

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

The findings showed that during the last three years (from 2015 until 2017), Teacher 1 did five professional development activities (joining workshops, attending teacher association meeting, conducting action research, being an English coach, and pursuing further studies) while Teacher 2 did two professional development activities (joining workshops, and attending teacher association meeting). Doing five professional development activities within three years is seemed to be inadequate. Teachers could actually do more than that. However, both teachers had excessive workloads and a lot of administrative tasks. There were only four English teachers in that school. All teachers had to teach more or less 24 hours in a week. If a teacher skipped his or her class for doing professional development activities, it would be hard for the teacher to find a substitute teacher.

Those factors caused both respondents only did few professional development activities. Teacher 2 even did fewer professional development activities than Teacher 1. It is because Teacher 2 teaches in two schools. Given the fact that the schools are located in two different districts, Teacher 2 found it hard to manage her time and find leisure time to do professional development. She spent most of her time teaching and doing administrative tasks in those schools.

The advantages of professional development can be seen from three aspects; teachers' language proficiency, teachers' content knowledge and teachers' teaching skills. Both teachers admitted that there were some language proficiency aspects that got improved, for example their English vocabulary, abilities in formulating questions, and abilities in using English expressions in different situation.

On teachers' content knowledge, teachers became more prepared since they planned instructional goals, selected and designed tasks which were adjusted to students' needs and carried out different approaches of students' assessment. On teachers' teaching skill, teachers introduced and explained tasks in short and clear

ways and checked students' understanding and guided students' practice through several ways.

Although the respondents were different, the results of the study are congruent with previous studies by Aminudin (2012) and Giraldo (2014). In Aminudin's work, it was found that teachers learned to try new and or different approaches to teaching, became more reflective practitioners, were able to develop better content knowledge, and were more confident with their teaching. In similar vein, Giraldo (2014) showed that, by doing professional development activities, teachers became more communicative, organized, and more attentive to students' needs. Besides, their classroom performance is also supported by the combination of theory, practice, reflection, and the role of tutor.

The present study suggests that there should be lifelong learning and continuing professional education of school teachers which has three characteristics: intentional, ongoing and systemic (Guskey, 2000). In addition, teachers' awareness of undertaking professional development will support the improvement of their teaching practice.

## **5.2 Implications**

The findings of this study showed that generally professional development in Indonesia is still poorly managed. It is seen from how teachers perceived the quality of professional development activities provided by stakeholders, evaluation of the professional development activities and rewards for those who participate in professional development.

Teachers admitted that some professional development activities were not well-organized, the mentors were not qualified enough, and the topics were not linear with what they needed in real teaching-learning process. In addition, there was not adequate evaluation that measured the success of such professional development activities. The committees or stakeholders rarely monitored how the professional development activities affected teachers' teaching performance. Consequently, it was quite hard to measure whether a professional development was successful or not, because the indicators which told the success of those activities seemed to be bias.

The third factor is rewards for those who do more professional development activities. The real condition showed that there was not yet mechanism provided by the government related to this issue. Teachers who often participated in professional development activities and those who rarely participated in professional development activities relatively had similar income. It probably made some teachers reluctant to do professional development.

Actually, the government has set certification program to maintain teachers' professionalism and provide finance rewards. Teachers should collect points to get the certification. The points could be obtained from teachers' educational qualification, papers, including professional development activities that they participate in. The latter aspect makes teachers actively involve in a wide range of professional development activities.

There is nothing wrong with collecting points for certification. However, if it is the only reason that motivates teachers to do professional development activities, then they could not grasp what is actually more important for the success of their students' learning. Participating in professional development activities without realizing the importance of the activities will only waste teachers' time. Sadly, in many cases, teachers do not know what make the professional development activities essential for them. Sometimes, they only do what their principals order them to do or collect points for their certification.

The phenomena of collecting points for certification showed that teachers' salaries are still low compared to abundant tasks that they have to do. They must work hard to accomplish their routine tasks and at the same time they have to provide finance for their families.

## **5.3 Recommendations**

### **5.3.1 Future Research**

The following are some recommendations for those who are interested in conducting similar studies:

1. This study can involve more respondents from different level of schools to get an in depth picture on how professional development affects teachers' teaching practice.
2. Future studies can compare teachers' teaching performance before and after their participation in professional development activities in certain periods, for instance one year.

### **5.3.2 Practical Applications**

The recent study has suggested some aspects: well-planned professional development and measurable evaluation. Well-planned professional development means that there should be a comprehensive analysis towards teachers' needs in relation to their teaching practice and their career. Professional development should not be carried out just the way it is or only as a formality. That way, it is expected that there is no more gap between what stakeholders design for supporting teachers' professional development and what teachers actually need.

Afterwards, measurable evaluation should be conducted. It is suggested that teachers who have participated in professional development are monitored. This monitoring aims to measure how effective the professional development is towards teachers' improvement. The data from evaluation then become authentic evidence to make the next professional development better.

At practical level, it is essential for teachers to continuously develop themselves in relation to teaching-learning process. Self development should be enhanced through lifelong learning. Thus, teachers should maintain their motivation in professional development involvement whether it is obliged by government or self-initiated.