TABLE OF CONTENTS

ABSTRACT	i
TABLE OF CONTENT	ii
LIST OF TABLES	v
LIST OF DIAGRAM	vi
LIST OF CHART	vii
CHAPTER I. INTRODUCTION	1
1.1. Background of the study	1
1.2. Research Questions	3
1.3. Purposes of the Study	3
1.4. Scope of the Study	3
1.5. Significance of the Study	4
1.6. Clarification of Terms	4
1.7. Outline of the Study	4
CHAPTER II. THEORETICAL FRAMEWORK	6
2.1. Theory of Perception	6
2.2. Teacher Professional Development	9
2. 2. 1. Principles of Teacher Professional Development	12
2. 2. 2. Types of Teacher Professional Development	14
2. 2. 3. Teacher Professional Development Programs in Indonesia	20
2.2.3.1. Subject Teacher Forum	
(Musyawarah Guru Mata Pelajaran/ MGMP)	23
2.3. Report of Previous Studies	25
2.4. Concluding Remark	26

CHAPTER III. METHODOLOGY	28
3.1. Research Design.	28
3.2. Research Site and Participants	28
3.3. Instrument	29
3.4. The procedures of data collection	31
3.5. Data Analysis	32
CHAPTER IV. FINDINGS	34
4.1. Teachers' Perception of Teacher Professional Development	34
4.1.1. Principle 1; Experiential, engaging teachers in concrete	
tasks that elucidate learning & development	34
4.1.2. Principle 2; Grounded in inquiry, reflection & experimentation	36
4.1.3. Principle 3; Collaborative, interactional, involving sharing	
knowledge	38
4.1.4. Principle 4; Connected to and derived from teachers' work	
with students	39
4.1.5. Overview of respondents' perception of teacher professional	
Development	41
4.2. Teachers' Perceptions of MGMP	49
4.2.1. Category of Knowledge	49
4.2.2. Category of Skills	50
4.2.3. Category of Feeling	52
4.2.4. Category of Disposition	53
4.3. Discussion of Findings	54
4.3.1. Teachers' Perception of Teacher Professional Development	54
4.3.2. Teachers' Perception of MGMP	58

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS	64
5.1. Conclusions	64
5.1.1. Teachers' Perception of Teacher Professional Development	64
5.1.2. Teachers' Perception of MGMP	65
5.2. Limitation of the Study	66
5.3. Implication	67
5.4. Recommendation	67
REFERENCES	69
APPENDICES	
Appendix 1. Teacher Questionnaire (English Version)	75
Appendix 2. Teacher Questionnaire (Indonesian Version)	79
Appendix 3. List of Semi-Structured Interview Guideline (English Version)	85
Appendix 4. Categories of Questions Used in Interviews (Category of	
Learning Proposed by Lilian Katz, 2001)	86
Appendix 5. List of Semi-Structured Interview Guideline (Indonesian Version)	87
Appendix 6. Data from Interview (Indonesian Version)	88
Appendix 7. Data from Interview (English Version)	98
Appendix 8. Data from Confirmatory Interview (Indonesian Version)	107
Appendix 9. Data from Confirmatory Interview (English Version)	121

LIST OF TABLES

Table 2.1.	Models of Teacher Professional Development	
	(Villegas & Reimers, 2003)	15
Table 2.2.	Activities of teacher professional development	
	(Richards & Farrell, 2005)	16
Table 3.1.	Participants' Background Information	29
Table 3.2.	Item distribution of the questionnaire based on principles	
	of effective professional learning (CERI, 1998) in Yates (2007)	30
Table 3.3.	Score interpretation criteria	32
Table 4.1.	Data of Principle 1: Experiential, engaging teachers in concrete	
	tasks that elucidate learning & development	35
Table 4.2.	Data of Principle 2: Grounded in inquiry, reflection &	
	experimentation	37
Table 4.3.	Data of Principle 3: Collaborative, interactional, involving	
	sharing knowledge	38
Table 4.4.	Data of Principle 4: Connected to and derived from	
	teachers' work with students	39
Table 4.5.	Overview of respondents' perception of teacher professional	
	Development	41

LIST OF DIAGRAM

Diagram 4.1. The TPD programs teachers' have participated in	45
Diagram 4.2. The most beneficial TPD programs	45
Diagram 4.3. The future TPD programs	46
Diagram 4.4. The most important TPD programs	46
Diagram 4.5. The TPD programs teachers need most	47
Diagram 4.6. The preferred TPD programs	47

LIST OF CHART

Chart 4.1. Score gained in principle 1: experiential, engaging teachers	
in concrete tasks that elucidate learning and development	42
Chart 4.2. Score gained in principle 2: grounded in inquiry,	
reflection & experimentation	42
Chart 4.3. Score gained in principle 3: collaborative, interactional,	
involving sharing knowledge	43
Chart 4.4. Score gained in principle 4: connected to and derived	
from teachers' work with students	43