

The Perception of EFL Lecturers at UIN Alauddin Makassar on Lecturer Professional Development

Indy Trini Humaerah¹, Haryanto Atmowardoyo², Muhammad Asfah Rahman³

^{1,2,3} Universitas Negeri Makassar

Corresponding Author: indytrinihumaera@gmail.com

ABSTRACT Professional Development has played an essential role in ELT in Indonesia, where English is considered a foreign language. Regarding this, the researcher is aimed to find out the perceptions of EFL lecturers about the types of Professional Development activities most influence the lecturers' classroom activities, and the impact of Professional Development on lecturers' teaching practices. This research used a descriptive qualitative method involving 20 EFL lecturers in the English Education Department of Tarbiyah and Teaching Training Faculty, UIN Alauddin Makassar. The data revealed that the Professional Development activities have high-positive impact towards their teaching practices. Based on the finding, it can be concluded that EFL lecturers have a good perspective on Professional Development activities and help them improve the level of the criteria of a competent teacher.

KEYWORDS: Professional Development, lecturers' perspective, EFL, teaching practice.

A. INTRODUCTION

The professional development has taken a pivotal role in the field of English Language Teaching especially in countries like Indonesia in which English is used as a foreign language. According to Guskey (2002), professional development activities are structured attempts to provide a new modification in the classroom practices of teachers, in their attitudes and beliefs, and in students' learning outcomes. Kelly (2006) also stated that professional development embodies activities that are designed to ensure persistent teacher development.

Many research about teachers' perception on professional development initiatives has been conducted (Guskey, 2002; Kelly & Cherkowski, 2015; Topkaya & Çelik, 2016; Zein, 2017). Some other studies showed the factors and sources of influences that shaped teachers' professional development (Bayar, 2014; Tsui, 2007). Some of them even presented the effects of teachers' professional development on teachers' selves and their students (Desimone, 2009; Meissel, Parr, & Timperley, 2016). Even though the familiar trend on researching teachers' professional development kept recurring in teacher science field, only some of them focused on the study of higher education educators such as lecturers.

Based on a quick interview the researcher did before deciding to pick the topic on professional development with the secretary of English education department, there have been no record of research on professional development in English education department of Universitas Islam Negeri Alauddin. According to Topkaya and Çelik (2016) study on teachers' perspectives of professional development with the implication of their career stage, teachers who are in different career stages could have different needs and perceptions of professional development. These findings drive the researcher desire to conduct research on lecturers' perspectives of professional development.

B. REVIEW OF LITERATURE

Previous Related Research Findings

Darling-Hammond, Hyler, and Gardner (2017) noticed some researchers who revealed that some professional development drives are considered inefficient in helping the teacher practices and student learning changes. Accordingly, Darling-Hammond et al. (2017) realized the characteristics of sufficient professional development. This study investigates the 35 studies thoroughly that have displayed a favorable relationship between the educators' professional development, education practices, and pupil development. They specify the characteristics of these techniques and suggest detailed explanations of these standards to notify those who want to learn the initiative character of professional development.

Kelly and Cherkowski (2015) conducted a case study that documented and interpreted teachers' experiences in a professional development initiative called Changing Results for Young Readers in British Columbia. The reflections and discussions of a group of teachers in a rural school district were examined in order to understand how the participants constructed their realities relative to their involvement in professional learning communities. Analysis of the teachers' descriptions of their experiences provided insights on the significance of collaboration, collegial relationships, and shifting mindsets about the work of teaching, and these insights are important for understanding how professional development opportunities can be structured and facilitated to support the complex role of professional learning.

Guskey (2002) delivered the analysis of a standard of educator change presented two decades ago (Guskey, 1986), which also started his familiarity and goodwill with Huberman. The standard depicted the secular series of occurrences, from professional development experiences to continuing changes in educators' perspectives and perceptions. Research proof helps that the

standard was recapped, and the requirements beneath the change might be encouraged were represented. The development and presentation of this model formed a string of professional associations between Michael and Guskey himself, which drove the progress of their co-author textbook (Guskey & Huberman, 1995).

The previous related studies above encouraged the researcher to examine lecturers' perspectives on professional development and its practices. According to Topkaya and Çelik (2016), teachers represent professional development using diverse resources, mastery, and proficiency; meanwhile, the professional development activities include joining the courses and seminars, joining professional publications, and teaming with colleagues. The researcher deliberately believes that this research and the study of Topkaya and Çelik (2016) on teachers' professional development shares some similarities. However, the sample of the study of Topkaya and Çelik (2016) are teachers from pre-school to secondary school, while this research was conducted in Universitas Islam Negeri Alauddin Makassar which makes the objects of this research are the EFL lecturers. The researcher could confidently propose this research in hope that this rarely conducted theme of research at the higher education field could become a reference for higher education institution in constructing professional development programs.

The Concept of Perception

Agnes (2010) describes perception as the action of sensing or the ability to sense. A cognitive understanding of objects and qualities using the senses. It is the understanding of knowledge obtained by sensing or a clear idea, concept, or impression so constructed.

In addition, Aronson, Wilson, & Akert (2010) have a different perspective regarding the social perception that they identified as the contemplation of how people assemble ideas and assume other individuals as separated characters. Individuals understand other individuals' emotions and feelings from the knowledge gathered from physical looks and oral or written communication. The physical looks or the communication without using language can be seen in the facial expressions, intonation, hand motions, and body placement or movements. Another sample of social perception would comprehend that others oppose what one expresses when one witnesses them rolling their eyes. Regarding this, there are four primary elements of social perception, as follows: observation, attribution, combination, and validation. Observations function as the primary data of social perception—adaptability of three references: individuals, conditions, and behavior. The references are used as a confirmation to support an individual's impression or belief about others.

Professional Development

Guskey (2000) defined professional development as processes and activities which are taking a big role in increasing the professional knowledge, skills and attitude of educators in hope for improving their students' learning outcomes. Partnership (2013) defines professional development as a variety of detailed training, formal education, or high-level professional learning with intentions to facilitate administrators, teachers, and other educators develop their professional knowledge, competences, skills, and effectiveness. Guskey (2000) also stated that there are three characteristics of professional development, they are: intentional, /ongoing, and systemic.

Professional development as an intentional process

It is already clear that professional development is conducted with absolute purpose and intention. Professional development is not a randomly held activities with meaningless and unorganized plan. With their clear purposes and directions, professional development build content and materials for the activities, the development of its processes and procedures take place, and assessment and evaluation are constructed.

Professional development as an ongoing process

With the vastness of education field which keeps expanding from time to time, the understanding of how learners behave in the classroom also experience an expansion as well. So, in order to be in touch with this situation, educators from all levels must become continuous learner throughout their entire careers. They have to be able to examine whether their teaching method and activities are effective or not. They also must constantly do a reflection of their current practices, adapt to obstacle that they face, and investigate new opportunities and alternatives for the sake of their own improvement.

Professional development as a systematic process

Systematic process in professional development is needed because it contemplates change in an extended period of time and considers the organizations from all levels. With the absence of systemic approach, the organizational variables could impede the favorable outcomes of improvement efforts, even when all the things considered in professional development have already done.

According to Peña-López (2009), types of professional development can be divided into two categories, they are formal and non-formal professional development activities. Formal Activities

included courses or workshops, education conferences or seminars, qualification program, observation visits to other schools, participation in a network of teachers formed specifically for the professional development of teachers, individual or collaborative research on a topic of professional interest, and the last is mentoring and/or peer observation and coaching. Meanwhile, the non-formal activities included reading professional literature and engaging in informal dialogue with peers on how to improve teaching.

Teachers' Competences

A study from Hakim (2015) was analyzing and determining the contribution of teacher competencies, which are pedagogical, personal, professional and social competence on the performance of learning. Here is the brief discussion about those four competences:

Pedagogic competence

According to Hakim (2015), pedagogical competence is the skill of managing the knowledge of learners that involves a comprehension of learners, instructional design and implementation, evaluation of learning output, and the improvement of learners to accomplish their potential.

Personal competence

An educator is needed to be the model for the learners; thus, lecturers should have the ability to improve their personality continuously. Competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for students and the community, to objectively evaluate their own performance, and develop themselves independently and sustainably (Komara, 2007).

Professional competence

According to Hakim (2015), competencies that have relation to the capability of teachers in the process of learning are consisted in the criteria of professional competence. The grasp of learning materials is wide and rooted in the field of professional competence, including comprehension of curriculum content and material of scientific subjects philosophically.

Social competence

Other than pedagogic, personal, and professional competence, the last competence that teachers should maintain as professionals in teaching field is social competence. According to Murray and Male (2005) in (Tynjälä, Virtanen, Klemola, Kostiaainen, & Rasku-Puttonen, 2016), in the teaching field, social competence is perceived as constitutional for these two following reasons.

First, the main point of teachers' job is providing direction in learning, which is basically an interactive social process. Teachers need to do an observation of dynamics in their classroom, construct social conditions that could help learning process, and keep in touch with students and their parents. Second, teacher should be able to teach social ability to their students, which causes learning and teaching these skills as a first-order and second-order activity at the same time in teacher education.

C. METHOD

Respondents

The respondents in this research are 20 EFL lecturers of English Education department of Tarbiyah and Teaching Training Faculty. The EFL lecturers in English Education Department of Tarbiyah and Teaching Training Faculty come from different background of career stage. 16 of them are state civil servant who already have varied years of teaching experience between 10-30 years, while 4 of them are non-state civil servant who currently have 5-10 years of teaching experience.

Instruments

The instruments of this research were questionnaire. According to Sangadji and Sopiah (2010), there are two types of questionnaires. They are open and close questionnaires. The researcher used both close and open questionnaire as the instrument of this research.

Kirkpatrick and Kirkpatrick (2007) have come up with the model of training program evaluation consisted of 4 level. They are (1) reaction, (2) learning, (3) behavior, and (4) results. The researcher will construct the questionnaire by implementing the level 1; evaluation of reaction of Kirkpatrick's model. According to Kirkpatrick and Kirkpatrick (2007), the purpose of level 1 evaluation is to take measurement of the perception of participants on their learning experience in relation to content, instructor, course, and relationship with profession that follow the experience instantly in order to commence extended advancement of training experience.

The close questionnaire is used to get data about how the professional development practices affect lecturers' teaching competence. According to Hakim (2015), there are four competences that teachers should acquire in order to become an eligible teacher to their students, namely professional competence, pedagogical competence, personal competence, and social competence. In this close questionnaire, the researcher will gather several criteria that are related to teacher competence, and

then the respondent will be requested to fill out the questionnaire based on whether the criteria of competence teacher have an effect or not to themselves. The choices given in the questionnaire apply the scale with the measurement: (1) very low, (2) low, (3) Medium, (4) high, and (5) very high. The design of this close questionnaire is adapted from the questionnaire model of OECD (2013).

The open questionnaire used in this research contains two questions regarding the impact of the professional development activity that they have chosen in the close questionnaire before, and list of proof for the improvement level of the criteria of competent teacher.

Procedures

The researcher spread those questionnaires to 20 EFL lecturers who teach at English Education Department in Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar by giving the link to the Google Form. The researcher always keeps in touch with the respondents to make sure all of the respondents finished submitting their response to the questionnaire in the form of Google Form by contacting them through WhatsApp chat or talk to them by phone.

Throughout the research, the respondents in this research have credibly completed the questionnaire that the researcher provided based on their experience on professional development activity since they were appointed lecturers. The researcher's previous plan to interview the respondents so that the researcher could clarify some of their statement on their questionnaires unfortunately could not be done due to citizen movement restriction caused by Covid-19 global pandemic, therefore the researcher used open questionnaire. The open questionnaire used in this research were contained of 2 open questions related to respondents' elaboration on professional development activity that had an impact on their teaching practices.

Data Analysis

The analysis of the questionnaires was developed descriptively. The researcher used the questionnaires to gather the data. For additional data analysis, triangulation is used. According to Cope (2014), triangulation was a qualitative research strategy to examine validity by combining various sources. The data analysis was started with analyzing the questionnaires. After the researcher obtained the results from the questionnaires, the steps were carried on by coding the results.

The first step of data analysis was done by analyzing the questionnaires obtained. Next, the researcher coded them based on Kirkpatrick and Kirkpatrick (2007), which related to the model of training program evaluation consisted of 4 levels: reaction, learning, behavior, and results. Also, the

researcher coded the data based on Hakim (2015), which related to the four competencies that teachers should acquire: professional competence, pedagogical competence, personal competence, and social competence. The researcher attempted to use the Likert Scale to measure and score the results.

According to Sullivan and Anthony (2013), the typical Likert scale is a 5- or 7-point ordinal scale used by respondents to rate the degree to which they agree or disagree with a statement, and to rate their favor in something.

Then, the score that has been obtained from the questionnaires were analyzed by applying Tracy's (2020) Phronetic Iterative Approach, which is divided into several steps, such as: code the data, categorize the data, and then theme the data.

The researcher continued to classify the results from the questionnaires based on Kirkpatrick and Kirkpatrick (2007) and Hakim (2015). The following step was the analyze the questionnaire's result based on the Likert scoring scale. Finally, the data were investigated to answer the problems of statements.

Moreover, Tracy (2020) also divided the coding into two cycles: primary-cycle and secondary-cycle. The primary-cycle coding began by analyzing the data and allocating words/phrases to obtain the substance. The primary-cycle code also concerns the "what" delivered in the data. In contrast, the secondary-cycle coding condemned the code analyzed in the first cycle before. The primary-cycle coding began to read and interpret the data carefully. Next, the researcher analyzed the data and developed the words or phrases in the results of the questionnaires. The researcher highlighted the selected words or phrases that have been found and will be used as excerpts. Also, the researcher will describe the data by using a percentage description analysis.

The secondary cycle started with organizing, synthesizing, and classifying the data into interpretive concepts. In the secondary cycle, the researcher began determining how to classify the codes in the data. First, the researcher determined Kirkpatrick and Kirkpatrick (2007) and Hakim (2015) for examination. Second, the researcher examined and listed the result of the questionnaires. Then, the researcher highlighted the entries which were related to the classification. After that, the researcher reread the data and coded them. The next step was to categorize them according to Kirkpatrick and Kirkpatrick (2007) and Hakim (2015). Next, the researcher coded lecturers' answers according to Kirkpatrick and Kirkpatrick (2007) and Hakim (2015). Lastly, the data were analyzed to answer the problems of the statement.

D. Findings and Discussion

There are two phases that have been highlighted for lecturers' attendances in professional development activities for this research, they are before and after the lecturers attend all of the professional development activities. The researcher found that the participants perceive some improvement towards the criteria of the competent teacher before and after participating in Professional Development activities, as presented in graphic below:

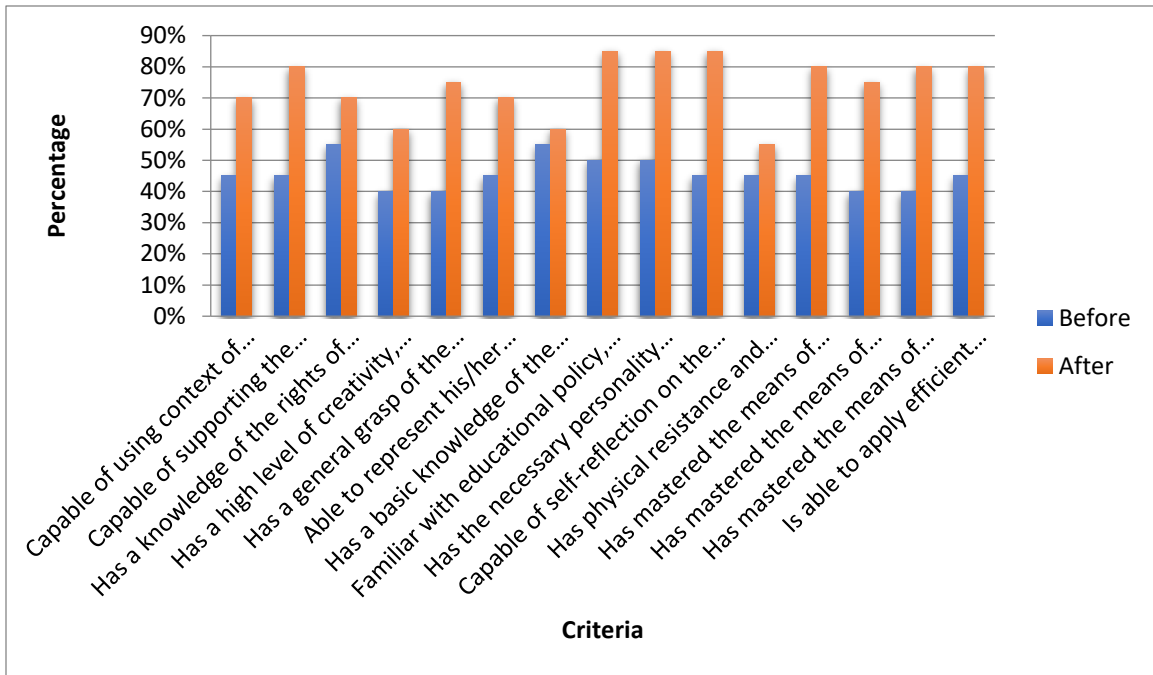


Figure 1. The Comparison of Criteria of Competence Teacher

The graphic above shows that the participants improved their level of the criteria affecting their becoming competent teachers. This improvement occurred because the participants participated in several Professional Development activities. Further explanation will be elaborated through the following points:

Capable of using the context of education and understands the educational systems, and the trends in their development, related to the system of vocational education in particular. In this criterion, many participants experience a change from medium to high. This was conveyed by P1, who stated that before participating in Professional Development activities, she could not understand several educational systems and trends, such as grading systems, designing the lesson plan, reporting BKD, etc.

However, P1 stated that after participating in several Professional Development activities, she was aware of these educational trends and was able to fulfill her obligations as a lecturer.

Capable of supporting the development of individual qualities in the students, in their field of interest and vocation. In this criterion, many participants experience a change from medium to high. It was agreed by P1, who stated that before attending TP, his knowledge was very limited to what he read in literature. However, after attending TP, he got many insights that helped him develop his knowledge since it is not only about theory but also based on the experience of the speakers.

Has a knowledge of the rights of the child and student, and respects them in educational work. In this criterion, many participants experience a change from medium to high. Regarding this, P10 stated that students have the right to get proper knowledge and learning process. After attending Professional Development, he attempted to give them valuable knowledge and a pleasant and conducive learning environment.

Has a high level of creativity, flexibility and adaptability for the education process. In this criterion, many participants experience a change from medium to high. Related to this criterion, P1 stated that compared to other teachers, he realized he was uncreative, and the teaching method was also quite monotone. After attending TP, he got an insight into how to teach more interesting.

Has a general grasp of the educational issues in the philosophical, cultural, political, legal and economic fields, and is able to apply them to the shaping of attitudes and value orientations of students. In this criterion, many participants experienced an increase in the percentage at a high level. For example, P8 stated that by attending Professional Development activities, she could understand many educational issues in various fields so that she is able to construct her students' attitudes and value orientations by inserting character education into her learning and teaching processes. Regarding this, P8 made only a slight contribution before attending Professional Development activities.

Able to represent his/her profession on the basis of mastering the principles of professional ethics, and has mastered the patterns of professional behavior. In this criterion, many participants experienced an increase in the percentage at a high level. For example, P10 stated that during the Professional Development activities, the professionalism of the educators is highly respected. It is necessary to apply professional principles and ethics at work so that P10 tries to be responsible for his duty and constantly improve his skills, knowledge, attitude, and professionalism. One example is when P10 becomes an assessor in the selection of pre-service PPG (teacher professionalism training program) of the Ministry of Education and Culture.

Has a basic knowledge of the legislation and other regulations and documents relating to the performance of his profession, his environment and the profession/employment for which he prepares students and is able to use them in instructional practice. In this criterion, many participants experience a change from medium to high. As stated by P10, who stated that before joining Pekerti, P10 used learning instruments in general. In the Pekerti program, learning instruments at UIN Alauddin Makassar are presented and discussed in detail to provide an in-depth understanding of the teaching documents. For example, the learning model at UIN Alauddin Makassar refers to STiLES, so all his learning instruments refer to STiLES.

Familiar with educational policy, has a good knowledge of the conditions and processes of the functioning of the school. In this criterion, many participants experience a change from medium to high. Related to this, P8 stated that before attending Professional Development activities, she did not know about the educational policy contained in Tri Dharma high education. After attending PD activities, she can maximize her roles and duty as a lecturer.

Has the necessary personality prerequisites for cooperation with colleagues and other members of educational staff. In this criterion, many participants experience a change from medium to high. Related to this, P8 stated that after attending PD activities, she could develop and improve her personality to be able to adapt to her environment and cooperate with her colleagues and other educational staff. In addition, P8 can cooperate with them reasonably.

Capable of self-reflection on the basis of self-assessment and evaluation using different entities. In this criterion, many participants experienced an increase in the percentage at a high level. As stated by P1, by the end of the course assessment, he reminisces and thinks about other strategies to make his students understand more about the subject he teaches.

Has physical resistance and physical fitness. In this criterion, many participants experience a change from medium to high. It is also proven by P10, who stated that before joining the Professional Development program, he did not care for his health. After participating in PD and other activities, he started to take care of his dietary habits and health because physical endurance and physical fitness are essential in carrying out professional duties.

Has mastered the means of creating a favourable working environment (teaching climate) in class/ at school on the basis of the knowledge of social relations among students. In this criterion, many participants experienced an increase in the percentage at a high level. As stated by P10 that students were less passionate about learning. However, after participating in the Professional Development program, P10

assembles a conducive and comfortable learning environment so that students are enthusiastic about studying. Consequently, the learning process flows smoothly and efficiently, and P10 am also passionate about teaching. For instance, giving materials and employing strategies that involve students.

Has mastered the means of professional socialization of students and is able to apply them in practice. In this criterion, many participants experience a change from medium to high. As stated by P10, who convey that as a lecturer, he must interact with students to understand learning practices that stimulate their interest in studying. After participating in the Professional Development program, P10 realized that professional socializing helps students make future commitments.

Has mastered the means of communication in education in the class/school. In this criterion, many participants experienced an increase in the percentage at a high level. As stated by P1, Professional Development also affects how he talks to students he attends. It was also agreed by P8, who stated that after attending PD activities, she is able to enhance her pedagogy, social, and emotional intelligence so she can master and apply professional socialization to students.

Is able to apply efficient methods of communication and cooperation with parents and social partners of the school, and is familiar with the issues of family education. In this criterion, many participants experience a change from medium to high. The P10 statement also proved that communication with stakeholders or education partners is required to determine the outcomes needed by the community. After attending the PD, he actively searched for issues related to the material needed by students after completing their studies to blend in with the community.

Based on the data above, it can be concluded that after participating in the Professional Development activities, the participants agree that the fifteen criteria are indeed essential and affect their skill to be competent teachers. In this regard, of course, several opinions support the participants' statements and the data above, such as the following:

The criteria that presented a significant improvement

Familiar with educational policy, has a good knowledge of the conditions and processes of the functioning of the school. It is in line with Guskey (2002), that mentioned the Professional Development activities purposing to improve the teachers' ability to maintain and solve the problems that occurred in the classroom setting based on the knowledge they have obtained during the Professional Development activities, which is suitable to the policy and current situation. The second criteria is having the necessary personality prerequisites for cooperation with colleagues and

other members of educational staff. It can be occurred since Musanti & Pence (2010) stated that current professional development aims to build learning communities where the participants involved in significant activities collaborate with colleagues to reassemble knowledge about teaching and learning. Meanwhile, the last is the criteria of capable of self-reflection on the basis of self-assessment and evaluation using different entities. Regarding this, Guskey's (2003) statement that teachers' self-assessment and evaluation of Professional Development activities succeed to improve their knowledge and teaching practices.

In addition, has mastered the means of professional socialization of students and can apply them in practice also increased. Based on this, it can be related to Darling-Hammond's (2017) opinion that stated the Professional Development concerns teaching strategies related to detailed curriculum content that can support teacher learning and is suitable to the classroom contexts. Having mastered the means of communication in education in the class/school also presented significant changes. Regarding this, Khan et al. (2017) mentioned that teachers should have communication skills to be able to deliver the subject effectively and efficiently and make the students comprehend the subject optimally so that it will result in excellent student outcomes and academic results.

Moreover, the criteria of is able to apply efficient methods of communication and cooperation with parents and social partners of the school and is familiar with the issues of family education. Regarding this, Khan et al. (2017) mentioned that communication skills also substantially affect students' academic achievement. Teachers with excellent communication skills are considered able to describe and explain the subject matter more leisurely and more understandable to the related parties (Khan et al., 2017). In addition, has a general grasp of the educational issues in the philosophical, cultural, political, legal, and economic fields and can apply them to the shaping of attitudes and value orientations of students, also affected the perspective of participants to be a competent teacher. Through Professional Development, the teachers can also learn various strategies that will be implemented in the teaching practices later, especially related to the cross-cultural aspects and multicultural settings. The cross-cultural aspects given in the Professional Development also covered the issue related to multicultural, multiethnicity, and various linguistic features (Hains, Lynch, & Winton, 2000). The teachers' understanding of multicultural aspects is essential to creating and building effective class management practices suitable to students' needs (Badri, 2016).

Having mastered the means of professional socialization of students and can apply them in practice is also considered to affect their competency as a teacher. According to Parker, Patton, & Tannehill (2016), Professional Development activities consider professional socialization through the teachers that can improve their teaching practices and help the students acquire better academic achievement. Another criterion that affects teacher competency is capable of supporting the development of individual qualities in the students in their field of interest and vocation. Hunzicker (2011) mentioned that practical Professional Development activities could combine the individual needs adjusted and standardized based on the schools' goals. Regarding the implementation of digital technology in this era, the capability of using the context of education and understanding the educational systems and the trends in their development related to the vocational education system in particular also affected the teacher's competency. Darling-Hammond (2017) added that Professional development concerns teaching strategies related to detailed curriculum content that can support teacher learning and is suitable for classroom contexts.

Slight improvements that are considered to affect teacher competence

Having knowledge of the rights of the child and student and respecting them in educational work is also considered to affect the teachers' competence. Lee (2005) stated that the teacher could find and implement the most suitable teaching strategies and subjects that suit the student's needs through Professional Development activities. In addition, having a high level of creativity, flexibility, and adaptability for the education process is also felt to affect the competence of teachers in teaching. It is also agreed by Tanang & Abu (2014) that the Professional Development activities improved and enhanced the participants' creativity and innovation related to their teaching practices. It is also followed by the criterion of the ability to represent his/her profession on the basics of mastering the principles of professional ethics and has mastered the patterns of professional behavior. Professional Development activities as considered the substantial support to the teachers' initiation into the profession (Collinson et al., 2009).

In addition, having basic knowledge of the legislation and other regulations and documents relating to the performance of his profession, his environment, and the profession/employment for which he prepares students and can use them in instructional practice is also considered to affect the teachers' competency. A competent teacher must have a fundamental understanding of the management and legislation competence, which has been set as the teachers' professional standards (Slavik, 2004). This kind of competency is hoped to be beneficial for the teachers to

create future strategies suitable for students that have been standardized with the current curriculum or legislation (Novianti & Nurlaelawati, 2019). The last is physical resistance and physical fitness. Regarding this, Ross, Romer, & Horner (2012) mentioned that teachers' physical health significantly impacts the outcomes, including the students' achievement and how optimal their teaching practices are.

E. CONCLUSION

According to the research findings and discussion presented before, it can be concluded that Professional Development activities obtained an excellent perspective from the participants. Professional Development activities are a familiar concept for the lecturers since it has been arranged in the Regulation of the Republic of Indonesia Number 14, 2005 on Teachers and Lecturers Chapter IV, Article 10 Verse 1, which requires educators to meet four criteria as competent teachers, such as pedagogical, professional, personality, and social aspects. The participants also proved that Professional Development activities have a high positive impact on their teaching practices.

The professional development activities impact participants' teaching practices such as: having a high level of creativity, flexibility, and adaptability for the education process (85%), understanding of educational policy, has a good knowledge of the conditions and processes of the school's functioning (85%), has the necessary personality prerequisites for cooperation with colleagues and other educational staff members (85%), capable of self-reflection based on self-assessment and evaluation using different entities (85%) to physical resistance and fitness (55%).

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