

ENGLISH LECTURERS' PERCEPTIONS TOWARD PROFESSIONAL DEVELOPMENT PROGRAM

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Abstract: This study aims to explore the experiences and perceptions of lecturers on the professional development activities of lecturers in the English Language Education Study Program. This study applied a quantitative descriptive approach by using a questionnaire as an instrument to collect data. This study's subjects were the lecturers of the English Education Study Program at a private university in Jakarta. The findings indicate that the professional development activities that have been attended by the majority of English Education lecturers are research activities, both individually and in groups, conferences or seminars, and workshops or training related to courses and/or other topics related to education. The professional development activities needed by lecturers include training related to National Education Standards (60%), multicultural teaching (60%), knowledge and understanding (competence) of the subject (53%), and teaching for students with special needs (53%). This study also confirms that effective time management for organizing or developing professional development activities regarding teaching schedules and other administrative activities is urgently needed. That way, lecturers can still fulfill their obligations to teach, research, and do community service while still having the opportunity to develop their professionalism.

Keywords: Professional development, Continuous professional development, perceptions

INTRODUCTION

Changes in various aspects influencing the teaching and learning process in higher education context, such as students' characteristics in 21st century, availability of sophisticated technology, and developing knowledge in the field of English education, have required English lecturers to keep updating their knowledge and skills continuously throughout their careers. The lecturers' effort for continually updating knowledge and abilities is known as Continuous Professional Development (CPD) (Cirocki & Farrell, 2019). Cochran-Smith and Lytle (1999) call this type of knowledge knowledge-for-practice. This knowledge-for-practice is formal knowledge produced by university-based academics and researchers for lecturers to use effectively. This knowledge includes content or subject knowledge, educational theory, knowledge about learners and teaching, and learning strategies (Cochran-Smith & Lytle, 1999).

Professional development itself consists of all natural learning experiences and those conscious and planned activities which are intended to give benefits to the individual, group or school and which contribute to the quality of teaching and learning in the classroom. It is the process by which, individually or collaboratively, teachers review, renew and extend their commitment as agents of change to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good

professional thinking, planning and practice with students and colleagues through each phase of their teaching lives (Day, 1999).

English lecturers are in need of effective professional development to keep updated with the rapidly changing and developing educational setting. Effective professional development includes components or ingredients. Day (1999) suggested seven ingredients of successful professional development comprising inspiration (sharing visions), exposition, discussion, opportunities for cross-reference of standards, training in new skills, opportunities to experiment, and coaching.

Teachers need opportunities to learn and develop the pedagogies required to teach the skills needed to shape 21st-century student competencies, such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. Not only practitioners, researchers and policymakers have also been working on how to systematically and continuously improve teachers' professionalism. A number of stakeholders, teachers, students, administrators and policy makers agree that professional development for in-service teachers is vital to their professional success and for the benefit of their students' learning (Hargreaves & Fullan, 2012). The interest in the CPD of English language teachers has been increasing recently. It enables English teachers to enrich new knowledge and experiences that they could later integrate into the teaching and learning process to make their students' learning more efficient and successful (Hashimoto & Nguyen, 2018).

However, major questions remain about how teachers can develop their knowledge and skills through CPD, which can play a role in improving teacher teaching practice. Various chasing activities have been used by referring to professional development. In some literature referred to as approaches, models and methods used to represent various learning activities. Some institutions implemented a top-down model in which institution administrations impose the program as a prescribed one-size-fits-all solution. In such a CPD approach teachers are rarely consulted about what procedures or activities should be undertaken to benefit their practice (Friedman & Phillips, 2001). Teachers tend to perceive this approach inappropriate or a waste of their time as it usually benefits some administration-set goals (top-down), but not their own (bottom-up) (Cirocki & Farrell, 2019).

Different types and quality of CPD have been offered, and EFL teachers think variously about these initiatives. In the context of Indonesia, little is known about CPD programmes beyond those associated with conferences organized with the general aim of improving the quality of local EFL teachers (Rahman, 2016; Raihani, R., & Sumintono, 2010). This study problematizes the issues related to CPD within English as a foreign language (EFL) teaching in higher education contexts. More particularly, this research is aimed at providing responses for the following questions:

1. What kind of lecturer continuous professional development (CPD) activities have been attended by lecturers of English Education Study Program and what are their perceptions about the CPD activities?
2. What CPD activities are most needed for the next professional development?
3. What are the obstacles faced by English Education Study Program lecturers in participating in CPD and activities?

METHOD

This research begins with a descriptive quantitative approach to provide an overview of the characteristics and experiences and views of the English Language Education Study Program lecturers on Lecturer Professional Development . Through this research, researchers describe or provide an overview of the object under study.

The data collection method used a questionnaire. The questionnaire was used to explore lecturers' perceptions about aspects related to CPD that they had previously followed. Based on the data obtained, these aspects were mapped, analyzed, then interpreted, so that an overview of information about CPD has been done by English Education lecturers and the challenges or obstacles faced were obtained along with the challenges obstacles faced. The participants of this study are lecturers of an English Education Department at a private university in Jakarta.

FINDINGS

This study focuses on the analysis of the characteristics of English Education Study Program lecturers and their experiences with lecturers' professional development activities. Data obtained through a questionnaire. This research involves quantitative data (from a questionnaire). Through a questionnaire obtained information about the background of lecturers and their experiences related to the development of Lecturer Professional in the English Education Study Program.

English Education Study Program Lecturers Background

The quantitative data were obtained from the results of filling out a questionnaire from 15 lecturers of the English Education Study Program, the participants consisted of 7 male lecturers and 8 female lecturers. Their ages varied with 2 lecturers (13.3%) aged 25-29 years, 10 lecturers (66.7%) aged 30-39 years, 3 lecturers (20%) aged 40-49 years, 2 lecturers (13.3 %) aged 50-59 years, and 2 lecturers (13.3%) are over 60 years old.

The employment status of all lecturers who participated in this study were permanent lecturers. From 15 lecturers, there were 2 lecturers (13.3%) who besides teaching at the institution also taught at other institutions. From the aspect of educational background, 11 lecturers (73.3%) are S2 graduates, and 4 lecturers (26.7%) are holders of doctoral degrees.

In the case of routine activities carried out in one week, the following data are obtained:

Table 1. Total time in a week spent by lecturers

Activities	Time spent in one week															Average
	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
a) Teaching students (class, group or individual	10	60	4	30	8	12	10	25	10	18	16	7	12	12	6	16.0

b) Planning or preparation for learning at or outside working hours (including checking student work)	2	60	3	20	6	4	8	28	14	10	0	3	5	6	12	4	13.0
c) Conducting Research (group or individual)	8	60	3	10	6	0	2	20	5	5	4	2	3	20	0	9.9	
d) Conducting Community Service (group or individual)	8	60	3	10	3	0	0	20	5	2	0	2	1	3	20	0	9.6
e) Administrative tasks that you undertake during or outside teaching hours at campus	2	30	3	5	0	4	2	10	5	10	2	20	12	0	1	7.1	
f) Others	0	0	3	0	12			6						0		3.0	

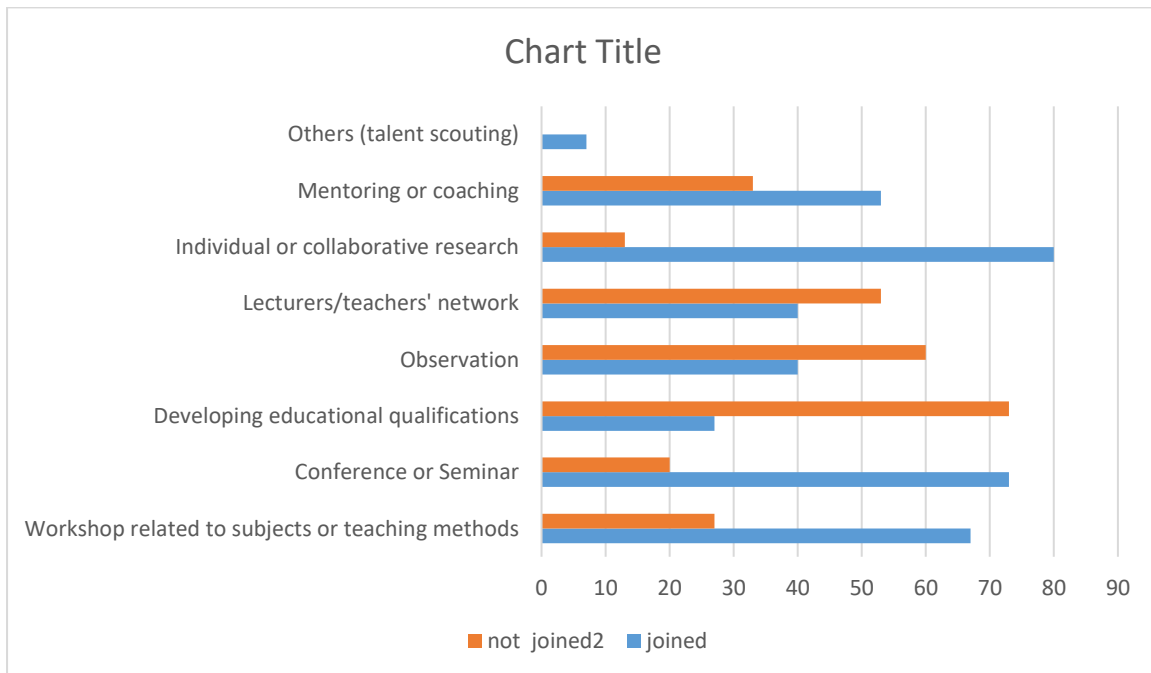
The table above shows that the time spent by the English Education Study Program's lecturers in one week to teach an average of 16 hours, for planning or preparation for learning for 13 hours, for conducting research as much as 9.9 hours, to conduct research. Community service for 9.6 hours, and for administrative tasks for 7.1 hours. Meanwhile, for other activities such as guiding theses and filling out material outside the campus, it will take as much as 3 hours.

The length of tenure as lecturers is quite varied, 4 lecturers (26.7%) have been in this profession for 16-20 years, 4 other lecturers have taught for more than 20 years. In addition, 1 lecturer (6.7%) has 11-15 years of teaching, and 3 lecturers (20%) have taught for 6-10 years and others only have 3-6 years involved in this work. From these data, most of them have been lecturers at the department for 3-5 years. Even 4 lecturers (26%) have taught for more than 16 and 20 years.

Professional Development Activities Conducted by Lecturers of the English Education Study Program

In the past 18 months, the lecturers of the English Education Study Program have participated in various professional development activities. The following diagram is the percentage of the number of lecturers participating in professional development activities.

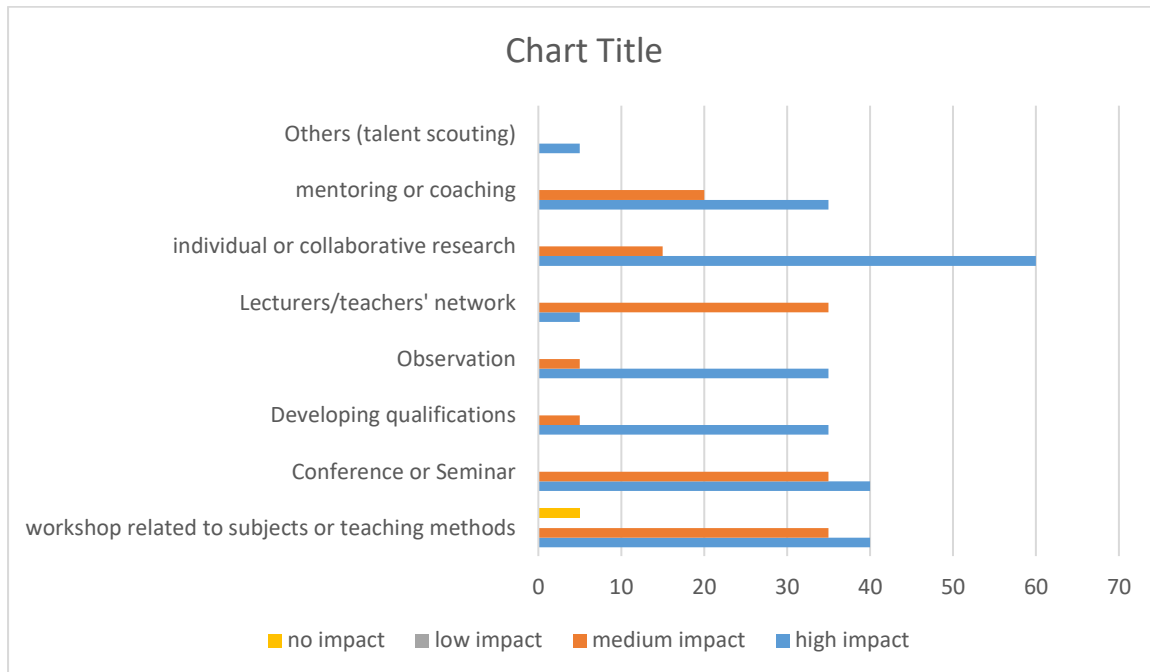
Diagram 1. Percentage of lecturers participating in professional development activities



From the diagram above, it can be seen that the three professional development activities that are mostly followed by lecturers of the English Education Study Program are research, both individually and in groups, conferences or seminars, and workshops or training related to other courses and / or topics related to education.

From this participation, data is obtained about the impact of their participation in these activities. The following diagram shows the activities that had the most impact on their professional development.

Diagram 2. Percentage of lecturers who feel the impact of professional development activities



The two digrams above show that three activities that greatly impact the professional development of lecturers are: individual or collaborative research, workshops or training, and conferences or seminars in which the lecturer concerned presents or discusses the results of his research. From this data, 80% of lecturers who conduct research individually or in collaboration for professional development, 60% of lecturers stated that the activity greatly affected their professionalism. Meanwhile, 66.7% of lecturers who participated in workshops or training activities related to other subjects or topics related to education, 40% of them stated that these activities had an impact, and of the 73.3% who attended conferences or seminars, 40% from them stated that these activities also greatly impacted their professionalism.

Meanwhile, related to lecturers' time in the last 18 months for professional development activities, it varies widely. Five lecturers (46.7%) spent less than 51 hours on developing their profession; (13.3% spent 51 hours to 100 hours; another 13.3% spent 101-200 hours; and 13.3% spent more than 200 hours.

Of all the activities that English Education lecturers have participated in, from the results of the survey that has been conducted, information can be obtained that, 26.7% of the total English Education lecturers do not spend money on professional development activities that they participate in and 6.7% pay their own costs to participate all participating professional development activities. Meanwhile, 66.7% stated that only part of them paid for the professional development activities they had participated in.

In lecturer professional development activities, several activities provide pocket money, honorarium, or the like to the participants. From the survey results, it was found that there were English Education lecturers who stated that they had accepted and there were those who did not receive the intended incentives. Each - 46.7% (7 lecturers).

In general, there are two professional development activities that lecturers can carry out, namely: reading literature related to teachers or lecturers; and participating in discussions or dialogues with teachers or peer lecturers about how to improve learning or teaching. From the survey results, information was obtained that of all English Education lecturers who read literature related to their profession, including journals and scientific paper reports, 66.7% stated that these activities greatly impacted their professionalism, and 6.7% said it was lacking. As well as the rest, 26.7% stated that it was quite impactful.

For other activities such as discussions or dialogues with peers, of the 93.3% who carried out these activities, 66.7% stated that these activities had a great impact on their professionalism, and 13.3% said they had quite an impact. However, 13.3% stated that they did not feel the impact of these activities on their professionalism.

Professional Development Activities Needed by English Education Study Program Lecturers

With regard to the types of professional development that are needed by English Education lecturers based on the results of the questionnaire, they are as follows;

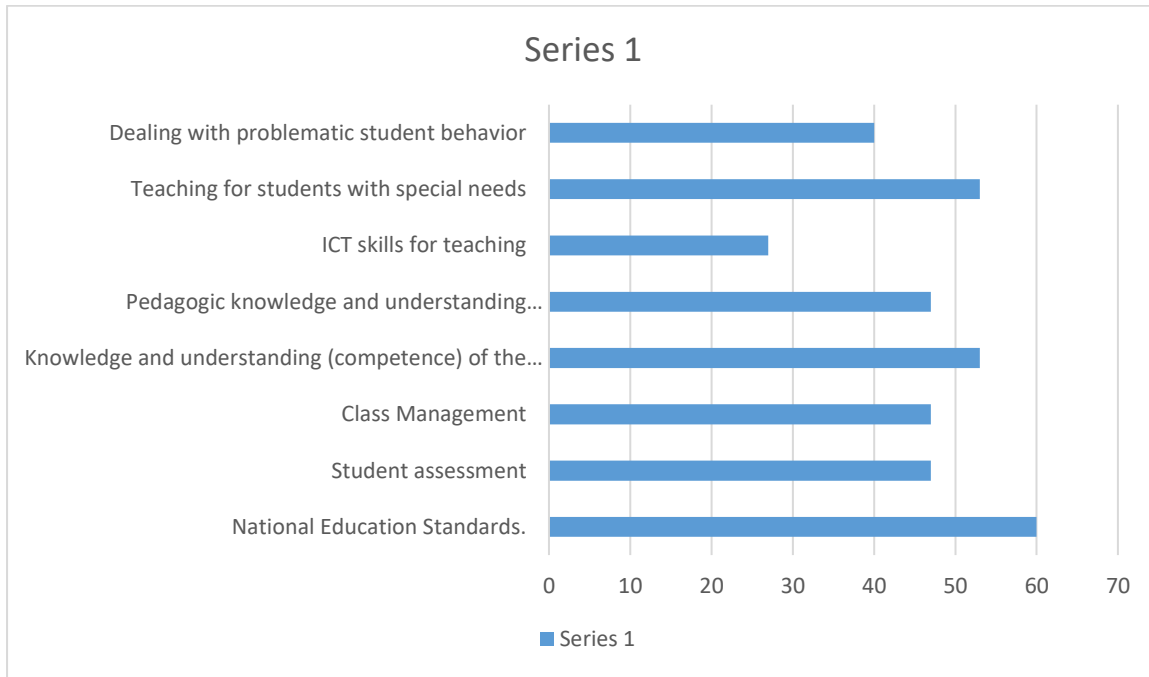
Table 2. Table of professional development activities required by lecturers.

No	Required Professional Development	Very needed (%)	Medium / sufficiently needed (%)	Less needed (%)	Not needed (%)
a)	National Education Standards.	60	27	7	0
b)	Student assessment	47	33	13	0
c)	Class Management	47	20	20	7
d)	Knowledge and understanding (competence) of the subjects that I teach	53	27	20	0
e)	Pedagogic knowledge and understanding (competence) about the subjects I teach	47	27	20	0
f)	ICT skills for teaching	27	53	13	0
g)	Teaching for students with special needs	53	27	20	0
h)	Dealing with problematic student behavior	40	40	13	0
i)	Course management and administration	33	40	13	7
j)	Multicultural teaching	60	27	7	0
k)	Student counseling	40	40	7	7

If we look at the diagram above, the professional development that English Education lecturers really need is professional development related to National Education Standards and about multicultural teaching; then followed by activities related to the development of knowledge

and understanding (competence) of the subjects being taught, as well as teaching for students with special needs.

Diagram 3. Professional development activities highly needed by English Education lecturers.



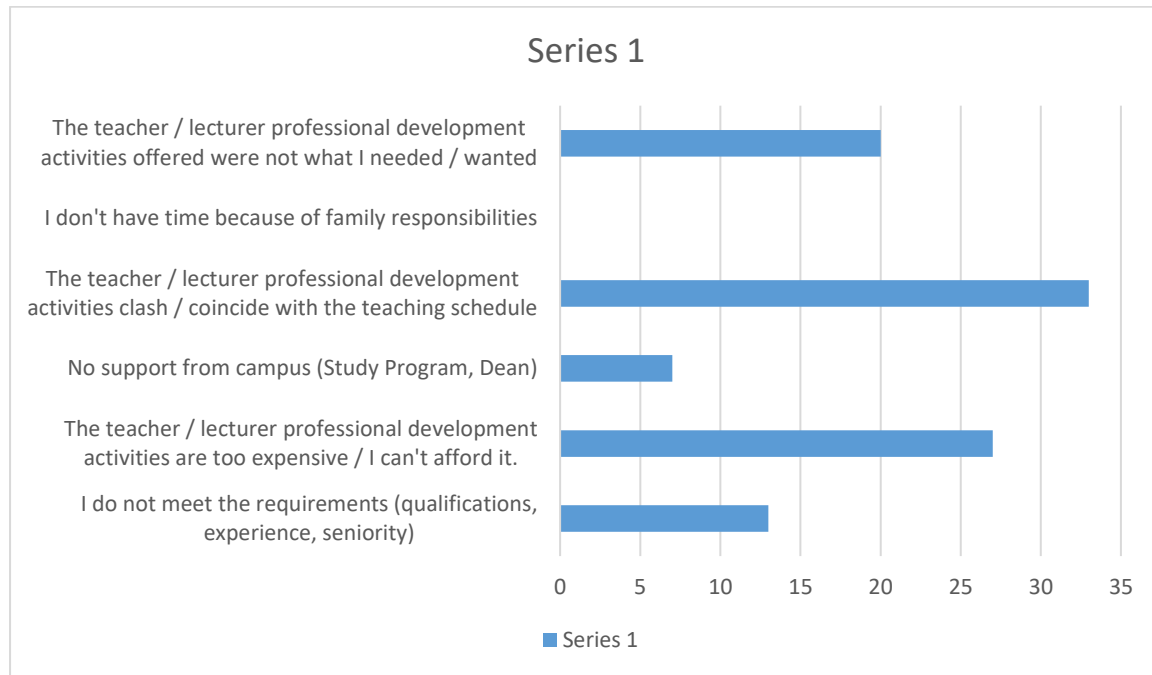
From the diagram, it can be seen that, based on the level of need, the professional development required by English Education lecturers are professional development regarding National Education Standards (60%), multicultural teaching (60%), knowledge and understanding (competencies) of the subjects taught (53%), teaching for students with special needs (53%), knowledge and understanding (competence) pedagogic about the subject being taught (47%), class management (47%), student assessment (47%), student counseling (40%), handling problematic student behavior (40%), lecture management and administration (33%), ICT skills for teaching (27%).

Of the several lecturers' professional development activities that have been followed, the results of the questionnaire show that 73.3% of English Education lecturers still need / want more lecturer professional development activities than they have already participated in. Meanwhile, 26.7% felt it was enough with the activities they had participated in, so they did not need more activities than those that had been followed.

Barriers Faced by English Education Study Program Lecturers for Professional Development Activities

Several reasons were found that made English Education lecturers unable to participate in lecturer professional development activities. There are six reasons given. These reasons can be seen from the following diagram.

Diagram 4. Barriers / reasons preventing participating in professional development activities



From the diagram above, it can be seen that the reasons why English Education lecturers cannot participate in professional development activities are as follows; the professional development activities to be participated in conflict or concurrently with the teaching schedule (33%), unable to pay for activity costs because they are too expensive (27%), activities offered are not in accordance with what is needed (20%), the lecturer concerned does not meet the requirements/qualifications (13%), and the study programs or faculties do not support the intended professional development activities (7%).

DISCUSSION

This research was conducted to obtain information and examine the benefits and impacts of the professional development activities carried out by the English Education Study Program's lecturers. The information obtained is beneficial for developing programs or models for the professional development of lecturers in the English Study Program.

From the results of the questionnaire, it can be concluded that in the midst of busy carrying out teaching, researching and community service tasks; 80% of lecturers at the English Education Study Program still allocate their time to develop their professionalism in research activities carried out individually or in collaboration, in addition to attending workshops and

seminars. Based on the data obtained, after participating in these activities, they believed that research, training, and seminars impacted their professional development. Through professional development program, teachers gain new knowledge and experience which can later be integrated into the teaching-learning process in order to make their courses more efficient and successful (Hashimoto, K., & Nguyen, 2018). Though participation in workshops and seminars could accelerate teachers' promotion at work, it must be noted that such events usually regard teachers as knowledge receivers rather than agents of change. Teachers/lecturers are expected to be individuals who could make a difference in classrooms and positive changes in their own professional lives (Cirocki & Farrell, 2019).

In connection with the need for subsequent professional development activities, from questionnaire data, information is obtained that the most needed professional development is professional development activities related to National Education Standards and multicultural teaching, as well as competency enhancement related to the pedagogical abilities of the subjects being taught, coupled with teaching students with special needs.

In carrying out teaching, researching, and community service tasks; which is also accompanied by the need to develop professionalism, lecturers face several obstacles in the English Education Study Program. Of the many obstacles faced, adjusting the timing of CPD activities with teaching schedules and schedules for researching and conducting community service is very important. However, from the data obtained, most of the lecturers (80%) got around it by doing research which could also develop their profession at the same time. There is a need for initiating and managing professional development programs that are in line with the lecturers' needs and fit their schedules in the institution.

CONCLUSION

This research aims to develop a model or program to improve English Education Study Program lecturers' professionalism. In this first stage, the research data obtained from the results of this questionnaire aims to obtain information about what professional development activities have been followed by English Education Study Program lecturers over the past 18 months, as well as what obstacles the lecturers have faced in participating in the activities.

Of the various kinds of professional development activities that have been carried out and needed by lecturers in the English Education Study Program, this research reveals that in order to maximize the impact of the professional development activities that are followed, effective time management to organize professional development activities need to take into account the lecturers' teaching schedules and other administrative services. Thus, lecturers can still fulfill their obligations to teach, research, and perform community service while still having the opportunity to develop their professionalism.

Regarding the contents of professional development activities, matters related to National Education Standards, multicultural teaching, as well as increasing understanding of subjects being taught and teaching students with special needs, can be considered.

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