CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This is the last chapter of the thesis in which the conclusions of the study are drawn and some recommendations are proposed. The conclusions are built up on the basis of research data analysis and its findings. Then, the recommendations are addressed to those who are involved in teacher professional development such as teachers, institution, policy makers, or for future studies.

1.1. Conclusions

1.1.1. Teachers' Perception of Teacher Professional Development

This study was conducted to investigate teachers' perception of teacher professional development. The finding of the study reveals that teachers' perception of teacher professional development was generally positive, although they are unsatisfied with some conditions. Based on the research finding and discussion in answering the first research question, it is concluded that the teachers have good perception of teacher professional development activities they have participated. Based on the teachers' responses, it is also concluded that the teacher professional development programs held is included into effective professional development as the programs have already suited and followed the principles of effective teacher professional development proposed by CERI (1998) in Yates (2007); (1) experiential, engaging teachers in concrete tasks that elucidate learning & development (2) grounded in inquiry, reflection & experimentation (3) collaborative, interactional, involving sharing knowledge (4) connected to and derived from teachers' work with students.

The finding shows that teachers pay attention on the importance of several activities of teacher professional development especially MGMP, seminar, and advance study. However, their responses from the open responses questions regarding their expectation for future professional development indicate that despite their positive perceptions, the teachers have not yet been satisfied with some

conditions. As they expect the TPD program to be held more intensively, coherently, continuously, as well as more varied in activities, it reflects that the government did not provide enough activities for teacher professional development. Besides, the participants expected that all teachers are given chance to participate in various TPD programs and the government could provide them with appropriate incentive to participate in those programs. It indicates that the TPD program was unequally distributed among teachers. Besides, as have been found in some previous researches, incentive often becomes one of problems in teachers' participation in their professional development because most of TPD activities from seminar to advanced study are likely to depend on the availability of money (Kagoda & Ezati, 2014) and with the absence of incentives, teachers will not be motivated and be eager to take any part in TPD activities such as collaboration or discussion with colleagues (Hooker, 2017).

Regarding the teachers' responses on their participation in some TPD programs, it can be concluded that MGMP is the most influencing program. It dominates the teachers' perception regarding the most important and the most beneficial TPD program. It also becomes the most preferred as well the most needed program from the teachers' point of view.

The other two programs which also received great attention from teachers were seminar and advance study. The teachers expected the government to give more attention on these programs. In line with their expectation on TPD programs in general, the teachers specifically hoped that it should be more seminar held and more chance given for advanced study. The teachers also thought that it should be made easy for them to participate in these two programs. It can also be inferred from the data that teachers had high motivation to continue studying to higher level especially with scholarship.

1.1.2. Teachers' Perception of MGMP

Following Katz (2001) categories of learning: (1) category of knowledge; (2) category of skills; (3) category of feelings; (4) category of dispositions, this study

investigates teachers' perception of MGMP as one of teacher professional development activities. From the result of the interview, it reveals that teachers also had positive perception of MGMP as they thought that they did learn much from the activity, especially in the category of knowledge. Analyzing how much teachers learned and changed from these four categories, all teachers stated that they get much knowledge and information especially those related to teaching program and strategy in teaching. Although there were two teachers who had different perception regarding the other categories; category of skill, category of feeling, and category of disposition, in general, it can be concluded that teachers' perception of MGMP as one of TPD program is good.

From the category of feeling and disposition, it was revealed that teachers thought that MGMP help them in building confidence in teaching and help in decision making in the classroom. The teachers' answers are in line with the function and the purpose of MGMP itself. Therefore, it is also concluded that MGMP is already effective in providing teachers with information and situation beneficial for their learning and change. Finally, the teachers' responses both from the questionnaire and from the interview indicate that teachers put much concern to improve their students' learning. It is proved that the majority of the answers given by the teachers were in regard to teaching techniques, teaching strategy, or teaching method that can be best implemented in the classroom.

However, despite the positive responses given by the majority of teachers, few of them showed their dissatisfaction on MGMP activity. These teachers did not think MGMP had contribution to their learning and change, especially in the category of skills, feeling, and dispositions. According to a participant, her negative feeling was caused by the fact that she found the activity was not carried out properly. Most of the time, the activity was not done in accordance with its function and purpose. This teacher argument was not the only fact found in this study. There were some contributing factors for this dissatisfaction and lack of participation in MGMP and other TPD program like advance study, such as lack of support given by the school principals, financial or family problems, working circumstances, and others.

1.2. Limitation of the Study

There are some limitations in this study which were considered important to be mentioned. First, due to the small size of the school, there were only few numbers of teachers who can participate in this study, while the selection of the school is due to the accessibility and manageability of the study as previously explained in Chapter Three. Due to the same reason, the study took teachers who hold different subjects as participants related to the purpose of answering the second research question regarding teachers' perception of MGMP. Next time round, with sufficient time, there should be more participants involved for further study as well as focus on investigating teachers from the same subject to reveal teachers' perception of MGMP.

Another limitation is related to the focus of investigation. This current study did not analyze deeply factors or any correlated variables that may influence the teachers' perception regarding their learning and change, but merely focused on learning aspects and changes teachers may get from their participation in some TPD activities.

1.3. Implication

This present study has some implications. First, teachers were aware of the importance of participating in TPD programs. They learned a lot and gained benefits from their participation on several programs. Second, they hope the TPD programs can be carried out more intensively, coherently, continuously, as well as more varied in activities. Besides, they expect for more appropriate incentive to participate in TPD. Teachers were also aware of the impact of participating in MGMP which was beneficial for their learning and change. However, many factors influenced teachers' dissatisfaction on certain conditions in TPD and in MGMP in particular. Policy implication drawn for these findings is addressed to education authorities to carry out various TPD programs more intensively for all subject teachers. Moreover, providing them with appropriate incentive could support teachers in their professional development. A pedagogical implication offers teachers to reflect on their

professional development effort in order to get optimal results from TPD learning activities.

1.4. Recommendation

This present study has some recommendations addressed to other researchers, government, and teachers. For those who are interested to conduct further study in the similar field in the future, it is recommended to investigate factors or any correlated variables that may influence teachers' perceptions regarding professional development they have undertaken in order to result in richer understanding.

For the government, stakeholder, or the professional development providers, it is hoped that they could take into account the teachers' perception regarding their expectation on the establishment of teacher professional development in the future. It is recommended that the government could provide more intensive and varied types of professional development programs for teachers. In addition, it is recommended for the government and the institution to support teachers with appropriate incentive in order to maintain teachers' spirit so they can continuously develop and improve themselves to be expert and give contribution to education. The government should also provide more seminars and give more chance for teachers to continue their education to higher degree and provide scholarship. Moreover, it is expected that the government keep supporting teachers to participate in MGMP.

For teachers, expecting for the governments' initiative is not enough to support and develop their professionalism. Teacher professional development can take any informal situations like peer-observation, peer-coaching and many others. They should be able to find ways to develop themselves, not merely rely on the government to be responsible. It needs teachers' self-awareness to improve themselves and be more knowledgeable by always learn no matter how much knowledge they have gotten, how experienced they are, or how high education they have achieved.