confidence in classroom delivery limits teachers' ability to participate in advanced TPD activities. According to Zein (2015), this is a significant problem in Indonesia, as teacher preparation programs often fail to provide instructors with practical skills necessary for effective English language teaching.

(2) Problems with Training Administration

Another major problem faced by Teacher B was the inconsistent and poorly planned management of the TPD program at the *pesantren*. Teacher B stated that although the school periodically held training sessions or professional development activities, there was no fixed schedule or systematic plan for their implementation. Avillanova and Kuswando (2019) demonstrated that the primary causes of TPD issues were the program's scheduling and the lack of knowledge about seminars offered

by the government. Some programs were held every few months, some only once a semester, and in some cases, once a year.

(3) Limited access to technology

Teacher B also expressed concerns about inadequate access to and experience with learning technologies. Many Teachers struggle to use current teaching techniques or even access internet-based professional development programs such as webinars and e-learning because they have only a basic understanding of digital tools and little to no experience with online platforms. According to Poedjiastutie (2021) English teachers in rural areas face challenges in implementing a student-centered approach due to limited resources, media, and distribution of mandatory textbooks, this requires teachers to spend a lot of time writing and reading practice texts on the board.

(4) Insufficient teacher community

Context Teacher B does not have a strong professional learning community, such as the MGMP or teacher associations found in public education. Without such a place, teachers will miss important opportunities to collaborate, observe colleagues, and share learning. Benegas et al. (2013) emphasize the importance of teacher communities in creating reflective practice and motivating educators.

(5) Limited English proficiency

Another important difficulty (challenges) is the low English language competence of teachers. Teacher B observed that many English teachers in the pesantren environment can teach grammar and vocabulary using textbooks but have difficulty in verbal interaction and comprehension. Bower et al. (2010) argue that for

TPD programs to be truly effective, they must target teachers' pedagogical approaches and language proficiency-especially in language teaching.

#### **4.2.3. Benefit teachers participation in TPD**

Despite the many obstacles discussed in the previous section, both Teacher A and Teacher B experienced significant benefits from their participation in the (TPD) program. These benefits, although shaped by their respective institutional context, highlight the long-term relevance of continuing professional development for English language teachers. Teacher A, who works in a public high school, received institutional and logistical support, which enabled her to consistently engage in structured TPD activities. The school committee and education office provided her with practical assistance, such as transportation allowances and travel money, making attending training sessions outside of school more convenient and enjoyable. In addition, the school demonstrated a strong commitment to teacher development by allowing instructors to leave early on some days to participate in MGMP activities. This form of structural accommodation reflects a broader institutional understanding of the importance of ongoing professional development for teachers.

In contrast, Teacher B benefits from TPD in a more personal and reflective way. While working in a traditional Islamic boarding school that lacked institutional support, he highlighted how his involvement in TPD activities, such as school-led seminars and discussion forums, helped him become more aware of his strengths and weaknesses as a teacher. This process of introspection allowed him to take deliberate action toward

personal and pedagogical improvement. In addition, teachers are often asked to engage in religious education, including teaching the Al-Quran. Although this dual work created difficulties, it also increased Teacher B' adaptability and expanded his purpose and moral responsibility as a teacher. This finding supports Richards and Farrell (2005) argues that good TPD contributes not only to the development of teaching skills, but also to the growth of teachers as reflective and adaptable professionals.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

This study described the English teachers' participation in Teacher Professional Development (TPD). This study revealed that the English teacher teaching in public school coming from an urban area in Yogyakarta generally has greater access to more varied and structured forms of TPD compared to the other English teacher who teaches in Islamic boarding schools (pesantren) in rural areas in Lampung. There are four types of TPD found in this study : workshops, self-monitoring, teacher support groups, and peer observation. Both Teacher A and Teacher B participated in workshops and teacher support groups, while only Teacher A engaged in self-monitoring and peer observation. Both teachers faced one common challenge that is the problem with training administration. In addition, Teacher A also struggled with time management and Teacher B experienced four more challenges : 1) insufficient pre-service teacher training, 2) limited access to technology, 3) insufficient teacher community, 4) limited English proficiency. These data suggest that while TPD is important for teacher development, its effectiveness is highly dependent on the accessibility and contextual relevance of the programs offered. Consequently, increasing the availability and implementation of TPD programs-especially in traditional and rural education contexts-is crucial to foster equitable professional development and ultimately improve the quality of English language teaching in Indonesia.

## **5.2. Suggestion**

Based on the research findings, it is recommended that schools and education authorities provide more accessible and structured Teacher Professional Development (TPD) programs, especially for English teachers in Islamic boarding school *pesantren*. These programs should be tailored to the needs of individual teachers, such as assistance with English language skills, access to technology, and opportunities to participate in professional communities. Schools also need to schedule the TPD to be more flexible for teachers without disturbing their teaching hours. Furthermore, it is suggested to future researchers that further researchers in the same area with a wider scope, may consider using a mixed-methods approach including classroom observation, to explore the impact of TPD on teaching practices and student learning outcome.

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## APPENDIX

### Appendix 1

#### Thematizing Matrix Teacher A

| <b>Construct</b>   | <b>Theme</b>                                      | <b>Codes</b>                |
|--------------------|---|-----------------------------|
| Types of TPD       | Workshop (WORK)                                   | TYPE/WORK/D/001             |
|                    | 2. Self - Monitoring (SELF)                       |                             |
|                    | 3. Teacher Support Group (TSG)                    |                             |
|                    | 4. Peer Observation (PO)                          |                             |
| Challenges for TPD | Insufficient Pre - service Teacher Training (IPS) | CHALLENGES/IPS/D/002        |
|                    | 2. Insufficient Teacher Preparation (ITP)         |                             |
|                    | 3. Problem with Training Administration (PTA)     |                             |
|                    | 4. Unclear Participant Selection (UPS)            |                             |
| Emergent Finding   | Benefit (BEN)                                     | EMERGENT FINDINGS/BEN/D/002 |
|                    | 2. Time Management (TIME)                         |                             |
|                    | 3. School Commitment (SC)                         |                             |

Thematizing Matrix Teacher B

| <b>Construct</b>   | <b>Theme</b>  | <b>Codes</b>                |
|--------------------|---|-----------------------------|
| Types of TPD       | Workshop (WORK)   | TYPE/WORK/L/001             |
|                    | 2. Self - Monitoring (SELF)                                     |                             |
|                    | 3. Teacher Support Group (TSG)                                  |                             |
|                    | 4. Peer Observation (PO)  |                             |
| Challenges for TPD | Insufficient Pre - service Teacher Training (IPS)               | CHALLENGES/IPS/L/002        |
|                    | 2. Insufficient Teacher Preparation (ITP)                       |                             |
|                    | 3. Problem with Training Administration (PTA)                   |                             |
|                    | 4. Unclear Participant Selection (UPS)                          |                             |
| Emergent Finding   | Benefit (BEN)   | EMERGENT FINDINGS/BEN/L/002 |
|                    | 2. Limited access to technology*                                |                             |
|                    | 3. Insufficient teacher community*                              |                             |
|                    | 4. Multirole Teacher in Islamic Boarding School Context (ROLE): |                             |

## Appendix 2

### Coding Matrix Teacher A

| <b>Coding sample</b> | <b>Meaning</b>   |
|----------------------|--|
| TYPE/WORK/A/001      | TYPE is the type of TPD<br>WORK is the theme of TPD<br>A refers to participant<br>001 means change of interlocutor |

### Coding Matrix Teacher B

| <b>Coding sample</b> | <b>Meaning</b>   |
|----------------------|--|
| TYPE/WORK/B/001      | TYPE is the type of TPD<br>WORK is the theme of TPD<br>B refers to participant<br>001 means change of interlocutor |

### Appendix 3

#### Transcriptional

Participant : English Teacher  
Duration : 23 minute 25 second  
Date : 28 Apr 2025  
Place : SMA N 01 Ngaglik  
I : interviewer  
P : participant

| Subject | Line | Transcription  | Theme | Coding |
|---------|------|--|-------|--------|
| I       | 001  | Baik ibu, selamat pagi.  |       |        |
| P       | 002  | Selamat pagi.  |       |        |
| I       | 003  | Terima kasih ibu sudah meluangkan waktunya hari ini untuk saya.<br><br>Sebelumnya, sebelum kita melaksanakan interview, saya ingin memperkenalkan diri saya dulu. Nama saya Viana Sepdiana. Saya dari mahasiswi Universitas Islam Indonesia. Prodi pendidikan Bahasa Inggris. Sebelumnya, bolehkah saya mengetahui nama ibu? |       |        |
| P       | 004  | Boleh, meskipun kemarin sudah mengajukan surat, belum diberi tahu  |       |        |

|   |     |   |  |  |
|---|-----|---|--|--|
|   |     | <p>namanya ya. Pake nama Ibu Budewi Rahayu.</p> <p>Mbak Viana bisa manggil Ibu Budewi kita aja.</p>   |  |  |
| I | 005 | Selanjutnya, saya ingin menanyakan berapa lama ibu sudah menjadi seorang guru Bahasa Inggris?   |  |  |
| P | 006 | Sudah lebih dari 25 tahun. Berarti saya tahun 1999 CSK pertama. Jadi 26 tahun, lebih dari 26 tahun.   |  |  |
| I | 007 | Dan itu sudah di beberapa sekolah mengajarnya?  |  |  |
| P | 008 | Iya, ada di beberapa sekolah. Yang negeri dua sekolah. Sebelumnya, ketika mahasiswa pernah mengajar di sekolah swasta, jadi pernah merasakan SMK. Selanjutnya, SMA terus. |  |  |
| I | 009 | DI kelas berapa sekarang ibu mengajar bahasa inggris?   |  |  |
| P | 010 | Sekarang mengajar di kelas 12.  |  |  |

|   |     |  |  |  |
|---|-----|--|--|--|
| I | 011 | Untuk saat ini, untuk tahun akademik ini. Berapa kurikulum ibu menggunakan di sekolah?   |  |  |
| P | 012 | Kurikulum Merdeka.   |  |  |
| I | 013 | Apakah kurikulum Merdeka itu lebih mudah atau sulit menurut ibu?   |  |  |
| P | 014 | Lebih mudah atau lebih sulit dari kurikulum sebelumnya? Bukan lebih mudah, bukan lebih sulit. Sebetulnya, dalam Bahasa Inggris itu hampir sama. Malah ini kayak kembali yang dulu ke KPK lagi, yang kurikulum Merdeka itu. Jadi, seorang guru, asalkan guru itu mau belajar, maksudnya ada perubahan apapun, itu bukan hal yang baru. Tetap belajar itu, ternyata hampir sama-sama. Karena ini kembali ke ruh yang itu, yang mulai dari memberi contoh yang modeling of the text, untuk yang four-piece reading. Itu kan kembali lagi ke dulu tahun kurikulum 2024 sebetulnya. Ketika saya baca, malah kembali ke 2024. Ya Alhamdulillah, tidak keberatan. Artinya, Bapak-Ibu guru Bahasa Inggris semuanya merasa itu tidak lebih sulit. Sulitnya mengatur waktu, bukan pada sisi materi. Karena ada jam yang untuk P5 mungkin, nah itu. Jadi, kesulitannya mengatur waktu dengan beban kurikulum atau namanya struktur kurikulum yang ada dengan waktu yang disediakan seperti itu. |  |  |

Participant : English Teacher  
 Duration : 22 minute 34 second  
 Date : 14 Mei 2025  
 Place : via Call WhatsApp  
 I : interviewer  
 P : participant

| Subject | Line | Transcription   | Themes | Codes |
|---------|------|---|--------|-------|
| I       | 001  | Assalamualaikum, Selamat malam pak, terima kasih sudah meluangkan waktunya Sebelumnya perkenalkan nama saya Fiona Septiana Dari Universitas Islam Indonesia Sebelumnya, apakah boleh bapak memperkenalkan diri bapak?   |        |       |
| P       | 002  | Iya boleh Perkenalkan saya Luki Setiawan Saya Mengajar di Pondok Pesantren Madinah dari Tahun 2018 Saya mengabdikan di Pondok Pesantren Madinah kurang lebih 7 tahun, Awalnya sulit ya untuk mengajar bahasa inggris di sini karena emang awalnya saya guru bahasa indonesia dan di pondok pesantren itu kekurangan guru bahasa inggris jadi saya di perintahkan oleh bapak kepala sekolah untuk mengajar bahasa inggris karena waktu itu posisinya saya bisa bahasa inggris walaupun belom sejadi itu, |        |       |

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|---|-----|---|--|--|
|   |     | jadi saya banyak belajar dan ketika akan belajar malamnya saya seperti para murid, saya mempelajari dahulu apa yang akan saya ajarkan besok. Kemudian saya melanjutkan studi saya di UIN Raden Intan, Lampung Dan Alhamdulillah sekarang lanjut mengajar di SMK di Bandar Lampung |  |  |
| I | 003 | terima kasih Untuk selanjutnya Bapak mengajar Bahasa Inggris di kelas berapa?   |  |  |
| P | 004 | Saya mengajar Bahasa Inggris di kelas 10  |  |  |
| I | 005 | Iya pak Untuk di sekolah bapak, menggunakan kurikulum apa pak? Seperti contoh kurikulum Merdeka atau kurikulum K13 atau yang lainnya?   |  |  |
| P | 006 | Kurikulum Merdeka   |  |  |
| I | 007 | untuk sekarang ya pak?  |  |  |
| P | 008 | Iya untuk sekarang Iya kurikulum Merdeka, dan menurut saya menggunakan kurikulum merdeka ini lebih mudah dari pada k13  |  |  |
| I | 009 | Ooo baik pak, lebih mudah kurikulum merdeka berarti ya pak, lalu Bagaimana perasaan bapak mengajar sebagai guru Bahasa Inggris  |  |  |

|   |     |   |             |                 |
|---|-----|---|-------------|-----------------|
|   |     | di Pondok Pesantren Madinah tersebut?   |             |                 |
| P | 010 | Jadi ketika mengajar di Pondok Pesantren, beda banget rasanya, kenapa? Tentunya beda penanganannya, kemudian antusiasmuridnya itu beda Interestingnya siswa yang ada di Pesantren sama di sekolah swasta ya, sebutlah bukan mengatakan nama instansi atau apa Tapi memang beda secara attitude dan sikapnya, itu yang saya rasakan Kalau karena saya rasa antusiasnya sih lebih beda Kemudian attitudenya juga berbeda dengan cara menghargai gurunya itu beda banget gitu Apa kalau di Pondok itu istilahnya dia tazimnya kepada gurunya itu beda? Yang saya rasa sekarang |             |                 |
| I | 011 | Oke pak, saya izin untuk memasuki topik tentang teacher professional developmentnya ya pak ya Oke boleh Untuk pertanyaan pertama, jenis pengembangan diri apa yang bapak sudah ikuti?   |             |                 |
| P | 012 | Workshop, latihan ya Ikuti latihan, tepatnya latihan mengajar ya Kami mengikuti itu setiap 4 bulan sekarang ya ada latihan Kebanyakan   | Type - WORK | TYPE/WORK/L/012 |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | pertemuan dengan guru-guru, dia membahas siswanya, kemudian latihan juga ada itu ada pertemuan antara guru-guru itu misalnya setelah sekabupaten itu 4 bulan sekali ya, kalau kurang lebih 4 bulan atau 5 bulan |  |  |
|--|--|---|--|--|