ENGLISH TEACHERS' PERCEPTION TOWARDS THEIR PROFESSIONAL DEVELOPMENT

(A Case Study at SMAN 4 Wira Bangsa and MAN 1 Aceh Barat)

THESIS

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UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2020 M / 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching
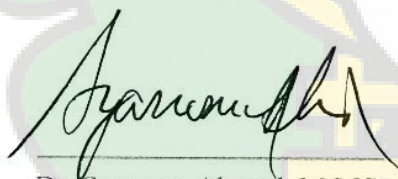
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Date: 26 / 12 /'19   Date: 26 / 12 / 2019

It has been defended in *Sidang Munaqasyah*
In front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
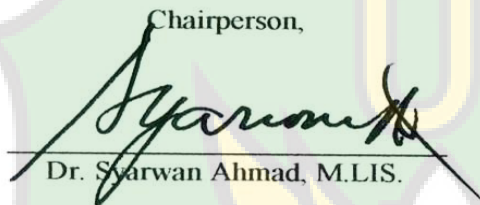for Bachelor Degree of Education in English Language Teaching

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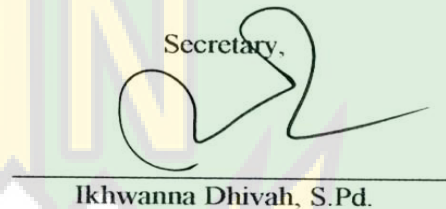Jumadil Awal 1441 H

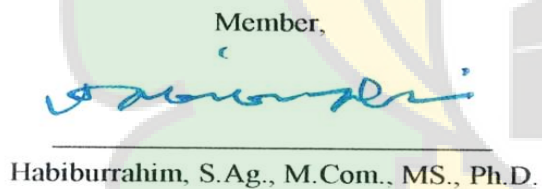In Darussalam, Banda Aceh

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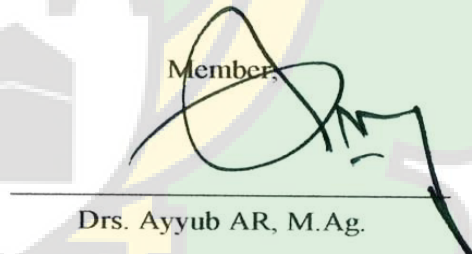
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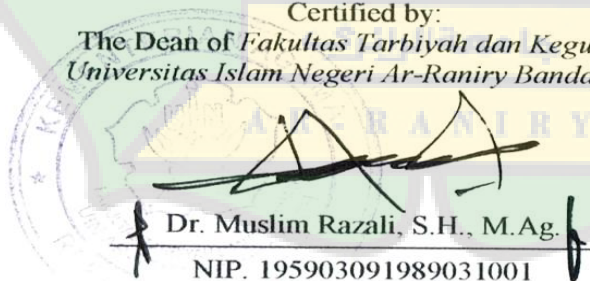Secretary,

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**English Teachers' Perception Towards Their Professional Development
(A Case Study at SMAN 4 Wira Bangsa and MAN 1 Aceh Barat)**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 December 2019
Saya yang membuat surat pernyataan,

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

All praises be to Allah, the almighty, who has given me health and opportunity to write this thesis entitled 'English Teachers' Perception Towards Their Professional Development (A Case Study at SMAN 4 Wira Bangsa and MAN 1 Aceh Barat)'. Peace and salutation be upon our prophet Muhammad (Peace be upon him) who has spreaded Islam to all over the world.

Deepest appreciation and thanks are dedicated to my supervisors; Dr. Syarwan Ahmad, M.LIS and Habiburrahim, S.Ag., M.Com., MS., Ph.D for supporting me throughout my thesis terrain with patience, insightful comments, and immense knowledge. This thesis would not have been finished without their sincere patience and encouraged guidance. My appreciation is also addressed to my academic advisor, Yuni Setia Ningsih, S.Ag., M.Ag. who guides me since the first semester in Department of English Language Education.

My special thank obviously goes to the most important people, my beloved parents, Iskandar Usman and Siti Hawa who always give me the biggest support, love, motivation, patience, attention and caring. My special thanks also go to my best sisters, Bunaiya Rahmah and Muthmainnah, who have given me inspirations, happiness and much spirit in finishing this thesis.

Special thanks to those stunning friends; Ayu Rizka, Nurul Fajri, Annisa, Ani, Cut, Arifa, Riana, Putri, fira and Ulfa, thanks for driving the crazy moments and coloring my day with many love and tears. And also, special thanks for my

friends from unit 5 for all supports and encouregements. Besides, I would thank everybody who has involved to the successful realization of this undergraduate thesis. I feel so privileged to have met you all and to be your friend. May Allah, the almighty bless you forever.

Finally, I would like to extend the gratitude to the teachers in Senior High School in Aceh Barat who truly shared their voice. Thank you for your trust and honesty. Your words will help to inform educational leaders on how to create educational environment that meet students' needs and support their academic success.

Banda Aceh, 19 December 2019
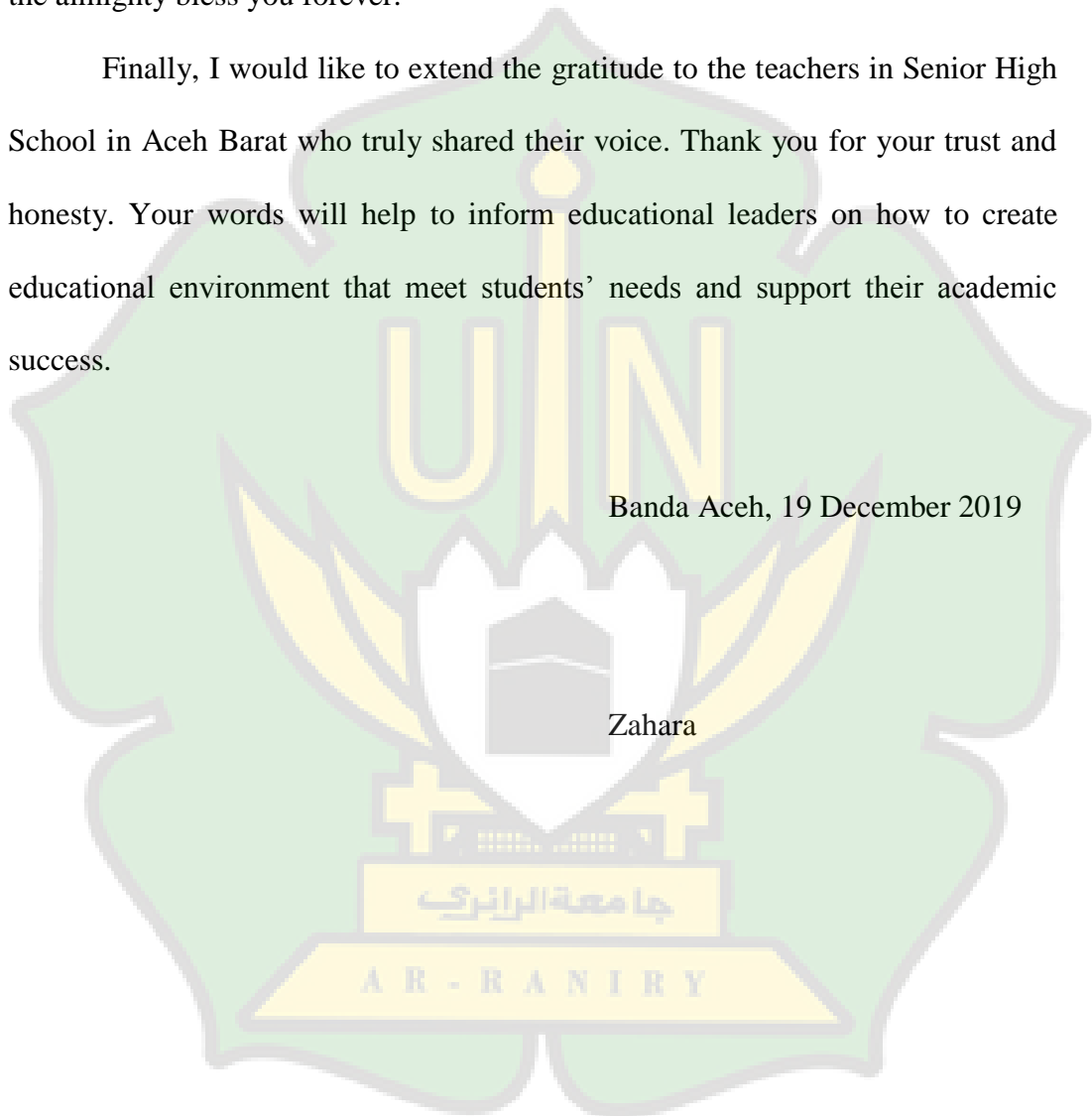
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ABSTRACT

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Keywords   : Perception, professional development, English teachers

Professional developmnet is strategies or ways used by the teachers to improve their performance's levels and teaching-learning process in the classroom. Somehow, many teachers do not consider and misunderstand about the aims of professional development which helps them to be an educator professionally. This thesis was designed to investigate the English teachers' perceptions towards their professional development at SMAN 4 Wira Bangsa and MAN 1 Aceh Barat. This qualitative research involved six English teachers who were selected purposively. In collecting the data, the writer used semi structured-interview, and observation. The findings of interview elucidate that all teachers have similar perceptions on the importance of professional development, the problems they face in adjusting time to follow the teachers formal and informal professional development activities, its impact toward their professional teaching in planning, implementing and evaluating of learning in the classroom. Meanwhile, the results of the observation show that all teachers have applied all practical professional development activities in their classroom.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is an activity of giving a social life through formal and informal education institution. It is the way how an educator gives or transfers her or his knowledge to a learner. Furthermore, Nasution (2010) emphasises teaching has various activities instead of giving students' compassion and needs, feedbacks, simulation related to materials, learning exercises, motivation, etc. These activities reflect teachers' professionalism that must be mastered as well as they concern about classroom management issues of every single day reality. Nowadays, many teachers still misunderstand about the essence of teaching professional view. Based on Ravhuhali, Kutame and Mutshaeni (2015), professional development in teachers' perspectives almost seen unprofitable. It is offering frequently an ineffective, irrelevant and disconnected with the teachers' purposes of helping student learning. Moreover, by analysing the research of the U.S. Department of Education in 2000, Blackmon (2013) explains that gaining professional development in short-term becomes ineffective training method especially in examining teachers' role of educational technology. It needs the collaboration to the student learning and qualified teachers in the classroom of learning experiences, teachers' new role, administrative support and a specific application of curriculum. In the other side, teachers must be a professional participant in gaining the educational goals especially for their learning plan,

implementation and evaluation. These cases make teachers think for the second time to develop their professional teaching which needs the development.

In an educational view, teachers' professional is an essential part of the teaching-learning process. It describes how the teachers mastering to manage the classroom, deliver students' learning based on curriculum, utilise the technology for learners and likes. Besides, Musfah (2012) argues that teachers' role is important to build a character and attitude of learners as their role model besides to acquire learning process and it is covered in teachers' quality of performance and especially for their professional development. The following study by Kennedy (2017) has similar ideas with the writer about the importance of teachers professional development but not in the whole of his thesis which entitled "Teacher Perceptions of School-Based and District Professional Development". The purpose of this study is motivate teachers in controlling the teaching-learning process and implementing of what they have learnt about their pedagogical understanding. Furthermore, the main point that make teachers have to improve their professional development "is to be empowered to have the opportunity and confidence to act upon their ideas as well as to influence the way teachers perform in their profession" (Murray, 2010, p. 3).

According to Musfah (2012), teachers' quality is the main component of the success education and it can be procured by developing teachers' professional development. Moreover, there are two types of teachers' professional development which is formed into formal and informal model or approach that can be gained by teachers based on Garrett (2017). The formal professional

development consists of "attending workshops and classes or visiting other schools, while informal professional development includes study groups, peer coaching, mentoring, observations, collaborative planning and reviewing student work in teams" (p. 39). Moreover, the qualified teachers to acquire professional development include "staff development, professional learning, mentoring, action research or continuing education, training, etc" (pp. 10-11), as affirmed by Craft (2000). Thus, professional development is the teachers who apply all kind of learning besides their initial training. These eligibilities are going to be analysed by the writer in selecting the teachers' perception of their professional development.

In Indonesia as a developing country, teachers' professional development has made progress to develop teachers' professional teaching-learning and it is proved by various activities such as workshop, training program and so on. Furthermore, lecturers and teachers professional development are settled by the government in *Undang-Undang Guru dan Dosen* (henceforth UUGD) in 2005 which must have professional, personal, social, and pedagogic competencies. Besides, the Minister of National Education Regulation (Permendiknas) No. 16 of 2007 and No. 10 of 2009 demand teachers to have academic qualification and teacher competence. According to the writer's experience as a student in Senior High School 4 Wira Bangsa Meulaboh, professional development takes a main part of the teaching process to engage student learning. The writer argues that many English teachers have fulfilled their professional teaching-learning such as explain material clearly, give students task, provide students' feedback, etc.

However, these views discussed above have failed to recognize whether the English teachers consider their professional development if they have done professional activities explaining above and their strategies in improving teaching-learning process. Furthermore, teachers must be aware that professional development is helpful for their professional growth. English teachers' perceptions are needed to be analysed to solve this problem. These gaps make the writer do the research **"English Teachers' Perception Towards Their Professional Development in Senior High School of 4 Wira Bangsa and MAN 1 Aceh Barat".**

B. Previous Studies

There are several studies related to this research conducted by Hartono (2016) who explored teachers' perceptions of professional development. In his study entitled "Indonesian EFL Teachers' Perceptions and Experiences of Professional Development", professional development was used as a tool to measure how teachers' understanding of it. Hartono (2016) also stated that as a teacher, he only knows that attending conferences and training are the activities to develop professional development. Whereas, other activities such as keeping a teaching journal, team teaching, teachers support groups, etc, also help teachers grow their conceptualization of professional development. In this study, the researcher conducted the qualitative research of descriptive to exploring how teachers' perceptions and its aims for the professional learning which interviewed six teachers in Palembang. The points that make this study difference from the

writer issues are the participants' professional activities insist of attending professional events, *Tri Darma Peguruan Tinggi* (teaching, research, and community service), and pedagogical knowledge, skills and practices.

Furthermore, Ravhuhali, Kutame and Mutshaeni (2015) in their studies entitled "Teachers' Perceptions of the Impact of Continuing Professional Development on Promoting Quality Teaching and Learning" also explored how the role of professional development for the teachers. In this research, they claimed that many teachers argued the professional development is not relevant for problems they got in the classroom. However, understanding professional development can help teachers in teaching-learning of improving student achievement activity by following various programs. Furthermore, professional development helps teachers broaden their pedagogical knowledge. This research conducted the mixing method of quantitative survey and qualitative phenomenological approaches.

Meanwhile, Liu and Zhang (2014) conducted the study of enhacing teachers' professional development by using the strategies of reflective teaching which consist of teaching journal, observation, teacher assessment, questionnaire, micro-teaching, and action reseach. These strategies support the process of reflective teaching that must be followed by teachers in order to improve their professional development. Its process consist of identification of a problem, observation and analysis, re-generalization, and actual verification. Identification of a problem is the first step that teachers must consider in their teaching practice by taking a questioning and problematising in order to identify problematic

situations. The second, observation and analysis is the further application when the teachers problem is identified. In this term, teachers collect the data by concerning their teaching practice, consulting literature, observing class, discussing, interview, questionnaire, video recording, etc. The third is re-generalization which make the teachers should review their teaching activities. The final step is actual verification which allowed teachers to put their assumption and work out of plan in previous phase into teaching practice and verify their reasonableness which increase teachers self-development.

C. Research Questions

The aim of this research is to find out the answers to the following research questions :

a. What are the English teacher's perceptions of their professional development?

b. What are the English teachers strategies in developing professional development in their teaching experience?

D. Research Aims

The aim of this research is to find out English teachers' perception of their professional development. Besides, the research explores English teacher strategies in developing their teaching job.

E. Significance of the Study

This research is expected to be beneficial for people who want to be an educator in teaching professionally. Besides, this study can be used as a reference for further learning of professionalism especially for Department of English Language Education, the students and the teachers. First of all, Department of English Language Education will be helped in improving students professional skill of being a teacher. It also provides some ideas of teachers' professional development as a recommendation in gaining the teachers' licence. Second, the research can be used to increase students' knowledge of teachers' professional development. Therefore, teachers can improve and support their professional skill in this study.

F. Terminologies

There are some terms in this study which should be defined to avoid misunderstanding. Those terms are:

English Teachers' Perception

In this term, English teachers' perception is discussed to ensure how their understanding of professional development. There are many issues like a developing country especially for Indonesia which still has several problems in developing professional development such as less awareness of seeing the need of teachers development, fewer opportunities in an institution and so forth as clarified by Guan and Huang (2013). Besides, they explained that English teachers' perception is defined as how they conceptualize professional

development as the need for being a good teacher. Relating to *Undang-Undang Guru dan Dosen* (henceforth UUGD) or the National Law for Teacher and Lecturer issued No 14 in 2005, Sugiharto et al,. (2016) clarify the situation at all schools grade even formal or informal institution where there is an educator gives, applies or conveys his o her teaching-learning experiences to students is called the professional teacher. Teachers' profession is dynamic and adjusted with the curriculum in Indonesia; indeed, the teachers' professional development is sustainable throughout their career for improving teaching-learning. Readers must know how teachers' professional development perception.

According to Kim and Hatton (2008), teachers' perception is the way teachers' assumption about teaching-learning even from previous experience and today's action as well as teachers idea or conceptual thinking. In this research, teachers' professional development is regarded as how they interpret professional development influencing their activities as a teacher. Meanwhile, Guskey (2000) defines professional development as the establishment of activities of increasing professional knowledge, skill, and behaviour for student learning achievement.

Professional Development

According to Guskey (2000), professional development is the purpose of improving student learning through teachers' self-development activities and processes in thinking and action professionally. In other words, professional development called as professional learning which continuously happening to the teachers in improving themselves in the educational setting of learning. Its development can be gained by two types as well as explained by NSMA (2010)

quoted by Garrett (2017). It classifies into formal and informal teachers' professional development. The formal professional development consists of "attending workshops and classes or visiting other schools, while informal professional development includes study groups, peer coaching, mentoring, observations, collaborative planning and reviewing student work in teams" (p. 39). Moreover, ELT Research Journal (2012) defined professional development as the whole of teachers' profession experiences through the formal and informal ways which to be developed for increasing a person's learning. In this term, the writer will conduct the formal and informal activities of teachers' professional development to complete the research in getting the data of teachers' perception as defined by the Organization for Economic Cooperation and Development or OECD (2005) where professional development supports teachers' professionalism in knowledge, skill, and attitude by following some activities designed.
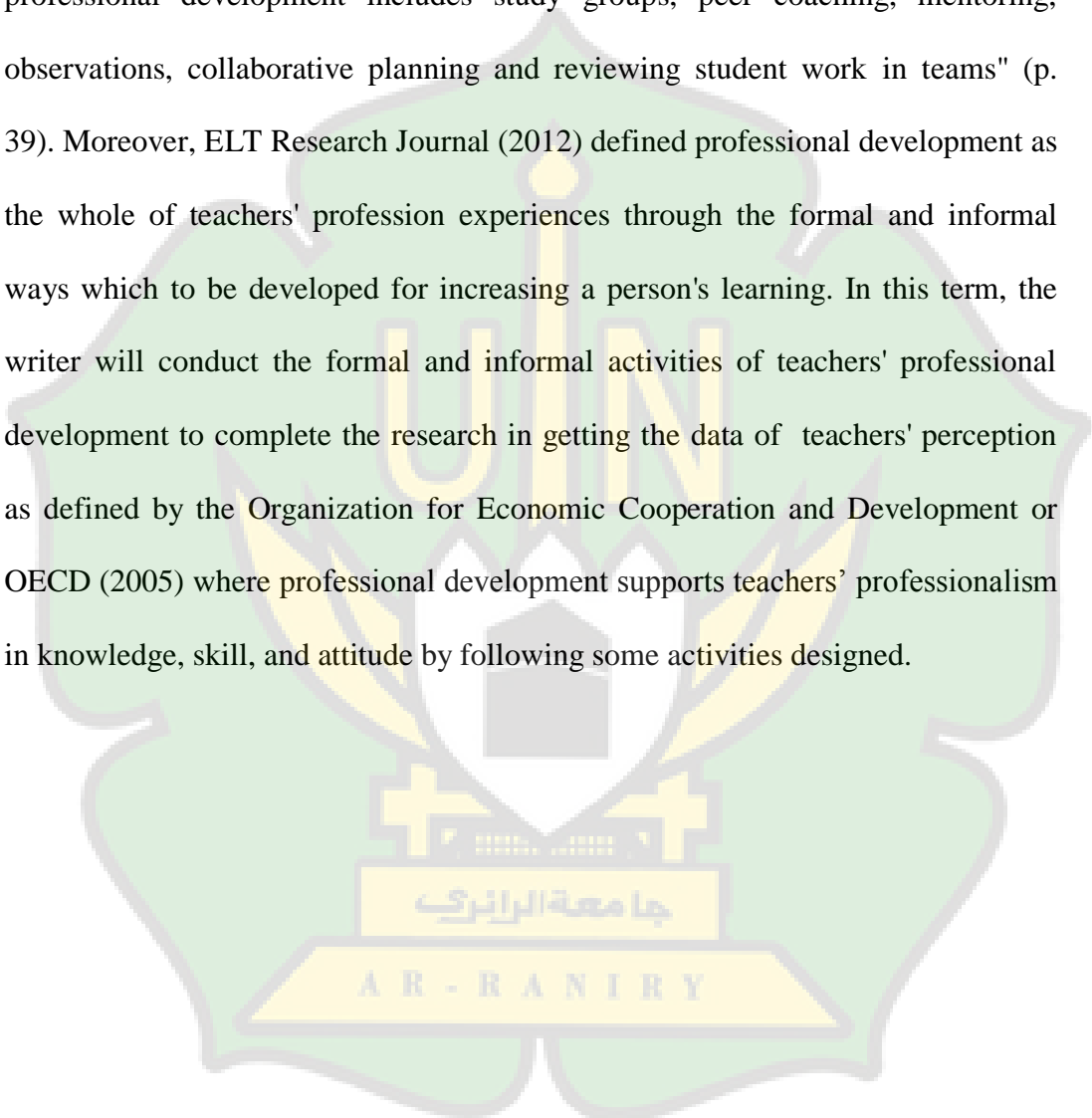
CHAPTER II
LITERATURE REVIEW

A. Indonesia's Education Framework

Education in Indonesia is changing over the time since under the New Order. It is stated by Rosser (2018) that education in Indonesia has improved and become the centre of responsibility by the government until now. Somehow, he explained that Indonesia's education still in the lowest rating as evidenced by PISA (Programme for International Student Assessment) in 2015 where 42 percent of younger Indonesians' educators face at "minimum standards in all three areas covered by the test: reading, mathematics, and science" (p. 8). This phenomenon is due to the low quality of education but Indonesia has plus point in putting the children in the school. In the same time, the low quality of education especially for teachers and lecturers in Indonesia also discussed in one of several causes of poor educational quality besides the level of government spending on education, reward systems, and poor government management of public educational institutions as dated by the World Bank, the OECD, and the ADB as mentioned by Rosser (2018).

Educators take a crucial role in determining the quality of education in Indonesia. One of its roles is well-known of teacher-centred and knowledge-centred as effective classroom pedagogies as mentioned by Zulfikar (2009) besides mastering curriculum, teacher evaluation, collaborative teaching, assessment system, etc. It is inseparable from the professional teaching of teachers and lecturers who can change the quality of education settings where several

professional activities such as mentoring and initial training can improve self-professional development. Various parties, both formal and informal, have promoted education in Indonesia, but the most important thing is to create a quality that starts with the educator himself.

1. *The Minister of National Education Regulation (Permendiknas)*

The National Education Ministry Regulation (Permendiknas) has arranged standard of academic qualification and teacher competence in Indonesia no 16 in 2007. This regulation is set based on teachers main competencies insist of pedagogic competence, social competence, personal competence, and professional competence. One of the regulations focused by the writer is professional competence. The National Education Ministry Regulation (Permendiknas) establishes competencies requiring teachers to develop professionalism sustainable by taking reflective action. This action can be done by reflecting on self-performance continuously, developing professionalism through a class action, and technology utilization. Furthermore, foreign language teacher is required to know various aspects of language and communication such as linguistics, sociolinguistic, and strategies.

Understanding of professional teaching in Indonesia is also set in Law 14 of 2005 on Teachers and Lecturers as stated by OECD/Asian Development Bank (2015). Tanang et al., (2014) explain that its Law assigns teachers as "professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood education, formal education, primary education, and secondary education" (p. 27). Furthermore, to

improve the quality of education, qualified teachers and lecturers are needed and government has arranged a teacher certification program in UUD no 20 of 2003 about National Education System, UUD no 19 of 2005 about National Education Standard, and UUD no 74 of 2008 about paragraph 65 point b which states that teacher must have academic qualification, competences, and educator certificate.

According to Baan (2012), the Government publishes the Minister of National Education Regulation (Permendiknas) in Indonesia no 10 of 2009 about teacher certification which requires academic qualification minimum of relevant Strata and competencies mastering. Its competencies consist of pedagogic competence, personality competence, social competence, and professional competence to improve teacher welfare. Based on Permendiknas no 10 of 2009 paragraph 2 point 1 stated by Baan (2012), teacher qualification is tested through competences testing to have educator certification by using portfolio assessments as pointed by paragraph 3. In paragraph 4 about portfolio values, teachers are called professional when they are tested by looking at some points of academic qualification, education and training, teaching experience, planning and implementation of learning, assessing by supervisor, academic achievement, professional development work, following scientific forum, organisational experience in education and social field, and award of relevant education field. These policies set by the government show that to be an educator need well-prepared of mentality and quality of the educational background. In sum, The Minister of National Education Regulation (Permendiknas) No. 16 of 2007 and No. 10 of 2009 are used to support teachers certification and competencies

relating to their professional development. Meanwhile, Permendiknas has discussed two points of English teachers' competence that teachers have to master in their teaching experience. First, teachers' knowledgement in various aspect of liguistics, discourse, sociolinguistics, and stategic. Second, mastering English spoken and written, receptive and productive in all communicative aspects of liguistics, discourse, sociolinguistics, and stategic.

2. *Teachers' Competences*

Based on Law No. 14 of 2005 about Teachers and Lecturers quoted by Pahrudin et al., (2016) describe competence as "a set of knowledge, skills, and behaviours that must be owned, lived and ruled by teacher or lecturer in performing the duties of professionalism" (p. 335). Furthermore, Mustafa (2013) explained that teacher's competence is equivalent to the activities of someone who mastering pedagogical teaching such as managing the information, problem-solving, and well-communicating with the learners. To achieve the quality of human resources owned especially for educators in teaching-learning, teacher's competence is needed. Hakim (2015) stated that student who has done well-accomplished the learning process is described by how teacher's role and competencies applied in the classroom. Indeed, a teacher's competence affects teacher performance and how to manage good learning of student-centred. Several competencies that must be mastered by an educator to improve the quality of education insist of pedagogical competence, personality competence, social competence, and professional competence. Besides, learning discourse competence is important thing that must be known by the teachers to support their

teaching career as stated by Nuridin (2018). According to Celce-Murcia (2007) cited in Nuridin (2018), "discourse competence is the centre of the other competencies, including linguistic competence, interactional competence, sociocultural competence, and formulaic competence" (pp. 33-34). It means that before mastering four competencies of social, personal, pedagogy and professional competence, teachers are demanded to understand the centre of competencies.

2.1. Pedagogic competence

According to Mulyasa (2007), pedagogical competence is the ability to manage the learning of learners including an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. Moreover, Pahrudin et al., (2016) based on the National Education Standards Agency (BSNP) defined pedagogic competence as the teacher actions of students controlling in the classroom in various aspects of educational framework and learners understanding, curriculum or syllabus development, learning application, evaluation of learning outcomes, creating the learning design, and developing the learners potential. Besides, pedagogic competence is used to put the learner in controlled learning so they can develop their personality, mentality, and social communication as stated by Syahrul (2016).

2.2. Personality competence

In an educational system, personality competence controls the process of teacher-centered in the teaching-learning. This competence completely affects

students because all actions of a teacher's personality can be copied. Furthermore, Supardi (2017) pointed out that personality competence is the way for learners to have good behaviour. Besides, personality competence affects someone's mentality and 'give appearance and impression' as stated by Taniredja and Abduh (2016). The main point of personal competence is how teachers able to communicate and enliven the classroom atmosphere with pedagogical knowledge and self-characteristic. It supported by Kusumawardhani et al., (2017), they argued that teachers are demanded to give their contribution professionally so students can copy them as a good model and well-performed as good member in an educational institution to describe their quality without relying on others educators. Dealing with characteristics of teachers' competence, Shisavan and Sadeghi (2009) explained that a good management classroom strongly related to an educator's personality. They said that a teacher who treats every student differently impacts the process of an effective classroom. Meanwhile, the teacher who "possessed a good personality which was being patient and flexible, caring about students' needs, having positive attitudes towards learners, being smart and creative, and do not talk too much about their personal experience" becomes an effective teacher (Shisavan and Sadeghi, 2009, p. 134). Indeed, the teacher's personality takes a crucial role in teaching-learning and become one of the biggest capital in providing education.

2.3. Social competence

Pahrudin et al., (2016) defined social competence is someone who has a good personality, manners, and moral philosophy related to how he or she

communicates with the environment either formally or informally. Regulation no 19 of 2005 affirmed the social competence as the ability of teachers as part of the public to communicate, get along in school and society. Furthermore, Heinz et al., (2012) explained social competence as an effort to control an individual's personality and environment to get a positive social impact. To sum up, social competence describes someone in the way of how he or she makes the relationship with others socially that can describe their identity as stated by Kanning (2003) which refers to cognitive, emotional-motivational, and behavioural aspects.

2.4. Professional competence

Camelo and Angerami (2013) stated that professional competence is knowledge owned by individuals which formed into the competence of functional of intellectual techniques, behavioural, ethical and political in individuals' contribution and its outcomes are proved personally or generally. Furthermore, Pahrudin (2016) defined professional competence as someone who mastered the material in his field as an educator including all aspects of the educational system such as curriculum, educational knowledge, and teaching material. Besides, he stated that there are two points to explain what professional competence is. First, mastering the field owned both in terms of methodology and curriculum. The last point is mastering the structure and the scientific method. According to Astuty (2015), there are several points of professional competence which consist of

> Mastering the substance of the field of study and scientific methodology, mastering the structure and material studies curriculum, mastering and utilise information and communication technologies in learning, organise

studies curriculum material and improving the quality of learning through action research (p. 154).

Besides, the professional competence includes the following sub competences:

Table 2.1 Professional competence and sub competences.

Competence	Dimension	Indicator
Professional competence	1. Mastering the material	1. Mastering of teaching material. 2. Encourage students to make conclusions.
	2. Standards competence and basic competence	1. Formulating flowchart linkages of each subject. 2. Encourage learners to understand the course.
	3. Develop creative material	1. Enrich teaching material 2. Encourage learners to master the material
	4. Develop professionalism	1. facilitate learner to develop their knowledge. 2. Encourage learners to facilitate in training.

Adapted from: (Astuty, 2015, p. 157)

According to the National Education Ministry Regulation (Permendiknas) no 35 in 2010 article 4, the government demands teacher to achieve teacher competency, skill, and professional learning in education through reflective action. Besides, Mulyasa (2003) stated that teachers who have basic knowledge and understanding of their fields are called professional competencies requiring the material understanding and developing a curriculum set by the government. Rahman (2013) clarified that teacher quality is related to the learning process in

the classroom and it is the teacher responsibility to be able to master classroom management. There are three aspects that a teacher must professionally have to achieve professional competence insist on planning, implementing, and evaluating.

Majid (2007) pointed out that planning is the process of preparing the subject matter, course design, approaches, methods of learning, and assessment setting in allocation time needed by the teacher to get the goal of learning. In this term, the planning activities are done by the teacher such as formulating learning objectives, organizing the material, choosing the method learning and learning resources, measuring the learning outcomes, etc. Besides, Mashuri (2012) defined implementation as teacher's activities which related to what teacher pedagogic have in actual reflection. It can be the ability of stimulating the student through the lesson, providing the explanation and using the multimedia instruction. Meanwhile, evaluation is the activity of assessing the teacher program which have planned previously.

3. *Professional Teaching and Learning*

According to Ajayi's (2009) quoted by Owolabi (2012), teachers having professional qualities are described in several characteristics such as;

> Mastery of the subject matter, sense of organisation, ability to clarify ideas, ability to motivate students, good imagination, ability to involve the students in meaningful activities throughout the period of teaching, management of the details of learning, and frequent monitoring of students' progress through test, formal and informal, written and oral quizzes (p. 73).

These points significantly influence teachers in the teaching process. When their background knowledge supports teaching practice, they become professional teachers. In the educational system, Mashuri (2012) said that teachers are demanded to have professional ability involving the planning, implementating, and evaluating of learning. Under the planning, teachers are guided to have the deepest understanding of professional learning curriculum which affects the teaching process. When teachers can teach well and have management classroom, it means that they have professional knowledge of what they want to give to students. Moreover, Habiburrahim (2017) explained that teachers must have a learning curriculum to address students needs. According to Mashuri (2012), there are several ways should teachers aware in planning curriculum insist of formulating the learning purpose, organising the material, choosing the method and media or learning, determining the learning outcomes of the assessment procedures and the ways of learning, determining allocation time, and providing lesson plan.

Meanwhile, in measuring the teachers' implementation, some steps such as starting the learning ability, mastering the material, giving a clear explanation, using the learning method and material designing in the curriculum are valued as teachers professional teaching as stated by Mashuri (2012). He also defined evaluation as teachers awareness and actions in developing students learning outcomes, the rating of learning the program, guiding and improving the curriculum.

In sum, the professional learning does not take a short time process. It happens along the career path of teachers where they have to learn in lifelong condition on teaching-learning. Furthermore, teachers having professional learning will be described through their teaching profession. If they keeping the learning of professionalism, they position themselves in continuous professional teaching. At the same time, it becomes a professional development for teachers.

B. Teachers' Professional Development

1. Definition of Professional Development

Guskey (2000) defined professional development as strategy school systems where educators' performance levels need to be improved sturdily. it supported by Stewart (2014) who ensures professional development as the significant way for teachers to practice their theory of information perceived to the real action. Professional development, somehow, becomes a crucial need especially for novice teachers. There are several ways to develop professional development such as following activities of seminars, peer observation, journal writing and so forth, one of them is named Professional Development Schools (PDS) wherein this term school-college partnership collaborated to find out the better solution for the preservice teacher to develop professional development as stated by Kennedy (2017).

National Association for Professional Development School (2008) stated that professional development schools must be known by teachers for their improvement in preparing the preservice teacher; besides, it is designed to

accomplish "a four-fold agenda: preparing future educators, providing current educators with ongoing professional development, encouraging joint school-university of education-related issues and promoting the learning of P-12 students" (p. 1). This function also supported by Darling and Hammond et al., (2017). They explained that professional development schools help teachers confront their unexpected situations in the classroom. Besides, Mizell (2010) in his book explained how important having professional is, he says that "educators who do not experience effective professional development do not improve their skill, and students learning suffers" (p. 6). It means that someone to put himself in a change to improve self quality already understands the importance of the role of professional development.

2. *The Nature of Teacher Education*

Teacher's professional development is crucial to be interpreted as well as teachers achievement to gain and continue long-term success of the teaching-learning program which means as Richards and Farrell (2008) explanation that teachers are guided to adjust the teaching-learning to each level of students' need for teachers' development based on the fact claims "the knowledge base of teaching constantly changes" (p. 1). It requires educators to consider the changes that occur in education wide as Richards and Farrell (2008) say "the pressure for teachers to update their knowledge in an area such as curriculum trends, second language acquisition research, composition theory, and practice and technology is intense" (p. 2). Also, school and classroom support teachers to develop their professional development.

According to Labaree (2000), professional development influences teachers' perspectives of teaching-learning. It changes teachers to be a good personality and competence based on the factual happening such as teacher-student relationship, teacher emotional controlling, teachers' preparation and the effectiveness of teaching. These activities are a crucial aspect of the notion of teachers' education. He stated that teachers' development can be developed by both institutional and individual efforts.

3. Activities for Teacher Professional Development

There are many ways to measure the teachers' development in the teaching-learning process, especially for their professional development. One of them is looked at by the success of its students. Teachers use professional development as the method to improve their pedagogy in teaching-learning to ensure the students' success as well as explained by Mccarthy (2016). She also classified all teachers professional development into three categories insist of district-wide, site-based and individual-improvement.

Based on Guskey (2000), district-wide professional development allows teachers to transform and collaborate the resource for educational goals especially in sharing what they have learned. In this term, training and workshop are provided in order to fulfil teachers' need. Meanwhile, site-based professional development based on Sparks (2002) explanation is effective forms of individual training which aims to improve cooperative planning, learning practice, and assessment of teachers ;afterwards, Garet et al., (2001) says it is used to ensure need of students by "focusing on student achievement and creating a collaborative

culture where teachers discuss their issues and learn from one another" (as cited in Mccarthy, 2016, p. 16). Activities of site-based professional development are action research, coaching, mentoring, analysis of student work and self-directed learning projects as well as mentioned by Mccarthy (2016).

The last point is individual-improvement professional development which focused on teachers' personality of teaching-learning. It functioned to improve teachers learning such as their knowledge, attitudes and so on, to create new teachers' practices in the classroom and a new background of teaching-learning related to the work of teaching as explained by Fishman et al., (2003). Moreover, the individual-improvement is called as self-professional development where it has a function to develop the comprehension of person's ability to be a self-confident person as described by Fadjarai (2015) quoted by Alfia (2017).

To summarise, varieties of professional development include in all aspects such as individual and individual terms. Based on Richards and Farrell (2008), they put professional development into each group as illustrated in Table 2.2.

Table 2.2: *Activities for Teacher Professional Development*

Individual	One-to-one	Group-based	Instructional
● Self-monitoring	● Peer coaching	● Case studies	● Workshops
● Journal writing	● Peer observation	● Action research	● Action research
● Critical incidents	● Critical friendships	● Journal writing	● Teacher support groups
● Teaching portfolios	● Action research	● Teacher support groups	
● Action research	● Critical incidents		
	● Team teaching		

Adopted from: (Richards and Farrell, 2008, p. 14)

Besides, these professional development are facilitated, in part, by formal and informal teaching-learning opportunities. These categories also supported by Joshi (2012) which "teacher development includes both formal and informal means of helping teachers to master new skills, widen their knowledge, develop an innovative insight into their pedagogy, their practice and their understanding of their needs" (as cited in Bharati and Chalise, 2017, p. 69). Formal and informal professional development are provided in subsequent sections.

3.1. Formal

According to Dabbagh and Kitsantas (2012), teacher professional development activities are often classified into formal and informal. Teachers engage in an activity to learn and acquire basic skills, in-service credit for certification, activities sponsored and structured to gain a specific purpose such as workshops and mentoring are included in the formal professional development.

1. *Workshops and Seminar*

Nowadays, various activities appear to improve professional development. One of these activities is a workshop and seminar. Villegas and Reimers (2003) explained the workshop as the activities that can help teachers determine the reasons for their students not only achieving their learning targets by doing some research in the classroom. They also state that in the workshop, teachers are guided to have skill time management, resource management, and risk-taking ability. They said that the workshop helps teachers involve in the learning process besides developing teachers' knowledge and skills. In the workshop, teachers learn about new content, pedagogy and help them to reduce the feeling of isolated

in teaching as argued by American Association of Physics Teachers (2009). Moreover, Gupta and Kashiri (2007) have the same idea about the seminar looking by its function to help teachers need.

Dennick and Spencer (2011) defined seminar as the discussion which held in small groups and lecture groups talking about the teaching-learning process. Kasi et al., (2016) stated that seminar "is a lecture or presentation delivered to an audience on a particular topic or set of topics that are educational in nature. It is held for a small group and the role played by the speaker" (p. 878). Moreover, Spruijt (2014) explained the role of seminar teachers as a tool to improve the process of teachers' teaching-learning and teacher-student interaction. To avoid misunderstanding of the differences between workshop and seminar, Osamwonyi (2016) defined them in activities applied. She stated that the workshop is an academic agenda held to support the knowledge and functional of the participants directed by experienced speakers. Besides, the seminar is an academic discussion activity that focuses on the problems experienced by participants which will then be discussed together.

2. *Training*

The word 'training' becomes familiar with the educational system, especially for teachers. Nowadays, training is used to get a license to be a teacher. Richards and Farrell (2008) defined training as the activity to draw up the teachers' responsibility and instruct them in first teaching experience. In this training, teachers are taught about the basic concepts and principles as well as activities that can create a lively class atmosphere. Yahya et al., (2015) mentioned

several positive impacts of training that insist of improving the quality of teachers especially for their professional development, providing experience, and competing teachers in a worldwide situation. Furthermore, they stated that there are two types of training. First, short training which held more than an hour. In this section, teachers who undergo basic counselling give and share information about what has been learned in previous training through in-house training. According to Rusdin (2017), in-house training is the program handled by educational institution by providing the place and devices, establishing the participants to be trained, and providing the trainer. Also, he affirms that in-house training is can be done internally in KKG or MGMP, educational institution, or places that can be available. Second, long training which held more than four hours to achieve the purpose of the program. This training organised by school management or other institution which often trained on Saturday

3. Subject Teacher Working Group (MGMP)

Teacher professional development in Indonesia has changed by the time determining the level of education nowadays. Rahman (2016) explains that teacher professional development has used to increase teacher quality for Indonesia's education. It started in early 1970 when national workshop had produced more than a thousand educators in upper 100 provicial teams and had trained 90,000 teachers. By looking at this improvement, teacher professional development penetrated throughout the country. The Work of Teacher or Pemantapan Kerja Guru (PKG) was a program of teacher professional development to train teachers in junior and secondary schools at the time. It

engaged non-PKG educators to join which made the program developed into Sanggar Pemantapan Kerja Guru (SPKG) or centres for disseminating PKG's methodologies and materials.

The Minister of Education provided new programs named Kelompok Kerja Guru (KKG, Primary School Working Group) and Musyawarah Guru Mata Pelajaran (MGMP, Subject Teacher Working Group for Secondary School Teachers) to replace previous one. These programs were designed as "local networking forums for in-service training and self-improvement activities conducted by local teachers" (as cited in Rahman, 2016, p. 43).

Chang et al., (2014) defined Subject Teacher Working Group (MGMP) as the program to help teachers in the same major to improve their identity as an educator. Also, this program allows teachers gather in a meeting group in order to discuss "teaching problems and work cooperatively to undertake common tasks such as curriculum development, the creation of teaching aids, and the design of test items, ...such as lesson study and classroom action research" (p. 83). Furthermore, Marsigit et al., (2014) mentioned several objectives of MGMP program insist of improving teachers' ability and skill in panning the lesson study, discussing the problems that teachers faced in educational atmosphere, providing the activities in order to increase professional skill, and improving the teacher cooperative learning. Besides, Departemen Pendidikan Nasional Republik Indonesia (2008) has developed the standard of MGMP in order to improve teacher professionalism. In the forum of MGMP, teachers are allowed to choose the activities provided such as peer coaching, teachers cooperative learning

through discussing the lesson study, professional learning community, writing scientific paper, etc.

3.2. Informal

Informal professional development is used to acquire new knowledge through self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolio, analysing critical incidents, case analysis, team teaching, and action research.

1. *Self-monitoring*

Self-monitoring or self-evaluation is the activity for self-judgment. It means that teachers are demanded to value own improvement in the teaching process. According to Bruhn et al., (2015), self-monitoring involves improving someone performance by analysing the results of a person's observation data after making observation and recording. Moreover, self-monitoring functions teachers control the role of teacher-centred which focuses on body movement and reduce dependence on other individual's help as stated by Rispoli et al., (2017).

2. *Teacher support groups*

Richards and Farrell (2008) define teacher support groups or called as peer support or mentoring is "two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one's own" (p. 51). It has functions to provide a group of teachers meeting to discuss goals, concerns, problems, and teachers' experiences. Support groups are also referred to by another name such as study groups, teacher networks, and learning circles. Besides, based on Smith

(2003), support groups occur when teachers engage in partners gathering to share a new idea and improve their skills.

According to Mccarthy (2016), teacher support groups are used as the way to collaborate, collect the information, get sharing experience and improve a person's professionalism. Furthermore, Murray (2010) has the same functions of teacher support groups wherein this way teachers gather in discussion activities talking about their teaching-learning issues. These informal activities happen in a structured agenda, that is, each teacher contributes her or himself as a facilitator in a group discussion equally. Nevertheless, the meeting of teacher support groups can be held everywhere based on mutual agreement. It happens via online discussion if the teachers use technology. To avoid misunderstanding of how teacher support groups work, Murray (2010) explained that some English teachers doing collaboration and visiting American scholars to discuss their teaching issues in the educational system. In the beginning, teachers gathered in a meeting section and starting with what their student's problem in the classroom before exploring the best solution to solve it and continuing with giving a short questionnaire form to the students. Its results will be analysed by teachers and revised continuously to prepare the students independently as a learner.

3. Keeping a teaching journal

Goker (2016) emphasised the aim of journal writing as a tool for teachers to express their argumentation in written text. He also added that using reflective journal can improve teachers' leadership, motivate partners' teaching, and build a conducive atmosphere. According to Holly (2002), keeping a teaching journal

helps teachers measure the internal and external factors that affect their teaching experience. It guides teachers to know their identity especially creating a personality of being a good teacher as said by Cooper (2013).

4. *Peer observation*

Peer observation almost has the same meaning as the team teaching which both of them work together in developing self-evaluation. Sparks (2002) stated that peer observation is the teachers' activities that supervise, motivate, suggest and support each other's lesson or practice. These activities greatly assist the assessment of teaching from various perspectives.

5. *Teaching portfolio*

A teaching portfolio is a way how teachers engage students during the teaching-learning process about a topic discuss as explained by Reimers and Villegas (2003). It is used as a tool by the teachers to develop their work or teaching target in conveying education. Besides, they explained that teaching portfolio can help teachers in measuring and monitoring their professional development.

6. *Analysing critical incidents*

According to Mohammed (2018), analysing critical incidents means the activities for teachers to find out the main problem in teaching-learning structured so they can take action for future alteration. Beside, Joshi (2018) defined critical incidents as to how someone identifying an incident of a context. It can be anything and happened anywhere such as "when a student constantly arrives late in the class, when some students make noise while teachers are teaching, etc" (p.

82). This problem faces is the personality that occurs between teacher and student which quite impact on the teacher as a problem solver. The same point has clarified by Richards and Farrell (2010), they argue that "a critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspects of teaching and learning" (p. 13). Indeed, teachers must ready for any situation and try to solve the problem at the time. The process of analysing the critical incidents is by asking the question to the students. collecting students' homework, for instance, the teacher can ask "have you done your homework?". If the answer is yes, the critical incidents can be positive for teachers' reference of what homework given that helping students in understanding the English material. Still, if the answer is no, it can be negative for the teacher in improving the teaching-learning for students better understanding.

7. *Case analysis*

Bonney (2015) clarified that teachers using case analysing in teaching-learning become more adroit. Dealing with this argument, Herreit et al., (2011) also stated that case analysis increases teachers' critical thinking. Students become active in the classroom with discussion directed by the teacher and develop their cognitive learning of Bloom's taxonomy by providing the case analysis. In reality, students have their own various opinion of one topic and a teacher must guide the students' perspective into comprehend goals. By analysing one case, the teacher has been able to make student-centred become the main role in the classroom.

8. *Team teaching*

According to Murawski and Dieker (2008), Team teaching is a teacher collaboration team to support each other for improving teaching practice and providing the quality of student education. Besides, Conderman (2011) defined team teaching as a treatment directed by more than two teachers for achieving students learning in groups. The aim of team teaching is to an activity that helps the teacher in two things simultaneously. First, it guides the teacher in getting the main concepts of learning. Second, it helps the teacher to be more creative in teaching the same material as mentioned by Jang (2006). In conclude, team teaching is teacher's activities for improving student learning which doing collaboration and observing each other teaching. Critique and support the pedagogy teaching for each other also allowed for the better alteration of teachers.

9. *Action research*

O'Connor et al, (2006) stated that action research is a study designed by teachers based on what they want to practice in the classroom. At the same time, it develops teachers' professional development from applying new instructional strategies, curriculum, and many educational activities. Ferrance (2000) says that "action research helps teachers to pick up threads suggested in academic circles, and weave them in their classroom" (p. 13). Furthermore, Sax and Fisher (2001) claimed that teachers who use action research will easily record the activities that they are decided to do in the class by using a systematic approach.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the purposes of this research are to find out teachers' perception and strategies to develop professional development through the discussion of the using research methodology. The writer collected the data by using qualitative research and its technique to support this study. Also, the writer discussed the location and time of the research, research design and participants of the data.

A. Research Design

The writer applied qualitative research as a method to gain data on teachers' perception of their professional development. Ospina (2004) defined qualitative research as based on person's experience by empirical meaning which is explained completely by Denzin and Lincoln (2000) where qualitative research conducts '*an interpretive and naturalistic' approach means* "qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3).

Furthermore, Creswell (2012) explains qualitative research as "explores a problem and develops a detailed understanding of a central phenomenon" (p. 16). Furthermore, Meriam (2009) affirmed that qualitative research has several characters such as conceptualization target, researcher as a primary instrument, an inductive process, and in great quantities of description.

B. Research Sites

The research took place in both schools of SMAN 4 Wira Bangsa and MAN 1 Aceh Barat. These schools are boarding education institution which require students to stay in a dormitory during the teaching-learning process. According to Data Referensi Kementerian Pendidikan dan Kebudayaan (2018), SMAN 4 Wira Bangsa is located at Sisingamangaraja Meriam Street Lapang Meulaboh which operated since 2003 and official operated in 2006. It becomes one of favourite school that has international standard as well as circular letter No. 421.1/E.1/311/2003 in 2003 quoted by Sutryani (2014). SMAN 4 Wira Bangsa prepares students to become reliable leaders, able to relate to social, cultural, environmental and develop IMTAQ and science and technology in the future global world. Meanwhile, MAN 1 Aceh Barat is the second place used by the writer to collect the data. This school located at Sisingamangaraja Street, Johan Pahlawan, Meulaboh which operates the Boarding School system based on Edoc (2018) preview.

C. Research Participants

The population in this research are two boarding schools of SMAN 4 Wira Bangsa and MAN 1 Aceh Barat. Meanwhile, six English teachers were selected as the sample. Besides, the writer selected the participants based on purposive sampling which its technique used by the writer to get the participants' data who can provide the information based on their knowledge and experience as defined by Etikan et al., (2016). Through purposive sampling, the writer chose the

participants based on their background as teachers providing information on their professional development. A total population of purposive sampling was conducted by the writer where all teachers from both schools of SMAN 4 Wira Bangsa and MAN 1 Aceh Barat were available to share the information of their experience of professional teaching. Also, teachers have the characteristics of involving professional development activities such as following the training program as the obligation part to be a teacher, attending the workshop event, etc. In this term, the writer grouped the participants into the smallest from the population of all teachers in two schools. The English teachers were the final result to be analysed by the writer to get the answer to how teachers' perception and their strategies in professional teaching.

D. Instruments for Data Collection

1. In-depth interview

According to Mack et al., (2005), an in-depth interview is a technique carried out by the researcher to get the opinions or views of participants. It is the way how researcher is motivated by learning all aspects about the topic given to the participants by asking some questions neutrally and continuing to the next question based on previous answer of participants without any encouragement for getting the best answer of what researcher supposes. Furthermore, based on Mack et al., (2005) explanation, in-depth interview also allows the writer to gain the data via phone conversation and interview with more than one participants of their feelings, opinions, and experiences. In this study, the writer conducted an in-depth

interview -face-to-face- to get the data from participants' perspectives. This technique is significant because the writer wants to know how the participants interpret their professional development in the teaching-learning process and take about 25-30 minutes for each teacher.

To sum up, the writer provided five questions to get the answer of the primary research question which covered in some categories of teachers' perception of professional development, the activities in improving professional teaching and teachers' obstacles in gaining professional development. Also, to get the answer of the second research question, the writer provided three questions consist of the understanding of teaching profession, what teachers' contribution in planning, implementing and evaluating, and teachers' strategies in improving professional development for educational achievements. In this term, the questions given are semi structure interview.

Figure 3.1 list of interview questions

LIST OF INTERVIEW QUESTIONS

TEACHERS
1. What is your perception of professional development in teaching?
   a. Is it important for you? Please explain it!
   b. Have you applied professional development in the real life? Please give the example?
2. What do you know about professional development activities?
   a. Can you tell me about the professional development activities that you have participated in such as formal and informal programs (e.g. workshop, seminar, training, MGMP, self-monitoring, teacher support group, teaching journal, peer observation, teaching portfolion, analysing critical incident, case analysing, team teaching and action research)?
   b. Which activities do you use for your effective and continuous professional development?
   c. Does it affect your teaching-learning in the classroom? How?
3. Do you find any problems in gaining professional development?
   a. Please explain it?
4. How are the effective strategies in improving the professional development for educational goals?
5. What is the impact of your perception of professional development on your

(See Appendix D)

2. *Observation*

According to Kothari (2004), the observation method is the process of observing things in environment setting and relating to the behavioural aspect. In this term, the writer used the observation method to analyse teachers' professional teaching by using unstructured observation. It allowed the writer to observe the participants without considering the procedures of observation such as the definition of the object observed, the style of the recording process, the standardised conditions of observation, and the selection of data of observation, so, the writer did not capture everything was happening in the classroom aside from what the writer targeted. During the observation, the writer took the position as non-participant observation who did not involve and communicate with the participants. The writer checked what teachers professional teaching activities through checklist form provided. In this term, the writer adepted the form of observation checklist from Reformed Teaching Observation Protocol (RTOP) which created by the Evaluation Facilitation Group (EFG) of the Arizona Collaborative for Excellence in the Preparation of Teachers (ACEPT) as cited in Piburn and Sawada (2000). Moreover, the writer observed the participants for one meeting of their teaching-learning process. It caused by teachers' professionalism. Basically, teachers' professional teaching will appear by itself without any special preparation. When they understand the context of teachers' professional teaching, they will automatically apply it in practice. So, there is no need for the writer to observe the participants twice or more than it.

Figure 3.2 list of teachers observation checklists

Teachers' Observation Checklist

Name of teacher :
Year of teaching :
Date of observation :
Grade level :
Information of subject observed :

Adapted from Reformed Teaching Observation Protocol (RTOP) in 2000.

No	Professional Activities	Remark Yes	Remark No	Explanation
	Planning			
1	RPP observing			
2	Formulating and structuring the learning outcomes, the procedure of outcome value			
3	Organising the material			
4	Using the teaching method			
5	Using media or source of the material			
6	Determining steps of learning			
7	The lesson involved fundamental concepts of the subject			
8	The lesson promoted strongly coherent conceptual understanding			
9	This lesson encouraged students to seek and value alternative modes of investigation or problem-solving.			
	Implementation			
10	Starting the learning			

(See Appendix E)

Figure 3.2 list of students observation checklists

Students' Observation Checklist

Name of students :
Date of observation :
Grade level :
Information of the teacher observed :

Adapted from Reformed Teaching Observation Protocol (RTOP) in 2000.

No	Students Classroom Activities	Remark Yes	Remark No	Explanation
	Procedural Knowledge			
1	Students used a variety of means (models, drawings, graphs, concrete materials, manipulatives, etc) to represent phenomena			
2	Students were actively engaged in a thought-provoking activity that often involved the critical assessment of procedures			
3	Students were reflective about their learning			
4	Intellectual rigour, constructive criticism, and the challenging of ideas were valued			
	Communicative Interactions			
5	Students were involved in the communication of their ideas to others using a variety of means and media			
6	The teacher's questions triggered divergent modes of thinking			
7	There was a high proportion of student talk and a significant amount of it occurred between and among students			
8	Student questions and comments often determined the focus and direction of classroom discourse			

(See Appendix F)

E. Methods of Analysis

The writer used qualitative data analysis during data collection. To get the answers of the primary and secondary research question, thematic analysis is used in this term. According to Maguire and Delahunt (2017), thematic analysis is "the process of identifying pattens or themes and addressing it into the research or issue" (p. 3353). It provides a systematic way to data analysis. Accoding to Clarke and Braun (2013), there were several steps that the writer did in using thematic analysis. First, familiar with the data was important way before the writer initialled ideas of study into codes. Second, the writer generated initial codes in order to reduce lots of data into small chunks or meaning. Third, the writer determined the themes which characterised by its aims related to the research questions. For instance, the writer coded several meanings such as 'I do not know' or 'it is important to gain pofessional development' related to English teachers perception of professional development. The writer collated these meanings into an initial theme named teachers understanding. The last, the writer reviewed and defined themes in order to analyse the data coherently and distinctly from each themes related to research questions. In addition, thematic analysis guided the writer to analyse the whole data systematically. The detail steps used in this study were described as following below.

In the beginning, the writer visited the two boarding schools and selected the six English teachers to analyse teachers' data towards their professional development. From six participants because some reasons, there were four English teachers were available to be invited. A participant from each school of

SMAN 4 Wira Bangsa and MAN 1 Aceh Barat was on schedule of following 'Diklat' program and the other was in bad condition of health. In getting the data of teachers' perception towads their professional development and its impact on their teaching strategies, the interview section was conducted.

The writer used an in-depth interview by using the open-coding technique to gain the data into conceptual categories as defined by Khandkar (2018). The coding technique was used after collecting data of an in-depth interview has completed. Coding based on Theron (2015), is the crucial link between the essence of data explanation and its data collection meaning. Creswell (2015) explains that coding is "the process of analysing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way" (p. 156). It helps the researcher to get sense of the data analysis in relation to the research question. Coding itself is presumed not only as patterning but also as meaning, setting, acting, etc, of what the researcher needs. Besides, the aims of coding is to helps the researcher "to organize the data and provides a first step in conceptualisation and helps to prevent 'data overload' resulting from mountains of unprocessed data" (p.133).

There are many types of coding consist of in vivo coding, process (action) coding, initial (open) coding, focused coding, axial coding and theoretical (selective) coding as mentioned by Theron (2015). In this term, open coding technique was conducted by the writer to analyse the contents from the data source. It allowed the writer to mark the important things or sections and added the descriptive name or called 'code' freely. Furthermore, Maguire and Delahunt

(2017) explained that open coding is the way to analyse the data which allows the writer to code or capture everything relating to research question without coding the whole of text. It made the writer to develop and modify the codes freely through the coding process into themes needed.

In this term, the writer provided five questions about teachers' perceptions of their professional development to analyse the answer of the primary research question deeply. Another step to get the answer of the second research question, three questions of professional development impacts on their teaching strategies are involved to the participants.

Furthermore, the observation is used as the next step to prove the result of the interview data. Teachers' observation checklist is involved in the classroom which helped the writer to observe how the process of teachers professional teaching in the classroom. As a the data implifier in analysing teachers' professional development, the Minister of National Education Regulation (Permendiknas) No. 16 of 2007 and No. 10 of 2009 were discussed as a legal basis. Besides, it supported teachers quality as an educator and understanding of professional development. Furthermore, Permendiknas has discussed two points of English teachers' competence that teachers must have. First, teachers' knowledgement in various aspect of liguistics, discourse, sociolinguistics, and stategic. Second, mastering English spoken and written, receptive and productive in all communicative aspects of liguistics, discourse, sociolinguistics, and stategic.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Finding

This chapter provides findings and discussions about English teachers' perception of their professional development based on the data gained in several ways. The writer used the interview to find out teachers' perception of professional development and its impact on their teaching strategies. The interview was conducted on 13th – 21st November 2019 at both schools; Wira Bangsa, and MAN 1 Aceh Barat. There are only four participants who could be invited to participate in the interview. The selected interviewees are in initial of LS, N, F, and NY. To validate the interview results, the writer observed four participants in the classroom during the teaching-learning process. To support the reason of why an educator needs professional development, the Minister of National Education Regulation (Permendiknas) No. 16 of 2007 and No. 10 of 2009 are analysed as a legal basis for teachers' professional development.

B. The Result of Interview

The interview data were analysed to seek the answers of both research questions regarding the teachers' perception and their strategies in developing professional development in teaching experience. The writer used these topics as the guideline to gain the data providing eight questions. There are five questions of teachers' perception and three questions for teachers' teaching strategies. After

interviewing all participants, the writer found four main themes relating to their answers. Concerning the primary research question, the writer found out four main issues or themes; teachers' understanding of their professional development, teachers' professional development activities, teachers' problem in gaining professional development, and teachers' professional competence in planning, implementing, and evaluating of learning. The detail of the themes are analysed as the following:

1. Teachers' Understanding of Their Professional Development

All participants agreed that professional development is important for the teachers, especially in their teaching-learning process. Among three of four participants had the same understanding of professional development. Teacher LS said "Yes, of course, it is important for all teachers because professional development will enhance the teachers' ability in teaching". Besides, another participants explained how their perspective about professional development.

> (Teacher F)
> Teachers professional development is really important, especially in teaching. teachers must have it. teachers will be apathetic if they do not care about their professionalism. It is quite important where today's curriculum demanded teachers to be active in the class and even for students. In the past, teachers often used a traditional method in the teaching-learning process but it differences from today's need. Teachers are demanded to make the classroom more interesting and active.

In addition to the case, there was a participant which had a bit different perspective from others.

> (Teacher NY)
> Mmm, I do not know the term of professional development theoretically but when I see its function, teachers need it to support

their carrier as a teacher. but how the concrete it, still unclear for me, and this is the first time I hear about professional development.

From the answer of the participants, it can be concluded that professional development is an important way for teachers to support and help them to teach the student in the classroom. Besides, having professional development will improve teaching ability and make the class atmosphere becomes active learning. However, it cannot be avoided that the understanding of professional development still unfamiliar for NY. She did not know the term of professional development means theoretically. Nonetheless, by looking at its function, she agreed that professional development has an important role in the teacher carrier.

2.   *Teachers' Professional Development Activities*

Based on the interview, all participants have done professional development activities. Three of four participants have almost followed the formal activities such as a workshop, seminar, training, and MGMP program.

> (Teacher N)
> In the formal term, we have MGMP program in Wira Bangsa. In this forum which held twice in a month, we discuss our issues and find together the solution. Every teacher has a chance to speak out their opinion. Besides, there are another activities such as training, workshop held by the government but there are the activities provided by our school such as in house training. today we will gather in house training at 9 am talking about 'zones'. Professional development activities can be found everywhere

Furthermore, the other participants has the same arguments:

> (Teacher F)
> In the formal program, I have ever followed it to improve my professionalism through MGMP program which includes all Madrasah school in Aceh Barat. then here we are trained by instructor invited from Banda Aceh which held by our school. all of these activities support teachers professionalism. I also involved in a

seminar wherein here, we are given motivation and learn about the education which teaches us how to develop our professional teaching.

From the explanations, the writer concluded that formal activities are provided to develop teachers in senior high school in order to improve their professionalism. However, not all teachers involved themselves in formal activities as argued below:

> (Teacher NY)
> I have never followed professional development activities, because in this school we are seldomly involved in seminar or training but it does not mean we have never done it at all, just a number of us for whose follow the training. but now we have started to involve in some programs such as MGMP recently but I have never followed it before.

Regarding the answer from participant N and F, it can be concluded that the formal activities for developing their professionalism are given to teachers. Those activities give teachers a chance to discuss their issues happening in the school. However, participant NY explained her different experience in following formal activities. She has never involved in any formal activities because of fewer opportunities given to do so. Besides, it does not mean that she never participate in informal activities as she added:

> In informal activities, might be we share information here and we put the extra effort to apply the information we got from sharing with others in the classroom..... I have confronted the critical incident. I mean what the incident happen unexpectedly in class teach us how to behave to make the process of teaching-learning is quite done well. might be some informal activities to develop my professional development have done but the term .. I mean its name is unfamiliar with me theoretically. like case analysing, I often face with students problem were put me to find out the solution of students difficulties in learning. I have done it but its name is not familiar to me.

In addition, the other participant said:

> (Teacher LS)
> So here, we have .. like, we use technology too like WhatApp as a communication tool for us as a teacher to share our experience during the teaching and ....I did the teaching portfolio before I took my master degree, I did it to all the classes, to all the students that I taught. (analysis critical incidents) Ya like the teacher I should do that because sometimes unexpectedly incident happens because it is related to human so everything can be happened and I have done too for the moment is coming happened, only for the certain moment around us. (case analysis), one interesting case analysing that I have done is related to the students' character .... yaa I try to implement certain strategies like I stop getting angry of the students, I just want to approach him like softly. I have done the action research, as a teacher we have to do that if we want to upgrade our level, that is one compulsory requirement to get in the next level.

Based on the answer of participants above, all participants have been gaining professional activities, especially for the informal term. Participants can involve themselves at any possible activities supporting their professional development. All participants argued that their activities such as using media social and internet for sharing information with others become another way for achieving the professionalism besides doing actions like analysing the critical incident, action research, case analysing and teaching portfolio.

3. *Teachers' Problem in Gaining Professional Development*

Based on the interview answers, all participants have the same issues in gaining their professional development about time allocation. Participant LS said:

> (Teacher LS)
> There are many problems but one of the major problems is about the time, the limitation of the time that we have. As a teacher here especially in board school, we have to teach in the morning, the afternoon also the evening. It can be as an issue.

In addition, N had another problem faced in improving her professional development besides the time issue:

> (Teacher N)
> I think the problem I faced in developing my professionalism as a teacher might be the time because this is the boarding school where teachers have extra time to teach students, but it does not become as an obstacle for me. we are quite facilitated with the professional development activities here, we have own schedules to follow the program. Also, the programs to develop teachers professionalism held by our school and I can learn everywhere inside or outside... I do not find any certain problem in gaining professionalism while being a teacher here, might be the problem is about the seriousness of the participants in the following the MGMP. some teachers are gossiping, selling the product but I cannot deny that most of them put their contribution to the forum.

Furthermore, teacher F had another reason about the obstacle in involving professional development activities. She said that "of course, we have the problem in gaining professional development such as following the formal program, because its program activities are limited in here especially for opportunities given to teachers to involve in the program".

According to the explanation of participants above, the writer concluded that there were some issues besides the time management consist of the seriousness in contributing itself in the forum and lack of the opportunity to involve teachers in professional development activities.

4. Teachers' Professional Competence in Planning, Implementing, and Evaluating of Learning

Regarding the second research question, the writer found some subpoints relating to the impact of teachers' perception of the development of their teaching

strategies. The themes of teachers' professional competence in planning, implementing and evaluating learning was discussed.

In general, all participants have a major issue to be discussed. Their perception of professional development impacts teaching strategies. Based on their perspective, the readiness in the classroom showed the quantities they learned outside.

> (Teacher F)
> It impacts on my teaching strategies. The more I know and develop my professionalism, the more I teach easier in the classroom because learning professionalism makes me can handle know what I want to do in the class and what students need.

In similar argued:

> (Teacher N)
> talking about the impact of professional development for my teaching strategies, of course, it impacts me personally, because If I do not improve my teaching ability like pedagogy related to understanding of students comprehension in the class or developing the ability of teachers' professionalism, it will be difficult for me to teach my students when we know our students well, we know what we are going to do for them, what their needs, their problems.

Besides, all of the participants agreed that professional development supported their activities in class such as planning, implementing, and evaluating. It affects their professional competence.

> (Teacher F)
> Teachers actually must have it. planning for example, if the teacher does not have the planning before teaching, she or he will be stuck.. or what I call it... blank in the class. Of course, what we plan for the class will impacts what is going on in the class. and it helps us in assessing our students.

In addition, participant LS explained:

> Ya, that is important for the teacher to have the ability to plan, to implement and to evaluate...So, we have to keep updating our RPP every year I think and also I have a lesson plan that is the only list of planning that I want to apply in the classroom...There are many activities that I have done... I have implemented .. role-play activities for the student. they have to act, it has required by the situation that I set and also but sometimes the situation is not set by me but by students too to make them creative and then also like a debate.

Regarding the answer of both participants of F and LS above, it can be concluded that activities of planning, implementing, and also evaluating put themselves in well preparing to do the teaching-learning. Every participant has done it which increase their professional competence. Furthermore, the writer interviewed three students as evidence of teachers' professionalism. All of them agreed that their teachers were able to give an understanding and interesting of learning in the classroom atmosphere. Student SNF said about the participant LS "Yes of course, because she has able made us involve in learning and given the clear explanation. From we do not know at all become who understandable".

In addition, RD, students of participant F said:

> Ya, sometimes she provides us with the media in the class. It depends on what we are going to learn. To make my class is not boring, she applies games showing on the projector so our class is active. Also, the way she teaches us never make us getting bored

Relating to those statements above, professional development helps their career as an educator which impacts their teaching-learning becomes successful. To sum up, almost teachers have been doing their professional development even though theoretically the term of professional development itself becomes unfamiliar. Yet, teachers have done professional development activities in daily life.

C. The Result of Observation

The observation mainly focused on teachers' teaching practices where their professional competence is valued by using the observation checklist. Four participants of English teachers were observed during the teaching-learning process. Moreover, professional competence relating to planning, implementing, and evaluating becomes the main point to be analysed by the writer to support the second research question of what is the impact of teachers' perception on the development of their teaching strategies.

1. *Planning*

Based on the observation, teachers prepared their planning before they start the teaching-learning in the classroom which took 90 minutes in a meeting for each teacher. In planning section, there are several points valued by the writer consist of RPP observing, formulating and structuring the learning outcomes, the procedure of outcome value, organising the material, using the teaching method, using media or source of the material, determining steps of learning, the lesson involved fundamental concepts of the subject, the lesson strongly coherent conceptual understanding, and this lesson encouraged students to seek and value alternative modes of investigation or problem-solving. These points are remarked with Yes and No.

All participants listed in Yes remark overall of the planning section. Only one participant NY has listed No remark of 'determining steps of learning'. It caused by the way the teacher put herself easily in the planning of learning. In the interview section, she said that determining steps of learning took more time

during the class. She just made the points in note generally for herself. So the writer did not find any determining steps of learning in her class but she did the planning outside of the class. In sum, all participants had done the planning of learning which described how their understanding about professional competence.

2. *Implementing*

There are some points in assessing teachers' implementing of learning. Those are starting the learning, mastering the lesson, giving the explanation, applying the method of learning, using the media of learning, asking and responding to students, managing an efficient time, the focus and direction of the lesson was often determined by ideas originating with students, closing the learning, and connections with others content disciplines and/or real-world phenomena were explored and valued. The result of the observation showed that only participant NY listed in No remark of using the media of learning. Relating to the answer to her interview, NY said that she had a problem in using the technology as the senior teacher in the classroom. Besides, she focused on how students understand the lesson given. Thus, the writer did another observation of a student that has been chosen as a sample in the NY class. The student initial as RD and she involved actively in NY class during the observation. In the interview section, RD said that NY used the media of learning when the lesson was demanded to use it as practice. Invitation card, for instance, RD explained that carton was used as a tool to understand the meaning of it. As a result, the writer did not find any media of learning besides the textbook during the observation.

3.   *Evaluating*

There are six points of evaluating learning valued by the writer during the teaching-learning process. it consists of evaluating students by giving the exercise (general), diagnostic (finding the student learning difficulties), summative (measuring the level of students' achievement), normative (determining the placement of students in certain levels of programs), monitoring, and interviewing. From the result of observation, summative and normative evaluation are listed in No remark which means that all participants rarely used those ways for evaluating learning. Relating to the result of the interview, most of the participants said that assessing students achievement was easy when looking at what happening at the time of learning. It can be concluded that teachers evaluated their students based on what students need and face in the classroom.

D. Discussion

This study aimed to find out teachers' perception of their professional development and its impact on their teaching strategies. The writer used two instruments insist of interview and observation. The interview aimed to answer both the research questions and its result is proven by the writer through the observation section. Moreover, The Minister of National Education Regulation (Permendiknas) No. 16 of 2007 and No. 10 of 2009 are used in order to support teachers certification and competencies relating to their professional teaching.

Professional development is not only as a theoretical discussion but also as an obligation for teachers, especially for their career. Based on both research

questions of 'What are the English teacher's perception of their professional development' and 'What are the English teachers strategies in developing professional development in their teaching experience', the result was obtained from the interview section that was conducted on 13th – 21st November 2019 at both schools of Wira Bangsa and MAN 1 Aceh Barat. From the interview, the writer found several points face as follows:

1. Understanding of their professional development

2. Teachers' professional development activities

3. Teachers' problem in gaining professional development

4. Teachers' professional competence in planning, implementing and evaluating of learning

It can be concluded that almost all participants have their perspective about their professional development and their teaching strategies in developing professional development in teachers teaching experience. From the result, all participants have applied their professional activities while being a teacher but theoretically, the meaning of it still unfamiliar to one of four participants. Besides, the writer found various professional development activities during the teaching-learning process by looking at the interview and observation section such as following MGMP program, training, workshop, seminar, teaching portfolio, case analysing, critical incidents, etc. Beside, they have another way to improve their professional teaching by reading books, journal, group discussion, and utilise the technology.

Meanwhile, to answer the second research question of the English teachers strategies in developing professional development in their teaching experience, three components of planning, implementing, and evaluating are valued through the observation section. It showed that teachers' professional teaching was done in the classroom which is observed by the writer based on professional competence assessing. Almost all participants understood their duties as an educator professionally.

Moreover, the Minister of National Education Regulation (Permendiknas) No. 16 of 2007 and No. 10 of 2009 showed how teachers' obligation to have academic certification and teachers competence. Relating to the interview and observation, Permendiknas Low described all participants have involved in its demand and applied in real-life eventhough some of the participants did not familiar with the meaning of professional development in theory. In paragraph 4 about portfolio values, teachers are called professional when they are tested by looking at some points of academic qualification, education and training, teaching experience, planning and implementation of learning, assessing by supervisor, academic achievement, professional development work, following scientific forum, organisational experience in education and social field, and award of relevant education field. By looking at these components and relating to the result of the interview and observation section, all participants have done these valued even not formally tested while being a teacher.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a conclusion and recommendation of the study. In this section, the data analysis will be restated and summarised. Some suggestions are provided for future research objectives related to the study that could be conducted by other researchers.

A. Conclusions

According to the data of interview, observation, and Permendiknas low, the teachers have a similar perception of their professional development. Based on the participants understanding, professional development is important for them and affects their career in teaching-learning process. It helps teachers to teach students in the classroom easily by applying professional development activities through formal and informal development programs such as training, seminar, workshop, MGMP program, sharing with other teachers, teaching portfolio, analysing critical incidents, case analysis, and action research. Besides, to improve their professional development, teachers do some activities such as reading a lot of books, do more sharing sessions with others, and use the technology in teaching-learning process. Furthermore, by looking at the impact of professional development, teachers become well applied in their professional teaching practices especially in planning, implementing and evaluating of learning. Moreover, English teachers at both schools: SMAN 4 Wira Bangsa and

MAN 1 Aceh Barat urge the educational to provide more enrichment programs on how to improve their teaching and learning proficiencies.

B. Recommendations

Based on the conclusion above, the writer provides some suggestions of teachers' professional development. Besides, this study is expected to beneficial for those people who are interested in. *First*, for English teachers, teachers are required to be involved in professional development activities. Besides, the understanding of professional development itself is important to improve their professionalism. *Second,* the findings of this study could be useful not only for an educator and students but also for the Faculty of Department of English Language Education nurturing graduates who will serve as the future English teachers. Last, for the state educational agencies, professional development should be introduced for an educator. Relating to the results of this study, the number of teachers who are unfamiliar with professional development is just a few at some schools nowadays especially in SMAN 4 Wira Bangsa and MAN 1 Aceh Barat. The writer hopes that related state educational agencies provide facilities related to the teacher's professionalism in order to improve the level of education in Indonesia, especially in Aceh.

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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11223/UN.08/FTK/KP.07.6/07/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-11223/UN.08/FTK/KP.07.6/07/2019** tanggal 31 Juli 2019
KEDUA	:	Menunjuk Saudara:

1. Dr. Syarwan Ahmad, M. LIS   Sebagai Pembimbing Pertama
2. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Zahara**
NIM	:	**150203164**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**English Teachers' Perception Towards Their Professional Development (case study at SMAN 4 Wira Bangsa and MAN 1 Aceh Barat)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan,*
5. *Arsip.*

Banda Aceh, 5 November 2019

Nomor	: 070 / B / 2027 / 2019	Yang Terhormat,
Sifat	: Biasa	Kepala SMA Negeri 4 Wira Bangsa
Lampiran	: -	Kabupaten Aceh Barat
Hal	: Izin Pengumpulan Data	di –

Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-15381/Un.08/FTK.1/TL.00/10/2019 tanggal, 30 Oktober 2019 hal : "Mohon Bantuan dan Keizinan Melakukan Pengumpulan Data Skripsi", dengan ini kami memberikan izin kepada:

Nama	: Zahara	
NIM	: 150203164	
Program Studi	: Pendidikan Bahasa Inggris	
Judul	: **"TEACHER'S PERCEPTION TOWARDS THEIR PROFESSIONAL DEVELOPMENT (CASE STUDY AT SMAN 4 WIRA BANGSA AND MAN MODEL MEULABOH)"**	

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

a.n KEPALA DINAS PENDIDIKAN
KEPALA BIDANG PEMBINAAN SMA DAN PKLK

ZULKIFLI, S.Pd, M.Pd
PEMBINA Tk.I
NIP. 19700210 199801 1 001

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan
   Universitas Islam Negeri Ar-Raniry Banda Aceh;
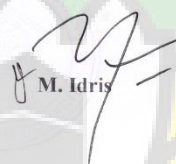
SURAT KETERANGAN
Nomor : B.5969/KW.01.4/PP.01.2/11/2019

Sehubungan dengan Surat Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry Banda Aceh Nomor B-15381/Un.08/FTK.1/TL.00/10/2019 Tanggal 30 Oktober 2019 perihal Mohon Izin Untuk Mengumpulkan Data menyusun Skripsi, atas Nama: **Zahara**; Prodi: **Pendidikan Bahasa Inggris,** Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh pada prinsipnya tidak keberatan dan memberikan izin untuk mengumpulkan data di MAN Model Meulaboh Aceh Barat dalam rangka menyusun skripsi sebagai salah satu syarat menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry yang berjudul: ***Teachers' Perception Towards Their Professional Development (case study at SMAN 4 Wira Bangsa and MAN Model Meulaboh),*** dengan catatan tidak mengganggu aktifitas belajar pada satuan pendidikan dimaksud dan jika telah terselesaikan penelitian agar mengirimkan satu eksemplar hasil penelitian ke Bidang Pendidikan Madrasah.

Demikian untuk dapat dipergunakan seperlunya.

Banda Aceh, 04 November 2019

A.n Kepala
Kepala Bidang Pendidikan Madrasah

M. Idris

Tembusan :
1. Kepala Kanwil Kementerian Agama Provinsi Aceh (sebagai laporan)
2. Kepala Kantor Kementerian Agama Kabupaten Aceh Barat
3. MAN Model Meulaboh

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/ 614 /2019

Kepala Sekolah SMA Negeri 4 Wira Bangsa Meulaboh Kecamatan Johan Pahlawan Kabupaten Aceh Barat dengan ini menerangkan :

N a m a	:	**ZAHARA**
N I M	:	150203164
Jurusan/Prodi	:	S-1/ Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan
		Universitas Islam Negeri Ar-Raniry
		Banda Aceh

Benar yang namanya tersebut diatas telah melaksanakan penelitian pada Tanggal 13 s.d 21 November 2019 untuk bahan penyusunan Skripsi dengan judul **"TEACHER'S PERCEPTION TOWARDS THEIR PROFESSIONAL DEVELOPMENT (CASE STUDY AT SMAN 4 WIRA BANGSA AND MAN 1 ACEH BARAT".**

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Meulaboh, 21 November 2019
Kepala SMA Wira Bangsa Meulaboh

Mukhtaruddin, S.Pd, M.Si
NIP. 19641001 198703 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BARAT
MADRASAH ALIYAH NEGERI 1
JalanSisingamangaraja Johan Pahlawan Aceh Barat
Telepon (0655) 7551730, email : *manmeulaboh@gmail.com*

SURAT KETERANGAN PENELITIAN
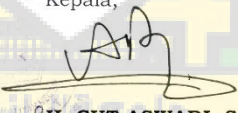Nomor :B-1263/Ma.01.26/PP.00.6/11/2019

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 1 Aceh Barat, menerangkan bahwa saudara :

N a m a	:	**ZAHARA**
Nim	:	150203164
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry
Judul	:	*" Teachers' Perception Towards Their Professional Development (case study at SMAN 4 Wira Bangsa and MAN 1 Aceh Barat"*
Alamat	:	Gampong Cot Kuta Kecamatan Suka Makmue Kabupaten Nagan Raya

Benar yang namanya tersebut diatas telah selesai melaksanakan pengumpulan data penelitian di Madrasah Aliyah Negeri I Aceh Barat pada tanggal 13 s/d 19 November 2019.

Demikian surat keterangan ini dikeluarkan, untuk dapat dipergunakan seperlunya.

Meulaboh, 19 November 2019
Kepala,

H. CUT ASWADI, S. Ag., M. Pd
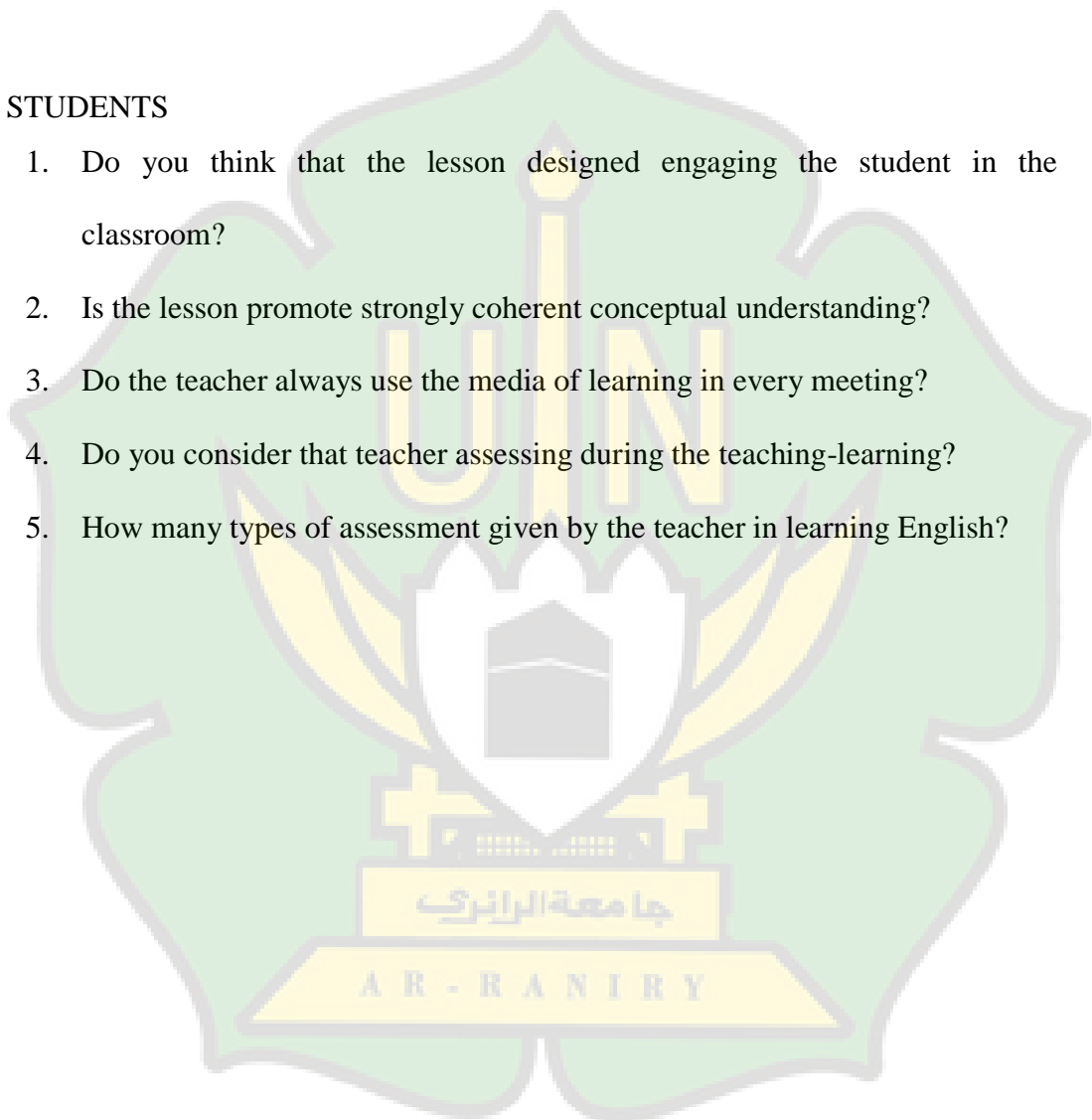**Nip. 197211121997031002**

LIST OF INTERVIEW QUESTIONS

TEACHERS

1. What is your perception of professional development in teaching?
   a. Is it important for you? Please explain it!
   b. Have you applied professional development in the real life? Please give the example?

2. What do you know about professional development activities?
   a. Can you tell me about the professional development activities that you have participated in such as formal and informal programs (e.g. workshop, seminar, training, MGMP, self-monitoring, teacher support group, teaching journal, peer observation, teaching portfolion, analysing critical incident, case analysing, team teaching and action research)?
   b. Which activities do you use for your effective and continuous professional development?
   c. Does it affect your teaching-learning in the classroom? How?

3. Do you find any problems in gaining professional development?
   a. Please explain it?

4. How are the effective strategies in improving the professional development for educational goals?

5. What is the impact of your perception of professional development on your teaching strategies?

6. What is your opinion about teachers who must have the ability of professional teaching in planning, implementing, and evaluating of learning?
   a. What is the planning of learning activities that you have developed while being a teacher?
   b. What is the implementation of learning that you have applied or done in the classroom?
   c. What is the evaluation of learning that you have done to support your professional teaching? And how?

7. What is your opinion about teachers' professional development in SMAN 4 Wira Bangsa and MAN 1 Aceh Barat?

8. What are your planning for your professional teaching for the next few years?

STUDENTS

1. Do you think that the lesson designed engaging the student in the classroom?

2. Is the lesson promote strongly coherent conceptual understanding?

3. Do the teacher always use the media of learning in every meeting?

4. Do you consider that teacher assessing during the teaching-learning?

5. How many types of assessment given by the teacher in learning English?

Teachers' Observation Checklist

Name of teacher   :

Year of teaching   :

Date of observation   :

Grade level   :

Information of subject observed   :

Adapted from Reformed Teaching Observation Protocol (RTOP) in 2000.

No	Professional Activities	Remark		Explanation
		Yes	No	
	Planning			
1	RPP observing			
2	Formulating and structuring the learning outcomes, the procedure of outcome value			
3	Organising the material			
4	Using the teaching method			
5	Using media or source of the material			
6	Determining steps of learning			
7	The lesson involved fundamental concepts of the subject			
8	The lesson promoted strongly coherent conceptual understanding			
9	This lesson encouraged students to seek and value alternative modes of investigation or problem-solving.			
Implementation				
10	Starting the learning			
11	Mastering the lesson			
12	Giving the explanation			
13	Applying the method of learning			

| 14	Using the media of learning			
15	Asking and responding to students			
16	Managing an efficient time			
17	The focus and direction of the lesson was often determined by ideas originating with students			
18	Closing the learning			
19	Connections with other content disciplines and/or real-world phenomena were explored and valued			
Evaluation				
20	Evaluating students by giving the exercise (general)			
21 By test	Diagnostic (finding the student learning difficulties)			
	Summative (measuring the level of students' achievement			
	Normative (determining the placement of students in certain levels of programs			
22 By non-test	Monitoring			
	Interviewing			

Students' Observation Checklist

Name of students   :
Date of observation   :
Grade level   :
Information of the teacher observed :

Adapted from Reformed Teaching Observation Protocol (RTOP) in 2000.

No	Students Classroom Activities	Remark		Explanation
		Yes	No	
	Procedural Knowledge			
1	Students used a variety of means (models, drawings, graphs, concrete materials, manipulatives, etc) to represent phenomena			
2	Students were actively engaged in a thought-provoking activity that often involved the critical assessment of procedures			
3	Students were reflective about their learning			
4	Intellectual rigour, constructive criticism, and the challenging of ideas were valued			
Communicative Interactions				
5	Students were involved in the communication of their ideas to others using a variety of means and media			
6	The teacher's questions triggered divergent modes of thinking			
7	There was a high proportion of student talk and a significant amount of it occurred between and among students			
8	Student questions and comments often determined the focus and direction of classroom discourse			

9	There was a climate of respect for what others had to say			
10	Students were reflective about their learning			
Evaluative				
11	Active participation of students was encouraged and valued			
12	Intellectual rigour, constructive criticism, and the challenging of ideas were valued			
13	Students made predictions, estimations and/or hypotheses and devised means for testing them			
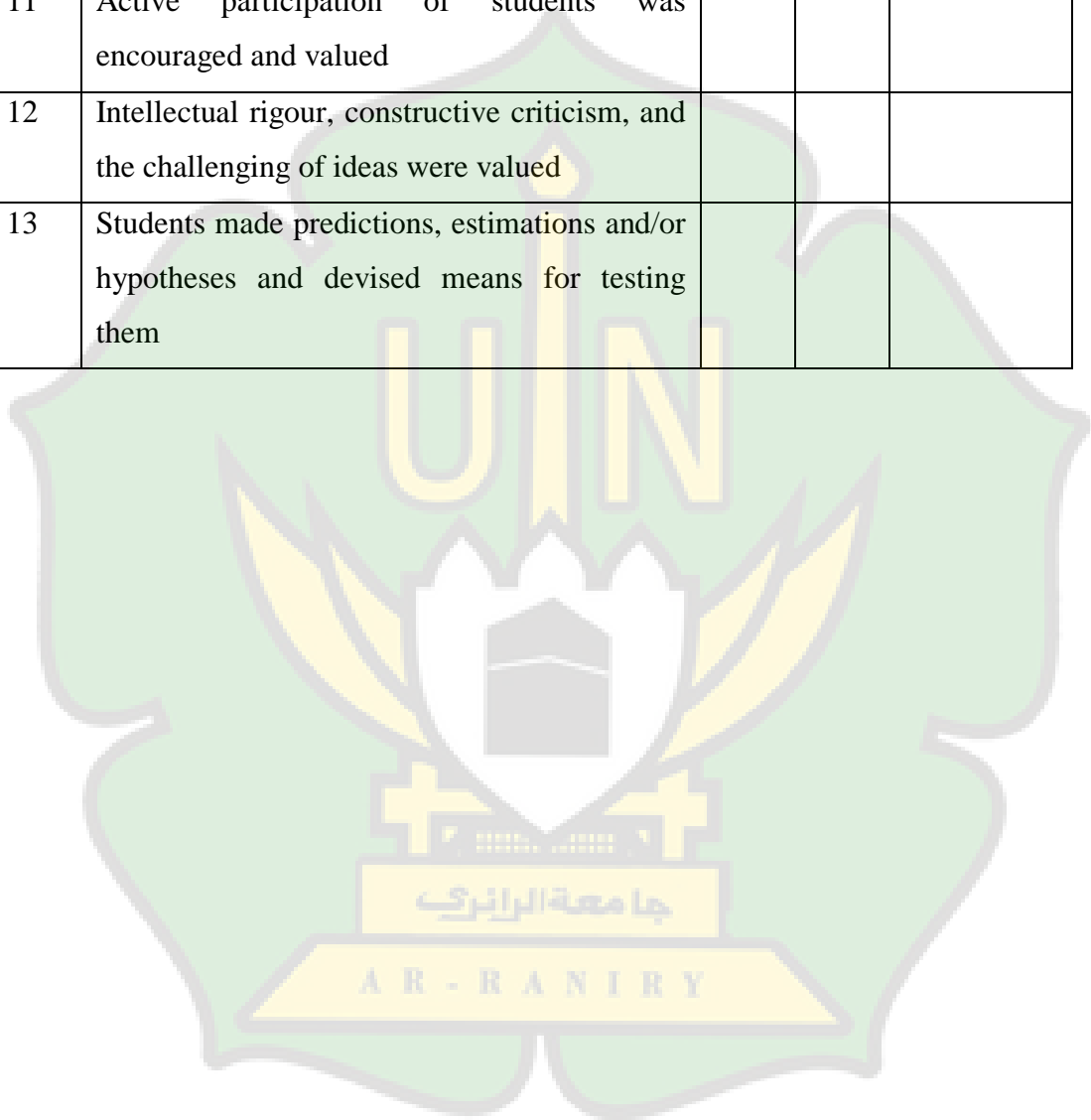
AUTOBIOGRAPHY

1. Name   : Zahara
2. Place/Date of Birth   : Lhokseumawe, 5 Juni 1996
3. Religion   : Islam
4. Nationality / Ethnic   : Indonesia / Acehnese
5. Sex   : Female
6. Marital Status   : Single
7. Occupation   : Student
8. NIM   : 150203164
9. Address   : Jln. Tgk Glee Iniem Lamduro Tungkop
10. Email   : zaharaissi@gmail.com
11. Parents' Name
    a. Father's Name   : Iskandar Usman
    b. Mother's Name   : Siti Hawa
12. Educational Background
    a. Kindergarten   : TK YPAA (2002 – 2003)
    b. Elementary School   : SDN 1 Cot Kuta (2003 – 2009)
    c. Junior High School   : MTsN 1 Jeuram (2009 – 2012)
    d. Senior High School   : SMAN 4 Wira Bangsa (2012 – 2015)
    e. University   : UIN Ar-Raniry (2015 – 2019)

Banda Aceh, 19 December 2019

Zahara