The Development of The EFL Teachers' Professionalism at Secondary Schools

THESIS

Submitted by:

<u>Shintia Sofyanti</u>

Reg. No. 190203179

Student of Fakultas Tarbiyah dan Keguruan

Department of English Language Education

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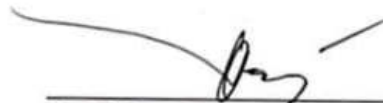The Bachelor Degree of Education in English Language Teaching

by:

SHINTIA SOFYANTI
Reg.No. 190203179

Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education

Approved by:

Supervisor,

Prof. Dr. Jarjani, S.Ag., SS., M.Sc., M.S., Ph.D.

Date: /   /

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Board of Examiner,

Chairperson,

Prof. Dr. Jarjani, S.Ag., SS., M.Sc., M.Sc., Ph.D.

Secretary,

Fera Busfina Zalha, S.Pd.I, MA

Member,

Prof. Habiburrahim, S.Ag., M.Com., Ph.D

Member,

Dr. Risdaneva, MA

Certified by,
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D
NIP. 197301021997031003

DECLARATION OF ORIGINALITY

(Surat Pernyataan Keaslian)

Saya yang bertanda tangan di bawah ini:

Nama   :   Shintia Sofyanti
Nim   :   190203179
Tempat / Tanggal Lahir   :   Aceh Besar / 09 Juli 2002
Alamat   :   Desa Klieng Meuria, Dusun Bahagia

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

THE DEVELOPMENT OF THE EFL TEACHERS' PROFESSIONALISM
AT SECONDARY SCHOOL

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan keliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan ini,

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ABSTRACT

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Reg . No.   : 190203179

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This study explores the professionalism of English as a Foreign Language (EFL) teachers in secondary schools by examining the extent to which Teacher Professional Development (TPD) programs impacted their professionalism based on their perceptions, and the constraints they encountered. Using purposive sampling, qualitative data were collected through interviews with two English teachers at Pesantren Darul Ihsan as the participants. Data were analyzed using Braun and Clarke's thematic analysis. The findings revealed that workshops and webinars are the most likely TPD programs they undertake. These TPD activities significantly improved the teachers' self-efficacy, confidence, classroom practices, instructional skills, and reflective competence, enhance student engagement and participation. Teachers reported feeling more confident in addressing classroom challenges, which improved their overall teaching effectiveness and created a more dynamic learning environment. However, several challenges were also identified, including time constraints, a lack of contextual relevance in some programs, insufficient resources and institutional support, and the theoretical nature of certain TPD activities. These barriers limited the teachers' ability to fully engage with and implement the strategies learned, highlight the need for more practical, context-specific, and supported professional development programs.
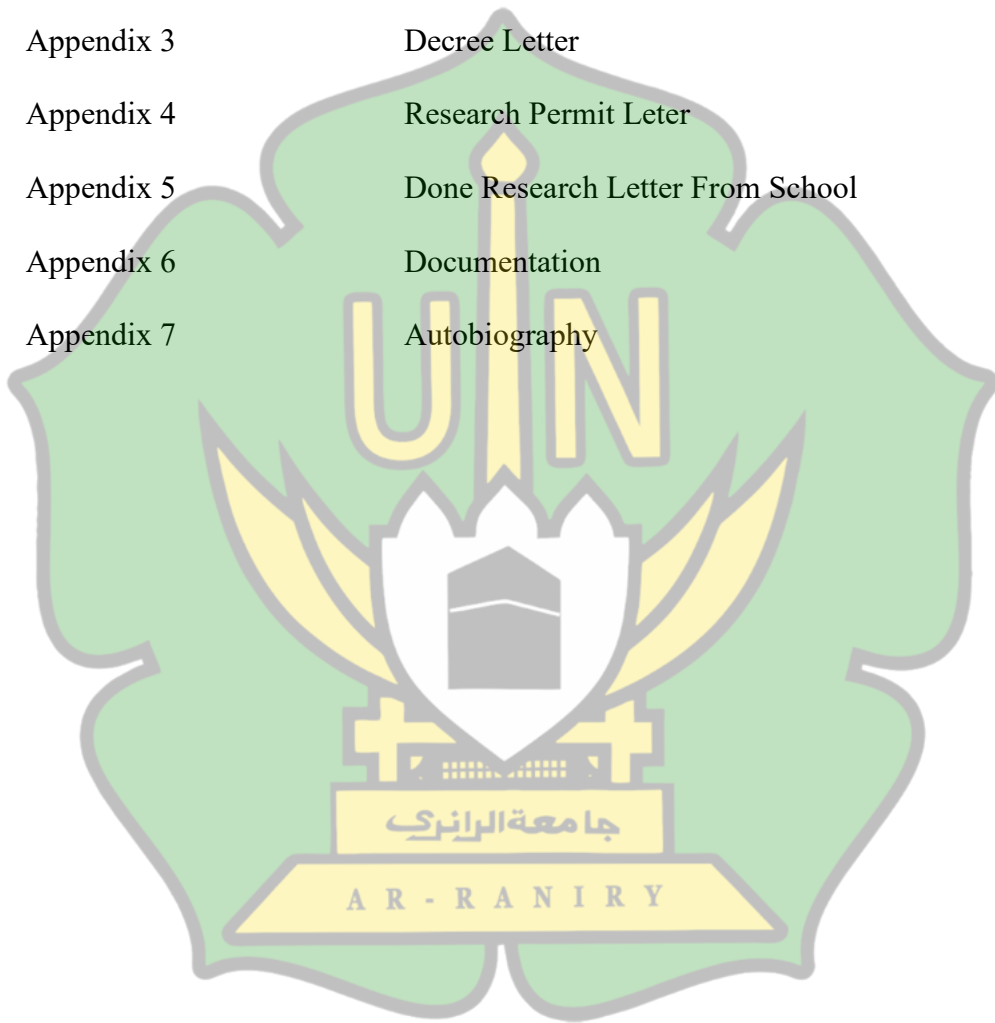
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CHAPTER I

INTRODUCTION

This chapter discusses five points which provide an overview of the research. Those are the background of the study, research questions, aim of the study, the significance of the study, and the last one is terminologies.

A. Background of Study

Historically, educators have played a pivotal role in developing nations, including during the Indonesian revolution. The quality of a nation's education is significantly influenced by the professionalism of its teachers, which, in turn, is shaped by the mastery of various competencies. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teacher professionalism is defined by four main competencies: pedagogical competence, personality competence, social competence, and professional competence. These competencies are cultivated through professional education and ongoing development, pivotal in nurturing students' growth and potential (Riyadi & Mashiro, 2020).

Teachers' professionalism has received significant attention in research worldwide because it strongly determines education quality (Usman, 2021). The significance of teacher professionalism has become paramount in the contemporary educational landscape, characterized by increasingly diverse student populations with varying backgrounds, abilities, and learning needs. Teachers must be able to deliver content and understand students' individual characteristics, including their basic skills, interests, talents, and learning patterns. This necessitates that teachers

remain current with relevant educational trends, learning theories, and methodologies to maintain their effectiveness and adapt to an evolving educational landscape (Soedijarto, 2008, as cited in Widiana & Ratnaya, 2023).

In particular, English as a Foreign Language (EFL) teachers face considerable pressure to continuously improve their skills and adapt to the evolving educational demands. Research has underscored the pivotal role of professional development for EFL teachers in confronting the challenges inherent in teaching English and enhancing student outcomes (Nazari et al., 2019). However, numerous EFL teachers encounter challenges in allocating resources to their professional development, citing constraints such as time limitations, diminished motivation, and a paucity of structured guidance on advancing their growth (Nazari et al., 2019). The absence of a robust commitment to professional development among these teachers can impede their ability to cultivate effective learning environments for their students.

A professional EFL teacher must possess a comprehensive set of competencies, including pedagogical skills and personal and social competencies to enhance students' enggagement in classroom activities. According to Syahabuddin at al. (2019), teachers are the ones who provide the answer while students are passive waiting for the final answer given by the teachers happen very often. These competencies enable teachers to create positive learning environments and effectively engage students in the learning process. Teacher professional development (TPD) programs are designed to assist teachers in acquiring and

refining these competencies, thereby contributing to their overall professional growth (Saud, 2009).

A professional EFL teacher must possess a comprehensive set of competencies, including pedagogical skills and personal and social competencies. These competencies enable teachers to create positive learning environments and effectively engage students in the learning process. Kasinah (2020), stated the studies on intelligence show a strong relationship between intelligence and acquisition of a foreign language but only as far as academic skills are concerned. Teacher professional development (TPD) programs are designed to assist teachers in acquiring and refining these competencies, thereby contributing to their overall professional growth (Saud, 2009). According to Averina and Kuswandono (2023), stated that the TPD activities that the participants have carried out so far have helped them improve their self-efficacy, attitudes, beliefs, reflective competencies, classroom practices and teaching skills, as well as teacher knowledge and skills.

In Indonesia, the government has established regulations to guide teacher development and professionalism. These regulations include the issuance of national education standards. These standards delineate the minimum criteria for education systems and encompass the requisite academic qualifications and competencies for education personnel. These regulations underscore the significance of professional competence for educators, who must obtain certification to be recognized as qualified teachers. Teachers must demonstrate various competencies, including social, professional, pedagogical, and personal

competence, to ensure they are adequately prepared to support the nation's educational objectives (Sutiono, 2021; Susiana, 2018).

In the context of secondary schools, EFL teachers confront distinctive challenges that necessitate particular competencies and methodologies. These challenges include educators' need to cultivate inclusive and dynamic classroom environments conducive to effective learning. To this end, teachers must continuously develop their competencies, engage in professional development activities, and reflect on their teaching practices. Teacher professionalism, therefore, is an ongoing process shaped by the acquisition of new knowledge, skills, and reflective practices that help educators meet the diverse needs of their students and contribute to the overall success of the education system.

This study explores the development of EFL teachers' professionalism at Darul Ihsan Banda Aceh. It examines the impacts of teacher professional development (TPD) programs and the challenges teachers face in their professional growth. This research provides insight into the role of TPD in enhancing EFL teachers' professionalism. It addresses the various barriers and facilitators to their development, contributing to the ongoing discourse on improving teacher quality in Indonesia's secondary schools.

B. Research Question

This study investigated three research questions, they are:

1. What are the activities of the professional development carried out at Darul Ihsan Aceh Besar?

2. To what extent do the teachers' professional development activities make significant impacts on developing EFL teachers' professionalism at Darul Ihsan Aceh Besar?

3. What are some challenges faced by EFL teachers at Darul Ihsan Aceh Besar in undertaking teachers profesional development activities?

C. The Aims of the Study

Based on the formulation of the problem above, the purposes of this study are:

1. To find out the activities of the professional development carried out at Darul Ihsan Aceh Besar?

2. To find out to what extent the teachers professional development activities significantly impact developing EFL teachers' professionalism at Darul Ihsan Banda Aceh.

3. To find out the challenges face by EFL teachers at Darul Ihsan Banda Aceh in undertaking professional development activities.

D. Terminologies

To avoid misinterpretation, I would like to clarify some terms that need further explanation. Those are as follows:

1. EFL Teachers

EFL teachers are the teachers who have completed teacher education programs and obtained teaching qualifications in English. Their training has been acknowledged through the issuance of relevant teaching certificates, and they are formally designated as English language learners following their certificates (Rasyid, 2001).

An EFL teacher, or English as a Foreign Language teacher, is a professional educator specializing in teaching English to individuals whose native language is not English. This typically involves teaching English in a context where it is not the primary language spoken in the community or country, such as in language schools, international schools, universities, or online platforms (Prior, 2025).

A person who has earned a teaching certificate in English as a foreign language (EFL) and has been accredited by a suitable teaching certificate is known as an EFL instructor. Their official role is to instruct overseas students in English. Foreign language settings, where the teachers are non-native speakers who have never traveled to an English-speaking nation, and natural language settings, where the teachers are typically native speakers or very close to native speakers, are the two categories into which EFL teachers might be placed.

2. Professionalism

The definition of professionalism is examined from many angles, and the relationship between these definitions and the teaching profession is then analyzed. Professionalism in education is frequently discussed in the literature from sociological, pedagogical, and ideological perspectives. Secondly, these bases express, in brief, the essential concepts of professionalism approaches. Finally, an interpretation that considers many points of view and reasons is made, along with a practical definition of teacher professionalism as it exists today (Demirkasimoğlu, 2010).

Teacher professionalism is a condition of direction, value, purpose, and quality of expertise and authority in teaching and related to one's work for a living.

Meanwhile, professional teachers have the competencies to perform educational and learning tasks. Competencies here include knowledge, attitudes, and professional skills that are personal, social, or academic (Sutiono, 2021). In other words, an experienced teacher is a person who has special skills and abilities in the field of teaching so that he can perform his duties and functions as a teacher with maximum ability. Professional teachers are well-educated and trained and have rich experience in their fields. It can be concluded that teacher professionalism is a combination of technical competence, ethics, good communication, and dedication to improving the quality of education. It is essential to build public trust in the teaching profession and improve overall educational outcomes

CHAPTER II

LITERATURE REVIEW

This chapter describes the primary concept for carrying out the research. It discusses a brief introduction to the definition of EFL teachers' professionalism, types of teacher professionalism, the impact and importance of EFL teachers' professionalism, the challenges in teachers' professionalism, and previous studies.

A. Definition of EFL Teachers' Professionalism

EFL (English as a Foreign Language) teachers' professionalism encompasses a broad range of competencies, attitudes, and behaviors that teachers must embody to teach students whose first language is not English effectively. This concept of professionalism reflects the mastery of the English language and the ability to develop teaching strategies continuously, adapt to changing educational needs, and adhere to ethical standards. Recent research emphasizes that professionalism for EFL teachers involves moral, pedagogical, and social competencies continuously developed through formal and informal professional development activities.

At its core, professionalism in the context of EFL teaching refers to teachers' commitment to ethical values, mastery of pedagogical methods, and the constant pursuit of personal and professional development. According to Al-Bakri and Troudi (2020), professionalism involves moral values specific to the educational context in which teachers operate. EFL teachers believe professionalism should be grounded in respect, integrity, and dedication to their students' learning. Furthermore, teachers view professional development as essential to their professionalism, which helps them stay current with new teaching approaches and

techniques. However, institutional support for such development is often lacking, which poses a significant barrier to achieving professional growth (Al-Bakri & Troudi, 2020).

In addition to moral and ethical values, pedagogical competence forms the foundation of EFL teachers' professionalism. Teachers are expected to master the English language and the methods and strategies required to teach it effectively. This includes developing engaging learning materials, assessing students' progress, and integrating technological tools into the classroom. A study by Rachmajanti et al. (2020) emphasizes that EFL teachers must continuously engage in professional development to refine their teaching skills. This study highlights that teachers perceive professional development as a key factor in improving their teaching practices, particularly in enhancing their abilities to engage with students of different learning abilities.

Moreover, professionalism in EFL teaching requires teachers to be adaptable and responsive to their teaching environments. This adaptability is particularly crucial for teachers in challenging settings, such as rural or underdeveloped areas. Liu et al. (2021) explore the professional quality of EFL teachers in rural China, emphasizing the importance of adaptability in challenging teaching contexts. Their study identifies key components of professionalism, such as teachers' beliefs about foreign language teaching, ability to engage with students meaningfully, and commitment to lifelong learning. This adaptability allows teachers to sustain their careers while addressing the specific challenges posed by their environment (Liu et al., 2021).

The construction of professional identity is also integral to EFL teachers' professionalism. Professional identity refers to how teachers see themselves and perceive their responsibilities within the broader educational framework. Rachmajanti et al. (2020) argue that EFL teachers, whether novices or experienced professionals, build their identity through participation in professional development activities, such as workshops, conferences, and collaborative learning opportunities. This process helps teachers develop autonomy and take ownership of their professional growth. By engaging in self-directed learning, teachers strengthen their professional identity, enhancing their effectiveness in the classroom.

Professional engagement is another significant aspect of professionalism, which involves a deep commitment to the teaching profession and dedication to students. Professional engagement is essential for fostering personal development and ensuring the success of educational outcomes. A study by Nida and Ningsih (2023) found that EFL teachers tend to be more committed to their students' learning and development. This engagement reflects a teacher's devotion to improving their skills and students' outcomes, illustrating the interconnected nature of professional and personal growth.

In summary, EFL teachers' professionalism encompasses many attributes, including moral and ethical integrity, pedagogical competence, adaptability, professional identity construction, and deep professional engagement. When nurtured through ongoing professional development and reflective practices, these elements enable teachers to provide high-quality education while continuously

improving their teaching methods. The dynamic nature of professionalism requires EFL teachers to be lifelong learners committed to their students' success and growth as educators.

B. Programs of Teachers Professional Development (TPD)

Professional development for teachers is essential to enhance their skills, foster continuous learning, and maintain high educational standards. A variety of professional development activities can help educators grow in their profession. These activities, such as workshops, seminars, conferences, trainings, webinars, Musyawarah Guru Mata Pelajaran (MGMP) meetings, interest communities, and classroom action research, each have unique goals in enhancing teacher professional growth. According to Darling-Hammond et al. (2017), these professional development activities contribute to four main areas: professional growth and continuous learning, engagement and motivation, practical application, reflection and self-efficacy, and classroom management and teaching skills.

1. Workshop

Workshops are defined as interactive learning environments in which educators engage in hands-on activities designed to develop specific skills. According to Shulman (1986), workshops constitute a pivotal component of professional development, as they prioritize the dissemination of novel teaching methodologies, instruments, or approaches, thereby assisting educators in maintaining currency with prevailing best practices. These workshops are meticulously designed to provide teachers with opportunities to engage in hands-on practice and application of the skills they are acquiring, ensuring a direct relevance to their instructional

practice (Darling-Hammond et al., 2017). Furthermore, workshops frequently address subjects such as classroom management techniques, curriculum design, or discipline strategies, all of which contribute to enhancing teachers' pedagogical abilities and their capacity for effective classroom management.

2. Seminar

Seminars are defined as smaller, more focused discussions led by experts on a specific educational topic. These seminars provide a forum for educators to engage in reflective practice, whereby they assess their pedagogical methods against novel perspectives proffered by experts or their peers (Guskey, 2002). These seminars have been shown to foster motivation in teachers by providing opportunities to explore new ideas, rekindle their passion for teaching, and engage with the material in a way that increases their enthusiasm for their profession (Hargreaves & Fullan, 2012). Furthermore, the practical nature of these discussions is evident in their capacity to facilitate the exchange of insights concerning real-world challenges and their subsequent resolution, which can be seamlessly integrated into classroom practices, thereby enhancing pedagogical effectiveness.

3. Conference

Conferences are typically characterized by their large size and diverse sessions, often led by experts in the field of education. These events provide teachers with exposure to new research, trends, and practices in education (Shulman, 1986). Conferences have been shown to contribute to professional growth by offering teachers the opportunity to stay informed about the latest developments in their field. Furthermore, the opportunity to network with colleagues from a variety of

institutions has been shown to re-energize teachers' passion for education (Hargreaves & Fullan, 2012). Furthermore, these conferences often offer practical strategies, tools, and methodologies that teachers can apply to improve their classroom management and teaching practices, making them a valuable resource for those seeking to increase their effectiveness.

4. Training

The objective of training programs is to impart specific skills or knowledge to educators. These skills may include the use of new software, innovative teaching methodologies, or the integration of classroom technology. These training programs impart actionable skills that can be immediately applied in the classroom setting, thereby facilitating the immediate application of the acquired knowledge. Beyond the cultivation of skills, training frequently incorporates feedback and assessment components, enabling educators to reflect on their progress and enhance their proficiency, thereby fostering increased self-efficacy (Guskey, 2002). Furthermore, training has been shown to play a significant role in improving classroom management and instructional skills. This improvement is often a result of training addressing specific needs, such as classroom organization, differentiated instruction, or the integration of educational technology.

5. Webinar

Online seminars, also known as webinars, provide educators with the flexibility to engage in professional development activities remotely. These seminars facilitate interaction among educators, experts, and peers from diverse geographical locations, thereby promoting continuous learning irrespective of geographical

constraints (Desimone, 2009). Following their participation in an online seminar, teachers are able to engage in reflective practices regarding the seminar's content, determining its applicability to their teaching practice. This fosters self-efficacy and increases their ability to implement new strategies in the classroom (Shulman, 1986).

6. MGMP Meeting (Musyawarah Guru Mata Pelajaran)

MGMP meetings are collaborative gatherings in which teachers of the same subject share materials, strategies, and experiences (Hargreaves & Fullan, 2012). These gatherings foster a sense of community among educators who share a common professional interest, thereby establishing a collaborative environment conducive to their professional growth. These interactions facilitate the acquisition of novel insights and practical strategies, which can be directly implemented in their respective classrooms. These interactions frequently serve as a source of motivation for teachers to persist in refining their practices and to acquire the support necessary to overcome challenges in their teaching.

7. Community of Interest

Communities of interest (COIs) are defined as groups of teachers who come together to explore a particular topic, challenge, or interest in education (Hargreaves & Fullan, 2012). These communities foster a sense of belonging and support, as teachers connect with others who share similar interests and concerns. Being involved in COIs has been shown to maintain teacher motivation by facilitating regular interaction with colleagues, thereby ensuring they stay informed about the latest developments in their area of focus (Desimone, 2009). Furthermore, COIs

have been shown to enhance reflective practice, as teachers frequently share experiences, receive feedback, and gain new insights that can lead to increased teaching confidence and skills.

8. Classroom Action Research

Classroom action research is defined as a process in which teachers engage in research activities within their own classrooms to identify challenges and experiment with solutions that are designed to enhance teaching practice (Shulman, 1986). This form of professional development fosters a process of introspection, wherein educators contemplate their pedagogical approaches and make adjustments guided by empirical evidence, thereby enhancing their sense of self-efficacy (Guskey, 2002). Action research affords teachers the opportunity to develop professionally by addressing specific problems they encounter in their classrooms, enabling them to cultivate a more profound understanding of their practice and implement solutions that enhance student learning outcomes. The practical nature of action research is evident in its immediate applicability to teaching methods, as educators can readily apply their findings to their practice.

In conclusion, it is evident that each type of professional development activity plays a vital role in enhancing overall teacher professionalism. Workshops, seminars, and conferences facilitate opportunities for both learning and networking, while training programs and webinars offer specific skills and techniques that can be applied immediately. Moreover, MGMP and community of interest meetings encourage collaboration and shared learning, while classroom action research allows teachers to reflect on their practice and make improvements based on data.

Participation in these activities contributes to teachers' professional growth, as well as to the enhancement of their classroom management, teaching skills, motivation, and engagement with students. In light of the evolving educational landscape, ongoing professional development remains paramount for educators to maintain their effectiveness and adaptability in addressing the diverse needs of their students.

C. The Impact and the Importance of EFL Teacher Professionalism

English as a Foreign Language (EFL) teachers' professionalism competence is essential in shaping the quality of education, improving student learning outcomes, and ensuring the long-term success of teachers' careers. EFL teachers who demonstrate high levels of professionalism are better equipped to engage students effectively, utilize various teaching strategies, and create positive learning environments. This, in turn, leads to improved teaching quality and more extraordinary student achievement. For example, Liu et al. (2021) highlighted that teachers who exhibit strong professional attributes are more likely to sustain their careers in challenging environments such as rural areas by maintaining high language teaching and pedagogy standards. Their professionalism not only improves their teaching practices but also positively impacts their students' academic success. In addition to improving teaching effectiveness, professionalism plays a significant role in fostering teacher motivation and commitment. Teachers with well-defined professional identities are more engaged and dedicated to their work. This engagement leads to better performance in the classroom and higher levels of job satisfaction. Zhang (2022) emphasized that professional satisfaction and collective efficacy, both influenced by professionalism, are key factors that

enhance teachers' professional commitment. Teachers who feel supported and valued are more likely motivated to improve student learning outcomes and continue their career development, resulting in better student educational experiences.

Professional competence, encompassing pedagogical expertise and personal and social skills, is equally essential for EFL teachers' success. Teachers with strong professional competence are better able to meet the diverse needs of their students and adapt to the rapidly changing educational landscape. As highlighted by Akib and Roy (2023), professional competence includes integrating Information and Communication Technologies (ICT) into teaching practices, particularly relevant in the modern digital classroom. Teachers who possess this competence can effectively use technology to create dynamic and engaging learning experiences for students in traditional and online settings.

Beyond technical skills, professional competence also includes interpersonal skills that enhance teachers' ability to manage classroom dynamics, foster positive student relationships, and collaborate with colleagues. According to Moeinvaziri et al. (2021), developing these interpersonal competencies is essential to maintaining an effective and supportive classroom climate. Teachers who develop these skills are better equipped to manage student behavior, create more inclusive learning environments, and collaborate with colleagues, contributing to the overall quality of education.

Professionalism competency also significantly affects teacher retention and long-term career sustainability. Teachers who actively engage in professional

development and continually improve their skills are likelier to remain in the profession for the long term. Rachmajanti et al. (2021) argue that teachers who cultivate a strong professional identity and pursue ongoing professional growth are less likely to experience burnout and are more likely to remain committed to their careers. This is especially important in challenging environments, where teachers need resilience and adaptability. Additionally, developing professional competencies helps teachers feel more independent and confident in their work, reducing stress and increasing job satisfaction.

In addition, teachers with a strong sense of professionalism and competence are more motivated to continuously improve their teaching and remain engaged with their students' development. Nida and Ningsih (2023) asserted that professional engagement enhances teaching effectiveness and ensures that teachers are motivated to pursue continuous improvement. Teachers who engage in lifelong learning and actively seek out professional development opportunities are better prepared to meet the changing needs of their students and the education system.

In conclusion, EFL teachers' professionalism and competence are essential for effective teaching and continued career success. These qualities enable teachers to adapt to the ever-evolving educational landscape, foster a positive learning environment, and achieve long-term career satisfaction. Teachers who invest in their professional growth improve their teaching practice and contribute significantly to their student's academic success and personal development. Therefore, it is imperative to prioritize the ongoing development of professionalism and competence in the EFL teaching profession.

D. The challenges in Teachers' Professionalism

Given the critical role of teachers in education, especially in this technological era, the need for qualified teachers is a hope for the nation's future. However, teachers face several challenges in a study by (Aspi et al., 2022). Here are the challenges faced by teachers :

1. Challenges in Self-Development

In the ever-changing world of education, teachers must keep their knowledge and skills current. However, time constraints and access to quality training are often barriers. Many teachers find it difficult to attend professional development programs due to the demands of their daily work, such as teaching, preparing materials, and conducting evaluations. This can lead to stagnation in their mastery of teaching materials and methods, which negatively impacts the quality of learning.

2. Challenges in Communicating

Social competence is also a challenge for many teachers. While effective communication with students, colleagues, and parents is essential, not all teachers have adequate communication skills. Some teachers may feel awkward or lack confidence in their interactions, especially in situations involving feedback or critical discussions. In addition, differences in cultural and language backgrounds between teachers and students can add complexity to communication. The inability to establish a good rapport can hinder the creation of a positive and collaborative learning environment.

3.   Challenges in Managing the Classroom

Classroom management is another challenge that teachers often face when implementing professionalism. Teachers must create a conducive and inclusive learning atmosphere in a diverse classroom with various student characteristics. However, dealing with complex student behavior or lack of motivation to learn can burden teachers mentally. Without effective classroom management strategies, this situation can disrupt the learning process and reduce teaching effectiveness. Teachers must have good classroom management skills and techniques to overcome this challenge.

4.   Challenges in Integrating Technology

In today's digital era, technology in learning is becoming increasingly important. However, not all teachers are comfortable or have sufficient skills to integrate technology into the learning process effectively. Some teachers may face technical constraints or lack of access to technological devices and resources. In addition, there are also challenges in adapting traditional teaching methods to technology-based approaches, so not all students can be actively engaged. Therefore, adequate training and support are needed so that teachers can optimally utilize technology to improve the quality of learning.

The professionalism of EFL teachers has a profound impact on multiple aspects of education, from improving teaching quality and student outcomes to fostering teacher motivation and commitment. Professionalism also supports the development of teachers' professional identity, which helps to retain teachers in the profession and positively influences the broader educational community. Through

continuous professional development and engagement with professional networks, EFL teachers can maintain high teaching standards and contribute to their academic institutions' growth and success.

E. Relevant Studies

Relevant studies are needed to compare previous studies to know the insights and shortcomings in the research and are useful in current research. The first study conducted by Barrera-Pedemonte (2016). This study examines the contribution of high-quality TPD to teachers' reported strategies for improving student learning in the classroom, based on data from TALIS 2013. Findings indicate that teachers who participate in curriculum-focused TPD are more likely to report using a variety of teaching methods. Furthermore, TPD delivered with higher levels of teacher collaboration, active learning, and longer duration also increases, across countries and economies, the likelihood that teachers report using more of these strategies. In contrast, teachers' exposure to TPD involving other teachers from the school (i.e., with collective participation) appears to be particularly detrimental to active teaching methods.

In addition, Darling-Hammond et al. (2009) analyzed the role of professional development in high-performing education systems, stating that effective TPD programs significantly enhance teachers' pedagogical skills and professional identity. They emphasized the need for ongoing professional development opportunities for teachers to improve their teaching methods and understanding of the cultural context in which they teach, which is particularly relevant for EFL teachers.

Additionally, Desimone (2009) examined the key components of effective TPD programs, highlighting that programs that involve active learning, content focus, and opportunities for collective participation are more likely to lead to changes in teaching practice. This research is important for EFL teachers because it highlights the importance of TPD programs that allow teachers to directly apply new techniques, focusing on areas such as language proficiency and classroom management for diverse learners.

Furthermore, Guskey (2002) explored how professional development leads to meaningful changes in teachers' attitudes, knowledge, and teaching practices, noting that such changes should be linked to improved student learning outcomes. For EFL teachers, Guskey's research offers insight into how tailored professional development can improve teaching practice and broader pedagogical philosophy.

Lastly, a study by Korthagen (2017) emphasized the importance of reflective practice in professional development, especially for English as a Foreign Language (EFL) teachers. Korthagen argued that reflective practice allows teachers to assess and refine their teaching methods, encouraging continuous improvement and better alignment with students' needs. This approach is particularly effective for EFL teachers, as it encourages them to critically analyze their strategies and make data-driven adjustments to improve student learning outcomes. These studies underscore the importance of reflective, personalized, and contextually aware professional development in promoting EFL teacher effectiveness and improving classroom dynamics.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the research. The discussion includes four sections: research design, participants, data collection technique, and data analysis.

A. Research Design

The research approach and methods used in this research are qualitative and descriptive. Descriptive qualitative research aims to help researchers to understand certain phenomena by providing descriptive explanations collected through various data collection techniques such as identifying, characterizing, and interpreting how the Professional Development of English as a Foreign Language (EFL) Teachers in secondary Schools, specifically the impact of TPD activities on the teachers' professionalism and the challenges they encountered in undertaking these programs. Qualitative research aims to comprehend the phenomena that the research subject experiences, such as behavior, through verbal and linguistic descriptions within a unique natural setting and with the assistance of qualitative research. In the form of words and language, within a particular natural setting, and via diverse natural techniques using a range of natural techniques (Moleong, 2007).

Qualitative research pertains to gathering, arranging, characterizing, and analyzing textual data from conversations, observations, or records. Document analysis, observation, and interviewing are some approaches used in qualitative research. It aims to investigate how deliberately selected individuals and groups

behave, interact, and interpret meanings, values, and experiences within their "natural" environments (Kitto et al., 2008).

Understanding the meaning, qualitative research uses various natural techniques to gather and analyze textual data from conversations, observations, and records. It aims to comprehend the phenomena experienced by research subjects through detailed verbal and linguistic descriptions within their unique natural settings.

B. Research Location

This research was conducted at one of the Islamic boarding schools in Aceh Besar, Darul Ihsan Tgk. H. Hasan Kruengkalee Islamic Boarding School. Darul Ihsan Islamic Boarding School is located in Siem, Darussalam, Aceh Besar.

C. Research Participants

1. Population

The population used for analysis in qualitative research is not necessarily the same as the group from which data is collected and is usually referred to as "sources of information." While they can be any source that provides information to the researcher, information sources are often referred to as informants in the context of interviews (Rijnsoever, 2017). The population of this research is EFL teachers at Secondary School Dayah Darul Ihsan Aceh Besar, which consists of 4 EFL teachers.

2. Sample

The researchers used the purposive sampling technique to choose the sample. They were selected based on the qualification of teaching experience and with more than 5 years (Ary, 2010, as cited in Averina & Kuswandono, 2023).

The following is attached to the list of names of samples from this study:

Tabel 3. 1

The List Name of The Samples

No	Teachers' Initial	Gender	Age	Teaching Experieces
1	Teacher 1 (P1)	Female	33	9 Years
2	Teacher 2 (P2)	Female	42	7 Years

According to the table, the teachers, as the participants, have more than five years of experience. Teachers have experienced various classroom situations and various kinds of students. All teachers experience curriculum changes, so they must adjust to the new curriculum and teaching style. In their teaching experience, they try to develop their professionalism by joining TPD programs.

D. Technique of Data Collection

In this research, I used interviews and documentation to find data for this study. The following is a description of the instrument:

1. Interview

Before collecting the data, the researcher asked for permission from the school by obtaining a permission letter from the education faculty. Then, after the administration was finished, the researcher interviewed the English teacher at the Secondary School, Dayah Darul Ihsan Aceh Besar.

The interview took approximately 15-30 minutes since a semi-structured interview was applied in this research. The researcher used the recording device to record the interview process. Each participant asked whether they were allowed to be recorded or not. The supervisor has agreed upon the list of questions before it is used. The interview used English, but the researcher also allowed the participants to use Indonesian to help them convey their thoughts, opinions, and ideas. Finally, the audio recording was transcribed into written form for the analysis. As for the semi-structured interview, nine questions were addressed exploring (1) the reasons for joining the teacher professional development program, (2) the perception of the teacher professional development program, (3) the expectation after undertaking teacher professional development programs, (4) the perception impacts, (5) the types of teacher professional development programs that were effective or less effective for them, and (6) challenges they face in undertaking the programs.

E. Technique of Data Analysis

Data analysis is the process of reducing data, organizing data into several systematic forms, and interpreting data into descriptive conclusions (Gay et al., 2012). This study uses thematic analysis by Braun and Clarke (2013) to analyze the data. The researcher used thematic analysis in this study because of its flexibility, systematic approach, and ability to provide a deep and rich understanding of human perception's complex and subjective nature. This allows the researcher to uncover patterns of meaning and explore how perceptions are formed, articulated, and understood without forcing them into predetermined categories. Thematic analysis is divided into six steps. First, the researcher transcribes the audio into written data.

In transcribing the data, the audio will be repeated several times to correctly transcribe information from the participants. Second, the researcher will reduce the data from bias and inaccurate data. Systematically, the data is arranged into categories for easy analysis. The next step is to code information, separate sentences, and identify teacher perceptions. Then, these steps are followed by organizing the data through writing the results to answer the research questions. Finally, the last step is to conclude the results in data interpretation.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two main points: research findings and discussion. Research findings will give explanations and answers to two research questions. Then, the discussion will link the findings with previous studies.

A. Findings

This study analyzes the professional development of English as a Foreign Language (EFL) teachers in secondary schools. More specifically, it examines the impact of TPD activities on the teachers' professionalism and the challenges they encounter in undertaking these programs. To this end, the researcher conducted semi-structured interviews with two English teachers at the Darul Ihsan Islamic Boarding School. The semi-structured interview method was employed to gather the data for this study. The interview data were meticulously documented and transcribed. Each teacher's response was meticulously examined, focusing on their insights about the research question's focal theme. The ensuing discourse delves into the perceptions of English teachers at the junior high school level concerning the professional development of EFL. Their names have been shortened to initials to protect the participants' privacy. The participants are designated P1 and P2. After thoroughly examining the data, the researcher identified several findings pertinent to the study's objectives. The ensuing discourse will delve into these findings in meticulous detail:

1. The Most Popular Teacher Professional Development (TPD) Activities Undertaken By Participants

The findings indicate that workshop and webinar are the most prevalent TPD activities that participants engage with, owing to their accessibility and practical focus. Workshops offer a hands-on, interactive learning environment where educators can engage with content and collaborate with their peers. Webinars provide flexible, remote access to a variety of topics, allowing educators to participate at their convenience. The analysis indicates that both formats support ongoing learning, skills development, and professional networking, reflecting the growing demand for flexible and accessible TPD options. P1 stated:

> "In my experience, workshops that focus on hands-on, practical strategies have been the most effective."

On the other hand, P2 stated:

> "webinars have also been a valuable resource, especially for accessing up-to-date information and professional development at my convenience."

In conclusion, the findings indicate that workshops and webinars are the most prevalent TPD activities, owing to their accessibility and practical application. Workshops provide an interactive learning environment that encourages direct engagement and peer collaboration, while webinars offer the flexibility to learn at one's own pace and convenience.Both formats contribute to ongoing professional growth, skill development, and networking. One participant underscored the

efficacy of workshops that emphasize practical, hands-on strategies, while another highlighted the value of webinars for accessing current information and professional development at the participant's discretion.These insights underscore the importance of flexible and accessible professional development opportunities for teachers.

2. Impact of Teacher Professional Development (TPD) Activities on Teachers' Professionalism

The findings indicate that teacher professional development activities have significantly impacted the professionalism of EFL teachers at Darul Ihsan Banda Aceh. A comprehensive analysis identified several pivotal themes that elucidate how these programs have contributed to the evolution of teachers' professional practices. These significant factors have been categorized into four overarching domains. These categories pertain to the enhancement of teacher self-efficacy and confidence, the refinement of classroom practices and instructional skills, the promotion of increased engagement and student participation, and the cultivation of reflective practice.

2.1. Improved Teacher Self-Efficacy and Confidence

A prominent theme in the analysis was increased teacher self-efficacy and confidence. P1 stated:

> "TPD has positively impacted my self-efficacy, helping me believe
> more strongly in my ability to address diverse classroom challenges
> and implement effective teaching methods."

Furthermore, P2 added:

> "TPD programs have significantly impacted my self-efficacy, boosting my confidence and reinforcing my teaching competence, allowing me to approach challenges with a proactive mindset."

According to the reports of both teachers, implementing TPD activities has been instrumental in enhancing their confidence in confronting challenges within the classroom environment. These professional development activities instilled a sense of empowerment in the teachers, as they could implement novel strategies that enhanced their pedagogical practices. The enhancement in their self-efficacy was particularly discernible in their capacity to engage students, manage their classrooms, and adopt a more proactive approach to teaching.

2.2. Enhanced Classroom Practices and Instructional Skills

The TPD programs also improved classroom management and instructional skills. P1 stated:

> "I also aim to continue developing my classroom practices and instructional skills, building on the foundation set by the TPD activities I've undertaken."

P2 also said:

> "… Additionally, I hoped to develop stronger classroom practices and instructional skills through the knowledge gained from these programs."

The implemented programs contributed to enhanced classroom management, teaching skills, and reflective competencies. Teachers reported increased

preparedness to manage heterogeneous classes and address the diverse needs of students, particularly those related to differentiated instruction. The knowledge gained from TPD activities enabled them to integrate new strategies that facilitated better engagement and participation in their classes.

2.3. Increased Engagement and Student Participation

Teachers observed greater engagement from their students after implementing TPD strategies. P1 said:

"I've noticed that my students are more motivated and participatory since I've begun integrating new methods and techniques."

In addition, P2 added:

"…a greater sense of engagement in my classroom since implementing some of the strategies I've learned, particularly in group discussions and project-based tasks"

Teachers reported that integrating new strategies increased student engagement and participation in class. Specifically, teachers noted that students exhibited heightened motivation and activity in lessons incorporating group discussions, project-based learning, and interactive activities. This approach enhanced student interest in the subject matter, fostering a more dynamic and participatory learning environment.

2.4. Development of Reflective Practice

The TPD activities also facilitated reflective competence, where teachers actively evaluated and improved their teaching practices. P1 said:

"The TPD activities I have participated in have contributed significantly to my reflective competence and have positively shaped my teaching beliefs and attitudes, enabling me to adapt and refine my classroom strategies to better suit my students' needs."

Furthermore, P2 also said:

"The teacher professional development activities I have participated in have significantly improved my reflective skills and positively influenced my teaching beliefs and attitudes."

TPD activities are vital in developing reflective competency encouraging teachers to assess and refine their practice. Through ongoing reflection, teachers can identify areas for improvement, improve their lesson planning, and gain a deeper understanding of their teaching methods. This process fosters a shift towards more mindful and intentional teaching practices, promoting continuous improvement and benefiting teacher growth and student learning experiences.

In conclusion, TPD activities at Darul Ihsan Banda Aceh have positively and profoundly impacted EFL teachers' professionalism. The findings underscore pivotal domains in which the TPD program has been instrumental in fostering teacher growth, including heightened self-efficacy and confidence, enhanced classroom practice and teaching skills, elevated student engagement and participation, and the cultivation of reflective practice. Teachers reported stronger beliefs in their ability to address classroom challenges and implement effective strategies, leading to more engaged and motivated students. The program also

fostered a culture of ongoing reflection, helping teachers refine their practice to meet the needs of their students better. In summary, the TPD activities have been instrumental in improving the quality of instruction, enhancing teachers' professional growth, and enriching students' learning experiences.

3. Challenges Faced by EFL Teachers in Undertaking Teacher Professional Development (TPD) Activities

Notwithstanding the positive impacts, several challenges emerged in the teachers' experiences with TPD programs. Notable impediments encompassed time constraints as educators grappled with balancing teaching obligations with professional development initiatives. Additionally, some programs were found to lack relevance or a contextual fit, making it difficult for teachers to apply new strategies in their classrooms. The dearth of resources and support further impeded effective implementation, while the theoretical nature of some programs rendered it challenging for teachers to translate concepts into practical teaching methods. These challenges underscore the necessity for well-structured, relevant, and supported TPD programs.

3.1 Time Constraints

One of the most significant challenges reported by both teachers was the issue of time constraints. Both teachers noted that balancing teaching responsibilities, such as lesson planning, assessment, and student support, with professional development activities was difficult. P1 stated:

> "One of the main challenges I've faced in undertaking TPD programs is the <u>time commitment</u>."

Furthermore, P2 also said:

> "…heavy workload of grading, lesson preparation, and student support <u>often leaves little time</u> for additional training."

A prevailing challenge that educators identified was the issue of time constraints. Teachers noted that balancing teaching responsibilities, such as lesson planning, grading, and providing student support, with professional development activities was difficult. The time commitment required to attend TPD programs often competed with teachers' other professional obligations, leading to feeling overwhelmed and unable to engage with the program entirely. This time pressure hindered the depth of their participation in TPD sessions and limited their ability to absorb and apply what they learned.

3.2 Relevance and Contextual Fit

Another critical challenge is the lack of contextual relevance in some TPD programs. Both teachers expressed frustration with programs that were too generic and did not always address the specific needs of the EFL teaching context. P1 said:

> "some programs <u>don't always align with the specific needs of my teaching context</u>, so I sometimes struggle to see immediate relevance."

In addition, P2 also said:

> "Another challenge is finding programs that are flexible and can be tailored to the specific needs of my students, as some programs <u>tend to take a one-size-fits-all approach</u>."

A salient challenge pertained to the absence of contextual relevance in select TPD programs. Teachers reported frustration with programs that were excessively generic and failed to address the EFL teaching context's unique demands adequately. While acknowledging the value of the programs in terms of general teaching strategies, the teachers noted that the content was not tailored to their specific context as English teachers, hindering its direct application in their classrooms. This challenge was particularly evident in cases where the TPD programs focused on teaching practices that did not directly align with the unique demands of EFL teaching or the local context in Banda Aceh.

3.3 Lack of Resources and Support

Another challenge is the lack of school resources and support to implement the strategies learned during the TPD program fully. Although teachers gain valuable knowledge, they sometimes face difficulties implementing it in practice due to a lack of materials, technology, or administrative support to help integrate new teaching methods. P1 explained:

> "there's the challenge of translating new ideas and methods into my own classroom when I may not have the necessary resources or support to fully implement them."

In addition, P2 said:

> "…, I sometimes struggle with implementing new strategies when there is limited support or resources available at my school to help put these ideas into practice."

Teachers also reported encountering challenges in implementing new strategies due to a paucity of resources and support at the school level. Despite attaining significant insights from TPD activities, teachers encountered impediments in implementing these novel approaches due to the scarcity of resources, including teaching materials, technological resources, and administrative support. The dearth of institutional support impeded teachers' ability to seamlessly assimilate the strategies they had acquired into their daily pedagogical practices.

3.4 Theoretical Nature of Some Programs

Lastly, both teachers mentioned that some TPD activities were too theoretical and lacked practical application. They found that certain online modules and lecture sessions did not provide enough hands-on experience or opportunities for real-world application. P1 stated:

> "You know, one thing that stood out to me about some of the TPD
>
> activities was how <u>theoretical</u> they were. I found myself struggling
>
> to connect the content to my actual classroom needs."

P2 also added:

> <u>There wasn't enough focus on practical</u>, real-world application. It
>
> was hard to see how to implement some of those ideas directly with
>
> my students.

A review of TPD programs reveals that some, particularly those delivered via online modules or lecture-based formats, are theoretical and lack practical

application, hindering their translation into effective teaching practices. It was noted that specific online modules and lecture sessions fell short of providing adequate hands-on experience or opportunities for real-world application. Teachers preferred programs that facilitate the direct application of strategies learned in the classroom setting and the collaboration with peers to exchange ideas and feedback.

In conclusion, while TPD programs have had positive impacts, several challenges emerged in teachers' experiences. Key obstacles included time constraints, as teachers struggled to balance their heavy workloads with professional development. Additionally, the relevance of certain programs to the specific needs of EFL teachers was found to be deficient, thereby impeding the successful integration of novel strategies into their instructional practices. The dearth of adequate resources and the absence of institutional support further hampered the effective implementation of novel teaching methodologies. The theoretical nature of some programs, especially online modules and lecture-based sessions, limited their practical application, with teachers preferring programs that allowed for hands-on experiences and peer collaboration. These challenges underscore the need for well-structured, contextually relevant, and supported TPD programs that can address the real-world needs of teachers.

B. Discussion

This study examines the impact of Teacher Professional Development (TPD) activities on the professionalism of English as a Foreign Language (EFL) teachers at Darul Ihsan Islamic Boarding School Aceh Besar and the challenges they face in

participating in the program. The research findings reveal positive outcomes and significant challenges, providing valuable insights into the effectiveness and limitations of current TPD initiatives. The research findings also indicate that workshops and webinars are the most common TPD activities undertaken by participants, due to their accessibility and practical focus. Workshops offer a hands-on, interactive learning environment where educators can engage with content and collaborate with their peers, while webinars provide flexible remote access to a range of topics, allowing educators to participate at their own pace. The analysis shows that both formats support ongoing learning, skills development, and professional networking, reflecting the growing demand for flexible and accessible TPD options. The objective of this discussion is to provide answers to the following research questions: the first research question is "What are the activities of the professional development carried out at Darul Ihsan Aceh besar?", the second research question is "To what extent do the teachers' professional development activities make significant impacts on developing EFL teachers' professionalism at Darul Ihsan Aceh Besar?" and the last research question is "What are the challenges that the teachers face when participating in these programs?". Here are the three main points of discussion to answer those research question regarding popular TPD activities, the impact of TPD activites and the challenges of TPD activities:

1. Popular Activities of the Teacher Professional Development

The First research question, "What are the activities of the professional development carried out at Darul Ihsan Aceh besar?" was addressed by the first point as outlined in the findings, concerning the most popular TPD activites

undertaken by teachers at Darul Ihsan Islamic Boarding School Aceh Besar. The findings revealed that workshops and webinars were the most popular TPD activities among participants, largely due to their accessibility, practicality, and the growing demand for flexible learning options. Workshops, which provide an interactive, hands-on environment, allow educators to engage directly with content and collaborate with their peers. This format supports the application of new skills and strategies in real-world settings, offering tangible benefits to teachers seeking to improve their practice. As one participant (P1) noted, workshops that focused on practical strategies were particularly effective, as they provided the tools necessary for immediate classroom application. This view is consistent with research showing that active, participatory learning environments are more effective in fostering long-term professional growth (Darling-Hammond et al., 2017). On the other hand, webinars have emerged as a valuable TPD activity for those who prioritize flexibility. Webinars, with their remote access and ability to cover a variety of topics, allow teachers to engage in professional development at their own pace. P2 emphasized the ease of accessing up-to-date information through webinars, reflecting the growing need for asynchronous learning opportunities. The rise of online platforms for professional development aligns with the global trend toward more flexible, learner-centered approaches to education.

Both workshops and webinars serve as effective professional development vehicles, but they serve different needs. Workshops benefit teachers who prefer structured face-to-face interactions and hands-on, practical application of new skills. In contrast, webinars meet the needs of those who require flexibility and

access to a wider range of topics, especially those who may not have the time or resources to attend face-to-face events. The combination of the two formats allows for a holistic approach to teacher development, providing teachers with the opportunity for hands-on engagement and the flexibility to learn at their own pace.

In conclusion, the prevalence of workshops and webinars as TPD activities highlights the importance of offering flexible, accessible professional development opportunities that support ongoing learning and skill enhancement. Both formats contribute significantly to teacher growth, with workshops emphasizing hands-on learning and webinars providing easy access to the latest educational trends. By accommodating a variety of learning preferences, these TPD activities help teachers maintain relevance in their practice, stay informed, and continually improve the effectiveness of their teaching.

2. Impact of the Teacher Professional Development

The second research question, "To what extent do the teachers' professional development activities significantly impact developing EFL teachers' professionalism at Darul Ihsan Banda Aceh?" was addressed by four points, as outlined in the findings, concerning the positive outcomes of TPD. The present study indicates that the implementation of TPD activities significantly enhanced the professional competencies exhibited by the EFL teachers at Darul Ihsan. A significant benefit identified by participants P1 and P2 was enhanced self-efficacy and confidence. Both teachers reported that the TPD programs helped them feel more competent in addressing classroom challenges and implementing effective teaching strategies. This enhancement in self-efficacy proved instrumental in

empowering the teachers, enabling them to adopt a more proactive stance in their pedagogical practices. This heightened confidence helped them address classroom challenges with renewed efficacy, directly impacting their teaching effectiveness and overall professionalism. This phenomenon aligns with broader research findings that professional development can enhance teachers' belief in their abilities, positively impacting their classroom performance and student outcomes. This finding is consistent with prior research indicating a positive correlation between heightened self-efficacy, enhanced classroom management skills, and more effective teaching practices (Tschannen-Moran & Hoy, 2001).

In addition to enhancing their confidence, the teachers reported improvements in their classroom practices and instructional skills. The participants indicated that the strategies and knowledge gained from the TPD activities helped them manage diverse classrooms more effectively and improve their teaching methodologies. This finding aligns with the conclusions of studies emphasizing the pivotal role of professional development in equipping teachers with the skills to address diverse student needs and enhance instructional quality (Darling-Hammond et al., 2017). Teachers further reported improving their capacity to address students' diverse needs, mainly through implementing differentiated instruction and engaging teaching practices. These observations align with the findings of research indicating that professional development programs emphasizing pedagogy and classroom management can enhance teachers' skills, thereby facilitating the creation of more inclusive and effective learning environments.

Moreover, the impact of TPD activities was found to extend to increased student engagement and participation. P1 and P2 noted that their students exhibited heightened motivation and engagement in class activities after implementing novel techniques acquired through TPD. Incorporating methods such as group discussions, project-based learning, and interactive tasks markedly increased student interest and enthusiasm. This observation lends further credence to the notion that meticulously designed TPD programs can directly influence students' learning experiences by equipping educators with the tools necessary to cultivate more dynamic and participatory classroom environments. The heightened engagement of students in these environments has been shown to foster a more positive and dynamic learning atmosphere (Jones, 2019). Teachers have reported that this enhanced engagement has made their teaching experience more fulfilling and effective. This finding is consistent with research indicating that professional development programs can enhance teachers' ability to foster a more engaging and participatory learning environment (Desimone, 2009).

Another significant impact of TPD was the development of reflective practice. Teachers reported that participation in TPD activities encouraged engagement in regular self-reflection, which ultimately contributed to improving teaching practices. Reflective practice, a critical component of professional growth, enables educators to evaluate their teaching methodologies, discern areas for enhancement, and modify their approaches to align more closely with the needs of their students. The teachers noted that their participation in TPD encouraged them to become more mindful and intentional in their teaching, fostering continuous improvement in their

professional practice. This finding aligns with research emphasizing the pivotal role of reflection in teacher development, as it promotes a more profound comprehension of teaching methodologies and enhances adaptability in the classroom environment. This lends further credence to the notion that reflective practice is indispensable for teacher growth and professional development (Schön, 1983).

3. Challenges in Undertaking Teacher Professional Development

The third research question, "What are some challenges faced by EFL teachers at Darul Ihsan Banda Aceh in undertaking teachers' professional development activities?" was addressed by four main points based on the interview, including time constraints, relevance, and contextual fit, lack of resources and support, and theoretical nature of some programs. Despite these positive impacts, the study also identified several challenges that hindered the teachers' ability to benefit from TPD programs fully. The finding revealed that time constraints emerged as a particularly salient challenge. Teachers indicated significant difficulty balancing teaching duties, including lesson planning, grading, and student support, with the time commitment required for professional development activities. The substantial workload frequently left limited opportunities for teachers to engage meaningfully with TPD programs. This phenomenon has been widely documented in the extant literature, which underscores the challenges teachers face in fully engaging in professional development activities due to the substantial time demands of their profession, often resulting in feelings of stress and diminished engagement. This finding reflects the ongoing challenge of ensuring that TPD activities are

manageable and do not add to the already heavy workload of teachers (Kraft et al., 2018).

A further challenge pertained to the absence of contextual relevance in select TPD programs. Both P1 and P2 noted that specific programs were overly generic and failed to address the distinct requirements of their teaching context adequately. Teachers expressed frustration with programs that offered general teaching strategies without considering the unique challenges of teaching English as a foreign language or the specific educational context in Banda Aceh. This deficiency impeded the immediate applicability of the strategies and knowledge imparted in these programs, hindering the practical benefits they were intended to offer. This issue of contextual relevance is a well-documented challenge in professional development research, where the "one-size-fits-all" approach often fails to address the diverse needs of teachers in different educational settings (Smith, 2019). The failure of programs to align with the specific contexts of teachers has been shown to result in diminished effectiveness and more incredible difficulty in implementation. Consequently, there is a compelling argument for the necessity of a more customized approach to TPD programs, tailored to the unique challenges EFL teachers face, particularly within the context of specific cultural and institutional settings, to enhance their applicability (Guskey, 2002).

Furthermore, both teachers reported challenges in implementing the strategies acquired through TPD due to a paucity of resources and support at the school level. They noted that even when they gained valuable insights from TPD programs, the absence of necessary teaching materials, technology, and administrative support at

the school made applying new ideas in practice challenging. This phenomenon aligns with the prevailing literature on the barriers to effective teacher development, underscoring the necessity of adequate support and resources for educators to integrate novel strategies into their practice fully. This finding underscores the importance of providing teachers with professional development opportunities and the necessary resources and institutional support to implement new ideas in their practice. This challenge emphasizes the significance of cultivating innovative environments where educators have the resources to integrate novel concepts into their pedagogical practice (Fullan, 2007).

Finally, both teachers highlighted the theoretical nature of some TPD programs as another challenge. They found that certain online modules and lecture-based sessions were overly abstract and lacked practical, hands-on experiences that could help teachers directly apply the concepts to their classrooms. This observation aligns with prior criticisms of TPD programs, which have been accused of excessively emphasizing theoretical frameworks without providing adequate opportunities for practical application (Darling-Hammond et al., 2017). The teachers preferred programs that offer practical, real-world applications of teaching strategies and facilitate collaboration with peers to exchange ideas and feedback. This concern about the theoretical focus of TPD programs is consistent with a prevalent critique in the literature, where educators often express that theoretical content without practical application does not translate effectively into classroom practice.

In conclusion, while TPD programs at Darul Ihsan Islamic Boarding School Aceh Besar profoundly impacted teachers' professionalism, the study also revealed several challenges that impeded their full engagement with these programs. The constraints in time, the absence of contextual relevance, the paucity of resources and support, and the theoretical nature of certain programs all contributed to the difficulties faced by the teachers. These challenges underscore TPD programs' need to adopt a more flexible, contextually relevant, and practically focused approach. Such modifications are essential to ensure that teachers can fully benefit from professional development activities and enhance their teaching practice meaningfully.
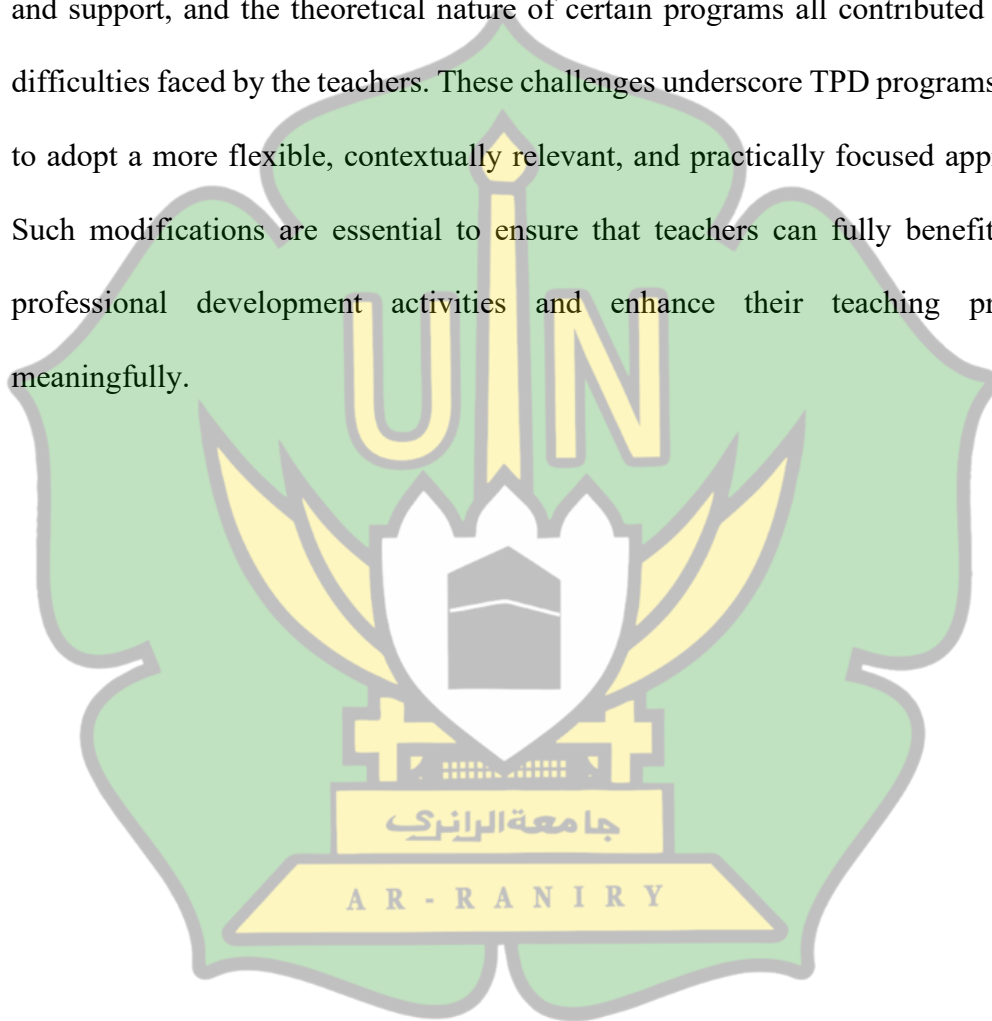
CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions and recommendations from the research findings and discussion. The researcher outlines several key conclusions from the research results and suggestions that may be useful for teachers and future researchers.

A. Conclusion

This study examined the extent to which TPD programs affected teachers' professional development based on their perceptions and the constraints they encountered.

1. Activities of the Teacher Professional Development

The first findings indicate that workshops and webinars are the most common TPD activities undertaken by participants, due to their accessibility and practical focus. Workshops offer an interactive, hands-on learning environment where educators can engage with content and collaborate with their peers, while webinars provide flexible, remote access to a variety of topics, allowing educators to participate at their own pace. These formats have played a significant role in enhancing teacher professionalism, particularly in refining instructional strategies and fostering continued growth.

2. Impact of the Teacher Professional Development

Research findings also indicate that TPD activities have had a significant positive impact on teacher professionalism, particularly in areas such as self-efficacy, classroom practices, student engagement, and reflective practice. Teachers reported increased confidence and belief in their ability to effectively address classroom challenges, which contributed to their proactive approach and overall teaching effectiveness. Additionally, improved classroom practices and teaching skills enabled teachers to more effectively address the diverse needs of their students, thereby fostering a more inclusive and dynamic learning environment. Another important outcome was increased student engagement and participation, which was a result of implementing new strategies learned from TPD activities, resulting in more motivated and engaged students.

3. Challenges in Taking Teacher Professional Development

In addition to the positive impacts mentioned above, this study also highlights several challenges that hinder teachers' full engagement with TPD programs. Time constraints emerged as a salient challenge, as teachers found it difficult to balance the demands of their teaching duties with the time commitment required for professional development. The lack of contextual relevance in specific TPD programs was another significant challenge, with teachers expressing frustration that programs were too general and did not address the particular needs of EFL teachers or the unique contexts in which they teach. The dearth of resources and institutional support at the school level compounded teachers' challenges in implementing new strategies learned through TPD activities. The theoretical nature

of some TPD programs, particularly online modules and lecture-based sessions, was identified as a key factor contributing to this limitation, as it hinders the practical application of the concepts learned and leaves teachers seeking more hands-on, experiential learning opportunities.

In conclusion, while TPD activities positively impacted EFL teachers' professionalism in Darul Ihsan, the challenges identified highlighted the need for more tailored, context-specific, and practice-focused professional development programs. Addressing time constraints, ensuring the program's relevance, providing adequate resources and support, and enhancing the practical application of TPD activities will be crucial in maximizing their effectiveness and supporting teachers' continued growth and improvement.

B. Recommendation

Based on the findings of this study, several recommendations can be made to teachers and future researchers to improve the effectiveness of Teacher Professional Development (TPD) programs and support teacher professional growth.

1. For Improving Teachers' Professionalism

To enhance teacher professionalism, TPD programs need to be more contextually relevant by addressing the specific challenges of teaching English as a foreign language in local settings. Offering flexible options, such as on-demand webinars or microlearning modules, will help teachers balance professional development with their busy schedules. Providing adequate resources and support, including instructional materials and technology, is essential for teachers to implement new strategies effectively. Additionally, incorporating more practical,

hands-on experiences into TPD programs will help teachers better apply what they learn in the classroom. Finally, fostering a culture of reflection and ongoing professional growth through self-assessment and peer feedback will foster continuous improvement in teaching practice.

2. Reflection on The Limitation of This Study

This study has several limitations, including its small sample size, which limits the generalizability of the findings. Future research should include a larger and more diverse sample of teachers to gain greater insight into the effectiveness of TPD. Additionally, although this study focused on teacher perspectives, including feedback from administrators, students, and other stakeholders would provide a more comprehensive view of the impact of TPD. This study also only examined short-term effects, so future research should explore the longer-term impact of TPD on teacher performance and student outcomes. Finally, these findings may not be applicable to other schools or districts, and further research in different contexts is needed to understand the broader applicability of the results.

3. Future Researchers

Future research should examine the long-term impact of TPD programs on teacher performance in the classroom, student learning outcomes, and ongoing professional development. Longitudinal studies can provide insight into how the benefits of TPD develop over time and whether those benefits lead to sustained improvements in teaching practice. Research should also examine how teacher collaboration in TPD programs impacts the learning process, as peer learning and feedback can play a critical role in enhancing professional development.

Additionally, future research could examine the effectiveness of digital or hybrid TPD programs, particularly in remote or resource-limited settings, to determine how technology can be integrated into professional development initiatives. Finally, research could examine barriers that prevent teachers from fully participating in TPD programs, such as financial constraints or lack of institutional support, to help inform the development of more inclusive and accessible professional development opportunities.

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APPENDICES
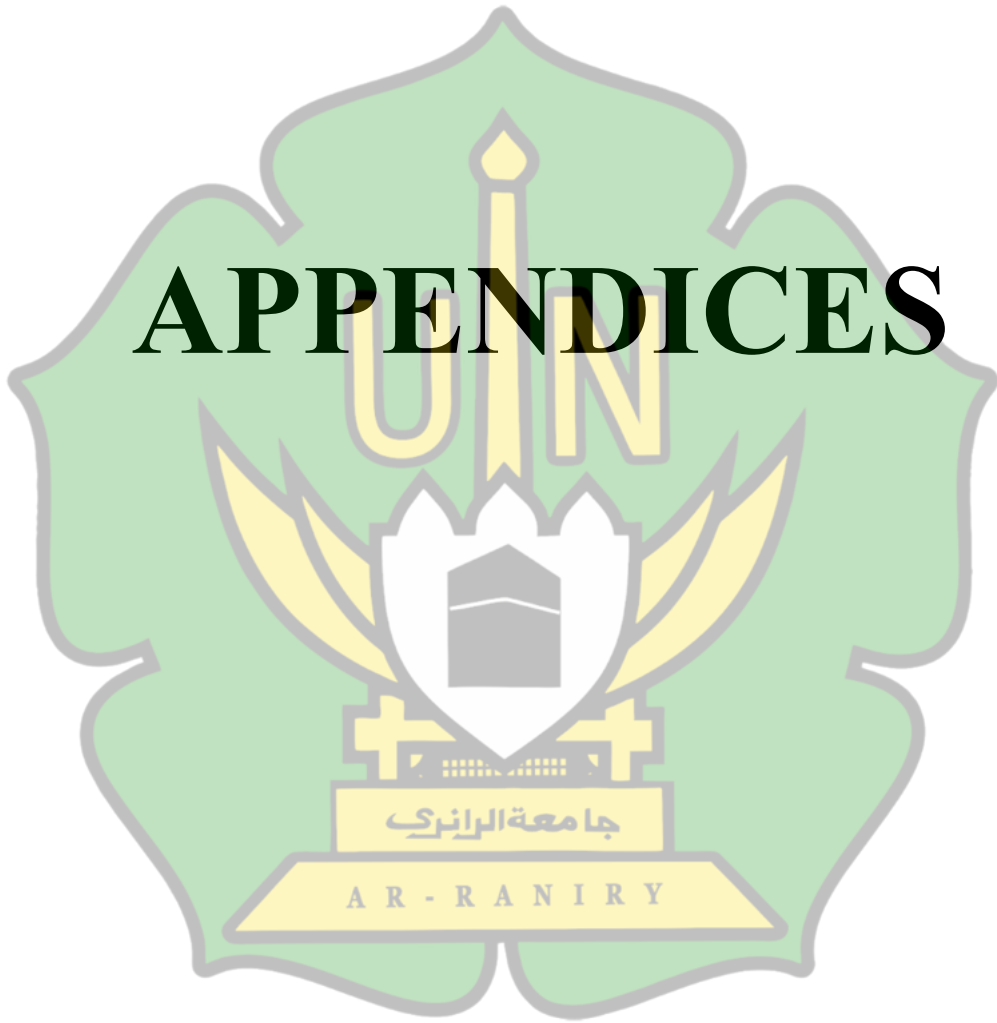
Appendix 1. *List of Questions*

Here are the list of question asked during the interview with the participants:

1. What are the reasons for participating in the teacher professional development program?
2. What is your perception of the teacher professional development program?
3. What are your expectations after participating in the teacher professional development program?
4. How do you see the impact of the teacher professional development program?
5. Which types of teacher professional development programs are effective or less effective for you?
6. What challenges do you face in participating in the teacher professional development program?
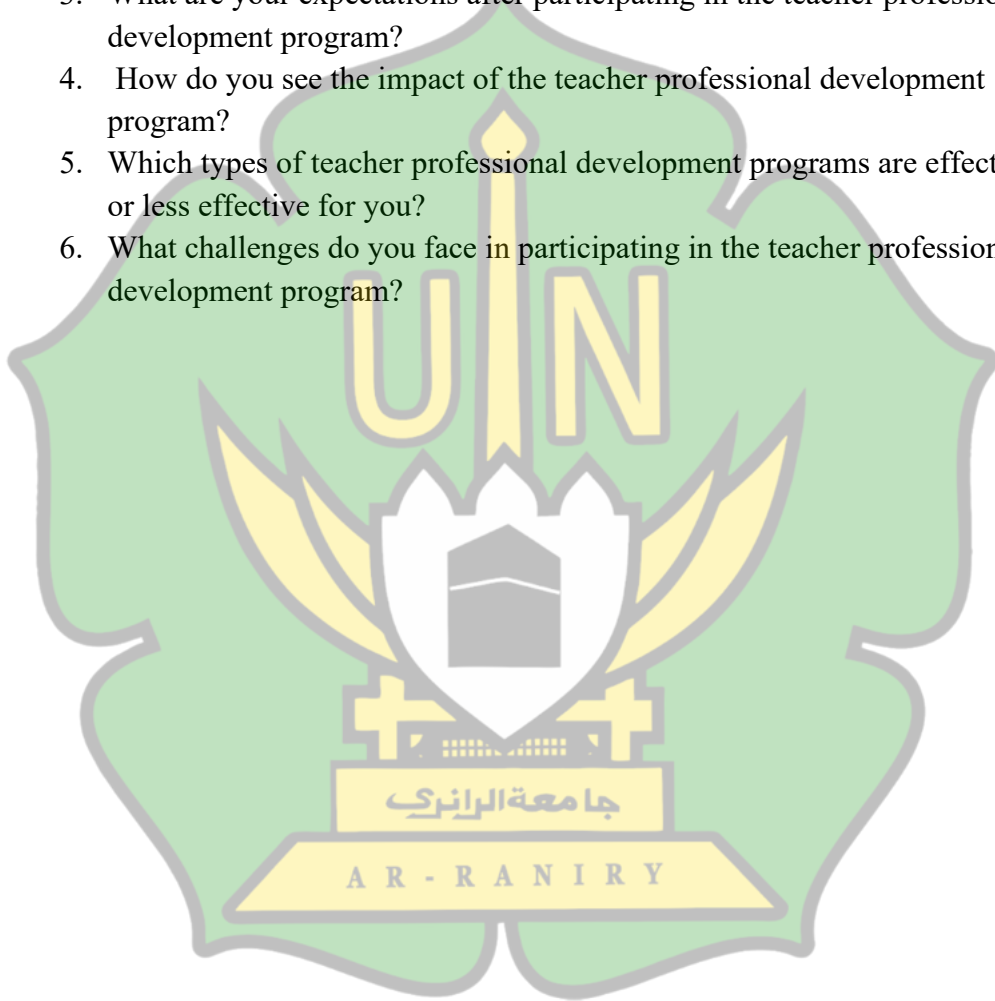
Teacher 1 (P1)

1. What are the reasons for participating in the teacher professional development program?

    As an English teacher, I joined the teacher professional development (TPD) program primarily to enhance my teaching skills and stay updated with the latest methodologies in education. I recognize the importance of continuous learning, not only to refine my own teaching practices but also to ensure that my students receive the best possible instruction. Furthermore, I wanted to broaden my knowledge in areas like classroom management, technology integration, and differentiated instruction to meet the diverse needs of my students. These improvements have reinforced my commitment to ongoing professional growth and strengthened my ability to deliver high-quality education.

2. What is your perception of the teacher professional development program?

    My perception of the TPD program has been overwhelmingly positive. I see it as a valuable opportunity for growth, both personally and professionally. It has allowed me to connect with other educators, share experiences, and learn new strategies to engage students more effectively. I also appreciate that the program encourages reflection on my teaching practices and provides a structured environment for learning and collaboration. The TPD activities I've participated in have significantly contributed to my reflective competence and have positively shaped my teaching beliefs and attitudes, enabling me to adapt and refine my classroom strategies to better suit my students' needs.

3. What are your expectations after participating in the teacher professional development program ?

    After undertaking the TPD programs, my primary expectation is to be able to implement innovative and research-backed strategies in my classroom. I hope to enhance my ability to engage students in meaningful ways, foster critical thinking, and improve their communication skills. Additionally, I expect to gain a deeper understanding of how to incorporate technology into lessons, making them more interactive and relevant to today's digital learners. I also aim to continue developing my classroom practices and instructional skills, building on the foundation set by the TPD activities I've undertaken.

4. How do you see the impact of the teacher professional development program?

I believe the impacts of TPD on my teaching have been significant. The strategies and tools I've learned have helped me become more effective in my classroom management, lesson planning, and student engagement. I've noticed that my students are more motivated and participatory since I've begun integrating new methods and techniques. Moreover, the program has boosted my confidence, helping me approach challenges with a more proactive mindset. Overall, TPD has positively impacted my self-efficacy, helping me believe more strongly in my ability to address diverse classroom challenges and implement effective teaching methods.

5. Which types of teacher professional development programs are effective or less effective for you?

In my experience, workshops that focus on hands-on, practical strategies have been the most effective. I particularly value those that allow me to collaborate with peers and exchange ideas. For instance, programs on project-based learning and using digital tools for language teaching have been incredibly beneficial. Workshops provide an interactive environment where teachers can engage with content actively, which I find essential for applying new techniques in my classroom. Conferences, on the other hand, provide an expansive learning experience, where I can attend multiple sessions on a variety of topics, meet experts in the field, and network with other educators. I appreciate the diversity of perspectives and ideas I gain from attending conferences, especially those focused on the latest trends in education. However, I've found some lecture-style programs, whether in workshops, webinars, or conferences, where there's minimal interaction or practical application, to be less effective. While they may offer theoretical knowledge, they don't always provide the tools to apply that knowledge in the classroom, which limits their immediate usefulness for my teaching.Interactive and collaborative programs have played a crucial role in improving my instructional skills and knowledge, providing me with concrete tools to implement in my teaching practice.

6. What challenges do you face in participating in the teacher professional development program?

One of the main challenges I've faced in undertaking TPD programs is the time commitment. Balancing lesson planning, grading, and attending professional development sessions can be quite overwhelming. Additionally, some programs don't always align with the specific needs of my teaching context, so I

sometimes struggle to see immediate relevance. Finally, there's the challenge of translating new ideas and methods into my own classroom when I may not have the necessary resources or support to fully implement them. You know, one thing that stood out to me about some of the TPD activities was how theoretical they were. I found myself struggling to connect the content to my actual classroom needs. Despite these challenges, the TPD programs have significantly helped me improve my reflective competence and teaching knowledge, though I still face hurdles in fully applying all of the new ideas without adequate resources or support.

Teacher 2 (P2)

1. What are the reasons for participating in the teacher professional development program?

   I decided to join the teacher professional development (TPD) program because I wanted to improve my teaching techniques and stay current with educational trends. As an English teacher, I am always seeking ways to better understand my students' needs, so I thought the program would help me develop new ways to engage them and enhance their learning experiences. Additionally, I was looking for opportunities to refine my understanding of assessment strategies and student-centered learning practices.

2. What is your perception of the teacher professional development program?

   My perception of the TPD program has been generally positive, though there have been some mixed feelings. On one hand, I appreciate the fact that it provides a structured opportunity for professional growth and introduces new ideas that I might not have considered otherwise. On the other hand, at times I feel the programs can be somewhat generic and may not always address the unique challenges of teaching English specifically. Nevertheless, I value the chance to interact with other teachers and share perspectives. The teacher professional development activities I have participated in have significantly enhanced my reflective skills and positively influenced my teaching beliefs and attitudes. These experiences have helped me adapt and improve my teaching methods to better address the diverse needs of my students.

3. What are your expectations after participating in the teacher professional development program ?

After undertaking the TPD programs, I hoped to come away with actionable strategies to improve student writing and reading comprehension skills. I also expected to gain a better understanding of how to incorporate diverse teaching strategies to accommodate all learners, from struggling students to advanced learners. Ultimately, my goal was to be more confident in my ability to deliver engaging lessons that help students develop a love for language and literature. Additionally, I hoped to develop stronger classroom practices and instructional skills through the knowledge gained from these programs.

4. How do you see the impact of the teacher professional development program?

The impact of the TPD programs on my teaching has been positive, especially in terms of my approach to differentiated instruction. I've learned how to create more inclusive lesson plans that cater to students with varying proficiency levels. Workshops that focus on practical strategies have been particularly helpful in this regard, as they provide hands-on opportunities to apply the concepts in real classroom settings. . Similarly, webinars have also been a valuable resource, especially for accessing up-to-date information and professional development at my convenience. These online sessions offer flexibility, allowing me to attend from anywhere, and often include opportunities for interaction with experts and peers, albeit in a virtual format.. I've also noticed a greater sense of engagement in my classroom since implementing some of the strategies I've learned, particularly in group discussions and project-based tasks. These strategies were often introduced in workshops, where I had the opportunity to explore how to integrate such activities effectively. However, some changes have been gradual, and I'm still working on refining certain approaches. While the TPD programs have provided me with a solid foundation, continued practice and collaboration, particularly in MGMP meetings and future workshops, will be key in enhancing my ability to fully implement these strategies. Overall, the TPD programs have significantly impacted my self-efficacy, boosting my confidence and reinforcing my teaching competence, allowing me to approach challenges with a proactive mindset.

5. Which types of teacher professional development programs are effective or less effective for you?

I've found that the most effective programs for me are those that focus on specific teaching strategies or tools, such as methods for improving writing

instruction or fostering critical thinking through literature analysis. Workshops that incorporate practical exercises, group work, and opportunities to reflect on real classroom situations have been the most valuable. On the other hand, I've found some online modules that are more theoretical or not interactive to be less effective. They often lack the hands-on experience that I find essential for real growth. Programs that emphasize collaboration and peer exchange, along with practical applications, have been the most impactful in helping me refine my instructional skills and expand my teaching knowledge..

6. What challenges do you face in participating in the teacher professional development program?

   One of the biggest challenges I've faced is finding the time to engage with professional development programs while managing my daily teaching duties. The heavy workload of grading, lesson preparation, and student support often leaves little time for additional training. Another challenge is finding programs that are flexible and can be tailored to the specific needs of my students, as some programs tend to take a one-size-fits-all approach. Lastly, I sometimes struggle with implementing new strategies when there is limited support or resources available at my school to help put these ideas into practice. A lot of the online modules and lecture-style sessions felt too abstract. There wasn't enough focus on practical, real-world application. It was hard to see how to implement some of those ideas directly with my students. Despite these challenges, the TPD activities have helped me build reflective competence and refine my teaching practices, though fully implementing new strategies can be difficult without the necessary resources.

Appendix 3. *Decree Letter*

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 541 TAHUN 2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
		b.	bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
		c.	bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

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 Presiden 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 Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
		10.	Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
		11.	Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	:	Menunjuk Saudara : **Prof. Jarjani, S.Ag., S.S., M.Sc., Ph.D**

Untuk membimbing Skripsi

Nama	:	**Shintia Sofyanti**
NIM	:	**190203179**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Development of The EFL Teachers' Professionalism at Secondary Schools**

KEDUA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KEEMPAT	:	Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	:	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 11 November 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix 4. *Research Permit Latter*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-9980/Un.08/FTK.1/TL.00/11/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh ;
Kepala Dayah Darul Ihsan Tgk. H. Hasan Kruengkalee

Assalamualaikum Warahmatullahi Wabarakatuh.
Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 190203179
Nama : Shintia Sofyanti
Program Studi/Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Miruek taman, desa tanjung slamat , Lr.lampoh young kec. Darussalam kab.aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin pada dalam rangka penulisan Skripsi dengan judul *THE DEVELOPMENT OF THE EFL TEACHERS' PROFESSIONALISM AT SECONDARY SCHOOLS*

Banda Aceh, 13 Desember 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 31 Desember 2024

KEMENTERIAN AGAMA

MADRASAH sANAWIYAH SWASTA DARUL ISAN

مهد ار ، ، سر ــ الإسلامية

DAYAH DARUL IHSA A U K UENG KALEE

IPSN:10114374; NSM:121211060009; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:2337

SURAT KE ERA GA P ELITIAN
Nomo : 090/Mts. 01.045/PP.00.5/12/2024

Yang bertanda tanga dibawa ı i Kepala MTsS Darul I san Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan i i menerangkan bahwa:

ama   : S intia Sofyantı

NIM   : 190203179

P ogram St di   · Pendid·ka Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa F K UIN Ar-Raniry Dar ssalam Banda Aceh yang telah selesai mela sanakan Peneli ian dan Pe gu pulan Data Skri si di Madrasa Tsanawiyah Swasta Darul Ihsan.

De i ian surat keteranga ini dikeluarkan agar dapat dipergunakan sebagaimana es nya.

Ac h Besa , 16 Desember 2024
Kepala,

Rahmawati, S.Pd.I,. M.Pd.
NIP.19800404 200710 2 006

Appendix 6. *Documentation*