

Continuing Professional Development (CPD) of Senior High School Teachers of English

By Hotna Sari Siregar, Soni Mirizon, Ismail Petrus

Continuing Professional Development (CPD) of Senior High School Teachers of English

Hotna Sari Siregar¹, Soni Mirizon², Ismail Petrus³

Sriwijaya University, South Sumatera, Indonesia^{1,2,3}

Email: smirizon@unsri.ac.id²

Submitted: 20/07/2020

Revised: 25/07/2020

Accepted: 24/07/2021

21

E-ISSN : 2579-4574

P-ISSN : 2549-7359

Abstract. CPD program mandated by the government becomes a means to improve teachers' as well as students' quality. CPD consists of self-development, scientific publication, and innovative work activities. The objectives of this study were to find out the types of CPD activities undertaken by the senior high school teachers of English in Palembang, the teachers' perception of CPD, and the challenges faced by the teachers in improving their professionalism through CPD program. This qualitative study employed a case study design. Questionnaires, interview, and documentation were used to collect the data. This study applied two questionnaires. The first questionnaire was used to obtain data about the types of teachers' CPD activities and its data were analyzed qualitatively. The second questionnaire in the form of a Likert scale was used to determine the teachers' perceptions of CPD and its data were analyzed descriptively. The data of the interview was analyzed using thematic analysis. Some copy of teachers' CPD activities certificates were also used as proof of the teachers' participation in the CPD program. The results indicated that the teachers had undertaken self-development and scientific publication activities. They had good perception of CPD and perceived it as activities to make them become more effective teachers. However, tight teaching schedules, family constraints, limited funds, and limited opportunities to participate in CPD activities become the challenges that the teachers had to face.

6

Keywords: *Continuing Professional Development (CPD), senior high school teachers, teachers of English*

<https://ojs.unm.ac.id/eralingua>



13

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

Teachers are one of the powerful keys to improving the quality of education. Teachers are required to produce competent students who can cope with constantly, continuously, and rapidly changing world. As an integral part of educational organizations in schools, teachers are also required to be able and ready to face the changes. Thus, being professional is a must for teachers. To be a professional language teacher, it is not adequate to have just the skills in using the language. Students need language teachers who have abilities, outstanding skills, and also competencies in the knowledge of the language and their professional life. It is line with what Alatis (2007) has stated that there are three aspects that teachers should have in language teaching; competency, encouraging personalities, and care.

In Indonesian context, there are four components of teachers' competencies stated in chapter IV of Law No. 14/2005 concerning teachers' academic qualifications, competencies, and certification. Those four components are pedagogical, personal, social, and professional competences (DEPDIKNAS 2005). These competencies are also in line with Brown's (2001) concept about categories of professional language teachers; technical knowledge (subject matter), pedagogical skills, interpersonal skills, and personal qualities. The quality of students' learning depends on the quality of teachers' teaching.

The government of Indonesia has given much attention to teachers' professionalism. It can be seen through the issuance of law about the position of teachers and lecturers which is stated in the Act No. 14/2005. This act mentions that teachers in their career need to develop their professionalism concerning their teaching profession (Depdiknas, 2005). Depdiknas (2003) in Act No. 20/2003 concerning the National Education System, Act No. 14/2005 concerning Teachers and Lecturers and Depdiknas (2005) in Act No. 19/2005 concerning National Education Standards will facilitate teachers in order they can develop their professionalism continuously, namely Continuing Professional Development (CPD).

CPD which is a planned, ongoing, and lifelong process can help teachers develop their qualities both personally and professionally while simultaneously increasing their knowledge, skills, and practices that lead to their empowerment, schools, and students (Padwad & Dixit, 2011). In the manual book of CPD published by Indonesia Ministry of National Education in 2012, it is mentioned that to continuously keep teacher professional competence in line with the development of the world, both in terms of science and technology, there are three things teachers must do, namely 1), self-development, the activities include functional training, teacher collective activities and competency enhancement activities, 2), scientific publications, the activities include presentations on scientific forums, scientific publications on research in the field of formal education and also publication of textbooks and teacher guidelines, and 3), innovative work, the activities include the discovery of appropriate technology, the discovery or development of artwork, the creation or modification of teaching tools and the preparation of standard questions.

In the world of education, CPD itself has attracted many researchers. They were interested in exploring how CPD was held and implemented, how the teacher addressed the CPD activities, how effective the CPD was for teacher competencies, and so on. In terms of worldwide study, [Wambugu, Stutchbury, and Dickie \(2019\)](#) in their study on challenges and opportunities in the implementation of school-based teacher professional development in Kenya revealed that teachers experienced professional growth through collaborative learning with colleagues, used a greater range of approaches and learned to self-reflect on their classes with more use of active learning. Meanwhile [Tulu \(2019\)](#) in his study found that teacher's engagement in professional development activities such as mentoring, portfolio development, conducting action research, facilitating group discussions and peer observations, and evaluating the overall successes and failures of the implementation processes were inadequately implemented.

[Agbayahoun \(2016\)](#), in his study that focused on EFL teachers' view on professional development, teachers' experiences in the area, teacher's knowledge and opinions about inquiry-based teaching, indicates that though EFL teachers often have taken part in teacher development activities, they are still unable to develop their skill of reflection and action on practice. Meanwhile, the study conducted by [Al-Asmari \(2016\)](#) which investigated teachers' perceptions and practices on CPD in Saudi Arabia showed that the teachers were aware of professional development as a need of the hour and indispensable to their academic and management skills. A large number of teachers portrayed that the goals they had set were to improve professionally and reflect upon their teaching. CPD was essentially perceived as a learning activity, a challenge to think creatively and critically as a learner and a teacher. In Indonesia, [Lie, Lie, and Pramastiwi \(2018\)](#) in their study on challenges and resources in CPD for in-service teachers indicate that the challenges faced the teachers in improving their professionalism are time management and the lack of access to a wider learning community. In addition, [Badri et al. \(2011\)](#) in their study reported family responsibilities as one of barriers to teachers' participation in continuing professional development activities. To get to know more, [Guan and Huang \(2013\)](#) suggested that there should be more research on teacher development in more specific contexts such as EFL, language teachers, and perceptions and experiences from the teachers.

From the resumes of the studies above, the researcher was interested in conducting a study entitled "Continuing Professional Development (CPD) of Senior High School Teachers of English". The results of those studies are not the only reasons why the researcher wants to carry out research on this matter. The researcher who works as a teacher in one of the English language courses in Palembang, whose students are mostly middle and high school students, also found problems related to teachers' professionalism in teaching. From the informal interview conducted by the researcher to several students from different schools, it was found that their teachers often give questions to students and then let students do the problem and they leave the class until the lesson ends. Some only enter several times in class in one semester. This reality is in line with what [Yuwono and Harbon \(2010\)](#) revealed in their study on 40 Indonesian EFL teachers' professional development that the teachers associate their professionalism to their

oral and written skills in the language before pedagogical knowledge and skills that a teacher should have. This finding might indicate that English teachers in Indonesia might have different interpretations of what CPD means. These issues triggered the researcher to see the broader benefits, perceptions, and challenges of professional development that senior high school teachers of English may conceptualize.

There were some points that made this study different from previous studies mentioned above. Wambugu, Stutchbury, and Dickie (2019) and Tulu (2019) emphasized their studies in finding teachers' professional development in self-development activities, whereas this study dug more on three CPD activities; self-development, scientific publication, and innovative work. Furthermore, this study revealed the reasons behind the teachers' non-involvement in innovative work activities which was not found in the previous studies. More interestingly, this study discussed a bit more about challenges of CPD in term of family constraint.

Furthermore, the objectives of this study were to find out: (1) the types of CPD activities of senior high school teachers of English in Palembang have undertaken, (2) how the senior high school teachers of English in Palembang perceive CPD, (3) the challenges faced by the senior high school teachers of English in Palembang in improving their professionalism through CPD program.

RESEARCH METHOD

This qualitative study employed a case study design. The data were collected through questionnaires, interview, and document review to find out types of CPD activities that the teachers had undertaken, the teachers' perception of CPD, and the challenges faced by the teachers of English in improving their professionalism through CPD program. This study was conducted at three state senior high schools in Sukarami sub-district of Palembang. Six certified teachers of English in Sukarami sub-district of Palembang took part as participants; two teachers of each school. Discussion with the vice-principals of the curriculum affair of each school was done before getting the exact number of the participants in order that the researcher could get information about the teachers of English in those schools. The result was two teachers of English of each school were willing to participate in this study.

In collecting the data, the researcher used three kinds of instruments; questionnaires, interview, and documentation. The first questionnaire was used to gain the data regarding types of CPD activities that the teachers had undertaken. It was adopted from attachment 1 of Ministry of Administrative and Bureaucratic Reform regulation no. 16/2009 (Depdiknas, 2009). Indicators on this questionnaire measured the teachers' CPD activities of the three CPD components, namely self-development, scientific publications, and innovative work. It was also designed with a column as well as an explanation column if there was necessary information to add by the participants. It was analysed qualitatively; taking a look at how many ticks given by the participants then qualitatively described. The second questionnaire was used to gain the data of the teachers' perception of CPD. It consisted of 16 items, which were adapted from the Ministry of Administrative and Bureaucratic Reform regulation no. 16/2009 (Depdiknas, 2009), covering three components of CPD: self-development, scientific publication, and innovative work.

The questions were designed using Likert scale; (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. It was analysed descriptively by calculating the participants' answers from each item to acquire the answer to teachers' perception of CPD, whether it was good or bad perception.

Interview was used to get the information of teachers' CPD activities, teachers' perception of CPD, and the challenges faced by the teachers in improving their professionalism through PD program. It was analyzed using thematic analysis. First, the data were transcribed then translated into English. After that, the transcript was read carefully to find the important and meaningful ideas. Then, three stages of coding activities—open, axial, and selective coding were employed. Then some themes were determined to ease the researcher to answer the research question.

The documents, namely copy of certificates of teachers' professional development activities, were analysed by reviewing and grouping them into a table of teachers' CPD activities, needed as the proof of what the teachers had stated and reported in the interview regarding their activities for CPD.

To establish trustworthiness, triangulation of methods applied in this study. Methodological triangulation, which involves using more than one method to gather data (interview, questionnaire, document), was used to justify the findings and results of this study.

RESULT AND DISCUSSION

To gain the data regarding to the types of the teachers' CPD activities, questionnaire, interview, and document review were used. Table 1 presents the CPD activities they had undertaken in general from the analysis of questionnaire and document review. For convenience, the site and participants in this study were presented by the T code, which stands for teacher; T1 to T6, then the name of the school was abbreviated as SHS, which stands for senior high school; SHS1 to SHS3.

Table 1. *The Teachers' CPD Activities*

No	Components of CPD	Activities	SHS1		SHS2		SHS3	
			T1	T2	T3	T4	T5	T6
1	Self-Development	- PPG	√	√	√	√	√	√
		- pieces of training						
		- KKG, MGMP, MGBK, KKS, MKKS - In house training (IHT) - Becoming a participant in scientific activities (seminars, colloquium, workshops, technical guidance, panel discussions)	√	√	√	√	√	√
2	Scientific Publications	Becoming a transmitter/ interviewee in seminars, colloquium, workshops, and/ or scientific discussions	-	-	√	√	-	-
		Publishing written research results, scientific review papers, popular scientific writing, and/ or scientific articles in the field of education.	-	-	√	√	-	-

	Publishing textbooks, modules /dictates of learning per semester, books in the field of education, translation works, and/or teacher manual.	-	-	√	√	-	-
3	Innovative works*						
	Inventing of efficient technology	-	-	-	-	-	-
	Inventing/ creating or development of artworks	-	-	-	-	-	-
	Creating/ modifying of lesson tools	-	-	-	-	-	-
	Drafting standards, guidelines, questions, and in national/ province level	-	-	-	-	-	-

*None of the participants undertook Innovative Works

Table 1 showed that the six teachers had undertaken self-development activities. They had participated in functional training activities, like PPG (*Pendidikan Profesi Guru*, Teacher Profession Education) and other training forms, MGMP (*Musyawarah Guru Mata Pelajaran*, Subject Teacher Discussion Forum), KKG (*Kelompok Kerja Guru*, Teachers Working Group), IHT (*In-House Training*), and also been involved in seminars, colloquium, and workshops as participants.

From the interview, it was found that the six teachers were involved in MGMP. One of the teachers stated as indicated in the following interview excerpt:

[...] And also every Thursday, there is an activity called MGMP. [...] For English, MGMP activities are carried out in SMA 3. Some schools designated one school as the destination school. So we went to that school then the MGMP was held there. (T1)

As long as the interview process, MGMP was often mentioned by the teachers. They asserted that they actively participated in the MGMP activities even though a few of them claimed that they did not get significant benefits from it. The effectiveness of MGMP is still questionable¹⁹ cause the educators still assume that these organizations do not really take the time to organize creative and educated events to improve teacher professionalism (Tuhusetya, 2008). MGMP should have brought more benefits to the teachers.

Beside MGMP, the teachers were also involved in professional events, such as seminars, workshops, and pieces of training. Some teachers are even actively involved in seminars, both national and international seminars. The rest preferred to be involved in pieces of training held at school.

CPD is not always about participating in seminars, workshops, or pieces of training. They believed that reading articles that refer to education and discussing with colleagues were also included as PD activities. One of the teachers stated that if she wanted to know about CPD, she would try to read and ask information from colleagues who had taken part in CPD activities.

Apart from participating in teacher support group activities, professional events, updating information through the internet, and discussion among colleagues, one of the participants was also active in the judging of English contests and also student exchanges. He stated as indicated in the following interview excerpt:

I've always been involved in judging the national English debate. I am also the student exchange coordinator. [...] Although it is in the field of student exchange, it is still educational and cultural and it supports my profession as a teacher. (T4)

They even upgraded their educational level as another action of improving their professionalism. [Craft \(2000\)](#) claims that all forms of formal and less formal learning carried out by experienced teachers during their careers are interpreted as CPD. [Craft \(2000\)](#) claims that all forms of formal and less formal learning carried out by experienced teachers during their careers are interpreted as CPD.

In scientific publication activities, there were only two teachers (T3 and T4), who had been involved in these activities. Both of them had acted as participants, discussants, and even published the results of their research in journals, field research results, and teacher modules. Only two of the six participants involved in scientific publications activities identified that there were only a small number of the teachers participated in this activity. It was following what [Kasprabowo, Sofwan, and Bharati \(2018\)](#) found in their study regarding the implementation of CPD through publications among English teachers. In their study, it was found that of the 13 teachers only 23.1% stated that they had written and published their work.

Back to the participants of this study, these two teachers, who teach at the same school, also explained that the teachers at their school received full support from the school to develop their competencies. The motivation they had to develop their competencies was supported by the school facilities and the CPD programs that their school often hold and recommended. One of them stated as indicated in the following interview excerpt:

The school will usually send us, the teachers, to attend seminars, both national and international seminars. There are also educational workshops. And sometimes this school often becomes the target of AMINEF and also from educational institutions from America. They immediately came here and applied, so this school is not only targeted but also becomes implementer of those programs to provide the latest information. (T4)

It was far different from the recognition of the other four teachers in this study who said that CPD activities were still very difficult to do both in school and outside of school. Meanwhile, actively participating in classroom action research activities, observing good practices, and peer review in their teaching are good activities at the school level ([Jones and Song, 2005](#); [Kirkey, 2005](#); [McIntosh, 2005](#)).

Having lower access to journals ([Alemu, 2013](#)) could be another reason why there were a small number of teachers involved in scientific publication activities. [Alemu \(2013\)](#) also suggested that institutions should arrange CPD training and workshops on ELT for English teachers including subscription to local and foreign journals to enable them to keep updated with the development in the field.

No better than scientific publication, none of the six teachers had been involved in innovative work activities. They revealed various reasons why they did not participate in innovative work activities. T1 stated that she had no time to

involve in innovative work activities since it needed time to its development. However, just by simply applying a set of tools and techniques that make change happen is a form of innovation (Kovacs, 2017). While, T4 had misconception of innovative work application. He mentioned that innovative work activities were more appropriate for science teachers than language teachers. It was very wrong thinking because what is produced from this innovative works is used for education or society. Film/ video/ computer animation are examples of innovative technology-based products that language teachers can use in their teaching so that they can clarify certain concepts/ theories/ work methods used in the learning process.

Other mentioned that they had no wonderful skills in technology since one of innovative work activities was discovering appropriate technology as teaching tools. Inderawati (2017) states that the key component of sophisticated classrooms is technology, but if both teachers and students do not apply it in the teaching and learning process, it will be meaningless. It means that technology is not worth if it is not being touched and used by the teacher and the students. Even though when compared with the data in the CPD perception questionnaire, the teachers experienced an increase in mastery of Information and Computer Technology (ICT) through CPD activities and even from existing documents, not a few that showed certificates attending ICT training. Meanwhile, T2 expressed the anxiety towards assessors who will not recognize the teachers' work in calculating credit scores that led the teachers to be less eager to engage in innovative work activities.

However, the six teachers had good perception of CPD. From the interview analysis, they defined CPD as ways to develop pedagogical competencies, develop professionalism gradually and sustainably following the needs, become professional teachers, and improve teachers' and students' quality. Furthermore, the teachers were aware of the importance of CPD. The teachers revealed what motivated them to be involved in CPD activities. One of the teachers stated that she felt it was necessary to take part in the MGMP activities because if she did not participate, she did not know how far the world had progressed let alone in the field of technology. They were also motivated to participate in CPD activities due to improving knowledge, skills, and abilities. Borg (2014) asserted that attending conferences encouraged the development of more knowledgeable, confident, and motivated ELT professionals who are committed to their professional development

Moreover, students right now are well connected to the internet which might make them get more knowledge through it. Teachers should know more than students from technology and from basic knowledge of English itself. One of the teachers stated as indicated in the following interview excerpt:

Teachers thirst for knowledge. Moreover, students in this era know more than teachers. Teachers do not want to be defeated by students. We must know more from the side of technology and also a basic knowledge of English itself. It motivates me much to keep improving my knowledge. (T6)

Meanwhile, one teacher stated that she was motivated by her private will about how to improve students' quality so that their future would be more guaranteed. It is in line with Johnson and Golombek's (2011) claim which states that

teachers' CPD is the key to improve the students' quality in learning and this is the ultimate goal of any educational enterprise. To improve the quality of students, the quality of the teachers themselves must also increase along with the development of the world. By increasing the quality of teaching, the quality of students can also improve.

Furthermore, the teachers revealed that CPD gave positive impact on both teachers and students. The impact on classroom practices was gained by some teachers. Karabenick and Noda (2004) note that teacher development is a critical factor in improving teachers' teaching and staying upgraded with the latest knowledge in the work field. One of the teachers reported that she had gained more concepts in teaching innovation. She knew how to teach more practically but it fitted to the students. One of the teachers indicated that CPD had increased her knowledge of new methods of teaching English. It is in line with Murray (2010) who notes that teachers may find that CPD experiences are beneficial as they are able to enhance their confidence and achieve new insights for their classroom practice. Interestingly, two teachers claimed that CPD inspired and motivated them to invite the students to dive into the real world using the lesson they had taught. In other words, they taught their students not only textually (textbook) but also contextually. Meanwhile, through PD experiences, one of the teachers was able to train the students to have HOTS (*High Order Thinking Skills*).

The result of the interview analysis was in line with the second questionnaire analysis. It revealed that the six participants' (100%) perception of CPD was in 'good' category. To say the teachers' perceptions were good, the average value of the total number of responses of the six teachers towards the 16 items in the questionnaire should be in the range of scores 41 to 64 and based on the results of the analysis, the average score was at a score of 55. It meant that the teachers had good perception of CPD.

From the teachers' responses towards 16 items in the second questionnaire, most of the teachers strongly agreed that they gained competence in investigating and understanding the context in which they teach, mastery of material and curriculum, and mastery of teaching methods through CPD. In other words, the teachers believed that CPD could develop their performance of teaching and learning in class. It is in line with Mizell (2010) who states that CPD activities can help teachers to find the best pedagogical approach. They also agreed that CPD helped them develop their competence in evaluating students and learning. They agreed that CPD also made them have competency in facing innovation in the education system in Indonesia, the current demands of the theory, and other competencies related to the implementation of additional tasks or other tasks relevant to the function of the school. Moreover, they improved their mastery of information technology and computers (ICT) through CPD.

Although only two out of six teachers were active in participating as presenters in scientific forums, all of them strongly agreed that presentation at the scientific forum was important. They also strongly agreed that becoming the presenter at seminars, scientific workshops, colloquium, or scientific discussions

was necessary. Conducting ¹ scientific publications resulting from research or innovative ideas in the field of formal education was also influential for them.

Furthermore, they agreed ¹ that discovering appropriate technology, creating or developing the complex categories of artwork, making or modifying learning tools or visuals practice complex or simple categories, and preparing standards, guidelines, questions at the national and provincial levels were necessary even though they never participated in those activities.

As a condition for promotion, CPD also became a way for teachers to increase their ¹¹ credit numbers. It is widely known among teachers that their participation in professional development activities such as seminars, training, and workshops is counted as points that will be used to promote higher positions than their employment status. In a similar vein, Hartono (2016) found that there were three reasons why teachers generally participated in CPD activities, (1) teachers' professional needs, (2) enhancing teachers' career, and (3) institutional mandates that obligate them to comply the portfolio for promotion.

It could be generally drawn that teachers perceived their professional development as activities whose objective was to make them become more effective teachers. They were aware of what they were supposed to do to be professional teachers of English. They knew what they could do for the sake of their development as teachers of English. However, the teachers had to face some challenges to be involved in CPD program. From the interview, it was found that strict teaching schedules, unavailability of funding, limited opportunities, and family constraints were the challenges that the teachers faced in improving their professionalism through the CPD program. It is in line with Yuwono and Harbon's study (2010) which revealed that teachers' limited time, money, and energy to participate in professional development affected Indonesian teachers' professionalism.

The most common challenge that hinders the teacher to participate in CPD program was the unavailability of funding. This matter was mentioned by two teachers. One of them stated that she was actually very motivated to take part in the CPD program but the money was not available yet. For these teachers, funding is very important in pursuing CPD activities which require ¹⁶ certain amount of money. Geldenhuys and Oosthuizen (2015) also found that time, accessibility, staff motivation, marketing, and advertising, and financial issues are barriers to teachers' fulfillment in CPD program. A lot of the teachers' personal needs that must be met could be related to the inability of the teachers to set aside their money to attend paid professional activities.

Family constraint was also one of the challenges that the teachers had to face. The six teachers are married and have children even young babies. They need to sacrifice their weekend with their family even sometimes they have to bring their children with them to schools. One of the teachers stated:

[...] as I am already married and have small children. It is difficult to participate in these activities if you have to leave your children. (T2)

Implicitly, in this study, the female teachers had higher barrier in family matters. In Indonesian culture, females, in this case, mothers, face specific family

roles. They are charged of all home duties. [George and Smith \(2013\)](#) state that activities that take mothers out of the home, in this case, school, have less importance compared to their domestic duties. Even for Mexican, women who spend their time away from home to engage in higher education will be perceived as bad mothers for abandoning their children ([Caballero, Martines-Vu, Perez, Telles, and Vega, 2019](#)). This perception might be the consideration that the Indonesian female teachers also think about. In contrast, [Badri et al. \(2016\)](#) found that male teachers assigned significantly higher barrier score to family responsibilities.

In addition to personal problems, it was also found that strict teaching schedules also became major obstacle in participating in CPD program. It is in line with [Badri et al. \(2016\)](#) and [Rashid, Rahman, and Yunus \(2017\)](#) who assert that to participate in professional development, conflict with work schedule is the most conspicuous barrier the teachers have to face. One of the teachers stated:

[...] for now, I cannot be active due to time constraints, the MGMP schedule does not match my teaching schedules. At the time of the MGMP schedules, I had to teach here, so there are obstacles in the form of schedule limitations. (T1)

Besides time matters, limited opportunities given by the schools obstructed them to participate in the CPD program. They revealed that the opportunities were only given to one to three teachers in their schools. Unfortunately, that opportunity did not allow them to get in. One of the teachers stated:

It depends on the chance. As for myself, I hardly got that opportunity because there are 3 teachers of English in my place and I almost never got that opportunity. (T5)

From all the challenges found, there was one thing to consider that was the support of each school for the teachers to participate in CPD program. As previously mentioned, 6 teachers participated in this study. Two of the six teachers, who teach at the same school, explained that the teachers at their school received full support from the school to develop their competencies as teachers. The motivation they had to develop their competencies was supported by school facilities and the professional development programs that their school often hold and recommended. It was also proved by the certificates of CPD activities that they had. It was far different from the recognition of 4 other teachers who said that CPD activities were still very difficult to do both in school and outside of school because of the limitations that had been explained previously. So, it could be argued that support from the school itself had to be present to support the development of teacher competence. [Alemu \(2013\)](#) suggested that institutions should arrange CPD training and workshops on ELT for English teachers including subscription to local and foreign journals to enable them to keep updated with the development in the field.

From the findings, it could be drawn that the teachers' understanding of PD might need to be aligned. They still considered that CPD was activities that had to be done outside of teaching hours and requires time and money. In fact, there are a lot of CPD activities that can be undertaken with little or no cost. As [Wong \(2011\)](#)

claims, many activities may require additional resources, but other activities require initiative, time, and discipline. Peer coaching, for instance, is one of the PD activities of teachers that requires no costs at all and it does not interfere with the teaching schedule. Peer coaching may make teachers feel bashful to be observed while teaching. They may feel discomfort to be criticized by another teacher while Vacilotto and Cummings (2007) asserted that teachers should regard the professional development program as a process centered on the improvement of instruction rather than on declaring weaknesses for the punishment. Peer coaching or classroom observation may help teachers to improve their teaching performance by discussing each other's strengths and weaknesses after seeing each other's ways of teaching in the classroom.

CONCLUSION

From the results and discussion above, it could be concluded that the senior high school teachers of English in Sukarami Sub-district of Palembang knew quite well what CPD was and were involved in CPD activities that had been mandated by the government as one of conditions to increase credit scores to promote their careers even though their participation was still very low in scientific publication and never even participated in innovative work activities. The types of CPD activities that teachers normally carried out were only highly focused on self-development activities, such as MGMP, IHT, KKG, and became participants in the seminar or workshop. In addition, they also read books, articles, did goggling, and shared knowledge with colleagues. Their lack of access to educational journals and the lack of support from school facilities had prevented them from working further on scientific publications. Furthermore, the lack of understanding of innovative work activities made these teachers not participated in activities that emphasize technology in its application. Tight teaching schedules, family constraints, limited funds, and limited opportunities given by the schools constrained them to participate in CPD program. However, these senior high school teachers of English had good perception of the CPD. They perceived their CPD as activities whose objective was to make them become more effective teachers.

REFERENCES

- Agbayahoun, J., P. (2016) Teacher professional development: EFL teachers experiences in the Republic of Benin. *International Journal of English Linguistics*, 6(4), 144-152. doi:10.5539/ijel.v6n4p144
- Al-Asmari, A. (2016). Continuous professional development of English language teachers: Perception and practices. *Advances in Language and Literary Studies*, 7(3), 117-124. doi:10.7575/aiac.alls.v.7n.3p.117
- Alatis, J. E. (2007). *What Language Teaching Is*. A Project of the National Capital Language Resource Center. Retrieved from <http://www.nclrc.org/essentias>
- Alemu, A. (2013). Professionalism and professional development of teachers in English language teaching: University of Gondar in focus. *International Journal of Innovative Research & Development*, 2(9), 305-313.

- Badri, M., Alnuaimi, A., Mohaidat, J., Yang, G., & Al-Rashedi, A. (2016). Perception of teachers' professional development needs, impacts, and barriers: The Abu Dhabi case. *SAGE Open*, 6(3), 1-15.
- Borg, S. (2014). The benefits of attending conferences. *ELT Journal*, (1-12). doi:10.1093/elt/ccu045. Retrieved from <http://eltj.oxfordjournals.org/content/early/2014/08/27/elt.ccu045.full.pdf+html>.
- Brown, H. D. (2001). *Teaching by principles*. New York: Longman.
- Craft A. (2000). *Continuing professional development: A practical guide for teachers and schools* (2nd ed.). London: Routledge.
- Depdiknas. (2003). Act No. 20/2003 about national education system. Jakarta: Departemen Pendidikan Nasional.
- Depdiknas. (2005). Act No. 14/2005 about teachers and lecturers. Jakarta: Departemen Pendidikan Nasional.
- Depdiknas. (2005). Act No.19/2005 about national education standards. Retrieved from <https://peraturan.bpk.go.id/Home/Details/49369/pp-no-19-tahun-2005>
- Depdiknas. (2009). Act No. 16/2009 about teacher functional positions and credit scores. Retrieved from <https://kelembagaan.ristekdikti.go.id>
- Geldenhuis, J., & Oosthuizen, L. (2015). Challenges influencing teachers' involvement in continuous professional development: A South African perspective. *Teaching and Teacher Education*, 51, 203-212.
- George, J. Q., & Smith, D. (2013). Latina/Chicana mothering. *Latino Studies*, 11(4), 608-609. doi:10.1057/1st.2013.40
- Guan, L., & Huang, Y. (2013). Ways to achieve language teachers' professional development. *Theory and Practice in Language Studies*, 3(11), 2112-2116.
- Hartono, R. (2016). *Indonesian efl teachers' perceptions and experiences of professional development* (Master thesis, Indiana University of Pennsylvania). Retrieved from <https://www.semanticscholar.org/paper/Indonesian-EFL-Teachers'-Perceptions-and-of-Hartono/ee70593ff1bcdda159b2f2c0941218a9eedc4d8>
- Inderawati, R. (2017). The dynamics of EFL teaching in Indonesia: Be innovative teachers through social media. *English Language Teaching and Research*, 1(1), 29-37.
- Johnson, E., & Golombek, R. (2011). *Research on second language teacher education: a sociocultural perspective on professional development*. Madison Avenue, NY: Routledge.
- Jones, P., & Song, L. (2005). Action research fellows at Towson University. Retrieved from <http://www.nipissingu.ca/oar/PDFS/V832E.pdf>
- Karabenick, S. A., & Noda, P. A. C. (2004). Professional development implications of teachers' beliefs and attitudes toward English language learners. *Bilingual Research Journal*, 28(1), 55-76.
- Kasprabowo, T., Sofwan, A., & Bharati, D. A. L. (2018). Perceptions and the implementation of continuing professional development through publication among English teachers. *English Education Journal*, 8(1), 123-129.

- Indonesia Ministry of National Education. (2012). *Pedoman pengelolaan pengembangan keprofesian berkelanjutan (PKB)*. Retrieved from www.bermutuprofesi.org
- Kirkey, T. L. (2005). Differentiated instruction and enrichment opportunities: An action research report. Retrieved from <http://www.nipissingu.ca/oar/PDFS/V833E.pdf>
- Kovacs, H. (2017). Learning and teaching in innovation: why it is important for education in 21st century. Retrieved from <https://www.researchgate.net/publication/318089803>
- Lie, A., Lie, S., & Pramastiwi, P. (2018). Challenges and resources in CPD for in-service teachers: Establishing communities of inquiry. *Beyond Words*, 6(2), 66-87.
- McIntosh, J. E. (2005). Valuing the collaborative nature of professional learning communities. Retrieved from <http://www.nipissingu.ca/oar/PDFS/V82E.pdf>
- Mizell, H. (2010). *Why professional development matters*. Oxford, OH: Learning Forward.
- Murray, A. (2010). Empowering teachers through professional development. *English Teaching Forum*, 48(1), 2-11.
- Padwad, A., & Dixit, K. (2011). *Continuing professional development: An annotated bibliography*. New Delhi: British Council, India.
- Rashid, R.A., Rahman, S.B.A., & Yunus, K. (2017). Reforms in the policy of English language teaching in Malaysia. *Policy Futures in Education*, 15(1), 100-112.
- Tuhusetya, S. (2008). *Mampukan pemberdayaan MGMP menjadi "Therapi Kejut" bagi guru*. Retrieved from <http://sawali.info/2008/06/09/mampukah-pemberdayaan-mgmp-menjadi/>
- Tulu, A. (2019). The practice and challenges of school-based teachers' continuous professional development: A case of government secondary schools of Hawassa City in Ethiopia. *Educational Research and Reviews*, 14(1), 33-43.
- Vacilotto, S., & Cummings, R. (2007). Peer coaching in TEFL/TESL programmes. *ELT Journal*, 61(2), 153-160.
- Wambugu, P.W., Stutchbury, K., Dickie, J. (2019). Challenges and opportunities in the implementation of school-based teacher professional development: A case from Kenya. *Journal of Learning for Development*, 6(1), 76-82.
- Wong, M., S. (2011). Fifty ways to develop professionally: What language educators need to succeed? *Language Education in Asia*, 2(1), 142-155.
- Yuwono, G.I., & Harbon, L. (2010) English teacher professionalism and professional development: Some common issues in Indonesia. *The Asian EFL Journal*, 12(3), 145-163.

Continuing Professional Development (CPD) of Senior High School Teachers of English

ORIGINALITY REPORT

10%

SIMILARITY INDEX

PRIMARY SOURCES

1	www.indonesian-efl-journal.org Internet	125 words — 2%
2	www.scribd.com Internet	74 words — 1%
3	journal.uniku.ac.id Internet	64 words — 1%
4	jl4d.org Internet	43 words — 1%
5	propertibazar.com Internet	40 words — 1%
6	ejournal.unsri.ac.id Internet	34 words — 1%
7	opendocs.ids.ac.uk Internet	33 words — 1%
8	jurnal.fkip.uns.ac.id Internet	21 words — < 1%
9	pt.scribd.com Internet	19 words — < 1%

10	etheses.bham.ac.uk Internet	15 words — < 1%
11	repository.uin-suska.ac.id Internet	15 words — < 1%
12	tabaran.ac.ir Internet	15 words — < 1%
13	steventsnyder.com Internet	14 words — < 1%
14	business.expertjournals.com Internet	13 words — < 1%
15	cheapessaywritingservice0.blogspot.com Internet	10 words — < 1%
16	journals.sagepub.com Internet	10 words — < 1%
17	journal.wima.ac.id Internet	9 words — < 1%
18	ejournal.radenintan.ac.id Internet	8 words — < 1%
19	ejournal.unibabwi.ac.id Internet	8 words — < 1%
20	etheses.whiterose.ac.uk Internet	8 words — < 1%
21	repository.usd.ac.id Internet	8 words — < 1%

EXCLUDE QUOTES ON

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE SOURCES OFF

EXCLUDE MATCHES OFF