



## **Effective Professional Development on Teaching at Islamic Boarding School: English Teachers' Perspective**

**Humaeroah**

IAIN Parepare

[humaeroah@iainpare.ac.id](mailto:humaeroah@iainpare.ac.id)

### **Abstract**

*The objectives of the research are to find out (1) English teachers' perspective towards the criteria of effective teacher's professional development activities, (2) professional development needs on teaching in Islamic Boarding School, and (3) English teachers' barriers to participate teacher professional development activities. This study was designed as descriptive qualitative research. The subject of data in this research was English teacher in Islamic Boarding School. This research took ten English teachers as the participants of the research which is collected through purposive sampling. Data collection techniques used were interview and observation checklist. The results of the study indicated that (1) there were five criteria of effective professional development activity mentioned by the teachers in Islamic Boarding School. Those were a match to existing teacher needs, teacher involvement in the design/planning of professional development activity, active participation opportunities, long-term engagement, and high quality instructor. (2) It was also found six features the teacher perceived as professional development needs by the teachers. Those were content and performance standards, classroom management, Instructional practice, ICT teaching skills, and student discipline and behaviour problem. (3) There were three barriers which fit the existing features, those were no suitable development, conflict with work schedule, family responsibilities, negative attitudes towards courses, and health problem. Besides that, the researcher also found three kinds of barrier that was not fit with the existing barriers, those are transportation problem, unavoidable condition, and unreachable information. Then, two participants expressed that they did not have any barrier to participate in professional development activities*

**Keywords:** Professional Development, teacher perception, Islamic Boarding School.

### **1. Introduction**

The importance of English is realized in every stages of community, moreover in education system specifically in institution of education such as in school. Therefore, providing students to face the global community around the world i.e., studying abroad should be considered. It has been proven by the number of students (*santri*) who go to Mesir and another country for continuing their study. In addition, there is also opportunity to facilitate these *santri* who will pursue scholarship, such as LPDP for *santri* (LPDP, 2019). Undoubtedly, the needs of teachers' professional development (TPD) play vital role on students' success in English, such as the success of increasing the vocabulary. When teaching-learning process, good teachers try to fully construct energy for students' success (Humaeroah, 2017). Three levels of result through professional development, they are: (a) educators who get new knowledge and skills because of their participation to join in the self-development training; (b) educators who use what they learn to improve teaching and leadership; and (c) by applying what teacher learn in Professional Development, student learning and achievement can increase (Germuth, 2018; Hayes,

2010). Related to Professional Development, it includes training activities with the purpose of enhancing competency and performance during the teaching. As one of the powerful elements in educational system, improving teaching quality is very important factor to meet the good education system reform in this globalization era.

Regarding the role of Teacher Professional Development (TPD), Indonesia Ministry of Education tries to encourage teachers in Indonesia to join it with the purpose of enhancing their quality (Rahman, 2016). In this research, the researcher focuses on English teacher in Islamic Boarding School, there might be some different perspective about TPD for teacher. Hence, to investigate about those all are very interesting so that the effective TPD for English teacher in Islamic Boarding School can be created in enhancing English teacher's quality. Many studies have tackled the topic about TPD (Popova et al. 2022; Li et al., 2019, but there is no study which highlights about one of noticeable steps to start is investigating teachers' needs and expectations throughout TPD. Thus, in this research, the researcher will try to find out deeply perspective from teachers about effective Teacher Professional Development on teaching. TPD will be more effective and efficient if it is linked to specific teachers' perspective, therefore, it is very crucial thing to investigate teachers' own perspective, so that teachers can express and argue their idea for effective professional development that can improve teachers' teaching skill effectively. Based on the rational explanation above, the researcher would like to investigate English teachers' perspective towards the criteria of effective teacher's professional development activities; to examine the professional development needs on teaching in Islamic Boarding School; and to investigate English teachers' barriers in participating teacher professional development activities.

## 2. Method

Dealing with the proposed research questions, the researcher used a descriptive qualitative method to collect and describe the data. The researcher employed this method to collect and analyze the data which were suitable with the purpose of this research in order to get the description about English teachers' perspectives toward the criteria of effective teacher's professional development activities, English teachers' perspectives toward professional development needs by the teachers on teaching in Islamic Boarding School and English teachers' barriers in participating teacher professional development activities. The explanation of the research was made in the form of descriptive, so the readers get the complete and detail information from the result of this research.

Table 1. List of Informants

Name	Gender	School Name	Work Periode
Teacher 1	Female	Lil Banat Islamic Boarding School	7 years
Teacher 2	Female	Lil Banat Islamic Boarding School	3 years
Teacher 3	Female	Lil Banat Islamic Boarding School	5 years
Teacher 4	Female	Al-Mustaqim Islamic Boarding School	7 years
Teacher 5	Female	Al-Mustaqim Islamic Boarding School	15 years
Teacher 6	Female	Al-Mustaqim Islamic Boarding School	12 years
Teacher 7	Female	Al-Badar Islamic Boarding School	3 years
Teacher 8	Female	Al-Badar Islamic Boarding School	5 years
Teacher 9	Female	Al-Badar Islamic Boarding School	11 years
Teacher 10	Male	Al-Badar Islamic Boarding School	12 years

In order to gain the goals of the research, the researcher used instruments, namely semi-structured interviews and observation (Moleong, 2019; Sugiyono, 2010). In this

research, the research used interviews as the main instrument. Furthermore, observation also took the form of a checklist with detailed information or note, while audio recording and documentation also supported the data collection. By using interview, the researcher interviewed the participants to gain information, while audio recorder and documentation used in order to avoid the loss of data needed, the researcher employed documentation by taking some pictures and recording session during the interview. We conducted interview one-by one in mixed way including online via WhatsApp and offline. The time required was between 10 to 45 minutes. The researcher used three steps, which are labeled as organizing, summarizing and interpreting as a guide to analyze data.

### **3. Results**

#### **3.1. Findings**

##### **3.1.1. The Criteria of effective teacher's professional development on teaching English at Islamic Boarding School in Parepare**

###### **3.1.1.1. A match to existing teacher needs**

This match to existing teacher needs is the most frequently mentioned by the participants to be a criteria of effective teacher's professional development program. There were 8 participants who mentioned this criteria. The material in the professional development activity should be suitable for teachers' need on teaching English in the every situation in classroom.

As these teachers expressed :

*"Dikatakan efektif apabila sesuai kebutuhan guru, pemateri juga sesuai kebutuhan guru apa yang diinginkan". (T5: Interview)*

*"isinya itu tentunya materi yang berkaitan dengan apa yang akan disampaikan pada saat itu kemudian dengan apa yang dibutuhkan guru juga".(T9: Interview)*

*"ketika sudah memiliki kesesuaian antara kebutuhan guru dengan apa yang akan dilaksanakan....". (T10: Interview)*

###### **3.1.1.2. Teacher involvement in the design/planning of professional development activities**

One thing that cannot be forgotten in effective teacher professional development activity is how the English teachers can get involved in designing or planning of professional development activities. They have opportunity to think and plan the next course that will be discussed in the next activity.

As one teacher expressed :

*"kalau saya, MGMP itu dibilang bagus kalau kita semua guru mata pelajaran itu dikumpulkan kemudian kan kita seragam KDKI nya. Dalam pertemuan itu 1 KDKI itu kita angkat, kita bahas, kemudian kita pecahkan masalah apa saja kira kira yang akan muncul dalam KDKI ini. Ya itu yang kita pecahkan begini bagusnya, supaya tersampaikan dengan baik kepada anak-anak. Ya begitu kalau saya." (T6: Interview)*

###### **3.1.1.3. Active participation opportunities**

There were five participants argued that the active participation opportunities was the criteria of effective English teacher professional development activity. During TPD activity, the teachers have opportunity in active engagement in order that they can applied the process of learning effectively (as mentioned by Teacher 1). In the professional

development activity should be provide feedback from teachers and instructor in order to measure the understanding of the material which was given by the instructor.

As teachers mentioned :

*“.....itu baru ciri cirinya supaya kegiatan tersebut dibilang efektif. Berpartisipasi dan aktif semua dalam suatu kegiatan itu”.* (T1: Interview)

*“ketika semua yang di dalamnya ikut serta dalam penyusunan RPP, perangkat pembelajaran dan soal-soal atau misalkan apa yang dibahas dan apa yang dibutuhkan guru dan siswa itu selaras”.*(T4: Interview)

#### **3.1.1.4 Long term engagement**

One important thing in effective teacher professional development activity is long term engagement which means the activity has a countinuing process. There were five English teachers participant who expressed about this criteria. One English teacher argued that the countining process of TPD becomes the criteria of teachers' professional development activity, because it can improve the teachers' effectivity.

As one teacher said :

*“Kegiatan yang berlangsung secara terus – menerus untuk meningkatkan efektifitas seorang guru”.* (T5: Interview)

#### **3.1.1.5 High quality instructor**

The participants also mention the necessary of high quality instructor for professional development activity was very important to support the activity effectively. There were three English teachers mention about this criteria of effective TPD. One teacher elaborated about some of the criteria of effective professional development activity, and one the criteria he said was high quality instructor.

As the teachers said :

*“Ketika sudah memiliki kesesuaian antara kebutuhan guru dengan apa yang akan dilaksanakan, kemudian berkelanjutan, dan high quality instructor”.*(T10: Interview)

### **3.1.2. Teacher professional development needs on teaching English at Islamic Boarding School in Parepare**

#### **3.1.2.1. Content and Performance Standards**

Content and Performance Standards was the most frequently mentioned by the English teacher to be their professional development needs. All of English teacher participants mentioned about this aspect, they need how far to measure a deep content knowledge, so they could recognize what students should know, care about and be able to do in each level of learning. For example, T1 said that she needed to define the level of work in teaching students well, what to teach, and to make the appropriate teaching methods. Besides, T6 expressed that she wants and needs in every meeting of Forum of Teaching-Subject known as Musyawarah Guru Mata Pelajaran (MGMP), there was a role play about how to teach a material in front of the class, what media and method are needed, so students are not bored in learning process.

As one teacher expressed :

*“yang saya butuhkan Cuma kegiatan kegiatan tentang cara pembelajaran, bagaimana guru mengajar ke anak anak, ya keprofesionalan guru. terus itu tadi, mau ditambah lagi metode metode apa sih yang bagus diajarkan supaya tercipta antara belajar dan games..”*

Then she gave additional comment by saying :

*“kalau menurut saya, yang bagusnya itu, setiap kali pertemuan mungkin ada semacam role yang naik, membawakan sebuah materi, memberikan penampilan yang terbaik, metodenya seperti apa. Penilaian skornya bagaimana, itu kalau menurut saya.”*.(T6: Interview)

### **3.1.2.2. Student Assessment Practice**

Asking students to demonstrate their understanding of the subject matter is critical to the learning process. There were six English teacher participants who argued that Student Assessment Practice is also important for them to evaluate whether the educational goals and standards of the lessons have been reached or not. The teacher expressed that when they make the students assessment, they will learn automatically, and MGMP gave them the way to evaluate the students.

As teachers expressed :

*“yang sudah terpenuhi sebagai guru, misalnya bagaimana cara membuat soal dan cara menyusun RPP.”*(T4: Interview)

*“karena sejauh ini MGMP, kalau sejauh ini ya. Kalau saya pribadi kita fokus meramu soal, atau assessment guru”*.(T8: Interview)

### **3.1.2.3. Classroom Management**

Classroom management refers to the wide variety of skills and techniques that teachers use. There were seven English teachers expressed that classroom management was needed by them to keep students organized, focused, and productive during teaching-learning process. As T1 and T3 said that they need classroom management skills mostly to make students focus and enjoy the learning process.

As teacher mentioned by saying :

*“yang paling dibutuhkan guru manajemen kelas dan metode metodenya”*.(T1: Interview)

*“mungkin lebih ditingkatkan untuk kemampuan kita sebagai guru me manajemen kelas, metode metode ataupun media pembelajaran yang sekiranya bisa jadi refreshing untuk kita sendiri sebagai yang mengajarkan”*.(T8: Interview)

### **3.1.2.4. ICT Teaching Skill**

The ICT skills for teachers is designed to enable participants to improve their teaching practices with the use of specific ICT tools. There were six English teachers agreed that ICT teaching skills was needed nowadays because this pandemic makes them have to be creative in making teaching material by using specific ICT tools.

As one teacher said :

*“Yang paling saya butuhkan sekarang ini adalah ICT teaching skill”*. (T4: Interview)

Another teacher comment :

*“... kami sangat suka dengan ICT itu/ kenapa? karena menarik bagi anak anak apalagi yang jarang jarang liat. Biasanya kalau diperlihatkan yang seperti itu, mereka semangat belajarnya langsung naik, langsung bagus. Ada harapan juga kalau pengembangan ke ICT nya.”*.(T6: Interview)

### 3.1.2.5. Student Discipline and Behaviour Problem

- A informant argued that this area the discipline was needed in developing their professionalism and it should be discussed in MGMP. By knowing the Students' Discipline and Behaviour Problem, they can know how to treat students and how to deal with behavioural problems in class.

As T1 said:

*"yang saya harapkan/ kemauanku bukan Cuma soal yang dibahas . itu tadi masalah kedisiplinan siswa harusnya dibahas".( T1: Interview)*

### 3.1.2.6. Instructional Practice

From ten English teachers, there were two participants agreed that instructional practice is also important, they always expect the professional development activity provide a practical output that they can apply in the classroom activities.

As the teacher comment:

*"Pelatihan yang sifatnya praktek, yang dapat menghasilkan produk. Mungkin selama ini yang kita ikuti hanya kegiatan yang memberikan teori tanpa menghasilkan suatu produk, itu kan tidak terlalu maksimal. Harapan saya ketika ketika kita melakukan pelatihan, ada produk yang dapat kita hasilkan, dalam artian ketika sudah dapat materi, ada prakteknya dan yang dapat dibawa pulang dari pelatihan tersebut (output)." (T1: Interview)*

### 3.1.3. Barriers in participating professional development activities

#### 3.1.3.1. No suitable development

There was one out of ten participants arguing that self development was not a barrier. The teacher expressed that she attended professional development activity, but it did not provide suitable materials/programs she expected and needed as a English teacher. When T6 came to the activity, she said

:  
*"....Terus kalau yang pengalaman pertama itu, gara gara materinya tidak sesuai dengan apa yang kita harapkan sebagai guru bahasa inggris".(T6: Interview)*

#### 3.1.3.2. Conflict with work schedule

For English teachers improvement in their carrier, they were excited to come and join professional development activity, but sometimes they had some barriers such as the schedule which did not match their work schedule. Hence, it caused a conflict for themselves. There were two teachers mentioning the previous thing as their barrier. One teacher argued that she had another activity to do at the time she had to join professional development activity.

As T8 expressed :

*"Sejauh ini hanya permasalahan jadwal yang tidak sesuai..... Mungkin di jadwal, tapi biasanya bukan jadwal sekolah , kayak jadwal di kegiatan-kegiatan guru lain yang bertepatan dengan ada kegiatan MGMP".(T8: Interview)*

#### 3.1.3.3. Family responsibilities

The most often barrier that was mentioned by English the teachers was family responsibilities. There were three teachers arguing about this kind of barrier. One teacher argued that she did not have opportunity to join professional development because she did not get sufficient support from her family to take care of her children. As a female teacher, she realizes that she also has responsibility as housewife to take care of her children.

As T1 expressed :

*"dari kesempatan, karena saya ada anakku, biasa tidak ada yang jaga...."*.(T1: Interview)

Additionally, T5 expressed:

*"Kadang saya tidak nyaman mengikuti kegiatan tersebut , saya memiliki anak yang masih Balita, karna kegiatan tersebut tidak memperbolehkan membawa anak – anak,....."*.(T5: Interview)

#### **3.1.3.4. Negative Attitudes Towards Courses**

Negative attitudes towards courses was mentioned as a barrier in joining professional development activity by one teacher. The teacher felt uncomfortable in attending the activity because there was another teacher who dominated during the TPD program.

As T5 said:

*"Secara pribadi , Jika ada kegiatan kami sebagai guru kadang minder Non Pns, karena yang menonjol itu kadang Guru Pns jadi itu mungkin yang membuat kami guru Non Pns tidak nyaman ikut apalagi Mgmp Kota Itu, Ada 2 Mgmp kota dan Madrasah".* (T5: Interview)

#### **3.1.3.5. Health problems**

The next barrier stated by the teacher was health condition. There were three participants (T2, T3, and T6) who gave their comments about this barrier. The teachers can join the professional activity because she was sick as stated along the interview.

As T6 said :

*"yang pertama itu, kemarin saya tidak hadir karena sakit, factor kesehatan. Kedua, sudah 2x ya saya tidak hadir karena sakit, kurang sehat...."*(T6: Interview)

T2 also mentioned :

*"...Ituji kayaknya atau sakit, karena tidak bisa memangmi dihindari kalau sakit."*(T2: Interview)

#### **3.1.3.6. Other barriers**

In the instrument, the researcher gave five features which were commonly mentioned as barriers. The features that did not fit into the existing kinds of barriers are examined under "other barrier". In the interview, the researcher found some unexplained barriers expressed by the participants. They are stated as follows:

**a) Transportation problem.** There were four participants who commented that they could not join the activity because of the difficulty of transportation. One of participants stated that:

*"ya ..itu tadi yang paling sering, cuaca dan transportasi yang masih jarang ditempat saya di tegal."* (T1: Interview)

Then, T4 commented:

*"kadang di waktu libur jika ada pertemuan MGMP, kalau sedang dirumah itu kendalanya adalah kendaraan."* (T4: Interview)

**b) Unavoidable condition (weather).** There was one participant arguing about a kind of barrier such as weather condition (i.e., rain as being mentioned by T1) to join in professional development activities. Certainly, T1 could not avoid this situation. T1 mentioned that:

*“...terus biasa juga hujan, atau kondisi cuaca kan, sementara tempat MGMP antara jarak ke rumah dan tempat MGMP itu jauh jadi itu hambatannya.”(T1: Interview)*

### **c) Unreachable information**

There were many causes the English teachers who could not attend the professional development activity. T5 mentioned that she could not join the activity because sometimes she did not know about the information. Furthermore, T5 said :

*“..... dan kadang juga informasinya tidak sampai kepada kami”.*(T5: Interview)

#### **3.1.3.7. No Barriers**

There were two out of ten participants who mentioned that they never found barriers as long as joined to the professional development activity. Hence, the researcher further asked about the barrier or another thing might be prevented by the teachers to join the activity, and they kept arguing to have no related issue.

As one teacher said :

*“Tidak. Iya tidak ada.”* (Which teachers saying this?)

Then she added by saying:

*“alhamdulillah tidak juga saya rasa itu tidak menjadi penghalang karna ya namanya juga tugas dan tanggung jawab itu tidak boleh kita dihalangi oleh apapun kecuali ada kehendak lain .(T9: Interview)*

## **3.2. Discussion**

Criteria of effective teacher's professional development follow Adem and OECD(Adem, 2014; OECD, 2009). This section discusses the significant findings that emerged from the data gathered and analyzed during this research. By identifying issues and discussing the related themes in accordance with the reference available in the literature, it is expected that the knowledge will contribute to the body of knowledge currently available on English teachers' perception about effective professional development activity.

### **3.2.1. The criteria of effective teacher's professional development on teaching English at Islamic Boarding School in Parepare**

#### **3.2.1.1. A match to existing teacher needs**

The first criteria that English teacher perceived to be criteria of effective professional development was a match to existing teacher's needs. A match to existing teacher's needs was mentioned as the criteria of effective teachers' professional development. The data were collected through observation checklist and interview on ten teachers. There were eight English teachers who gave particular statements about this criteria as mentioned by T1, T2, T3, T4, T5, T6, T9 and T10 in the interview section. These participants argued that the material in the activity should address teachers' needs for their teaching skill improvement. The participants emphasized that the activity should be offered based on their needs.

#### **3.2.1.2. Teachers involvement in the design/planning of professional development activities**

The second criterion was that English teacher mentioned as a criteria was teacher involvement in the design/planning of professional development activities. The data were collected through interview on ten English teachers as participants. There was one teacher



who mentioned about this criteria. This finding is consistent with the result of Starkey et al. (2009) who stated the importance of teacher involvement in the design/planning of professional development activities which can develop the effective activity. Hence, the teacher can play their role to suggest and share ideas about activity that can improve their professional development.

This research understands that the teachers expect that there is a collaboration to make a teamwork among the teachers to plan what kind of course that will be discussed in the next professional development activity. The teacher can discuss some points about the needs of their professional development activity such as the problem they faced in the classroom so the instructor would give the course they need in the next meeting.

### **3.2.1.3. Active participation opportunities**

Another criteria that mentioned by English teacher was active participation opportunities. Active participation opportunities was mentioned as component of effective teacher professional development. There were five participants who stated about this criteria in the interview process mentioned by T1, T2, T4, T6, and T9. Providing the chance of professional career given to the teacher creates a good environment to their learning in the activity. Thus, the teacher cannot only sit and watch the material silently, they should practice directly for improving their skills. Moreover, active teachers are capable of accomplishing the goals of the lesson in order to achieve effective professional development activity.

### **3.2.1.4. Long-term Engagement**

The fourth criteria of effective professional development that mentioned by the English teacher was long-term engagement. The data were collected through observation checklist and interview on ten English teachers. There were five teachers argued that the process of effective professional development can be reach by providing the continuous process of the activity/ long term engagement as mentioned by T2, T4, T5, T7, and T10. The effective professional development should provide essential necessary that can be gained by long term activity. The benefit of continuing process have long term impact to English teachers' teaching skills. They have more opportunities to learn in every meeting, therefore the teachers can improve their professional development. Thus, the government should provide long term engagement professional development activities.

### **3.2.1.5. High quality instructor**

High quality instructor was mentioned as one of criteria in the effective professional development activity. The data were collected through observation checklist and interview on ten English teachers. There were three teachers expressing about this criteria. In the professional development activity, the quality of instructor needs to be considered as mentioned by three teachers (T4, T7, and T10).

This finding is coherent with U.S. Department of Education revealing that the high-quality instructor is beneficial for professional development activities. The high quality instructor does not only have high level teaching skills, but also get well-prepared before teaching. Particularly, the instructor should reflect well-delivered lessons and create the effectiveness of learning process in order to better mobilize teachers' enthusiasm in joining any professional development activity. Briefly, the teachers emphasize that the success of professional development activity is based on the quality of the Instructor, mainly the high

quality instructor who can deliver a course with meaningful insight to help teachers in understanding the material.

### **3.2.2. Teacher professional development needs on teaching English at Islamic Boarding School in Parepare**

#### **3.2.2.1. Content and Performance Standards**

Content and performance standards was the first area that English teacher perceived to be their needs in developing professionalism and it was mentioned as one of areas in teachers' developing needs. This area became the most frequently rated one by the teachers as an area of their development needs. A content and performance standard can be used to judge the quality of curriculum content or as part of a method of evaluation. Content standards indicate what students should know and should be able to do. Moreover, it can be used to evaluate what specific, measurable evidence is acceptable in determining whether content standards have been met. The teacher can choose whatever curriculum they find appropriate to help the students meet the standards.

#### **3.2.2.2. Student Assessment Practice**

The second feature that English teacher mentioned as their professional development need was student assessment practice. There were six teachers who mentioned about this area. An assessment will help informing teachers about what students' learning needs to come and about the learning strategies that can encourage the students to learn best. Assessment also helps the teacher determine the next step in learning. This reporting provides students with an accurate evaluation of students' understanding and performance of key learning objectives in the curriculum. The teachers should know how to choose best assessment tools in helping the student, thus they can take an action in making the necessary improvements to teaching and learning process.

#### **3.2.2.3. Classroom Management**

Among the 10 participating teachers, the aspect of teachers' works frequently rated by teachers as an area of high development need was "classroom management". There were seven out of ten English teachers who rated their development need in this area as the high one. Classroom management is the ability of a teacher to organize, nurture, and manage the learning environment in the classroom, in order that the students become better, focused, and organized.

Classroom management can provide facilities for a variety of learning activities of students in the social, emotional, and intellectual in the classroom. The ability to know the strategy in classroom management produces a variety of positive outcomes for students. Furthermore, it also can help the teacher to be more aware about the potential of disruptive situation that might occur in the classroom, so the teacher can solve it easily. Teachers, who pointed out classroom management skill, thought it was needed to create a good environment in learning process, to keep students focused and enjoy the class.

#### **3.2.2.4. ICT Teaching Skills**

The fourth thing that was mentioned as area of teachers' development need was ICT Teaching Skills. Six participants argued about ICT teaching skill which should be mastered by teachers (T2, T3, T4, T6, T8 and T10) to develop their teaching performance.

It has correlation with the previous finding (Kusumaningrum et al., 2019). They said that gaining full support for the technology development is expected to improve teacher's competence, knowledge, and attitude which are beneficial for the students to keep up with this competitive era. A continuous process to improve and develop teacher's competence in accordance with the technology development is highly needed.

### **3.2.2.5. Student Discipline and Behaviour Problem**

The next area of teachers' developing needs is recognizing the student discipline and behaviour problem. It was mentioned by Teaching and Learning International Survey known as TALIS (OECD, 2009) as area of developing teachers' professionalism. There were two participants who stated that it was mentioned by T1 and T4 in the interview.

*Students with behavior problems is one of significant challenges in the classroom that teacher face. It can distract the effectiveness of teaching and learning process.*

Hence, teachers are committed to helping all their students succeed in class, including those with behavioral issues. Thus, analyzing skill and recognizing the student discipline and behaviour problem are very needed to make a good atmosphere in class,

In addition, the English teacher should improve the quality in maintaining this challenge by identifying the discipline problems faced by students in order that teacher be able to find out the strategies to cope with the discipline problems. Besides, it is also important to identify the way to treat students and how to deal with behavioural problems in English class. So, the teacher can navigate students to be more engaged, active and interactive to each other during teaching-learning process.

### **3.2.2.6. Instructional Practice**

Another area of teachers' developing needs is instructional practice. It was also mentioned by TALIS (OECD, 2009) as area of developing teachers' professionalism and two participants (T6 and T10) stated this criteria in the interview process. Instructional practices are the means used during the professional development activity to achieve learning outcomes. The teachers hope that MGMP provides teaching practice activity which is practical for teachers after they join the program. For instance, T6 expressed,

*for me it would be better if there was teaching practice in MGMP to give us opportunity to train our self-trying several strategies and learning methods, then we share each other about which one is good, and which one is needed to be improved so we have impression in every meeting of MGMP.*

It also deals with Garet (2001) who said that professional development should not be perceived only as the training programs such as workshops, seminars, observations and performance trainings conducted by the teachers. It is emphasized in the studies that teacher's professional development activities should be organized through effective, meaningful and sustainable programs aimed at meeting the needs of teachers who participate in these programs (Garet et al., 2001).

## **3.2.3. Barriers in participating professional development activity**

### **3.2.3.1. No suitable development**

The first barrier that researcher found in the interview process was no suitable development. It was also mentioned by TALIS (OECD, 2009) as one of barrier that prevent teachers in participating teachers' professionalism activity. The data was collected through observation checklist and interview on ten teacher participants. There was one teacher mentioned about the barrier she faced. The teacher was interested to join professional activity if the course discuss about their needs in order that getting the benefit of the acvity for improving teaching skill. But unfortunately, if the course was not related to teachers development in other hand discussing another things out of the course or topic about professional development.

### **3.2.3.2. Conflict with work schedule**

The next barrier that mentioned by the English teacher was conflict with work schedule. It was also mentioned by TALIS (OECD, 2009) as one of barriers that prevents teacher to join professional development activity. There were two teachers (T8 and T10) who mentioned about this barrier in interview process. One English teacher stated that he could not manage the time to join professional development activity, because sometime in one day there was also another activity which he also had to join it. A professional development activity deals with the necessity of teacher to improve teacher skill in teaching, automatically the teacher will be interested in joining the program. However, as teachers have another activity, they cannot participate in professional development activity.

### **3.2.3.3. Family Responsibilities**

Family responsibilities was the next barrier which was mentioned by the English teacher. It was also mentioned in TALIS (OECD, 2009)as one of barrier that preventing teacher in joining professional development activity. The data was collected through observation checklist and interview on ten teacher participants. There were three teachers mentioned about this kind of barrier in interview process, which was mentioned by Teacher 1,Teacher 5 and Teacher 10.This barriers that was mentioned by English teacher participant also consistent with the result of Fernandes that identified family responsibilty/commitments as barriers (Fernandez-Manzanal et al., 2015) in her profession as a teacher.

Family responsibilities was included as a individual barrier that almost all the English teacher deals with this kind of barrier. The teacher pointed out that responsibly as a working mother made her difficult to participate in any professional development activity. Moreover, the reason was the activity forbid children come to the meeting to keep the learning process conducively.

### **3.2.3.4. Negative attitudes toward courses**

Another barrier mentioned by the teacher was included in negative attitudes toward courses. It was also mentioned in Eroglu and Kaya (2021) result that stated four categories of barrier in professional development activity, one of the component of barrier is negative attitudes toward courses, which is included in the barriers related to in service training programs category(Eroglu, 2021). The data was collected through observation checklist and interview on ten teacher participants.

There was one teacher mentioned about this kind of barrier in interview process, which was mentioned by Teacher 5. One teacher pointed out that there was another teacher dominated the forum in the activity so she was uncomfortable engaged the

learning process. It made she can not focus to the course. Thus, she mentioned this as a barrier for her, because she was distracted as long as another teacher dominated the course. It made her unwilling to participate in the next activity.

### **3.2.3.5. Health Problems**

Health problem become one of barrier mentioned by the teachers. It It was also stated in Eroglu and Kaya (2021)t that drew four categories of barrier in professional development activity, one of the components of barrier is a health problem, which is included in the individual barriers category. The data was collected through interview on ten teacher participants. There were three teacher mentioned about this kind of barrier in interview process, which was mentioned by teacher 2, teacher 3, teacher 6. The teacher stated they can not join and engaged the professional development activities because has a problem health such as the teacher was sick. This condition can not be avoided by the teachers.

### **3.2.3.6. Other barriers**

In the interview process, the researcher also found the kinds of barrier that was not fit with the existing barriers. Those kinds were transportation problem, unavoidable condition, unreachable information and feeling inferior among the teachers. Those barrier was mentioned by five teachers , they were teacher 1, teacher 2, teacher 3, teacher 4, and teacher 5.

Transportation problem most frequently mentioned by woman participant. They pointed out, sometimes the professional development activity was held in another place that far from their own school. Moreover, no one can took them to the location of professional development activity was held.

Unavoidable condition such as the day of the activity held was rain become another barriers was mentioned by the teacher. This condition prevented them to join any professional development activity. As human, there was always thing that happened under our control.

Unreachable information also mentioned by the English teacher as barrier. Sometimes the teacher did not attend the professional development activity because they did not know about the information such as the time or the day professional development activity was held. The teacher pointed out that the information was just parcially announced among the teachers.

### **3.2.3.7. No barriers**

In the process of interview there were two English teacher who pointed out that they never found any barrier which can prevented them in participating professional development activity. Teacher 7 and teacher 9 expressed they did not find any barriers so far . Even, one of them argued that she had to responsible with the profession as a teacher by making the job as a first priority, nothing can hinder her in attending any professional development activities.

## **4. Conclusion**

Based on the previous findings and discussion, the researcher concluded that: (1) The result of the study showed that there were five criteria of effective professional development activity mentioned by the teachers in Islamic Boarding School. Those were a

match to existing teacher needs, teacher involvement in the design/planning of professional development activity, active participation opportunities, long-term engagement, and high quality instructor.(2) From the result of data analysis, it was also found that there were six features do teacher perceive as professional development needs by the teachers. Those are “content and performance standards”, “classroom management”, “Instructional practice”, “ICT teaching skills”, and “student discipline and behaviour problem”. (3) The study result also reveals that the barriers prevented English teachers in attending professional development activity. The data showed there were three barriers which addressed the existing features, those were no suitable development, conflict with work schedule, family responsibilities, negative attitudes towards courses, and health problem. Besides, the researcher also found three kinds of barriers that did not meet the existing barriers, those are transportation problem, unavoidable condition, and unreachable information. Then, there were two teachers claiming that they did not have any barrier to attend professional development programs.

Referring to the aforementioned findings and conclusion, the researcher suggests the following points: (1) The professional development program should be designed in relation to the criteria of effective professional development activity. Besides, the course in the professional development programs should focus and meet the English teacher needs for their teaching improvement, so they can have wide opportunity to explore their knowledge. Briefly, it will contribute to their enthusiasm in attending the activity, so the the number of barriers can be minimized by the English teacher. (2) In the future, the researcher expects there will be more research studies in relation to English teacher professional development program. Specifically, the research focuses on discussing the needs of teacher professional development on teaching for English as Foreign Language (EFL) class.

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