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EFL Lecturers' Professional Development and shifts of identity: strategies, constraints and prospects (A case study in Islamic higher education institutions)

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ABSTRACT

Professional development is a must activity that all lecturers need to pay attention. This is because professional development allows the lecturers to improve professional competence. This study seeks to understand lecturers' professional development in four Islamic tertiary education in Indonesia. This qualitative research explores lecturers' voices through in-depth interviews, FGDs and document analysis. The research findings suggest several ways of lecturers' engagement in professional development. These include: upgrading qualification through further studies, improving competence through seminars, workshops, conferences, publication and research. These programs have indeed shifted their professional identity. They also restated that while institutional supports are limited, progress toward better supports has been made.

CHAPTER ONE

EFL Lecturers' Professional Development and shifts of identity: strategies, constraints and prospects (A case study in Islamic higher education institutions)

Introduction

Teaching is a complex career; it is a profession that requires teachers, lecturers, and teaching staffs to engage in constant learning to improve their professional competence. It is important to note that constant engagement with professional development is a must activity to be concerned with by all those involved in teaching (Nurfadhilah, 2015; Rodriguez & McKay, 2010; Yuwono & Harbon, 2010; Wichadee, 2011). It is faulty to consider that teaching is a simple profession, which all people can engage with. For that reason, it is very important to note that to be able to teach well, ones require training themselves to improve professional competence (Canh & Minh, 2012; Farrel, 2007).

In improving professional competence, teacher, lecturers or teaching staffs may take various strategies in the attempt to develop their professionalism. These involve in teaching, such as teachers and lecturers, for example may take opportunities to continue their studies; joining training; engaging in research; and publishing in academic journals (Johnson, 2009; Hensen-Thomas, Dunlap, Cassey, Starret, 2014). Greenwell and

Zygouris-Coe (2012), for example stated that “teachers need effective and relevant professional development to help them meet the literacy needs of students and the content demands of their discipline” (p. 22). The other reason for professional development is in its positive impact toward professionalism as suggested by Murray (2010) that “is to be empowered-to have the opportunity and confidence to act upon your ideas as well as to influence the way you perform in your profession” (p. 3). The professional development activities also help the improvement of teaching awareness, and the level of awareness on the teaching process is important for successful teaching (Wong, 2011). Hansen-Thomas, Casey, and Grosso’s (2012) maintained “teachers learn most when they are actively engaged in examination of their regular practice (i.e., teaching and learning) and how the professional development activities contribute to their daily work” (pp. 133-134).

In the present Indonesia, it is obligatory for all teachers and lecturers, or anyone involve in teaching profession (Petrus, 2012), for example to obtain masters’ degree, and soon, all lecturers have to obtain doctorate’s degree. In this competitive period of time, especially for lecturers, it is also an obligatory for them to improve their qualification through studies in master’s and doctorate’s degrees. Having obtained these degrees, lecturers are hoped to be able to improve their professional competences. In addition to pursuing formal

education, lecturers are also encouraged to join training or/and workshop, conferences on improving professionalism.

To enable teachers and/or lecturers improve professional competences, there are aspects that they should be concerned with upon engaging themselves in professional development. They should pay attention on improving subject matter knowledge and also improve their pedagogical content knowledge.

Subject matter knowledge (SMK)

Lecturers should be able to acquire sufficient knowledge on subject matter. For example, EFL lecturers should have acquired knowledge on English. If they teach reading comprehension, they should be able to acquire enough knowledge on reading technique and other skills needed for reading comprehension. Likewise, if these lecturers are teaching writing skill, these lecturers are for sure need to have acquired the ability to write well and understand components of writing they should teach their students.

As acquiring sufficient subject matter knowledge is one of the prerequisites for successful teaching, lecturers are obliged to improve their subject matter knowledge, which then lead them to improve their professional competences. There are many ways possible for these lecturers to improve their subject matter knowledge: they may take training, continue studies to improve their qualification. For example, they could continue their study to masters' degree or even doctorate degree.

Pedagogical Content Knowledge (PCK)

The other important skills these lecturers need to acquire for successful teaching is the pedagogical content knowledge (PCK). The PCK is the knowledge, which improves lecturers' ability to transfer knowledge effectively and efficiently using various teaching strategies possible. The PCK allows lecturers to choose differentiated instruction that meet the need of their students.

The PCK includes the ability of lecturers to engage in effective teaching strategies and also the choice of appropriate teaching materials. The ability to teach well is important to help students learn better. For that reason, it is considered necessary for lecturers to improve their PCK. There are also ways these lecturers improve their teaching competences, and one of which is through involving in further studies.

Authority and Professional Development

As improving professional competence is important for the sake of academic improvement, lecturers should take initiative to find opportunities to improve their professional competences. They have to find ways to improve either subject matter and pedagogical content knowledge through further education. To do this, lecturers should spend some financial sources to fund their study. In addition, to join workshop and conferences, lecturers need also to spend financial source for application fees, accommodation and also transportation. However, some lecturers are not capable of supporting

themselves to pursue further studies, to do research and to join workshop. For that reason, there should be financial aids provided for lecturers to engage in the process of professional development.

Financial support for professional development should be allocated by the authority. This is so since authorities are responsible for improving their employees' professional competence. The support may be in the form of providing scholarship for them to pursue their further studies, relaxation in terms of giving permission for these lecturers to engage in professional development, and other forms of support the authorities might provide.

There have been some studies on this particular issue, which are different in several respects from this current study. For example, Smith's (2014) findings suggest that online learning professional development courses are advantageous to improve teaching performance. This is so since the courses are handy and lecturers are able to join them at their own pace and time. However, in certain context, the online learning courses are not always successful due to unsecured internet connection. Furthermore, Alemu's (2013) study exploring English teachers' professionalism in Ethiopian higher education context uncovered that teachers "have good professional authority in decision making related to teaching and learning activities" (p. 305). This suggests that teachers should be independent to decide classroom activities for learning success, and such ability

can be achieved through professional development activities. In addition, Lin's study (2013) showed, while teaching practices are shaped by ones' personal attitudes and teaching beliefs, professional development activities teachers engage with, allow them to gain knowledge on many aspects of teaching. For example, they will learn how to plan the lesson, to conduct effective classroom practices, to develop well-designed learning materials, and to design effective assessment strategies.

Other study by Hansen-Thomas, Casey, and Grosso's (2012) explores the effects of collaboration among EFL teachers on their teaching skills. The study found that professional development programs have shifted teachers' identity as the result of their interaction during the program. They learnt how to engage in effective classroom practices and also enhance their ability to prepare a well-planned teaching administration. Huang's (2007) research revealed important findings that professional development programs give various benefits for teachers. The programs improve their ability to develop their subject-matter knowledge, general pedagogical knowledge and pedagogical content knowledge. The program, in which these teachers join also enable them to engage in long-life learning, and develop cognitive ability. These knowledge and skills for sure help them enhance their classroom performances.

As these previous studies have showed positive impacts of professional development programs, this research is different in several respects; this prospective project aims at investigating

types of professional development EFL lecturers engage with. It also explores if their professional development shifts their professional identity and if authorities support these lecturers' engagement in professional development and types of supports, they have provided for them to engage in professional development.

To guide this work, we raised some research questions that allow us answer our research inquiries.

1. How do EFL lecturers develop their professional competence? And what programs have they joined for professional development?
2. How does their engagement in professional development shift their professional identity?
3. What policies have been issued by the institutions to develop EFL lecturers' professional competences?

These research questions will be explored qualitatively, in which in-depth interview and focus group discussion (FGD) will be used. We will return to this topic in more details in Chapter Three. This study is indeed significant since it will reveal information on types of professional development EFL lecturers in some universities engage with; and how these engagements help shift their professional identity; and will also uncover institutional programs designed to help lecturers improve their professional competences.

CHAPTER TWO

The Nature of Professional Development

All individuals involved in the educational industries should engage in professional development, be it at school level or university level. Lecturers, for example should engage in professional development, since it plays vital role to improve and sustain not only their pedagogical knowledge but also subject matter knowledge. Richards and Schmidt (2002) state that pedagogical content knowledge can be gained through persistently engage in professional development activities. During their training in their pre-service program in Teacher Education College, they have been prepared with many skills through various opportunities and program. However, having been employed as lecturers, most of them have been occupied with teaching commitment which reduces their opportunities to develop their professional competences.

As access for training is limited, lecturers should find alternative strategies to improve and maintain their skills, both subject matter and pedagogical content knowledge. This can be done through their engagement in professional development (PD). It is important to note that PD is a must activity that all lecturers should engage with, since it helps them improve their teaching performance and classroom management as well. The PD is not only beneficial for novice lecturers but also for experienced lecturers, and it is defined as activities that allow

lecturers to improve their teaching competence through formal, informal or non-formal learning (Kaatuuk & Marentek, 2014). Since it is important to keep providing good educational service, lecturers should regularly engage in effective professional development.

In engaging in PD, lecturers themselves may take initiative because of personal reason, in which they feel the need to do so for their own good. The PD can also be formally organized by educational institutions. For the sake of professionalism of their teaching staffs, institutions should arrange important programs to give spaces for their staff to develop their professionalism. PD can be defined as “the engagement of individuals in any activity for the enhancement of their capacity at the workplace and to gain, improve and share a body of knowledge and skills that are relevant to perform particular duties in their workplace” (Alemu, 2013, p. 306).

Forms of Professional Development Activities

Lecturers may engage in professional development program formally or informally; individually or in group. While in informal professional development program, lecturers may do at their own time and wills. In that case, there is no need for a special designed program or syllabus (Guan & Huang, 2013). The current development on the use ICT in educational settings opens more spaces and opportunities for lecturers to engage in self-professional development. Most online courses on

professional development available online can be easily accessible by lecturers. This technological advance indeed opens a new venue for self-professional development. This is similar to Luv's (2014) argument that "the initiative for self-development can help to produce the actuation of self-development" (p. 1441). It is therefore confirmed that empower themselves, teaching staffs, such as lecturers should always refine their professionalism independently, in which they do not rely too much on the institutions' policies. However, the institutionally designed professional development programs should be well-planned, in which syllabus and timelines are prepared ahead of time to ensure success.

Lecturers who are willing to engage in PD may take several forms. Wong (2011), for example, suggested fifty activities for professional development program. In addition, Murray (2010) mentioned several activities that lead to lecturers' professional development. For example, lecturers can actually consult current research on their field in available national and international journals, become reflective practitioners, peer mentoring/coaching, join local or national or even international academic associations, and participate in workshops, seminars, or conferences either as presenters or participants.

Being a reflective educator

Gebhard (2005) and Vacilotto and Cummings's (2007) suggest that being reflective practitioners through in-depth reflection on self-performance and engage in peer teaching are some of the most feasible ways of developing one's professionalism. Their work has uncovered that working collaboratively will improve the feasibility of effective self-professional development. This is because "collaborative endeavors which refine certain aspects of teaching", which leads to reflection (Murray, 2010, p. 6). The other strategy of reflective teaching is through journaling (Zulfikar & Mujiburrahman, 2018), in which teachers write their experience in a form of journaling, from which they could recall their teaching experience. The teaching written daily will help teachers recognize and analyze their teaching strengths and weaknesses. In the reflective teaching journals, lecturers or teachers may write their thoughts, insights during the teaching, and interaction during the classroom activities and participation (Vacilotto & Cummings, 2007; Zulfikar & Mujiburrahman, 2018).

In fact, Farrell (2012) mentions that novice teachers should be well prepared before they actually engaged in real teaching. One of the preparations is in the form of reflective teaching, and reflective journaling is one of the most feasible ways to do reflection. This is so as reflective journals only require teachers to write their teaching experience. In this case, novice teachers for example should be encouraged to write their

stories and make sense of their teaching experience (Guang & Huang, 2013).

Team teaching

Other researchers, such as Vacilotto and Cummins (2007) noted that “peer coaching led student teachers to improve their organizational and class management skills as they become aware of the need to increase their energy level and be more flexible in class” (p. 156). In addition, Gray’s (2012) study suggested that peer-observation allow teachers to reflect on their teaching and then conducted an informal conference to discuss issues found during instruction. This is also in line with the recommendation of Alemu (2013) suggesting that reflection through peer-observation allow professional development to occur as it facilitates the senior lecturers to be the mentors for their juniors. This kind of professional development also allows ones to observe practices of their senior ones (Vacilotto & Cummings, 2007).

At the same notion, Huang (2007) revealed that the study group was used as the media that facilitate the emergence of professional development. In the study, he found that the study group indeed benefited the teachers in five respects: they have more knowledge on the process of classroom instruction; students’ learning methods, and intellectual development (Huang, 2007). In addition, Stewart’s (2005) study with a group of EFL teaches in Japan revealed that team-teaching is positive

toward teacher professional development. The development occurs due to teaching partnership between teachers.

Attending Conferences

The other strategy seems to be useful to boost one's professionalism is attending the conference. Borg's (2014) study found several positive impacts of academic conference: strengthening networking, boosting confidence, and changes in professional practices. Borg (2014) stated that "conference attendance promotes the development of more knowledgeable, confident, and motivated ELT professionals who are committed to their own professional development" (p. 8). Conferences on language teaching have been organized by universities and some teacher forum, such as TEFLIN, ELITE and some other international conferences. There are many benefits of conferences on teachers' professional improvement: *first*, lecturers may present their ideas and at the same time, and for this, they need to do some research and write an article-which for sure will enhance their knowledge on certain EFL issues; *second*, being the participants of the conference is also beneficial as they would benefit from getting new ideas from other presenters who may develop new ideas and insights regarding their field of interest; and *third*, another important benefit of the conference, which is most unlike to achieve otherwise is the fact that the conference allow them develop network. In line with this idea, Semenza (2010) noted that

attending conferences “have the potential to foster useful professional relationship by virtue of [teacher’s] ability to draw like-minded people into relatively intimate environments” (p. 196). However, some concerns may occur to what extent that the benefits of attending conference can be translated to real teaching; the other concern is in the cost of the conference itself, which may not be affordable to all lecturers.

EFL Lecturers’ Professional Development

All those who are involved in teaching profession should be accountable for their professional development. Professional development is not necessarily “imposing fresh language teaching theories, methodologies, and teaching material on teachers” but also “a process of refreshing and reshaping teachers’ existing knowledge, beliefs, morals, practices and reflection” (Guan & Huang, 2013, p. 2116). This is so because some EFL teachers still lack of competence in producing appropriate pronunciation, using proper vocabulary and understanding grammatical structure (Luv, 2014)

In addition, Guang and Huang (2013) state that sufficient knowledge on the target language and are skillful in the use of the language are two important factors to be qualified lecturers. These knowledge and skills can only be obtained through professional development activities. For that reason, it is important to note that engagement of professional development is a must for all lecturers.

Effective Professional Development

It is in fact difficult to identify which professional development is effective. This is because a particular lecturer, for example may prefer a certain form of activity, such as conference to other activity, such as reflective journal. However, a well-planned professional development program organized by the institutions should give a better success. This is so since the institutions own financial resources to prepare for a well-planned program. For example, the institution may encourage lecturers to join a workshop to improve their professional competence; funding can be also supplied to lecturers for them to attend international seminars or publish in the international journals. However, for this program to success there should be commitment from both parties; the institutions and the lecturers. Greenwell and Zygouris-Coe (2012) found that some professional development programs were not successful due to lack of commitment from both parties.

Therefore, it is important to note that commitment from all parties: the policymakers, government, educational practitioners, and teaching staffs themselves should be committed for the same cause. Nevertheless, lecturers' own passion to improve their competences. In fact, lecturers should perceive professional development as a need rather than as an obligation. A feeling of a need for professional improvement leads to their commitment to participate in professional development program. This is so as Vacilotto and Cummings

(2007) argued that “effective peer interactions required a high level of care and personal investment in one another to be successful” (p. 158). This suggests that commitment from all parties is necessary for professional development program to success.

In addition, improving professional competence is a long-term program. Ones can only improve their professional competence through continuous and consistent engagement in professional development programs. In any kind of professional development program ones join, they should do it consistently. For example, when lecturers join a peer coaching and mentoring, they should do so consistently and continuously, since immediate results will not be achieved (Vacilotto & Cummings, 2007).

CHAPTER THREE

Methodology

Research Design

This is a qualitative research project, in which case study in multi-sites and R&D are used as the methodologies. The case study enables researchers to explore issues within certain sites or cases (Bogdan & Biklen, 2007; Bryman, 2004; Cresswell, 2012; Glesne, 2006). Griffee (2012) suggests that the case study is an exploration on an inquiry related to certain issues occurrence in a particular setting. For that reason, the case study should use many sources to generate data, examine issues in real-life contexts, and the researchers doing case study may need to use theory to generalize results (Griffee, 2012; Yin, 2000). In our context, case study is seen to be more appropriate as the research will be conducted in multi settings: four Islamic Tertiary Education institutions located in Aceh and in the neighboring province. The data will be also generated from multiple sources to allow more comprehensive information on cases being investigated.

In addition, our work also falls into a Research and Development (R&D) methodology, in which we develop a certain module regarding the professional development programs among lecturers. Having identified issues for our research and revealed some findings, we decide to produce modules discussing professional development programs.

Educational Research and Development, according to Gall, Gall, and Walter (2005), is one of the research designs focused at designing and validating educational products. Educational Research & Development is defined by Latief (2012) as a research design used to generate educational products such as curriculum, syllabuses, text books, instructional media, modules, assessment instruments, and so on. In this study, the research paradigm based on Gall, Gall, and Walter (2005) was used to build the final product, which includes needs analysis, design, validation, and revision, as well as a piloting study and revision. For this particular purpose, we plan to design training modules focusing on research methodology, teaching methodology and academic writing.

Research Sites

The research was conducted in four State Islamic Tertiary Education institutions: Three in the Province of Aceh and the other one is in the Province of West Sumatra. It is important to conduct this study in four different institutions to allow more comprehensive information on EFL lecturers' professional development and shift of their professional identity as the result of their engagement in professional development. Here are the list of participating universities and institutes:

PBI UIN Ar-Raniry Banda Aceh

Universitas Islam Negeri Ar-Raniry is the State Islamic University located in the Capital City of Aceh, Banda Aceh. It has nine colleges or faculties, one of which is the Faculty of

Education and Teacher Training. PBI or Department of English Language Education is one of the departments under the management of Faculty of Education and Teacher Training. PBI has 35 full-time lecturers, and most of them have been teaching for more than ten years. Twelve of them have obtained a doctorate degree in prominent universities in Indonesia and overseas.

PBI IAIN Lhokseumawe

IAIN Lhokseumawe is located in the northern part of Aceh. Like other Islamic higher institutions participating in this study, IAIN Lhokseumawe is a state Islamic higher educational institution in Aceh. The IAIN has four colleges or faculties, and one of which is Department of English Education. The department has twelve permanent lecturers. It is important to note that out of 12 lecturers, two of them are not specializing in language education.

PBI IAIN Langsa

IAIN Langsa is located in the eastern part of Aceh, the East Aceh. It has four colleges and the Department of English Language Education is under the management of Faculty of Education and Teacher Training as well. There 15 full-time lecturers in the department, in which 8 of them specializing in English education, while others are not in the field of language teaching.

PBI UIN Imam Bonjol Padang

Imam Bonjol State Islamic University is located in Padang, the Province of West Sumatra. The university was the first Islamic university established in the region. There eight colleges of faculties in the university, one of which is the faculty of Education and Teacher Training. Like in other Islamic higher institutions, the department of English Language Education is under the management of faculty of Education and Teacher Training. There are ten lecturers in the department, and seven of them hold the doctorate degree.

Participants

The researchers will purposively invite lecturers, department chairs, and the deputy chairs from the four Islamic Higher Education Institutions to share their ideas and experience. We will only invite those who are active in their engagement in professional development. There are steps we take to recruit the participants:

No	Research sites	Number of participants
1	UIN Ar-Raniry Banda Aceh	1 dean/vice dean 1 department chair 10-12 lecturers
2	UIN Imam Bonjol Padang	1 dean/vice dean 1 department chair 10-12 lecturers
3	IAN Lhokseumawe	1 dean/vice dean 1 department chair 10-12 lecturers

Step 1: Identifying gatekeepers:

The gatekeepers are important to identify as the first step in recruiting participants (Litchman, 2010; Holliday, 2010; Mctavish & Loether, 2007; Merriam, 2009). In this particular research, the gatekeepers will be heads of department of English Language Education. We would ask the gatekeeper to inform us the number of lecturers who are actively involved in teacher training program, such as seminar, workshop and other professional development related program. Having obtained information on the number of potential participants, we would then contact them directly should they are available to be the participants of our study.

Step 2: Contacting potential participants

Having secured the number of participants, we would send them the invitation letter to request their availability to be our participants. We will provide an explanatory statement, in which we describe the nature of our research to allow potential participants gain better understanding on what the study is about. The other important document to prepare is a consent form. Potential participants who agree to participate will sign off the consent form as a formal statement for their availability to voluntarily participate in the study without any coercion.

The study expects there will be at least four to five FGDs in the study given that the number of participants allows for only one FGD in each department. There will be around 5-6 participants in each FGD. In addition, the research will also interview 4 chairs of the department and four deans or dean of academic affairs. We will return to method of data collection and data analysis in more details in the following section. We expect there will be around 25-26 participants in the study.

Methods of Data Collection

To explore this important inquiry, we use two main types of data collection: The FGD and In-depth semi structured interview. These two methods of data collection are believed to be valid in an inquiry where in-depth exploration on participants' voices, attitudes and feeling are the main focus of inquiry in particular studies. This study allows us to use FGD and in-depth semi structured interview as we attempt to explore lecturers' attitude towards professional development, and the extent to which they believe that professional development shifts their professional identity.

Focus Group Discussion (FGD)

The FGD will be the main methods of data collection to explore lecturers' attitudes towards professional development and the perceived influence of the activities. The FGD enables researchers to explore participants' opinion in one particular time. This is because FGD gathers 5-6 participants in one space, in which researchers explore their inquiries. In this particular

research, we would have one or two FGDs in a particular university depending on the number of participants in each university.

In depth interview

The second main method of data collection we will use in the research is in-depth semi structured interview. The interview will explore department's chairs' attitudes and ideas on professional development, and the extent that engagement is perceived effective to improve teachers' professionalism. The interview lasts for 60 to 90 minutes depending on the richness of information expressed by participants.

Document Analysis and unstructured interviews

In addition to the FGDs and in-depth interview sessions, we also did the document analysis. This activity was conducted at PBI UIN Ar-Raniry, in which academic documents of the lecturers are well-documented in the lecturers' portal. As the head of the department, I (the principal investigator) have an access to explore and evaluate their documents on regular basis. This is so because it is a part of my role and responsibility to maintain lecturers' academic integrity through their academic documents. Every semester, the lecturers should submit their professional development activities, such as publication and academic seminars and conferences. Having reviewed their documents, I am able to classify kinds of professional development programs they engaged in.

In addition, to explore these lecturers' activities in participating in professional development programs, we share a google form, requesting these lecturers to respond to some inquiries being investigated. For example, we requested the lecturers to give us information on academic activities they have joint so far. These responses allow us to identity types of professional development programs they have joint during their career.

Methods of Data Analysis

The data is analyzed using the coding technique, and we would refer to the work of Silverman (2020) in analyzing the data for this study. There are three main coding techniques are usually used in qualitative research. Open Coding; Axial Coding and Selective Coding. These types of coding function differently but provide unity for the data. The data analysis starts with the open coding, in which researchers organize data based on its common themes. These groups of data will then be regrouped into smaller themes using the axial coding technique. Finally, those smaller themes will be selected carefully, and only those relevant to the research inquiry will be selected to be the research the data, and this final stage of data analysis is called the selective coding.

Research Timeline

The research is conducted in a six-month time. We started from designing proposal; proposal presentation; fieldwork; writing up; and reporting.

CHAPTER FOUR

RESULT AND DISCUSSION

INTRODUCTION

The fieldwork was conducted sometimes in August-September 2021 to explore our inquiries. As it is a qualitative study, methods of data collection were in line with the principles of this particular research paradigm. To explore general ideas of the professional development programs that the lecturers engage with, we use FGDS and in-depth interview with lecturers, Dept. of English Education, and the top management of the faculties. Our interview identified several important issues:

I. Profile of the participants

There are over 30 lecturers participated in our study coming from three tertiary Islamic institutions. The majority of the participants have taught English for more than 20 years or so, and in fact some of the participants have been serving as English lecturers for over 30 years. Ten lecturers interviewed have hold doctorate's degree in various universities in Indonesia and overseas. Apart from these participants, I also gained information from 30 lecturers of department of English Language Education through google form and also from the lecturer performance report database. We used pseudonym in referring to our participants

Participants' Profiles

<i>No</i>	<i>Name</i>	<i>Age</i>	<i>Qualification</i>	<i>Teaching Experience</i>
1	Zul	48	Doctorate	20 years
2	Ozi	38	Doctorate	15 years
2	Idah	32	MA	12 years
4	Afna	30	MA	8 years
5	Mus	40	MA	8 years
6	Cut	37	MA	12 years
7	Hus	34	MA	5 years
8	Ika	38	MA	7 years
9	Zai	40	MA	6 years
10	Nur	48	Doctorate	18 years
11	Zur	43	Doctorate	16 years
12	Ida	36	MA	15 years
13	Afif	48	MA	16 years
14	Nas	40	MA	10 years
15	Sir	36	MA	5 years
16	Ati	35	MA	8 years
17	Ris	37	NA	8 years
18	Nash	38	MA	7 years
19	Syar	43	MA	10 years
20	Bes	55	Doctorate	27 years
21	Hadel	53	Doctorate	26 years
22	Nof	42	Doctorate	17 years
23	Em	52	Doctorate	25 years

24	Elis	55	Doctorate	31 years
25	Luli	50	Doctorate	15 years
26	Chan	34	MA	2 years
27	Hid	38	MA	10 years
28	Har	43	MA	15 years
29	Jun	44	MA	15 years
30	Jaka	43	MA	10 years
31	30-PBI lecturers of UIN Ar- Raniry	31-57	MA/Doctorate	3-30 years

These participants were chosen on their rich teaching experience. The length of teaching, the richness of the experience engaging in professional development programs despite short teaching experience. Their availability to participate in the interview through FGDs and in-depth interview was another basis for choosing these participants.

II. Professional Development Engagement

All lecturers in the four institutions interviewed in the FGDs argued to have been making great efforts to improve their professionalism; and there a few explained in this report after codification made. In addition, they have been also involved in many professional development programs. Out of the many programs they have participated, three main programs emerged from our fieldwork. The fieldwork also reveals the fact that lecturers joining professional programs are able to shift their professional identities. Finally, our findings also reveal

institutional policies and support toward lecturers' professional development.

All the information regarding to our findings will be explained in the following sub sections.

A. Lecturers' ways of developing their professional competence

Having conducted FGDs with lecturers in three Islamic tertiary institutions, we generated four main strategies used by lecturers in their attempts to improve professional development: Pursuing doctorate's; engaging in academic publications; regular peer discussion; reviewing academic articles; exploring educational websites; and joining professional association.

a. Pursuing doctorate's degree

Four lecturers from UIN Imam Bonjol, Bes, Hadel, Novel, and Elis, two lecturers from IAIN Lhokseumawe, Zur and Sir, and three, Zul, Ozi, and Cut from IAIN Langsa mentioned that one way to improve professional development is through improving qualification. It means that these lecturers believe that pursuing doctorate's degree could be a significant strategy in improving professionalism. For example, a lecturer from UIN Imam Bonjol states:

I believe that one way to improve my professional competence is through pursuing higher degrees. As you know, I have obtained two masters' degree, and I just completed my

doctorate's degree in Australia. These degrees have helped me improve my professionalism (Nof)

Some other lecturers also share many things in common with Nof, in which they perceive that pursuing higher degree is a prerequisite for professional development. Other lecturers also mention that:

Although I am already old, I believe that I have to catch up with improving my professionalism through pursuing doctorate's degree. This is important to note that pursuing a doctorate's degree is believed to have helped lecturers improve their professionalism (Bes)

Other lecturers also engaged in professional development through engagement in higher degrees, such as taking doctorate's degrees. Out of 30 lecturers interviewed, five lecturers at UIN Imam Bonjol; two from IAIN Langsa and three lecturers from IAIN Lhokseumawe have gained a doctorate's degree in various universities in Indonesia and in Australia.

These lecturers strongly emphasized that their doctorate's degree has take them to different positions: academic and administrative position. Academically, their degree boosts their teaching confidence and are more reflective; while administratively, most of them resume several leadership

positions, such as appointment as deputy deans, head of department and other top management positions.

b. Engaging in scholarly publications

In addition to pursuing doctorate degrees, most lecturers interviewed confirm that working on publication is one way to improve professionalism. Some of them, for example state that publishing academic article in nationally or internationally recognized journals can be a strategy to improve professional competence. This is because to publish, one should have done research, such as reviewing literature and then writing up their ideas.

One of the lecturers, for example stated that:

I do publication is a part of professional development. So far, I have published over twenty articles in the past two years. This is indeed beneficial for my capacity as the lecturers and thus improve my professional competence.

This suggests that article publication helps lecturers improve their professional competence. Other lecturers, such as Luli also believed that publishing academic articles is helpful in professional development. All higher education institutions in fact perceive publication as an important component to boost academic carrier. For example, universities in Australia receive additional funding based on their academic publication rates, and academic advancement is difficult without a strong

publication record. However, the truth is that only a small minority of academics publish regularly. To correct this, several Australian universities perform some interventions with the primary goal of increasing the number of publications. For example, a thorough search of the literature turned up 17 studies published between 1984 and 2004, all of which were published between 1984 and 2004. To boost publication rates, writing workshops, writing support groups, and writing coaches are made available (McGrail, Rickard, & Jones, 2006).

c. Regular peer discussions

Most lecturers interviewed suggested that engaging in regular peer discussions is central to the development of professional competences. Most lecturers interviewed confirmed that organizing regular discussions with colleagues would be of great benefit for their professional development. Ms. Em, for example stated that:

I believe that communicating instructional issues with peers enhance my knowledge. It is also what a coincidence that my husband is also an English lecturer, which then allows me to always discuss things related to language instruction (Em)

The other lecturers also suggest that discussing issues on language teaching would add to their professional competence. One of the lecturers in UIN Imam Bonjol in fact confirmed that:

I get used to discussing issues regarding EFL instruction. In fact, I organize a discussion group, in which most junior lecturers join the group. We discuss a wide range of issues regarding EFL learning and teaching. Some lecturers in the department also join the discussion group (Nof)

Peer discussion is reported by the majority of lecturers from all institution. The lecturer of IAIN Lhokseumawe, for example mention that discussion with peers on instructional issues is an important asset for professional development. A lecturer, for example state

I did online discussion with my colleagues in regard with English teaching. I used many strategies in engaging with regular discussion with peers, one of which is through online communication (Afif)

Our findings then suggest that peer discussion on instructional issues is indeed a central point in professional development process.

d. Reviewing academic articles/journal reviewer

The other striking strategies used in professional development is becoming journal reviewers and also reviewing academic articles. It is important to highlight that reviewing people's academic article improve professional competence. In addition to becoming journal reviewers, reading articles and

analyzing them are also equal important as an attempt to improve professional development. Three lecturers from UIN Imam Bonjol confirmed that as they become journal reviewers, they gain opportunities to improve their professional competence.

Now, I am a reviewer for several journals, such as taklim journal of UIN Imam Bonjol Padang and SIELE of USK Banda Aceh. Doing the reviewing jobs is so much important for professional development. In addition to reviewing journal articles, I browsed academic articles for my own use and that helps me improve my own competence (Bes)

Other lecturers also suggested similar strategies for professional development-becoming journal reviewer and analyzing articles for personal use. Nof and Hid argued that becoming reviewers of journal article is so much beneficial for professional development. This is so since journal reviewers gain opportunities to not only improve their writing skills but also enhance their knowledge on certain issues.

e. Exploring educational website

Most lecturers in these institutions believe that becoming knowledge seekers would benefit them a lot. Some lecturers mentioned that browsing educational websites and gain knowledge from them is so much useful for their professional

development. There are indeed many educational websites that lecturers could choose from. Some of these websites are especially designed for subject matter while others contain pedagogical components.

One of the lecturers from UIN Imam Bonjol, for example stated that:

On spare time, I like to browse educational websites. The websites help me learn more and enhance my knowledge. The websites do not only allow me to improve my subject matter knowledge but also help me to improve my pedagogical skills (Em)

The quote suggests that resources such as educational websites are one important sources of professional development.

f. Joining professional association

Most lecturers interviewed in FGDs, recognizes the significance of professional association. For that reason, most of lecturers suggested that they join professional association. One of the lecturers in UIN Imam Bonjol stated:

I join professional association. In this case I join Linguistics association as I specified in linguistic. The professional association helps me to reach out with other EFL lecturers and thus would increase my professionalism (Nof)

Other lecturers from IAIN Lhoseumawe and IAIN Langsa also confirmed that joining professional association helps them improve professional competence. For example, Cut of IAIN Langsa stated that she has joint professional association such as the ELITE and TEFLIN. She has joint programs, such as seminars and conferences held by the association. The lecturers from IAIN Lhokseumawe also in agreement with those from other institution in perceiving professional association.

B. Programs Lecturers have joined for professional development

Our FGD also reveals various program those lecturers join as their effort to develop professionalism. Four programs are mostly attended by lecturers in all institutions being researched.

a. International conferences

All lecturers interviewed in the FGDs agree that joining international conferences are common programs they have followed. For those lecturers, conferences have helped recharge their professional competence. They see the conferences as an effective venue for professional development.

Luli from UIN Imam Bonjol Padang stated that:

I joined the conferences, sometimes international conferences, but the other time, I joined some

local and national conference. It is really helpful in upgrading my knowledge: content and pedagogical content knowledge

In similar tone, other lecturers at UIN Imam Bonjol and other two institutions also confirm that international conferences are significant for professional development. Elis stated that she in fact gained an opportunity to join international conferences. She in fact went to Germany for the international conference. Other lecturers, such as Ozi and Hus, from IAIN Langsa suggested that he joined international conferences as well.

Other lecturers from IAIN Lhokseumawe are also aware of the need to join conferences on ELT. Nur and Ida stated they joint international conferences, such as ones held by ELITE and TEFLIN.

I have joint international conferences held by ELITE and I believe it is a must do activity of all lecturers. The conferences allow me to improve subject matter and pedagogical content knowledge (Ida)

Conferences are important venues for professional development. This is so since conferences are venues to share ideas and receive information on our field of interest. The conference also as an opportunity to improve one's expertise.

b. Workshop, seminar, symposium & training

In addition to conferences, most lecturers also highlight that they join other academic programs. Workshops, seminars and trainings are academic programs resemble conferences. However, they provide difference nuances and motivation. Workshop is a small scale of academic program, but it yields more positive results. This is so since workshops cater specific needs of lecturers.

I have joint workshops on language teaching. In fact, I have participated in a long-term training. The training was held in collaboration with UIN Imam Bonjol, Ministry of Religious Affairs and State University of Padang. The contents of the workshop deal with preparing us lecturers to gain subject matter knowledge. The training allows us to win international scholarship (Hid)

Other lecturers, such as Bes and Chan of UIN Imam Bonjol stated that:

I joint some training programs facilitated by one of the lecturers at Imam Bonjol. We were trained on how to design a winning application for scholarship and other important academic stuff (Chan)

Apart from those lecturers, other lecturers believed that those programs are especially designed for improving lecturers' pedagogical competences. For example, a lecturer from IAIN Lhokseumawe also confirmed that workshops, especially those designed for specific purposes, such as the language teaching would be an asset for professional development. The other lecturer from IAIN Langsa, for example also reiterate that programs such as seminars, workshops, trainings and symposiums are effective programs to improve professionalism. Luli, for instance of UIN Imam Bonjol stated:

I joint language symposium, in which I learned not only pedagogical knowledge but also content knowledge. Symposium on EFL teaching is beneficial in the attempt to develop my professional (Luli).

Our FGDs yield important fact that lecturers are aware of the need to engage in professional development. There are various programs to choose from, such as seminar, workshop, training and symposium. All these programs allow lecturers to engage in professional development.

c. Conducting Research

Other important academic program undertaken by lecturers is conducting research. Two lecturers from UIN Imam

Bonjol stated that doing research is one important media to engage with in their professional development programs. Em for example stated:

I did research myself and collaborated with others as well. The research activities are important for professional development. This is so because in doing research, one should read articles and review prior to writing actual proposal. The reviews of literature enable one to improve their content knowledge (Em)

I also applied for research funding. I engage in research collaboration with other scholars. Research funding enables me to conduct research and collaborating with others also enrich my skills; the research skills and content knowledge (Bes)

Conducting research not only increase one's research skills but also increase content knowledge. It is important to also note that research in a must activity that all lecturers should engage with. For that reason, it is necessary for all lecturers to actively engage in research and publish the findings of their research.

C. Shifts of Lecturers' Professional Identity

Our research also explores perceived implication of undertaking professional development programs, such as doctorate's programs, conferences, seminars, workshops, trainings, symposiums and research activities. Most lecturers although not all confirmed that having pursued their doctorate's program or other professional development program, they become honest scholars; being aware of the nature of teaching profession and improve competence.

a. Becoming an Honest scholar

One of the lecturers from UIN Imam Bonjol stated that having studied at Deakin, he shifted his professional identity toward positive attitude.

One thing that I am aware of gaining after doing the doctorate's degree is becoming more honest toward myself. I have observed during my academic journey at Deakin that my supervisors always admit when they do not have any knowledge on some issues, and then they will get back to me when they got answer. So, I am now when I come back to my university, I become honest to myself and try to be frank if I do not understand on something (Hadel)

Other lecturers from IAIN Langsa and IAIN Lhokseumawe also perceive professional development they participated in benefit them. Nur from IAIN Lhokseumawe seemed to share this opinion suggesting that doing Ph.D and

other professional development programs help me improve not only my knowledge but also help me to become more mature in my attitude.

b. Being aware of the nature of teaching

Our FGDs also revealed that those various professional development programs help them aware of the nature of teaching. Lecturers interviewed through FGDs stated that having engaged in professional programs enable them to be aware of the nature of teaching:

One of the most important results of joining professional development programs is increasing the awareness of what counts of good teaching. For example, the conference that I joint allowed me to enhance my understanding on the teaching profession (Zur)

I have joined many symposiums and workshops during my tenure as the lecturers at IAIN Langsa. These programs have enabled me to grasp important content and pedagogical knowledge. For example, the workshops and training I have participated gave me a lot of insights on teaching and learning process as well (Ozi)

In similar tone, other lecturers feel this shift, in which they become more aware of the teaching nature.

c. Improve of teaching competence

The FGDs with English lecturers also identified important information on shifts of identity. Most lecturers such as Nur, Ozi, Nof, Luli, Hid and many other lecturers perceive that professional development programs allow them to improve teaching competence.

Having gained my doctorate's degree, I become more independence and gain more confidence in teaching. This is so because I feel that I am more knowledgeable in content and pedagogical knowledge (Nur)

The training I have joined has given me a lot of opportunities that enable me to improve my professional competence. I learnt good ways of teaching and managing my students. I also improve my content knowledge as the result of professional development programs I have followed (Hid)

The two quotes represent other lecturers' perception on shifting of their professional identity. Most of them reiterate that being involved in professional development programs enable them to shift their professional identity.

D. Institutional policies toward professional development

Other important component investigated in this particular project is the institutional policies. This is significant because the professional development program cannot be effectively implemented without institutional policies.

a. Improving financial support

All lecturers interviewed in the three institutions have something in common in terms of the support given by the institutions. Having interviewed dean of academic affairs and chairs of the department, we revealed an important fact that the institutions in fact working towards increasing the amount of financial support for professional development programs.

We see something progressing for future programs. For example, the rector has improved financial supports for professional development programs. The rector has budgeted some fundings for visiting lectures; lecturer group discussion; and for journal publication (Zur)

In line with Zur's, the dean of academic affairs of Faculty of Education, IAIN Lhokseumawe reiterated that although fundings are not sufficiently available, there are some improvements in financial supports for academic improvement. In her own word:

There are significant improvements in financial sources for professional improvement. Although it is insufficient fundings for all programs

available, the institution has worked progressively towards providing financial supports for lecturers' academic programs, such as international publication and some other important programs (Nur)

Other participants also confirmed that the institutions have provided some fundings for professional development. The dean of academic affairs of IAIN Langsa stated that:

Although fundings are not always available but it is now increasing. There have been good intentions from the institution to improve the amount of support for professional development. In our institution, financial support for conferences is available despite the amount given (Zul)

The two quotes suggest that supports for professional development are available regardless of the amount provided for this cause.

b. Lack of institutional supports

The research also reveal that institutions do not provide sufficient supports for this important cause. Lecturers from certain universities stated that:

I do not see that the institution has provided enough funding for the professional development program. For example, the institution does not

provide sufficient fundings to enable lecturers engage in professional development program (Bes)

Other lecturers also mentioned that the funding from the institution is not sufficient for professional development.

Professional Development-Special notes:

This section particularly discusses the lecturers of Department of English Language Education, UIN Ar-Raniry. I provide a more in-depth explanation on the professional development program undertaken by these lecturers. This is because I have gained a privilege to get access to the condition of the lecturers of Department of English Language Education. Based on our document analysis of the lecturers' records and unstructured interviews, there are somewhat similar academic activities followed by the lecturers as a mean to improve their professional competence.

a. Publication

Our analysis of the academic record, we identified the increase number of publications by the lecturers in the past five years. This suggests that lecturers at the department are aware of the significance of publication for their future careers. This voice has been echoed by lecturers participating in this study that publication help them on their career. In addition to this awareness, these lecturers are 'obliged' to publish on regular

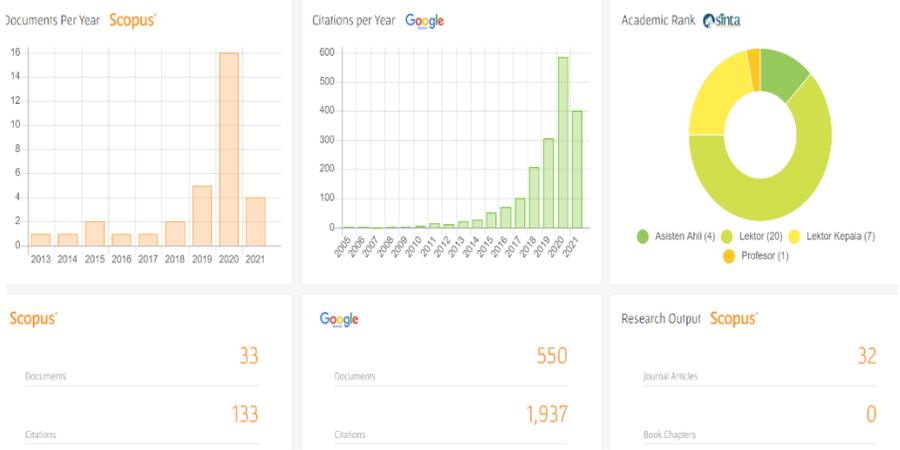
basis as it is mandatory for lecturers to get their work published. On the semesterly basis, the lecturers should show their publication records unless they will not be financially rewarded.

The following record shows number of lecturers' publication from 2015 to 2021.



The data suggests that starting from 2018-2020, there has been a gradual increase in lecturers' publication. This shows lecturers' commitment in publication. There had been 10 articles increase from the 2019 to 2020 publication. The 2021 publication could not be precisely counted as it is too early to call.

In addition, lecturers' publication can also be traced through sinta.ristekbrin.go.id. This database records lecturers' publications through tracing the google scholars. The information generated from Sinta enables us to trace lecturers' publications.



This shows that publication in the international reputable journals is increasing in the department. The database shows 33 articles published in reputable journals, in which 133 citations. There are 550 articles published by the lecturers in the department of English language education, UIN Ar-Raniry, which 1,937 citations. This suggests that publication has been one of the most important strategies used by the lecturers to improve their professional competence.

b. Workshop, seminars and conferences

In our analysis of lecturers' academic records, I found 26 academic activities joint by the lecturers in a semester. These activities include being a speaker in some workshops or conferences. Although not all lecturers have been recorded to have engaged in academic activities in every semester, they are aware that these kinds of academic activities are important for their professional development. Only six lecturers out of 35 lecturers reported to have engage in academic related programs.

Academic Programs

PANGKAT/GOL	KEGIATAN AKADEMIK
<p>Pembina (IV/a) Guru Besar Bidang English Language Research</p>	<p>Menjadi Fasilitator dalam kegiatan knowledge sharing: Monash University dan program Mora 5000 doktor (25 Juni 2020)</p> <p>Menjadi pembicara dalam seminar internasional, bekerjasama dengan University of Pittsburg USA dan UIN Syarif Hidayatullah, Jakarta, dalam tema Exploring the Future of Self-Study Research : Prospect and Challenges (18 Agustus 2020)</p> <p>Menjadi pembicara dalam konferensi internasional ELITE dengan tema Technology-Enhanced ELT in the Post-Pandemic Era (24 Agustus 2020)</p> <p>Menjadi pembicara dalam webinar series dengan tema Writing an Effective Resume, CV and Personal Statement for U.S University Application (31 Agustus 2020)</p> <p>Menjadi pembicara dalam kegiatan WISH Motivator beasiswa (12 Oktober 2020)</p> <p>Menjadi pembicara dalam kegiatan webinar series (21 Oktober 2020)</p> <p>Menjadi pembicara dalam kegiatan seminar dengan tema Cultural Hybridity and Language Shifts among Acehese Youth (26 Oktober 2020)</p> <p>Menjadi pembicara dalam kegiatan perancangan Kurikulum Pendidikan Bahasa Inggris di IAIN Bukit Tinggi (7 November 2020)</p> <p>Menjadi pembicara dalam kegiatan seminar dengan tema Plugging Digital Pedagogy in ELT (26 November 2020)</p> <p>Menjadi pembicara dalam seminar nasional dengan tema 'improving language skill' (14 Desember 2020)</p> <p>Menjadi pembicara dalam seminar dengan tema membangun Aceh dari Gampong sampai mancanegara (19 September 2020)</p> <p>Menjadi pembicara dalam seminar internasional</p>

	dengan tema Islamic Studies Berbasis Integrasi, Keilmuan, Spiritualitas dan Kearifan Lokal di IAIN Palu (28 September 2020)
Pembina (IV/a) Lektor Kepala Bidang Bahasa Inggris	Menjadi pembicara dalam seminar internasional bekerjasama dengan University of Technology Sydney, dengan tema Digital Natives and Instructional Techno in Edu? (15 Desember 2020)
Pembina (IV/a) Lektor Kepala Bidang Bahasa Inggris	Menjadi pembicara dalam program Implikasi dan Rekomendasi terhadap Pemberdayaan Gender dan Anak pada Masa New Normal (7 Juli 2020) Menjadi pembicara dalam program webinar Kekerasan terhadap Anak: pencegahan, Penanganan dan Perlindungan (8 Desember 2020) Menjadi pembicara dalam seminar nasional dengan tema Optimalisasi Pola Asuh Anak di Era Pandemi Covid 19 (23 Desember 2020) Menjadi pembicara dalam seminar nasional dengan tema Sosialisasi Keputusan Rektor tentang Pencegahan dan Penanganan Kekerasan Seksual di UIN Ar-Raniry (28 Desember 2020)
Penata TK. I/(III/d) Lektor Bidang Pendidikan Bahasa Inggris	Menjadi pembicara dalam kegiatan pendampingan jurnal terakreditasi (13 Juli 2020) Menjadi pembicara dalam seminar series Prodi PBI, dalam tema "writing a strong essay for scholarship application" (19 Agustus 2020) Menjadi pembicara dalam semenaar di STAIN tkg Dirundeng dengan tema pengembangan perguruan tinggi (15 Desember 2020) Menjadi pembicara dalam seminar dengan tema Writing Accepted Scientific Articles for Scopus-indexed journals (21 Desember 2020)
Penata TK. I (III/d) Lektor Kepala Bidang Pendidikan Bahasa Inggris	Menjadi pembicara di kegiatan `menjadi generasi visioner di era melenial (8 Mei 2020) Menjadi pembicara dalam kegiatan seminar internasional, bekerjasama dengan Universiti Teknologi MARA Malaysia dan Unieversity Sain Malaysia (14 Juli 2020) Menjadi pembicara dalam seminar nasional dengan tema The Youth Language and Identity in Social Media, bekerjasama dengan UPI Bandung dan UIN Maliki Malang (16 September 2020) Menjadi pembicara dalam seminar dengan tema

	Omnibus Law; SyahwatPenguasa & pengusaha? (25 Oktober 2020)
Penata (III/c) Lektor Bidang Pendidikan Bahasa Inggris	Menjadi pembicara dalam kegiatan Go Bolding X PBI dengan tema 'life after graduation, what could it be' (15 September 2020)

The table shows several important activities participated by lecturers. Some of these activities are so significant that allow these lecturers to develop their professional development.

c. Doctorate studies

Out of 35 lecturers at the department, 15 lecturers are having doctorate's degree, and at the moment there are 9 lecturers are on the study leave for doctorate degree funded by various institutions.

No	Name	Country
1	Khoi	Australia
2	Wat	Australia
3	Ris	Australia
4	Alf	Inggris
5	Yul	New Zealand
6	Cham	Malaysia
7	Sam	Indonesia
8	Mun	Indonesia
9	Ryus	Australia

This indicates that the lecturers at department of English Language Education are working towards improving their

professional competence through further studies. In fact, other lecturers besides those 9 lecturers are also applying for doctorate's studies.

d. Journal reviewers and guest lecturers

The other important strategies for professional development are being journal reviewers and guest lecturers. This is important to note that our commitment to review articles shape the way we write articles and get publication. In addition, the fact that someone become a guest lecturer in a particular event helps him/her to gain knowledge and in fact skills.

Lectures' participations in academic programs

Prof. Dr. T. Zulfikar, M. Ed	Visiting Scholar ke Western Sydney University, program POSFI, Kemenag dibuktikan dengan sertifikat
Prof. Dr. T. Zulfikar, M. Ed	Perwakilan BPSDM Aceh ke ANU dan Griffith University dibuktikan dengan sertifikat
Prof. Dr. T. Zulfikar, M. Ed	Invited Spaker di AICIS di Palu dibuktikan dengan surat dan sertifikat
Prof. Dr. T. Zulfikar, M. Ed	Invited Spaker di AICIS Jakarta dibuktikan dengan surat dan sertifikat
Prof. Dr. T. Zulfikar, M. Ed	Tim ahli Pemerintah Aceh dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Reviewer program 5000doktor Kemenag dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Jurnasional Internal Asia Pacific Journal of Education
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Jurnal Internasional World Journal of Education dengan email permintaan menjadi reviewer

Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Journal Internasional yaitu International Journal of Leadership in Education
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Journal Internasional TESL Canada Journal email permintaan reviewer
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Jurnal Nasional Al-Ta'lim dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Jurnal Nasional Islam Futura dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Jurnal Nasional JEELS dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Jurnal Nasional Didaktika dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Editor Jurnal Englisia dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi reviewer di International Conference on Literature dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer Jurnal ELTEJ dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer English Education International Conference, dibuktikan dengan sertifikat
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Reviewer in International Conference on Education in Muslim Society dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Narasumber pada kegiatan Pembinaan dan Pendampingan MGMP dibuktikan dengan sertifikat
Prof. Dr. T. Zulfikar, M. Ed	Menjadi reviewer di proposal penelitian dosen dibuktikan dengan surat
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Dosen Berprestasi di UIN Ar-Raniry dibuktikan dengan sertifikat
Prof. Dr. T. Zulfikar, M. Ed	Menjadi Dosen Berprestasi di UIN Ar-Raniry dibuktikan dengan sertifikat

Prof. Dr. T. Zulfikar, M. Ed	Menjadi narasumber di LP2M UIN SUSKA Riau
Prof. Dr. T. Zulfikar, M. Ed	Menjadi narasumber di Dinas Pendidikan Aceh dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Pelatihan Penggunaan Nvivo
Prof. Dr. T. Zulfikar, M. Ed	International Center for Aceh and Indian Ocean Studies
Dr. phil Saiful Akmal, MA	Unileaders Training- DAAD dan University of Oldenburg- Jerman
Dr. phil Saiful Akmal, MA	Menjadi reviewer Jurnal Nasional Englisia dibuktikan dengan SK
Dr. phil Saiful Akmal, MA	Tenaga Ahli pada Social Baseline Supplementary ESHIA dibuktikan dengan SK
Dr. phil Saiful Akmal, MA	Senior Program Assistant di International Center for Aceh and Indian Ocean Studies
Dr. phil Saiful Akmal, MA	Narasumber pada Diskusi Publik dan Sosialisasi Pemilu dibuktikan dengan surat Cerdas di FISIP UIN Ar-Raniry Banda Aceh
Dr. phil Saiful Akmal, MA	Narasumber pada "Pelatihan profesionalitas Industri Media dan Public Relation di Prodi Ilmu Komunikasi, FISIP - Universitas Malikul Saleh
Dr. phil Saiful Akmal, MA	Mejadi invited speaker di German Institute for Global and Area Studies, Humburg, Germany
Dr. phil Saiful Akmal, MA	Menjadi reviewer di Jurnal terakreditasi

	nasional Islam Futura dibuktikan dengan SK
Dr. phil Saiful Akmal, MA	Menjadi reviewer di Jurnal terakreditasi nasional Jurnal Studies in English Language and Education dibuktikan dengan SK
Dr. phil Saiful Akmal, MA	Menjadi Asesor BAN PT dibuktikan dengan SK
Dr. phil Saiful Akmal, MA	Menjadi reviewer nasional rekrutmen mahasiswa program doktor kemenag dibuktikan dengan SK
Dr. Muhammad, M. Ed	Majelis Pendidikan Aceh-Kota Banda Aceh, dibuktikan dengan SK
Dr. Muhammad, M. Ed	Menjadi Editor Jurnal Terakreditasi Nasional ELKawnie dibuktikan dengan SK
Dr. Muhammad, M. Ed	Menjadi Komisioner Pengawasan dan Perlindungan Anak Aceh (KPPAA)
Dr. Syarifah Dahliana, M. Ed	Menjadi reviewer di jurnal terakreditasi nasional Englisia dibuktikan dengan SK
Dr. Syarifah Dahliana, M. Ed	Menjadi reviewer di jurnal terakreditasi nasional Islam Futura dibuktikan dengan SK
Dr. Khairiah, M. TESOL	Visiting lecturer di Universitas Advent Indonesia Bandung dibuktikan dengan surat
Dr. Khairiah, M. TESOL	Visiting lecturer di Universitas Advent Indonesia Bandung dibuktikan dengan surat
Dr. Khairiah, M. TESOL	Workshop Usaha Kesehatan Sekolah dibuktikan dengan surat
Dr. Khairiah, M. TESOL	English Education International Conference dibuktikan dengan surat
Dr. Khairiah, M. TESOL	International Conference on Literature dibuktikan dengan surat
Dr. Khairiah, M. TESOL	International Conference on Islam Futura dibuktikan dengan surat

Dr. Khairiah, M. TESOL	Mendapatkan Satya Lencana dibuktikan dengan sertifikat
Alfiatunnur, M. Ed	Rotary International dibuktikan dengan SK
Alfiatunnur, M. Ed	Visiting scholar ke University of Sydney dibuktikan dengan sertifikat
Alfiatunnur, M. Ed	Visiting scholar ke University of Toronto dibuktikan dengan sertifikat
Alfiatunnur, M. Ed	Visiting scholar ke IAIN Cot Kala dibuktikan dengan sertifikat
Alfiatunnur, M. Ed	Invited speaker di Global Woman in Management di Washington DC dibuktikan dengan sertifikat
Qudwatin Nisak, M. Ed	Menjadi peserta pelatihan di Michigan State University
Dr. Syarwan Ahmad, MLIS	Reviewer pada Journal of English Language and Pedagogy
Fithriyah, M. Pd	Menjadi fasilitator USAID di Aceh dibuktikan dengan sertifikat
Dr. Habiburrahim, MS	Menjadi reviewer di Jurnal Ilmiah Peuradeun dibuktikan dengan surat keterangan
Dr. Habiburrahim, MS	Menjadi reviewer di Jurnal Islam Futura dibuktikan dengan surat
Dr. Habiburrahim, MS	Menjadi reviewer di Jurnal SiELE dibuktikan dengan surat keterangan
Dr. Habiburrahim, MS	Menjadi editor Jurnal Englisia dibuktikan dengan SK
Siti Khasinah, M. Pd	Menjadi anggota Dewan Pengurus Pusat Persaudaraan Dosen RI, dibuktikan dengan SK
Prof. Dr. T. Zulfikar, M. Ed	Jurnal International SAGE Publication
Prof. Dr. T. Zulfikar, M. Ed	SAGE Publication
Dr. Habiburrahim, MS	International Journal of Leadership in education
Dr. Habiburrahim, MS	Jurnal al-Tamaddun
Dr. Jarjani, MS.C., MS	Emerald Publishing
Dr. Safrul Muluk, MA	Emerald Publishing

The table shows important data on lecturers' engagement in academic activities, such as becoming reviewers and guest lecturers, invited speakers and advisory members in a certain government agency. This suggests that the majority of lecturers participating in this study have engaged in various programs leading to their development of professional competence.

DISCUSSION

Professional development is a must activity that all lecturers should get involved. This is so since it enables educators, such as teachers and lecturers to improve their competences. Since this topic has attracted scholars worldwide, studies focusing on professional development across settings have sharply increased, such as Taiwan (see Luo, 2014; Chen & Cheng, 2014); Iranian (Tabatabaee-Yazdi, Motallebzadeh, Ashra, & Baghaei, 2018; Alibakhsi & Dehviri, 2013; Karimi, 2011; Motallebzadeh, Hosseinnia & Domskey, 2017; Asraf & Kafi, 2017); Indonesia (Zein, 2017); Belgium (Tack & Vanderlinde, 2014); Japan (Nishino, 2012); Thailand (Wichadee, 2011) and many other settings. All these studies uncovered somewhat similar to those of found in our study-that is engagement in professional development programs have benefitted lecturers and teachers in many respects: subject matter, pedagogical content knowledge, and other important attributes for effective instruction.

Our study found several strategies used by lecturers as their attempt to improve their professional competence. These include improving qualification, such as pursuing doctorate's program;

publishing journal articles in reputable journals; engaging in peer-discussions; acting as journal reviewers; seeking knowledge through educational websites; and joining professional association-such as the association of EFL lecturers: TEFLIN and ELITE to name a few. These findings seem to be similar across settings-the four Islamic tertiary institutions being investigated.

In addition, our finding also shows that international conferences and workshops, seminars, and symposium are important programs to choose from by lecturers-these programs seem to be popular among lecturers. Through all these programs, most lecturers argued that they prefer to improve their pedagogical skill, in spite of preferences for language skills. Luo (2014) found that Taiwanese teachers in his study also preferred upgrading their teaching skills instead of language skills. This finding is justifiable since successful instruction is most likely determined by effective pedagogical competences.

In addition, some of the benefits felt by lecturers participated in the Professional development (PD) programs are increasing teaching awareness and competences, and thus shift their professional identity. This is in line with Abbasian & Esmalee's (2018) findings. Tabatabaee-Yazdi, Motallebzadeh, Ashra, and Baghaei (2018) also suggests similar finding who revealed the fact that PD has improved teachers' reflexivity which then allow them to improve their teaching practices. Alibakhsi and Dehvari (2015) also suggested that the participants considered skill improvement, continual learning, keeping up with current issues, studying for fun, and professional rejuvenation to be part of continuing professional development process. They also grew professionally as the result of their employment, formal education, and attendance and presentations at continuing professional

development programs. Our participants also argued that continuous engagement in professional development programs improve their teaching skills and become more reflective. Reflexivity is indeed an important strategy for self-empowerment as it allows practitioners to reflect on their current practices of the benefits of future improvement.

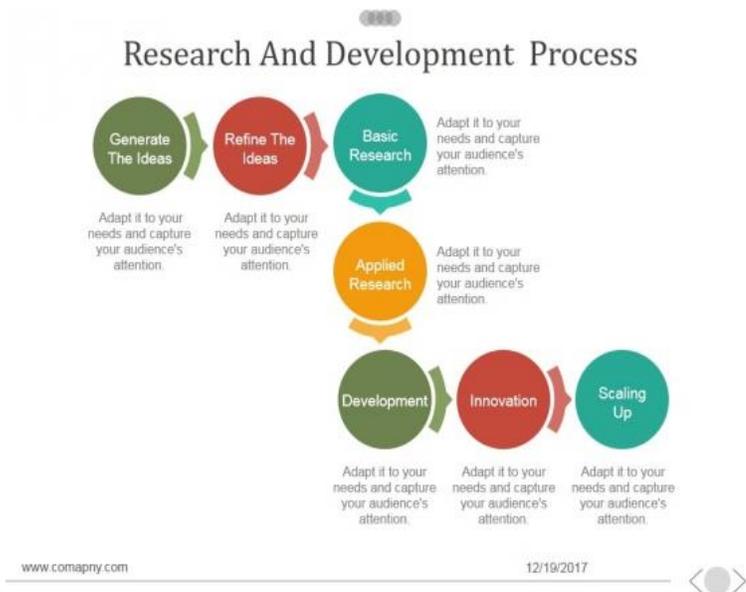
As we also identified institutional factors contributing to successful professional development (Amin & Saukah, 2015), this research attempts to identify institutional supports in these lecturers' attempt for professional development. The findings are straightforward, in which some of them argued that in spite of insufficient financial support, it seems that institutional supports are increasing at the moment, while others suggest otherwise, in which institutional support is limited and there is no indication of strong support from the institutions. Our findings are so much relevant to the work of Hartono (2016) who revealed that that his participants see institutional support is lacking. This lack of institutional support as argued by some is due to several reasons: some argue that the institutions fail to understand the importance of professional development, which then resulted in low budgeting allocated to this type of program. Other argues that while the top management is aware of supporting lectures' activities for professional development, it remains political rhetoric rather than actual realization of the professional development programs.

In summary, while professional development programs are felt to have contributed positively to teaching competence, they do not see it as the institutional priority. This argument was echoed by the majority of the participants interviewed. This phenomenon, however is not unique for my study *per se*. A similar note was also voiced by

Hartono (2016), in which he found in his research for postgraduate studies that lack of institutional support for this cause is confirmed. As a result, these tertiary institutions only provide recommendation for those seeking to work on upgrading their professionalism rather than providing financial support and compensation for those who are committed with professional development.

III. Modules for Professional Development

Our product in R&D is generated through the following important steps.

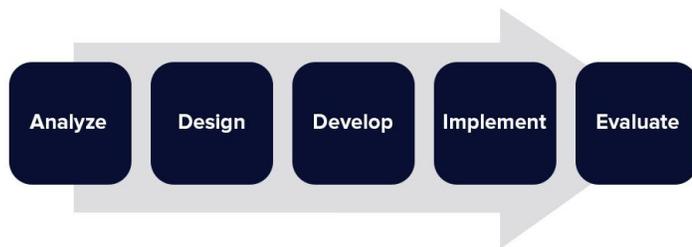


In conducting the R & D, we followed these steps, which leads us to produce the following products. There are generic

steps of doing the R&D: (1) analyze; (2) design; (3) development; (4) implementation; and (5) evaluation.

The Original ADDIE Model

(linear structure, starting with analysis and ending in evaluation)



Source: EducationalTechnology

Guide2Research

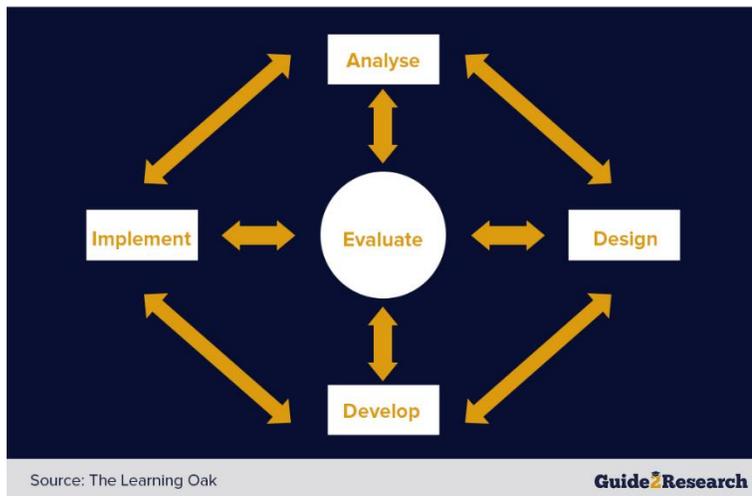
These are straightforward steps of ADDIE. However, since designing a product is complex and complicated, these steps may be updated to meet the need of the practitioners.

A variety of reasons for the update, according to Smith & Ragan (2004), pushed the initial ADDIE method beyond its limits. These variables, which include increasingly complicated job requirements, frequent changes in the instructional environment, and developing instructional technology and instructional development tools, have necessitated the revision of the ADDIE model to accommodate today's instructional contexts. The original ADDIE approach has been revised by several instructional designers to make it more interactive and dynamic (Kurt, 2017). For example, Allen (2006) notes that in

many recent iterations of the ADDIE process, evaluation becomes a core role that occurs at each phase. Furthermore, many of the newer versions of the ADDIE model emphasize the process's continuity and the fact that each step is focused on improving the overall system's quality. Dick et al. (2005) go on to say that the improved ADDIE models are simple and versatile. Instructional design professionals of all levels of experience may now understand and apply the ADDIE model to the construction of effective instructional systems for a wide range of learning objectives and contexts, thanks to these new procedures.

Revised ADDIE Models

(evaluation is a central phase implemented at each stage of the process)



Having heard the voices of my participants regarding their efforts to improve professional competence. Such as programs

they participated, we analyzed the issue, in which we found that lecturers have engaged in various programs in their attempts to improve their professional competence, such as research workshops, conferences, and publication in addition to other important agenda.

In our **analysis** stage, we have listened to the participants' voices and analyzed their needs. During that stage, we clustered and organized types of professional development programs they have joined. This mapping then leads us to the next stage, the **design** stage. In this second stage, we drafted three modules: research, publication, teaching modules. The design of the modules was done on the basis of researchers' knowledge in regard with these particular types of professional development programs. Having designed the modules, we evaluated if they are well designed, which meet the need of the trainees. In the **evaluation** stage, we invited an expert on research, publication and teaching methodology to give some evaluations for the betterment of the module quality. In addition, based on the evaluation, we re-**developed** the modules to make them more applicable during the training process. These modules however do not go through the final stages: the **implementation** stage, since this project does not go beyond mere analysis of professional development programs joint by lecturers in four Islamic higher institutions.

A. Module on Academic Workshop (research workshop)

Introduction

The module provides strategies for professional development through workshop on research. It is important to note that not all lecturers are well equipped with sufficient research skills. Their lack of research capacity discourages their research skill and thus give impact to the publication rates of lecturers' lack of publications. In addition, lecturers' lack of research skills will definitely contribute to low supervision quality. This phenomenon was revealed during the fieldwork.

In addition, as the majority of lecturers claimed to have conducted research in their professional development process. It is important to design a training module on research methodology. The module is aimed at providing insights on research methodology to lecturers. In fact, research becomes the required activities, in which all lecturers should fulfil.

Timelines

The training on research methodology will be conducted within in 7 consecutive days. The training is conducted extensively from 8.00 to 17.30. The schedule of the training is organized in such a way that allows effective training session. Each day, for example is dedicated to a particular topic related to research methodology.

Days	1	2	3	4	5	6	7
Introducing the training program & Identification of sources of research problems							
Selecting research problem and focus							
Writing up problem statement & developing research questions							
Developing literature review							
Writing up methodology							
Compiling all sections							
Presentation of the research proposal							

Programs

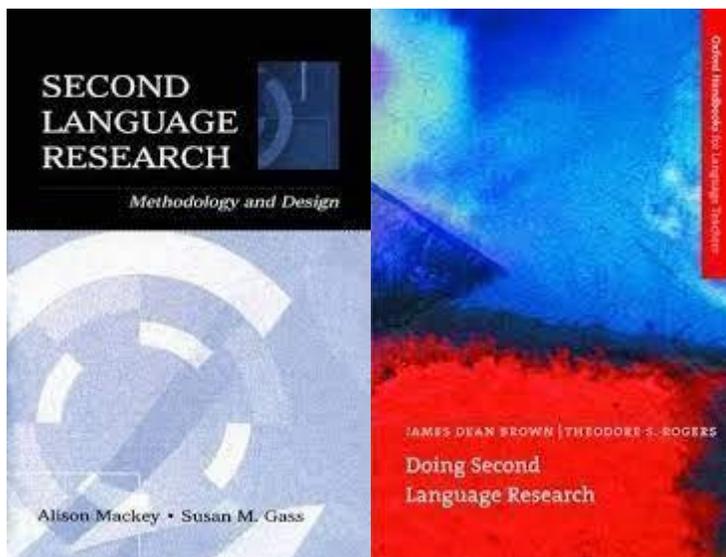
The training is conducted for seven days. Each day is dedicated to develop a particular section of the proposal. Therefore, the training program consists of several activities: identification of the research problems; developing research proposal; writing up

the proposal and presenting the proposal to get feedback. It is expected that having joint the training, participants, in this case lecturers are able to produce a high-quality proposal for their prospective research.

Materials and Methods

The materials of the research training are taken from various sources, such as textbooks on research methodology; modules and journal articles. We carefully selected the textbooks and journal articles that would help us effectively train lecturers in doing research. For example, our first textbook is ‘EFL Research: Designs & Thesis Writing, written by Teuku Zulfikar 2020. The book contains information on how to develop research proposal. The book is appropriate to be the significant source for the training of this topic. In addition, the Language Teaching Research Journal contains research findings in various topics within language instruction. The articles are used during practicing session. For example, the trainees are invited to identify research problems through reviewing articles published in the journals. Having reviewed the articles, the trainees do not only improve their research skills but also enhance their knowledge on current research topics.





The other books used in the training are also significant and are used during the training. For example, the book “*Qualitative Research Topics in Language Teacher Education*” edited by Gary Barkhuizen (2017) consisting various topics related to language instruction. The book is sure becomes a source for research on language. In the database of the journal stated that

Journal of Language Teaching and Research (JLTR) is a scholarly peer-reviewed international scientific journal published bimonthly by Academy Publication, focusing on theories, methods, and materials in language teaching, study and research. It provides a high profile, leading edge forum for academics, professionals, consultants, educators, practitioners and students in the field to contribute and disseminate

innovative new work on language teaching and research. JLTR was started in 2010 (JLTR, p. 1).

The other two books, *Second Language Research: Methodology and Design* by Alison Mackey and Susan M. Gass (2005) consisting of important topics, such as introduction to research; issues related to methods of data collection; common data collection measures; research validity and reliability; designing quantitative and qualitative research; methods of data analysis; and the book also provide some sample on writing proposal and other research related documents. The other textbook used in the training is *Second Language Research* by James D. Brown and Theodore S. Rodgers (2002). This book also contains important information regarding the research training. It is a very comprehensive book on ESL research methodologies, since it lists and describes various types of methodologies used by researchers in the ESL/EFL settings.

The training **method** is a kind of workshop, in which the facilitators provide materials and participants actively engage in constructing their knowledge.

Facilitators

The facilitators for this training are those who hold a doctorate's degree and have published intensively in academia. The facilitators will guarantee the course of the training. They will maintain learner-centered instruction, in which the participants are given opportunities to create knowledge.

Scheduling

The training will be a full day session. It starts from 8.00 am, midday break from 01.00 pm to 02.00 pm, and 02.00 pm to 07.30 pm the training commences.

Sample of schedule-Day 1

NO	Time	Activities
1	08.00-08.15	Opening remark
2	08.15-10.00	Introducing and identification of sources of research
3	10.00-10.30	Coffee break
4	10.30-12.00	Defining research problems and problematize the research problems
5	12.00-13.30	Lunch and pray
6	13.30-16.00	Developing research problem through wording research questions
7	16.00-16.30	Break
8	16.30-17.30	Wrapping up day 1 session

B. Module on Teaching Methodology

Introduction

The ability to teach well is so much important in the academic settings. All lecturers are encouraged to always improve not only their subject matter knowledge but also their pedagogical content knowledge. It is important to note that the ability to teach effectively is a prerequisite for successful teaching. It is therefore important to have a special training session to equip

lecturers with effective teaching strategies. To prepare effective training on ‘Teaching Methodology’, we design the training module as a guideline for effective training

Timelines

The training lasts in one week time

Sample schedule (Day 1)

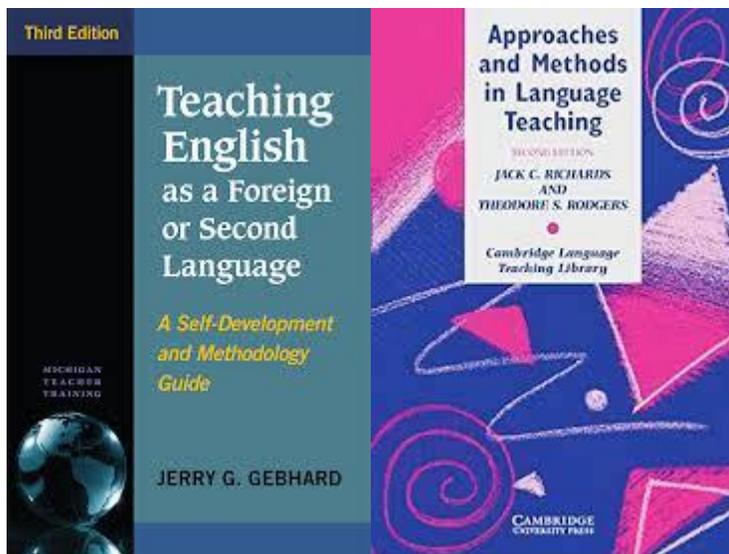
Days	1	2	3	4	5	6	7
Introducing the training program & Identification teaching profession							
Understanding attributes of good teachers							
Becoming an effective teacher							
Classroom Management techniques							
Material Development							
Summative & Formative assessment							
Teaching practices							

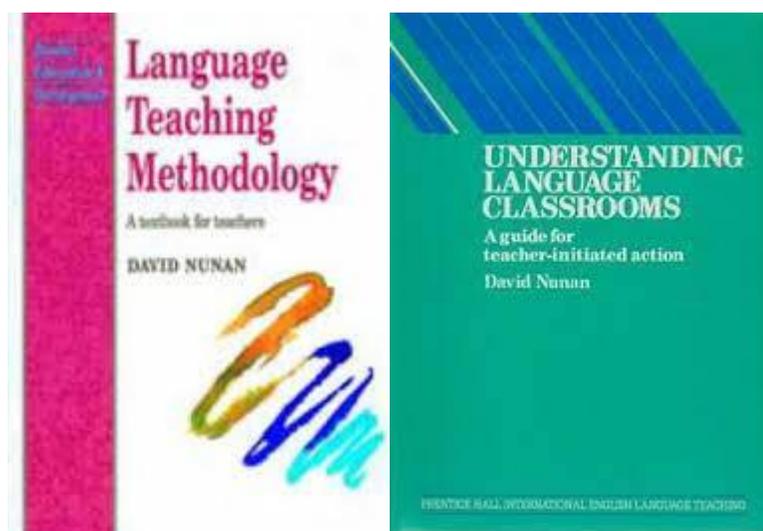
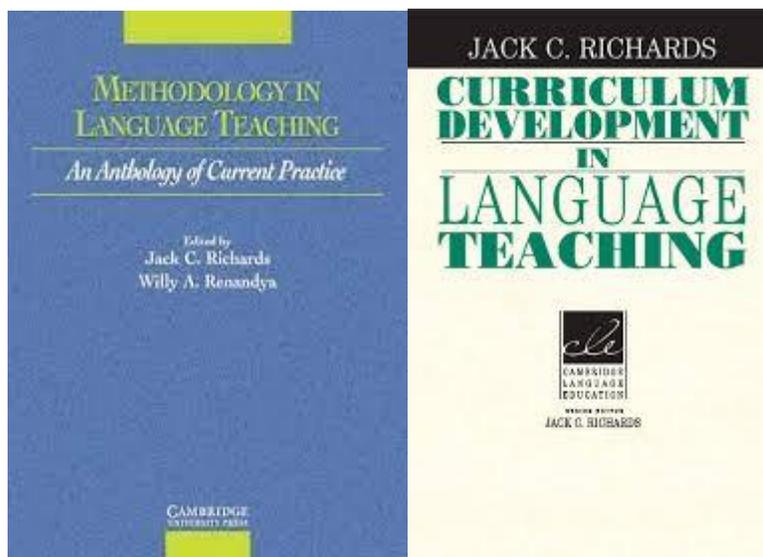
Programs

The workshop is conducted for seven days. Each day is dedicated to develop teaching competence of lecturers. Therefore, the training program consists of several activities: understanding attributes of effective lecturers; becoming effective teachers; material development; types of assessment and teaching practicum.

Materials and Methods

The materials for the workshop are taken from many sources. It consists of textbooks and other related materials.





These are some learning resources used in the workshop. As it is a kind of workshop, the **method** of delivery is a two-way

communication, in which participants are not passive receivers of the materials

Facilitators

The facilitators for this training are those who hold a doctorate's degree and who have extensive teaching experience. The facilitators will guarantee the course of the workshop. They will maintain learner-centered instruction, in which the participants are given opportunities to create knowledge. In addition, there will be some teaching practices for workshop participants.

Scheduling

The training will be a full day session. It starts from 8.00 am, midday break from 01.00 pm to 02.00 pm, and 02.00 pm to 07.30 pm the training commences.

Sample of schedule-Day 1

NO	Time	Activities
1	08.00-08.15	Opening remark
2	08.15-10.00	Introducing and identification teaching profession
3	10.00-10.30	Coffee break
4	10.30-12.00	Characteristics of good lecturers
5	12.00-13.30	Lunch and pray
6	13.30-16.00	Providing samples of effective educators
7	16.00-16.30	Break
8	16.30-17.30	Wrapping up day 1 session

C. Module on Publication

Introduction

An academic publication is an important part of a professional development program. This is so because lecturers or those who work in an academic setting should be able to share ideas through publication. However, it is indeed important to note that most lecturers have yet to be productive in academic publication. As a result, some of them lacked of publications in local, national and also international journals. For this reason, it is important to organize a workshop addressing this particular issue.

Timelines

The workshop lasts in one week

Days	1	2	3	4	5	6	7
Introducing the training program & Identification of the nature of academic article							
Understanding paragraph							
Writing cohesive paragraph							
Writing essays							
Understanding references							
Various writing style							

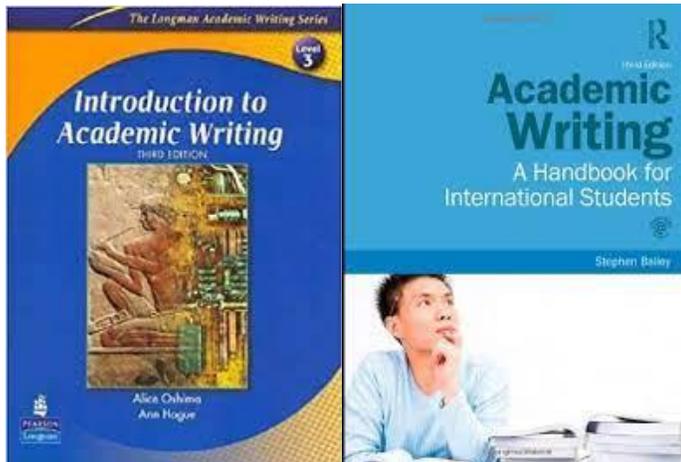
Producing a high-quality article & peer correction							
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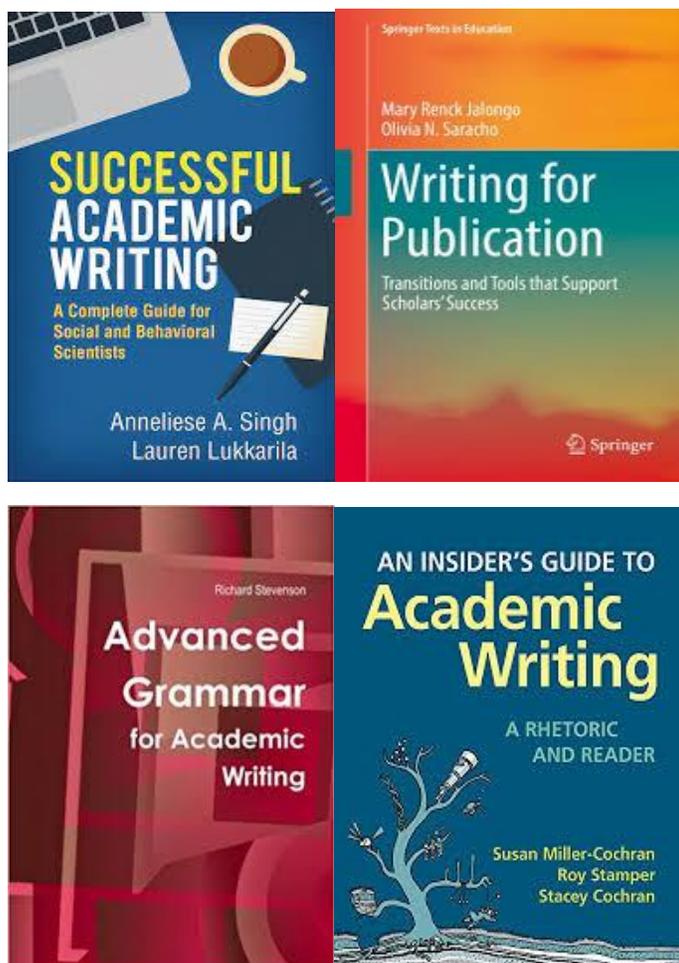
Programs

The workshop is conducted for seven days. Each day is dedicated to develop a particular section of the academic writing. Therefore, the training program consists of several activities: identification of good paragraph; developing paragraph; writing up essays and peer-correction.

Materials and Methods

Materials for the workshop are generated from various resources.





Facilitators

The facilitators for this training are those who hold a doctorate's degree and who have extensive publication experience. The facilitators will guarantee the course of the workshop. They will maintain learner-centered instruction, in which the participants are given opportunities to create knowledge. In addition, there will be some writing up session.

Scheduling

The training will be a full day session. It starts from 8.00 am, midday break from 01.00 pm to 02.00 pm, and 02.00 pm to 07.30 pm the training commences.

Sample of schedule-Day 1

NO	Time	Activities
1	08.00-08.15	Opening remark
2	08.15-10.00	Introducing and identification of Paragraph
3	10.00-10.30	Coffee break
4	10.30-12.00	Characteristics of
5	12.00-13.30	Lunch and pray
6	13.30-16.00	Developing research problem through wording research questions
7	16.00-16.30	Break
8	16.30-17.30	Wrapping up day 1 session

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. CONCLUSION

Our research on lecturers' self-professional development has yielded important results. The FGDs, in-depth interviews, online communication and analysis of documents have revealed We have identified strategies used by lecturers in improving their professional competence, and one of the most common strategies emerges is upgrading qualification. For example, pursuing postgraduate studies/doctorate program. The other most common strategies are publications and research. These are important strategies implemented by most lecturers. This is because of these lecturers' understanding on the significance of the research and publication for their career improvement. We also identified important programs these lecturers joint for their professional development. They have joint among others, seminars, workshops, conferences and other such academic events. These strategies of professional development and academic programs have indeed shaped their professional identity.

In addition, the FGDs and semi-structured interviews with some top management within the faculty and department revealed that although commitment and support from the top management are gradually increasing, they seem to be still

limited due to lack of budget allocation for all those programs. This phenomenon is shared across settings: the IAIN level (State Islamic Institutes) and the UIN level (State Islamic Universities).

B. RECOMMENDATION

This current research was designed in such a way that fit the context of the study, and thus it has yielded important information on lecturers' self-professional development programs. However, there are still issues need improvement for future studies. This allows us to recommend conducting further studies using an ethnographic approach, which allows researchers to grasp into the details of lecturers' activities for professional development. It is also suggested that future researchers on similar issues, may need to analyze documents related to professional development programs they have joined. We did so to UIN Ar-Raniry as we have gained more easy access to the setting.

In addition, our findings also allow us to recommend the policymakers within the institutions and beyond to pay more attention and are committed to provide enough financial support and facilities for professional development. This is important to note as our findings on this issue are relevant to all settings, which suggests that financial support for this cause is indeed limited across settings.

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