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Probing Indonesian Teachers' Professional Learning Investment in Response to Educational Disruption: A Narrative Inquiry

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Abstract

Drawing upon the theoretical framework of investment and the methodological perspective of narrative inquiry, this article explores how English teachers from South Sumatra, Indonesia navigated the challenges of the sudden shift to online learning, how they positioned themselves in times of pandemic crisis professionally, and the perceived effects of their professional development participations. Data from the study include interviews, teachers' digital artifacts, and teachers' reflective writing. The critical incident analysis employed in this study sheds light on the challenges faced by English teachers in teaching online in the pandemic era including the unavailability of internet quota at home, teachers' difficulties in teaching online, and the ability of teachers to adapt online teaching. Besides, the English teachers invested in continuing professional development by applying professional development activities such as; seminars, webinars, training, and workshop that were facilitated by the government and shared in the social group such as MGMP activities. Lastly, professional development was important for them since it affected their teaching online during a pandemic and their professional competency development and performance during online teaching activities. Implications are drawn out for school administration, governmental education departments, and teacher education institutions, as they need to coalesce to engage in more collaborative work to support teachers' professional development.

Keywords: Learning investment, Continuing Professional Development, EFL, Indonesian Teachers of English

INTRODUCTION

As a significant contributor to students' academic success, it is important for teachers to keep abreast of their disciplinary knowledge in effective and innovative teaching.

Evidence from research in various contexts has shown that professional development activities provided teachers with the tools and strategies to maintain and improve their quality and currency (Giraldo, 2021; Kalinowski et al., 2019; Kennedy & Laurillard, 2019). Continuing professional development (CPD) manifests in a variety of ways. Kennedy (2005) identified nine models of CPD, which include: training, award-bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research, and transformative. The categorization of the model suggests different level of teacher autonomy and potential opportunity for teachers to influence the agenda and policy. (Darling-Hammond, 2017) define effective professional development as “structured professional learning that results in changes to teacher knowledge and practices, and improvements in students learning outcomes” (p. 2). Considering the critical role of professional development in improving the quality of teachers, continuing professional development has become a regulated ecosystem for quality improvement and one of the tools for promotion (Widayati et al., 2021).

Most professional development activities in Indonesia are government-initiated and funded which often support the government’s agendas. Through regulations and policy concerning teachers and teacher professional development, the Indonesian government provides continuing professional development programs as needed and gradually to improve teachers’ professionalism. Continuing professional development aims to: (1) Facilitate teachers to achieve the competency standards that have been set; (2) Improve the competence of teachers to suit the demands of the profession in the future; (3) Motivate teachers to continue to carry out their main duties and functions as professional educators; (4) Elevate the image and dignity of the teaching profession. Despite this continuing professional development activities, researchers point out that there is a gap between what the teachers need and the programs offered to them (Utami et al., 2019).

One of the needs as we enter the 21st century is the ability to work under complex circumstances in which the use of digital technology is pervasive. Teachers development programs should be geared toward supporting teachers to use technology in teaching and learning. (Baran & Correia, 2014) proposed a framework for professional development in online learning which includes three layers, i.e., organizational support (such as LMS template, instructional design, and teaching awards), community support (such as teaching support groups), and teaching support (such as online teaching training). Unfortunately, before we could lay a solid foundation for learning technology-related professional development for teachers, we faced a sudden shift to online learning during the pandemic.

The great pandemic that has swept across the globe has not only affected the healthcare sector but also the landscape of learning, including teacher professional learning. The COVID-19 pandemic shook the basic structure and delivery system in education by forcing the shift to online learning. As this global level of disruption was entirely unexpected, many teachers were left to themselves to figure out how to navigate the new expectations. This situation has become a new stressor that caused teachers’ burnout (Allen et al., 2020; MacIntyre et al., 2020; Sokal et al., 2020). Meanwhile, (Ibrahim, 2020) considered this as a systemic gap in teacher preparation. Despite a high interest in using digital technology tools to support learning, teachers, including university lecturers, were lacked of comprehensive training for online learning. Thus, the insufficient preparation to teach online classes

contributes to teachers' difficulty during the pandemic remote teaching (Daumiller et al., 2021).

Research shows digital literacy professional development has a significant effect on teachers' positive feelings and readiness to integrate digital tools to support learning in their classroom and to develop students' digital literacy competence (Philipsen et al., 2019; Silvhiany et al., 2022). Unfortunately, the lack of this kind of training, specifically on online teaching strategies, has contributed to teachers' struggle in changing the mode of teaching during the pandemic. A large survey on Indonesian teachers' professional development needs conducted by (Silvhiany, 2022) revealed that teachers took initiative to join various professional learning to learn about the strategies and effective methods to manage the remote learning during the school pandemic closure. This is in line with the previous research that showed teacher leadership in continued professional learning helped to improve the experience of online learning during the education disruption (Abaci et al., 2021; Chaaban et al., 2022).

Many previous studies on teacher professional development and learning during the pandemic emergency remote learning focused on survey and quantitative analysis (Al-Bargi, 2021; Daumiller et al., 2021; Gautam, 2021). This quantitative research provided us with general description of the programs and their effects on teachers' readiness to cope with the new demands of online teaching. However, we also need to understand individual teachers' experiences in dealing with the new landscape of teaching, so we can learn the nuances of teachers' taking part in professional development and professional learning activities. This article addresses this gap by examining the stories from three teachers who were actively involved in professional learning during the pandemic school closure through the perspective of narrative inquiry of teachers' experiences.

Using theoretical framework of learning investment and narrative inquiry, this present study explores how English teachers from South Sumatra, Indonesia navigated the challenges of the sudden shift to online learning, how they positioned themselves in times of pandemic crisis professionally, and the perceived effects of their professional development participations. Learning investment framework was adapted from (Darvin & Norton, 2015, 2021; Norton & Toohey, 2011) which focuses on the social aspect of language learning and signals the relationship between learners and the target language.

The original purposes of this theoretical concept were to capture the relationship of language learners to the social world and between learners and the community of practice. Language learning investment necessitates a commitment on the part of both the learner and the community of practice. Learning investment is a social construct that views language learners as having complex identities that change over time and space and are built on the foundation of the socially given and the individually fought-for, and it seeks to make meaningful connections between a learner's desire and commitment to learning a language and their changing identities (Norton, 2016). Research on learning investment frequently explores the learning experiences of immigrant learners of English and EFL learners (H. Chan, 2018; Norton, 2015; Norton & Gao, 2008; Novrianty et al., 2022; Silvhiany, 2019).

To date, the theoretical framework of learning investment has been used to understand the complexity of learners' language learning experiences within the intersection of identity, ideology, and capital. The framework also portrays the relation of power that permeates all the component (Darvin & Norton, 2021). In this present article, the

framework of investment was used as a lens to understand teachers' professional learning, i.e., how they invested in professional learning within a community of practice. Meanwhile, narrative inquiry was employed to accommodate teachers' voices and reflections and to make sense of their experiences in navigating the sudden shift to the online learning during the pandemic.

Teaching profession implies a lifelong learning quest. Teachers seek ways to upgrade their knowledge and skills, so that they can facilitate effective and meaningful learning in their classroom. Teachers' professional learning investment is an important factor for teacher capacity building. Professional learning indicates teachers' initiatives on their own professional development. This article focuses on exploring how teachers navigated the new demands of teaching in the era of pandemic disrupted education. The researchers used the lens of learning investment to understand teachers' experiences and their engagement in professional learning activities to support the changing mode of teaching.

METHOD

This research employed a qualitative narrative inquiry. A narrative inquiry study is a study in which a researcher can explore the experience and feelings of an English teacher. (Clandinin, 2016) established the educational importance of narrative as a research methodology. This approach was known to have a long intellectual story both in and out of education. According to (Polkinghorne, 1995), the narrative is a subset of qualitative research designs in which stories are used to describe human actions. It is a type of research that consists of obtaining and then reflecting on people's lived experiences over time.

Narrative inquiry which emphasizes storytelling as a powerful tool for reflection, is an effective methodological approach to explore teachers' experiences (E. Cha¹¹2017). Narrative inquiry allowed this study to capture the situated complexities of the teachers' professional learning experiences in times of pandemic. To gather the information from¹¹ the participants, interviews and digital artifacts were used as the data collection methods. Due to the Covid-19 pandemic, this research employed virtual approach to accommodate the needs to keep physical distance. Online data collection or virtual research has begun since the rise of netnography research at the digital era (Kulavuz-Onal, 2015; Morais et al., 2020) and¹³ other virtual research in the context of increased activities mediated by digital platform (Lenihan & Kelly-Holmes¹³2015; Taguchi, 2021; Tao et al., 2017). However, the physical distancing requirements during the pandemic has heightened the need to use virtual data collection to ensure the continuation of the research while keeping both participants and researchers safe (Roberts et al., 2021).

Participants of the study were three English Teachers who had more than 10 years of experience in teaching English. These participants shared similarity, i.e., teaching in vocational school in South Sumatra and were active in using social media to share their activities as teachers. Participants were teachers who took initiative in professional learning when they faced the new demands of teaching remotely. The first participant was teacher Wanty (pseudonym), an English teacher in public vocational secondary school in Palembang. She has been teaching English more than 15 years. She was very active in participating in various self-development programs. She always invested in and joined the CPD activities before or even in pandemic era. She strived to find a new method that could help her to deliver the material to her students effectively. Second participant was teacher Anto

(pseudonym), an English teacher with 14 years in teaching experience in a state vocational school in Palembang. He was one of the active teachers in his school who always invested in and joined in CPD activities. He often became the representative of the school to take part in activities held outside of his school. After each training he attended, teacher Anto shared what he learned to his fellow teachers. The third participant was Innah (pseudonym) who has been teaching in state vocational school at a rural area in South Sumatra since 2015. She has also shown active participations in professional development programs.

In this study, the data were collected through interviews consisting of 16 questions related to the objective of this study. The interview consisted of questions about teaching experience, mode of teaching during the pandemic, application use, teachers' perception of their teaching effectiveness, teachers' feelings about online instruction, teachers' effort in upgrading their knowledge and skill during a pandemic, teachers' involvement in learning communities, teachers' reason of joining and investing the learning communities, and kinds of CPD activities the teachers' invest during a pandemic to upgrade the teacher's knowledge and skill. In addition to interview, the data of the study includes teachers' digital artifacts. Researchers have acknowledged the importance of artifacts as data sources as well as promising tools to explore the owners' lived experiences (Pahl & Rowsell, 2010; J. Rowsell et al., 2018; Zheng et al., 2019). In this research, artifacts served as a supplementing material to the stories told by the participants. They also had the potential of reflecting the identity of the teachers.

Data were analyzed by using thematic analysis, which provided detailed and nuanced account of the data. The analysis involved identification of common threads extending across the data, i.e., interviews and artifacts. There are many ways of analyzing narrative data. In this research we adopted Riessman's (1993) thematic analysis of narratives (Riessman, 1993). The process involved careful reading and re-reading of the data and recognizing pattern within the data. Two cycles of data analysis were conducted to process the data (Saldana, 2016). In the first cycle the focus was on the close reading of the data and coding with low level code which stayed as close with the data as possible. In the second cycle, the codes were analyzed into categories or themes. The visual data from the artifacts were analyzed alongside with the verbal data. After completing the overall thematic analysis, researchers undertook the process or "restorying" while embedding the context of the data to construct the narratives of the participants (Creswell & Poth, 2018).

FINDING AND DISCUSSION

The findings of this study are presented in three parts; English teachers from South Sumatra navigated the challenges of the sudden shift to online learning, how they positioned themselves in times of pandemic crisis professionally, and the perceived effects of their professional development participation.

English Teachers' Navigation of the challenges in the Sudden Shift to Online Learning

The result showed that English teachers faced some challenges in early teaching online in the pandemic era applied. Findings from the study are detailed into four emerging themes, including (1) unavailability of internet quota at home, (2) teachers' difficulties in teaching online, and (3) the ability of teachers to adapt to online teaching.

The Unavailability of Internet Quota.

The unavailability of an internet quota was one of the challenges faced by the teachers in teaching online during the Covid-19 pandemic era because not all students could buy the internet quota due to financial reasons. This made students unable to join synchronous learning and skipped the lesson from the teacher. This finding was shown from the following interview quotes.

"Not all students can join synchronous/video conference classes because not all students have sufficient internet quota, especially students from low economic backgrounds, and this results in students' learning loss and interactivity in the classroom". (Teacher Wanty, WhatsApp Interview, March 2022).

"There were so many factors that influence, one of which was the limited cost to buy internet quota packages and that made students unable to follow the lessons fully and also the absence of internet quota, problematic cellphone signals". (Teacher Anto, WhatsApp Interview, March 2022).

"Not all students could participate in online learning properly and optimally because many of them could not access the lessons that we provided, especially for those who had limited quotas and others. Apart from these limitations, the signal strength for our area was still very far from proper, so some of them had to go to other places or to the next village to get a good signal, but when the lights were blacked out, they could not access it. In addition, some students had a lot of problems in collecting assignments on time". (Teacher Innah, WhatsApp Interview, March 2022)

From the quotes of an interview, it can be concluded that the unavailability of internet quota was the main problem in online learning, especially during the Covid-19 pandemic era. This caused students, especially those who lived in rural areas to have to come to another area to find the internet bandwidth. Therefore, to solve this problem, the government of Indonesia provided a free internet quota for both teachers and students to facilitate distance teaching and learning, especially during the Covid-19 pandemic era. This was aimed to providing learning comfort for teachers and students in online teaching and learning and to achieve the predetermined learning goals of the students' learning.

Teachers' Difficulties in Teaching Online

During the implementation of online learning, teachers faced some difficulties, which include (1) students' unfamiliarity with digital applications and their features; (2) students' inconsistency in attending learning activities; (3) students' missing the assignment due to limited devices. Since online teaching was relatively new for primary and secondary teachers in Indonesia, the sudden shift to emergency remote learning with online platforms has posed a significant challenge to many teachers. These findings were found in the following quotes.

"At the beginning of the application of online learning, students are not familiar with digital applications and the features that exist in these applications so that teachers have to take the time to introduce the features that are in the digital applications". (Teacher Wanty, WhatsApp Interview, March 2022).

"There were several things that were quite difficult for me during the pandemic, especially the behavior of students who were less consistent in participating in learning activities from home". (Teacher Anto, WhatsApp Interview, March 2022).

"The online learning system was not easily accessible to students with limited devices, because of that the assignments given by the teacher online cannot be channeled clearly so that some

students experience confusion in working on questions and assignments and also the signal strength was not very supportive in some places". (Teacher Innah, WhatsApp Interview, March 2022).

From the quotes from the interview above, it can be concluded that some difficulties faced by teachers came from the students themselves. Since online learning was something new for them, therefore, they are not familiar enough with using the applications and their features. To cope with this challenge, the teachers had to spend a long time to explain it to the students.

"Of course, at the beginning of learning at that time, I had to introduce applications such as Google Classroom, Zoom, Google Meet, and others. So, before delivering material, students must know first the benefits and uses of the application and also the features or menus in it. After students understand what are the benefits and uses of the application, then the teacher can freely convey the material". (Teacher Wanty, WhatsApp Interview, March 2022).

16 Moreover, the first challenge may make students inconsistent in participating in the learning process especially when they are limited with the devices. Therefore, students are unable to access the learning activity, especially in terms of working on assignments. To cope with this challenge, the students were asked to come to the school to learn the material and assignment with the teacher face to face, so that they will be understood the material and assignment as well.

4 Teachers' Ability to Adapt to Online Teaching

Since distance learning implemented schools' closure during the COVID-19 pandemic was a new experience for teachers. Therefore, teachers were asked to adapt to online learning fully in the period. Moreover, teachers are demanded to acquire the ability to adapt and integrate various digital applications that can be used to promote successful online teaching and learning. This finding was found in the following quotes.

"There were indeed some challenges faced during online learning, especially at the beginning of the pandemic at that time, so indeed not all children were familiar with applications that they did not know about, of course at the beginning of learning at that time I had to introduce applications such as Google Classroom, Zoom, Google Meet, and others. So, before delivering material, students must know first the benefits and uses of the application and also the features or menus in it. After students understand it what were the benefits and uses of the application, the teacher can easily convey the material both synchronously and asynchronously" (Teacher Wanty, WhatsApp Interview, March 2022).

"What I felt when the online learning process for the first time in early 2020 where the learning system from face-to-face at school became online learning and the teaching had to change into an online teaching system using various applications, for the first time learning at that time using the WA group application, because at that time the students were not familiar with the zoom or Google meet application". (Teacher Anto, WhatsApp Interview, March 2022).

"The support came from the school, especially for the classes that I taught; I had been using Quipper School as one of my learning media for a long time. It can also be referred to as e-learning-based learning. And also at school, I use the EDUMU (Education Muhammadiyah) application for student attendance and sharing subject matter". (Teacher Innah, WhatsApp Interview, March 2022).

The quotes from the interview above showed that teachers needed more time to adapt various kinds of digital applications such as Google Classroom, Zoom, Google Meet,

Quipper School, EDUMU, etc. so the lesson from the teachers can be delivered well to the students. Hence, teachers must be aware of several devices due to the presence of technology at home. Teachers are also expected to learn and utilize software or applications that they have never used before to develop the ability to use them.

How they positioned themselves in times of pandemic crisis professionally

Efforts to upgrade knowledge and skills amid the pandemic school closure

The interview data were analyzed in teachers' investment in continuing professional development and the activities that they joined related to the developing professional development in teaching experience. All participants agreed that professional development was important for the teachers, especially in their teaching-learning process during the pandemic of online teaching. All participants said that during a pandemic they were invested and joined some activities related to their development in teaching practice during a pandemic because professional development will enhance and enrich the teachers' ability in teaching. Based on the interview, all participants have done professional development activities.

"Every month I took part in professional development programs in the form of webinars, virtual training, virtual workshops, hybrid international conferences, and others. I was investing in professional development programs as evidenced by the portfolio that I had compiled and the Curriculum vitae that I have achieved. During the pandemic, there were a lot of professional development programs that I participated in (Participated in webinars/workshops/training related to the independent learning curriculum during the pandemic, an emergency curriculum designed by the Ministry of Education and Culture to overcome learning loss and prototype curriculum as well as webinars on English Language Teaching/ELT during the pandemic. Participated in training on making digital teaching media such as the Canva application, Zeppeto, digital comics, Digital apps on Microsoft office 365, android-based learning, MOEC learning house, MOEC Podcast, and MOEC Education Voice. Participated in a teacher competition on online learning innovation during the pandemic, organized by the Ministry of Education and Culture. Be active in teacher organization activities such as sharing best practices regarding the application of differentiated learning during a pandemic" (Teacher Wanty, WhatsApp Interview, March 2022).

"I attended several webinars online and from the Ministry of Education and Culture of the Republic of Indonesia" (Teacher Anto, WhatsApp Interview, March 2022).

"I attended several online seminars via zoom meeting and held training on Classroom Action Research with resource persons from lecturers at one of the universities in Palembang. I attended seminars on online learning via zoom meetings several times a week. Banyuasin English MGMP (This group provides the latest information about teaching including learning models that can be done offline and online as well as providing information on training activities for subject teachers. I followed technical guidance on implementing the 2013 curriculum for one week for English subjects. I Participated in several provincial education seminars. I Participate in HOTS-based question-making training activities from school supervisors" (Teacher Innah, WhatsApp Interview, March 2022).

Based on the interviews of all participants, all participants have been investing in professional activities, especially for the informal term. Participants can involve themselves in any possible activities supporting their professional development. All the statements above clearly show that all teachers already invest in CPD activities, it is following the

statement by (Dadds, 1997) and (Timperley, 2015) who described CPD as activities to develop skills, knowledge, expertise, and other professional teacher characteristics.

In addition, all participants agreed that professional development is important for them, especially in their teaching-learning process. Three participants had the same understanding of professional development. Teacher Wanty said it was important for all teachers because professional development could enhance the teachers' ability in teaching especially during the pandemic era. Other participants, teacher Anto and teacher Innah, explained how professional development is an important way for teachers to support and help them to teach the student in the classroom. Besides, having professional development improved their teaching ability and contributed to the class active learning atmosphere during the pandemic. From the explanation above it was concluded that professional learning was valued as a tool to upgrade teachers' knowledge and their teaching practice. Therefore, professional development helps their career as an educator which impacts their teaching-learning becomes successful. Different forms of CPD activities such as mentoring, attending higher education, and reflective studies are critical for maintaining improvement of teaching quality. Furthermore, students tend to perform better when they are taught by teachers with successful CPD experiences that help them understand how their students learn (Yoshikawa et al., 2015).

Factors of Teachers' Investment in Professional Learning

Many factors influence the teachers' professional learning needs regarding online teaching. First, teachers considered the changing of the education system from face instruction to online instruction. Second, the use of technology in online teaching required teachers to know how to use the technology and its features. The teachers had a responsibility to share their knowledge of technology with their students. The result of the interview showed that the students were still unfamiliar with the technology and how to use it in learning online. So, the English teachers invested in some activities such as training, workshop, seminar, webinar, MGMP programs, etc.

"Not all students can join synchronous/video conference classes because not all students have sufficient internet quota, especially students from low economic backgrounds, and this results in students' learning loss and interactivity in the classroom" (Teacher Wanty, WhatsApp Interview, March 2022).

"MGMP (Subject Teacher Conference) at the South Sumatra Province level, my position is the administrator. I am responsible for the implementation of seminar/training/training activities for SMA/SMK teachers throughout South Sumatra" (Teacher Wanty, WhatsApp Interview, March 2022).

"I am included in the MGMP (Subject Teacher Consultation) English Subject. Also, I am a member of PPBII (Association of Indonesian English Teachers)" (Teacher Innah, WhatsApp Interview, March 2022).

"I participated in the Principal Management Training and Education activity. In addition, I attended seminars on online learning via zoom meetings several times a week and participate in training/workshops on the application of virtual learning/distance learning, both organized by the provincial government of South Sumatra and the central government" (Teacher Anto, WhatsApp Interview, March 2022).

From the result of the interview above, all participants invested and applied their professional activities during teaching online during the pandemic. Various professional development activities that they invested in are training, workshop, seminar, and webinar held by the government or institutions related to education to improve teachers' professionalism in teaching online. Besides, they had another way to improve their professional teaching by group discussion such as through MGMP activities. In MGMP teachers could get knowledge and discuss all things that are related to teaching-learning. This finding is in line with research that showed the important roles of networked professional learning in facilitating collaboration and enhancing teachers' self-efficacy (Prenger et al., 2019; Zheng et al., 2021).

The perceived effects of their professional development participation

Almost all participants agreed that all professional that they invested in was effective in their teaching during a pandemic, such as a seminar, webinar, training, and MGMP program gave them continuing knowledge. The results of interviews and documentation showed that all participants strongly agreed that all the continuing professional development activities they participated in, were very effective for them to apply in online learning. It was not easy for the teacher to adapt into online learning before they participated in the training. The challenges made them want to improve their professionalism as a teacher by participating in various self-development activities held by the government or other resources. When their skills improved, the teachers' self-confidence increased because they could keep up with the demands of teaching, improve the content of teaching materials, and were able to handle classes well during online learning. As other researchers have suggested, continuing professional development can help teachers to better understand the nature of teaching and learning to improve their professionalism. It has the potential effect to improve the quality of teachers' practice (Atmojo & Nugroho, 2020; Nugroho & Hagheg, 2021).

The effects of continuing professional development programs improved teachers' teaching professionalism. The general opinion of all participants here was the CPD program was effective for them to be successful in online teaching.

"All professional development was effective according to the needs of the teacher; the program can be optimized if the teacher wants to do it regularly / periodically because teachers are long-life learners who must always follow changes and these changes are very dynamic according to the times and teachers must be ready to follow and self-develop/update soft skills and hard skills so that they are ready for the current of change" (Teacher Wanty, WhatsApp Interview, March 2022).

"In my opinion, all teacher capacity development programs can be said to be effective, depending on the aims and objectives to be achieved from the program. Such as the PPG (Professional Teacher Education) program which is one of the important requirements for a teacher to get teacher certification. PPG itself is divided into two parts, namely in-service and pre-service" (Teacher Anto, WhatsApp Interview, March 2022).

Professional development helps teachers' careers as educator which in turn, contribute to their successful teaching-learning. Almost all of the teachers have been involved in professional learning because it was very important to improve their skills in teaching in the online classroom, especially in the changing teaching system in this pandemic era. Moreover, the government, through the regulation, has demanded teachers to keep abreast of their professionalism through continuing professional development programs. To

assist professional teachers, Indonesia has implemented several policies relating to teachers' professional development, for example, Law Number 14 the year 2005 regarding Teachers and Lecturers, and Government Regulation Number 74 the year 2008 regarding Teachers. These laws consider the strategic role of teachers and lecturers in national development in the field of education. Therefore, teachers and lecturers need to be developed as dignified professionals.

CONCLUSION

The professional development programs before the pandemic had introduced teachers to digital technology for English language teaching. However, these programs had not prepared teachers for the sudden shift to online teaching. Teachers participating in this research experienced challenges to navigate the new landscape of teaching and learning during the pandemic disruption but they showed resilience through initiative acts of professional learning. The teachers' willingness to move out of their comfort zone by being actively involved in various professional learning had positive effect on their ability to cope with the new demands of online teaching. Teachers' investment in both structured professional development programs and informal professional learning have supported teachers in their efforts to minimize the extent of learning loss. Teachers' investment in professional learning has informed us about the teachers' construction of identity. In this narrative inquiry, we can see that these participants were studious and resilient teachers who thrived even in the challenging situation of education disruption. Implication of the study includes the importance of understanding teachers' experience and opportunities for them to be involved in professional learning. It also suggests that community of practice is crucial to support teachers in their attempt to develop professionally.

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