

Investigating teachers' barriers to self-driven professional development: Voices from Indonesia

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ABSTRACT

Keywords:

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Although self-driven professional development (SDPD) has been much discussed and reported in teacher professional development, limited empirical evidence on exploring teachers' barriers to SDPD. To fill this void, this article showcases the obstacles encountered by the teachers in their SDPD activities. The findings reveal that teacher' limited time, inadequate knowledge, poor teacher professional development, and peer quality are as the hindrance factors.

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1. INTRODUCTION

Self-driven professional development plays an important part in improving teacher quality that exerts influence upon student learning outcomes. The self-driven related to the teacher activities in developing his/her professional with the help of self-motivation, self-initiation, and strong willpower (Bhatt, 2021). Most of activities are in the scope of teacher community in the form of training, seminar, workshop, etc. The self-driven professional development (SDPD) provides a teacher with a self-control for his or her professional learning instead of top-down professional development. Recent studies, Attard, (2016) shows that SDPD contributes to a teaching practice improvement. Much previous research focused on activities in self-driven professional development, exploring teachers' barriers to self-driven professional development is relatively scarce. Examining barriers to SDPD is one of a means to conduct a need analysis. The needs assessment is a core in designing a meaningful professional development (Widodo, 2018). Therefore, the present study aims to investigate the teachers' obstacles to SDPD.

2. METHOD

Exploring teachers' hindrances to SDPD requires an in-depth investigation. Therefore, a qualitative study approach with a semi-structured interview is conducted. The guidelines are utilized in conducting the interview which focused on examining problems encountered in having SDPD. During the interviews, Bahasa Indonesia is used to get broader information from the participants. 15 to 30 minutes interview is conducted for each participant. Each interview is recorded and transcribed to get emerging themes. Five teachers from 3 Indonesian junior high school with bachelor degrees (2 male teachers and 3 female teachers; 30-47 years old; 7-27 years of teaching experiences) are recruited as participants of this study purposively. The participants in this study experienced the self-driven professional development. They are asked to complete consent form. The demographic characteristics of five participants were stated in the following table (Table 1).

Table 1. Demographic characteristics of participants

Demographic characteristics of participants	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Gender	Male	Male	Female	Female	Female
Age	41	47	42	30	30
Educational background	Bachelor degree	Bachelor degree	Bachelor degree	Bachelor degree	Bachelor degree
Teaching experiences	17 years	27 years	7 years	11 years	10 years
Teaching Subject	English	Indonesian	Science	Art	Social

For data analysis, pattern coding and transcript interpreting proposed by Widodo (2014) was employed. In presenting findings, the participants were coded as Teacher A, Teacher B, Teacher C, and so forth to maintain participant anonymity.

3. RESULTS AND DISCUSSION

Drawing on semi-structured interview data, three emergent themes are presented. These themes shed some lights on SDPD activities and its obstacle.

Innovative teaching

Three of the teachers interviewed conducted SDPD that focused on innovative teaching. They joined subject teacher community (Lipscombe, Walker, and McNamara, 2019) to participate in curriculum workshop and sharing session. However, participants' limited understanding on knowledge of teaching methodology is their barriers to the sharing session. Inadequate teaching knowledge that the teachers possess made them unable to finding out the solution of their classroom problems. Additionally, teacher B reported that he compiled material to be used in his class due to limited text book in the library. He pointed out limited time because of family responsibility (Zhang, Shi, and Lin, 2019) as his constraints in SDPD. In addition, knowledge inadequacy on developing material leads him to copy and paste the material from internet. Furthermore, teacher C researched her own classroom to improve her students' learning and achievement. However, she has insufficient knowledge on how to conduct and report classroom action research. In addition, she does not find anyone to consult with. Thus, her research focuses on implementing certain technique to improve students' score.

Assessment design

Teacher A expressed his aim at participating in subject teacher community is to design final test. The problems he encountered are availability of this PD and poor PD quality. The subject teacher community held this assessment PD is twice in a year. In addition, the participants do not get any knowledge and assistance on how to make good questions. During PD, they are asked to make question items to be used for final test in group and they do not get any feedback as well. The questions that the participants produced focused on memorizing the learned topic, and are used to rank students' achievement level. However, assessment may function as a tool of learning and it should help students to be aware of their own learning aims.

Expert peer mentorship

Teacher E reported that she did a team teaching to improve her teaching. The team teaching, as one of collaborative teacher teams, is an important component of professional development (Lipscombe, Walker, and McNamara, 2019). Teacher E further explained in the interviews that she reflected her teaching practices through her peer feedback. However, different peer's educational licensure is her constraint. Her peer does not have similar educational background with her. For instance, she was a social teacher, but her peer is an Arabic teacher. It is occurred due to the limited teacher in her school. Therefore, she gets poor and unqualified teaching practice feedback.

4. CONCLUSION

In sum, the teacher barriers in self-driven professional development refers to three themes, i.e. innovative teaching, assessment design, expert peer mentorship. These hindrances needed to be considered in boosting teacher self-professional.

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