

## **Obstacles and Positive Outcomes from Teacher Professional Development (TPD) Program Implementation in Yogyakarta: English Teachers' Experience**

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### **ABSTRACT**

Research on Teacher Professional Development (TPD) program are plenty in all over the world targeting at improving teacher's growth, competence, understanding, and most essentially to enhance learning process within students in classroom and other activities outside the classroom. However, the studies related to that matter are still insufficiently portrayed in Indonesia's study. Hence, this research highlights on answering the research questions on (1) positive outcomes of TPD programs perceived by English teachers and (2) major TPD obstacles experienced by English teachers. To answer these problems, this study used mixed method to collect the data needed. Questionnaires were distributed to 73 senior high school English teachers in Yogyakarta city and Sleman regency, followed by interviews to six participants. The result illustrates that there are numerous positive outcomes or benefits perceived by English teachers as participants of this study, namely: getting various types of training, seminars, being involved in Teacher Network (MGMP) organisation, conducting research on education, and also getting peer mentoring program. Besides, there are at least two major obstacles experienced by the participants, namely work demand and difficult time scheduling, and also the lack of follow up program. By presenting the obstacles, this research also proposes recommendations for improvements to TPD program in Indonesia as the implications of the study.

*Keywords:* English teacher, Indonesia, obstacles, positive outcomes, teacher professional development.

### **1. INTRODUCTION**

Teacher professional development plays a vital role in enhancing educational quality by improving teachers' expertise and classroom practices. Bredeson and Johansson (2000) emphasized its significance in accelerating teaching quality. However, current professional development often emphasizes skill enhancement, technical aspects, and administrative completion (Gusky, 2002). This research seeks to explore the potential of teacher professional

development programs in Yogyakarta to go beyond instrumental concerns and delve into the intrinsic values of teaching.

This study focuses on senior high school English teachers in Sleman Regency and Yogyakarta City, aims to understand their reflections on the professional development programs they have experienced in the past three years. Additionally, the research investigates how these programs contribute to nurturing teacher agency. The concept of teacher agency involves the active participation of teachers as agents in the educational process, shaping their development and identity (Tao and Gao, 2017).

The research raises two prior questions:

1. What are positive outcomes of TPD programs perceived by the English teachers?
2. What are the major obstacles encountered by English teachers from TPD program?

Current professional development models face practical challenges; they often fail to cater to teachers' needs and can be seen as additional tasks rather than meaningful professional growth (Liu, 2012). To address this, field research in Yogyakarta is vital to comprehensively understand the local context and the challenges teachers face in terms of professional development. The study aims to provide insights into the implementation of professional development programs in Yogyakarta and their impact on teacher quality.

Prior studies suggest that effective professional development positively impacts teachers' knowledge and teaching competencies, potentially increasing inner motivation and engagement (Gaikhorst et al., 2017). Teacher agency, rooted in identity formation, also plays a pivotal role in professional growth (Tao and Gao, 2017). Participating in professional development not only helps teachers collaborate and engage more with educational theory and development but also fosters involvement in school improvement (Gaikhorst et al., 2017).

Based on those existing theories, this research is expected to explore how teachers can become more motivated and engaged, develop professionally, and take part in improving education through a teacher professional development program. By acquiring knowledge from previous research, this study aims to understand how English teachers in Yogyakarta feel more empowered, understand different cultures, and have various innovations in teaching. By putting these ideas together, the study is expected to make teachers improve their teaching strategy and help them create significant changes in education.

Several factors influence the implementation of Teacher Professional Development (TPD) in the field. In the real world, communities focused on teacher professional development

are shaped by both internal and external dynamics (Liu, 2012). Moreover, a range of elements affect professional development, including context, students, teachers, their learning needs, organizational culture, and available resources (p. 708). Reflective practice is crucial for effective teaching and professional growth. Kosnik, Menna, Dharamshi, Miyata, Cleovoulou & Beck (2015) also highlight that educators' professional development is commonly nurtured through informal means such as communities of practice. In this context, communities of practice refer to groups of individuals sharing a common interest, addressing specific issues, or pursuing a passion for a particular subject, with a focus on deepening their knowledge and expertise.

Various TPD models have been proposed or introduced by researchers. Guskey (2000) as cited in Shabani (2016) categorizes professional development models into seven types: training, observation/assessment, mentoring, inquiry/action research, individually guided activities, involvement in a development process, and study groups. These models view schools as learning communities where teachers and learners collaborate in the learning process (pp. 4-5). Collaborative professional development can also take forms such as teacher demonstrations and observations of peers' classrooms. These approaches hold potential for enhancing teachers' classroom strategies and students' academic performance (Chien, 2017).

In summary, this research addresses the need to explore teacher professional development beyond skill enhancement and technical aspects, aiming to tap into the intrinsic values of teaching. By investigating the experiences of senior high school English teachers in Yogyakarta, the study seeks to uncover the impact of professional development on teacher agency and identity. This attempt holds the promise of shedding light on the true potential of professional development programs and their transformative impact on the educational landscape.

## **2. RESEARCH METHOD**

The researcher employed a mixed-method approach, incorporating both quantitative and qualitative methods, for data collection. This mixed-method approach allowed for the implementation of two research phases. Firstly, the researcher distributed questionnaires to participants. Subsequently, the responses collected from the questionnaires were followed by in-depth interviews conducted with specific participants chosen through purposive sampling.

As outlined by Mills, Harrison, Franklin & Birks (2017), the use of mixed methods serves to gather and analyze data, as it combines the strengths of qualitative research and mutually enhances their comprehensiveness in understanding the subject.

The questionnaire, as a component of the quantitative method, proves highly valuable in portraying the implementation of teacher professional development programs in Yogyakarta. This section facilitated the researcher in describing the programs' implementation, English teachers' experiences, and their overall perceptions regarding the implementation of professional development programs. In essence, the questionnaire furnishes an empirical foundation for the study, aligning with the assertion of Schedler & Mudde (2010) that quantitative research centers around the data-driven analysis. Pragmatically, the questionnaire embodies empirical research efforts.

Furthermore, the qualitative method plays a pivotal role in this study, offering a broader insight into the participants' contexts and experiences. Migliorini and Rana (2016) highlight the qualitative approach's ability to capture the fabric of social relations. They indicate that the qualitative approach delves into social complexities, understanding how individuals and communities establish coherence, prioritize aspects, and mobilize resources to navigate societal phenomena. This approach encourages a sustained engagement in shaping a meaningful societal perspective.

Qualitative research, according to Bukowsky (2011), involves interpretive practices that hold the potential to shed light on even complex issues such as intercultural relations. It is particularly suitable for comprehending the intricate phenomena that participants encounter. In this study, after the initial quantitative exploration, the qualitative approach is adopted to delve into the issue of teacher agency, capturing the interplay between individuals and their environment.

In addition, the qualitative approach aligns with social complexity by probing into how individuals and communities navigate challenges, establish priorities, and harness resources to address phenomena and pressures. This approach fosters a sustained engagement in shaping societal visions (Migliorini & Rana, 2016).

The study focuses on two distinct research areas, without intending to compare these areas. Instead, the aim is to independently examine each area, thereby enhancing the data quality and study outcomes. These areas comprise Yogyakarta City and Sleman Regency, both

housing communities of English teachers referred to as English Teacher Network (Musyawarah Guru Mata Pelajaran Bahasa Inggris).

The initial data collection phase involved distributing questionnaires to English teachers in public and private senior high schools within Yogyakarta City. While there are fourteen sub-districts and forty-five senior high schools in the city, the research targeted schools from each sub-district, yet only seven sub-districts and fifteen schools ultimately participated. This outcome was due to the willingness of these schools to return the questionnaires. Among the fifteen schools, thirty-two questionnaires were completed by participants, and four teachers voluntarily agreed to partake in interviews. These interviews occurred within the school premises.

The second research location was Sleman Regency. The researcher administered questionnaires immediately following a monthly meeting/gathering of the English Teacher Network at SMA Negeri 1 Kalasan. During this event, forty-one questionnaires were collected. Subsequently, interviews were conducted with two participants, constituting the subsequent phase of data collection.

#### **a) Research Participants**

The researcher employs purposive sampling to select participant groups that can effectively address the research questions by offering insights into their personal experiences and beliefs. This non-random sampling method targets specific participant groups that are deemed best suited to provide essential information for the study, such as experiences, beliefs, and opinions formed during their teaching experiences. Detailed participant information, including age range, gender, and teaching experience in years, will be presented using pseudonyms during data analysis. The forthcoming table provides a concise overview of the participant count for each group.

Category	Participant	Number	Description
Group 1	Senior High School English teachers from MGMP (English Teacher Network)	32	English teachers who are experiencing Teacher Professional Development Programs in Yogyakarta City.

Group 2	Senior High School English teachers from MGMP (English Teacher Network)	41	English teachers who join MGMP (English Teacher Network) in Sleman Regency.
Group 3	Senior high school English teachers	4	Participating in in-depth interview. Teachers from Yogyakarta City.
Group 4	Senior high school English teachers	2	Participating in in-depth interview. Teachers from Sleman Regency.

There are 74 participants for the quantitative study or specifically answering the questionnaire: 32 participants are teachers from Yogyakarta City, and 41 participants are teachers from Sleman Regency. They are differentiated by the location of teaching: Yogyakarta City and Sleman Regency.

#### **b) Data Gathering and Data Analysis Technique**

The researcher employs a questionnaire as a data collection instrument, adapted from the Teaching and Learning International Survey (TALIS) conducted by the Organization for Economic Cooperation and Development (OECD). This questionnaire is chosen due to its alignment with the context of the study, focusing on school education and policy. It also investigates participants' experienced professional development. The questionnaire encompasses eleven closed-ended questions to gather general information about teachers' backgrounds and their professional development endeavors. Additionally, two open-ended questions are included to identify challenges faced during professional development and to gather suggestions for government-led programs.

The data collection process comprises two phases. The first phase entails distributing questionnaires to participants, while the second phase involves interviewing selected teachers who have shown intriguing responses to the questionnaires. The interview phase is of particular significance as it holds the potential to provide in-depth insights into teacher agency, contributing substantially to addressing the research question. This dual-phase approach allows

for a comprehensive exploration of the participants' experiences and beliefs related to professional development.

The data analysis process involves two phases. In the first phase, questionnaire responses are organized into tables, with data then transformed into clear and comprehensible charts and graphics. The processing of open-ended question responses employs a distinct method, where these answers are gathered into a table and subsequently encoded into relevant codes of significance. The second phase entails creating verbatim transcripts of interview recordings, which are then coded to highlight pertinent aspects related to teacher professional development and agency. These codes contribute to enhancing the research findings.

### 3. RESULTS AND ANALYSIS

#### a) Participants' Background

This section contains two important groups for detailing teachers' background: gender and teaching experience. The explanation will also be divided into two separate regions of study in Yogyakarta: Yogyakarta City and Sleman Regency.

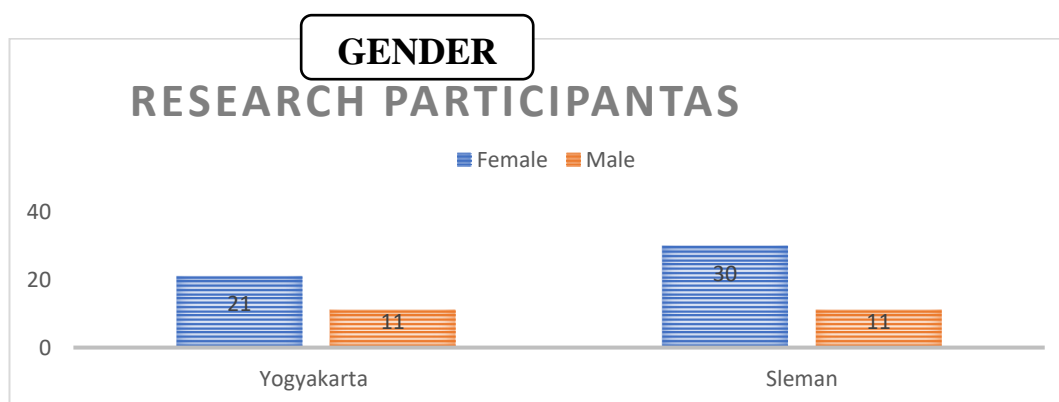


Figure 1. Research participant gender

In terms of initial findings, the aspect of gender stands out as a significant factor that contributes to the researcher's understanding and interpretation. The chart presented visually represents the distribution of genders among English teachers in Yogyakarta City and Sleman Regency, highlighting a predominance of female educators. This observation leads to an exploration of the idea that women play a crucial role in the implementation of Teacher Professional Development (TPD) programs. Within the cultural context of Indonesia, a significant number of female teachers juggle the roles of educators and caretakers within their families, balancing professional obligations with household duties. This unique situation has

implications for the execution of TPD efforts. The demands on female teachers, who handle both professional and family responsibilities, can potentially affect their involvement in mandatory government-led TPD programs. Moreover, these demands may influence their willingness to participate in TPD activities suggested by the school to enhance their skills and knowledge.

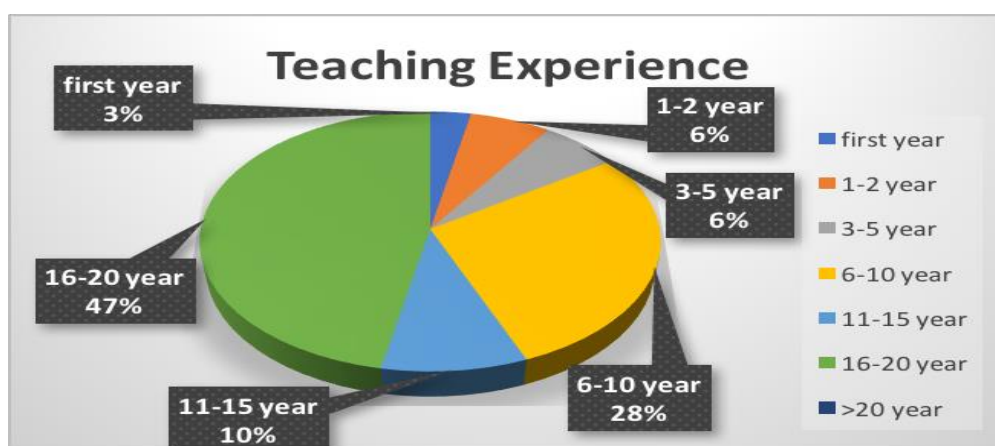


Figure 2. Teaching experience range in Yogyakarta

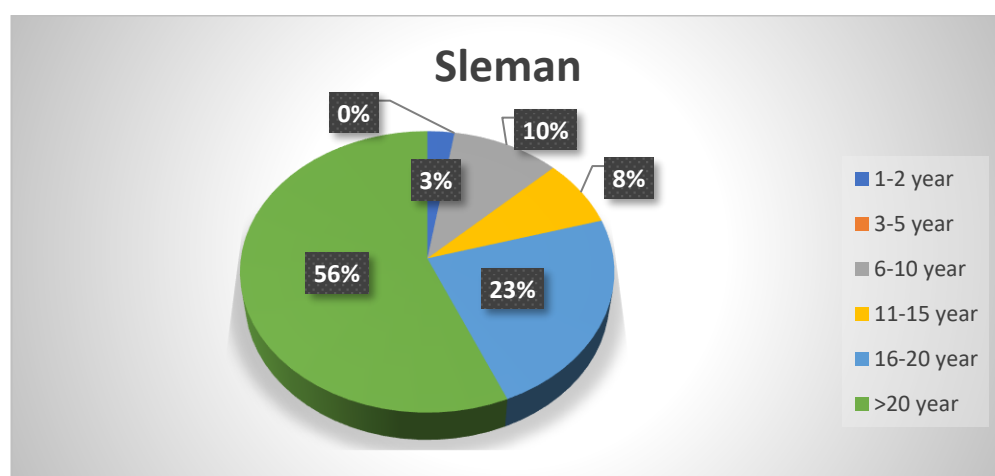


Figure 3. Teaching experience range in Sleman

The length of time spent teaching or the extent of teaching experience also emerges as a crucial factor in the journey of Teacher Professional Development (TPD). The results obtained from assessing the duration of teaching experience in both Yogyakarta City and Sleman Regency reveal consistent findings. A significant number of educators have been involved in teaching for more than 16 years, and some have even exceeded 20 years of experience. This extended teaching background has a noticeable impact on various aspects of teachers' personal and professional development.



In essence, having an extensive teaching career of over ten years signifies a kind of fixed identity formation among teachers. This pattern suggests that educators tend to feel comfortable and capable with their current teaching methods. As a result, they might lean towards using traditional teaching approaches and relying on established practices based on their past experiences, rather than adopting new ideas from external sources. Furthermore, existing research underscores that the initial four to five years after teachers enter the profession are pivotal for their development. Hence, the process of teacher professional growth is deeply connected to the supportive environment nurtured within the school setting. This includes guidance from principals, collaboration with colleagues, mentorship, and insights gained from students' perspectives.

**b) Positive Outcomes Perceived by English Teachers in Yogyakarta  
Yogyakarta City**

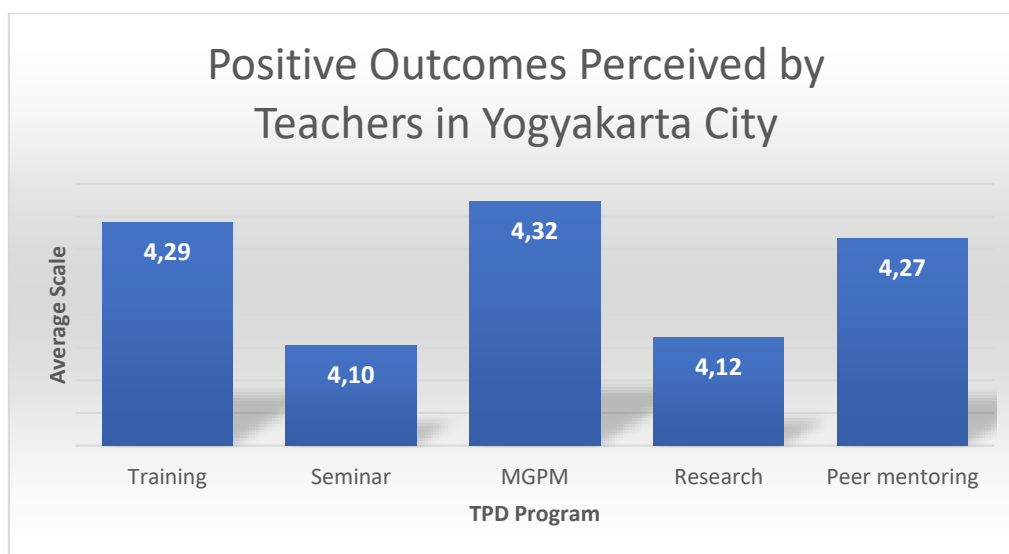


Figure 5. Positive Outcomes in Yogyakarta

Sleman Regency

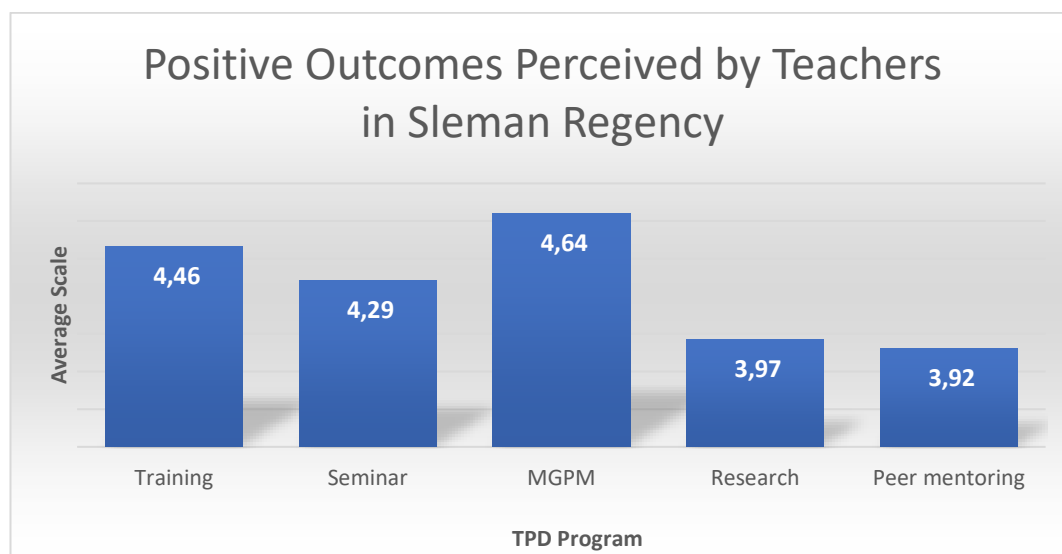


Figure 6. Positive Outcomes in Sleman

This study highlights the array of Teacher Professional Development (TPD) endeavors embraced by senior high school English teachers in Yogyakarta City. These initiatives encompass five distinct programs: workshops, seminars, the English Teacher Network (MGMP), research projects, and peer mentoring. The English Teacher Network (MGMP) is particularly significant as it provides a collaborative platform for English educators to jointly enhance their professional growth. This collaborative effort is a direct response to the provisions of Indonesian Law Number 14 of 2005, which mandates ongoing competency and academic improvement for teachers. This legal framework has in turn led to the establishment of the English Teacher Network (MGMP), enabling the exchange of knowledge and addressing challenges faced in teaching English within the educational sphere.

The survey data indicates that a considerable majority of participants (87%) have participated in a variety of seminars. Participants also expressed considerable learning gains from these seminars, with an average rating of 4.10 out of 5.0. Following the distribution of questionnaires, the results confirm a strong engagement of English teachers in Yogyakarta City in different TPD programs. The data underscores substantial participation rates. Importantly, a notable portion of respondents (18.75%) indicated a lack of experience in conducting research within educational contexts. It is noteworthy that one participant expressed apprehension regarding the feasibility of research projects for teachers.

“Never initiate a classroom action research before because it is so burdening and difficult to manage my time, we have several things as our workload related to teaching activities and administrations” (Hastuti).

Hastuti, in her remarks, highlights the prevalent belief that teacher research adds to the existing load of essential tasks. She emphasizes her focus on administrative duties and compulsory teaching obligations imposed by the government, which leaves her with no capacity to conduct research within the school framework. Nevertheless, the importance of research in nurturing teacher professionalism is significant. As explained by Zeichner (2003), research endeavors enhance teaching effectiveness, improve learning quality for students, cultivate a positive school environment, and inevitably lead to valuable insights about teaching and learning. From this standpoint, there arises a necessity to offer educators more opportunities for research involvement as a part of their professional development in education, even if it means having fewer administrative responsibilities.

Teacher Professional Development (TPD) programs have a significant effect on the teachers who participate in them. In general, these programs result in positive outcomes for teachers, as shown in the chart. Most of the responses that indicate a positive impact on TPD programs tend to cluster around the higher rating scales of 4 and 5. Among the various TPD programs, workshops stand out as the most impactful activity, generating considerable benefits for the participants who have taken part in them.

A considerable number of participants have attested to the influence derived from workshops, seminars, and peer-mentoring sessions, with questionnaire data underscoring their positive influence on teachers. Nevertheless, a different narrative emerges from interview data, presenting varying perceptions. The research identifies two categories delineating participation in the English Teacher Network program: one characterized by a positive viewpoint and the other by a more negative perspective. Amelie and Beatrice exemplify active participants within the English Teacher Network, who readily share their involvement's activities and their constructive impact on their professional teaching practices.

"When the need arises for discussions on specific topics, we come together for group conversations. For instance, in our previous meeting, we discussed how to create lesson plans that align with Kurikulum 2013 for each English teacher. This proved to be a challenging task" (Hastuti).

"The English Teacher Network is quite active, and we have many promising endeavors ahead. We collaborate with various academic institutions in Yogyakarta, such as UNY, UII, UAD, and others. At the beginning of the academic year, we work together to prepare administrative tasks like syllabi, lesson plans, and annual curricula. Additionally, we provide a platform for educators to share new teaching methods whenever they are introduced" (Kemal).

Hastuti and Kemal explained the actions and plans carried out through the English Teacher Network. Their statements show that these actions, including things like creating lesson plans that match the new curriculum, working together with colleges, and planning a yearly schedule, help make their professional duties easier. On the other hand, Indah and Bowo have different opinions about their involvement with the English Teacher Network.

“I have lack of information about the program, because there is no invitation that I got from English Teacher Network. I don’t know what the problem is, whether in the technical procedures or others, I am not sure” (Indah).

"I have lack of information about the program, I do not know if the invitation, if there is one, is not delivered properly in its delivery way to me or something else, I am not sure. To be honest, even the MGMP meetings do not share invitations for me. I do not know where the process went wrong. That's why I wrote here that the obstacle is the lack of program socialization, and I cannot pinpoint where the issue lies. Maybe there are invitations, but I still haven't received any until now. A WhatsApp group has not been formed yet, even though it would be beneficial to have contact with other teachers, but I am not included. Since I am thinking along these lines, I am not yet certified, so I wonder if professional development for teachers is specifically for those who are already civil servants or teacher certified? I am also unsure. Perhaps what has not been done yet has not been focused in that direction, or something else, I am not quite sure. It could also be a problem with distribution." (Indah)

“The English Teacher Network (MGMP) is interesting. Therefore, I want to say that the MGMP has a plan, but they haven't been very good at carrying out the things they agreed on. So, it's like they make plans, but they don't really follow up and do them. Recently, I was also asked to make lesson plans. I did that and handed them in, but when I asked the secretary for feedback and other lesson plans, it seems like not many other teachers have done the same. The thing is, students learn every day at school, so they can't just wait around for all the lesson plans to be ready. This shows that relying too much on administrative stuff can make things difficult. It's better for us to be creative and come up with our own ideas.” (Bowo)

Indah and Bowo share different ideas but in general they experienced the similar obstacles on TPD program implementations. Indah's reflections shed light on her perception of the program's communication and inclusivity. Her account emphasizes a lack of information regarding the program's activities, including potential invitations that may have been intended for her. She raises doubts about the effective delivery of these invitations, which, in her view, may explain her limited awareness of program-related events. Indah's genuine admission that MGMP meetings do not share invitations underscores her concern. Her uncertainty about

where the process might have gone awry underscores her frustration with the lack of clear communication channels.

In addressing the obstacle, Indah identifies a deficiency in program socialization, emphasising her inability to precisely identify the root cause. While she acknowledges the possibility of invitations existing, her personal experience suggests a disconnect, as she conveys not having received any. Her reference to the absence of a WhatsApp group, despite recognizing its potential for enhanced teacher collaboration, accentuates her sense of exclusion. Furthermore, Indah's inquiry into the eligibility for professional development resonates with her own uncertified status, prompting her to question whether such opportunities are exclusively targeted at certified educators or civil servants.

Indah's doubt shows she is worried about how easy it is for different teachers to join the program. She also thinks the program might not be doing exactly what it's supposed to, and this makes her think the program's goals and how it's done might not match up well. This makes her think the program needs clearer guidance on what it should do.

In conclusion, Indah's viewpoint highlights important issues related to problems in communication, possible cases of being left out, and the belief that the program's goals and actual results might not match up. Her story emphasizes the requirement for better ways of communicating, making sure everyone has a fair chance, and having a specific plan to make teacher professional development successful.

In Bowo's description, he raises important points about the English Teacher Network (MGMP) and how it works. Bowo thinks that the MGMP has potential to improve teaching, but he sees a problem. Even though the MGMP has a plan, Bowo says they haven't been very good at doing what they said they would. This means that even though they make plans, they don't always follow through and make them happen.

Bowo also discusses his experience working on lesson plans with the English Teacher Network (MGMP). He created his own lesson plans and submitted them in, but when he asked other teachers as secretary, it didn't seem like many of them did. This shows that not every teacher is actively involved. Bowo thinks that establishing plans informally is not as vital as cooperating and adhering to the MGMP. In conclusion, Bowo asserts that education requires fast action. He believes that students should never stop learning even when something related to administrative is imperfect. He contends that developing fresh, original ideas can assist in

resolving issues brought on by regulations and processes. Bowo's story demonstrates the necessity for everyone to be involved and eager to attempt new things in the MGMP.

### **c) TPD Obstacles**

There are at least four factors affecting the obstacles of TPD implementation, namely work demands and crowd time scheduling, follow-up program, supervisory function, and lack of socialization.

#### **a. Work Demand and Time Scheduling**

Teacher work demand significantly impacts the Teacher Professional Development (TPD) process. When teachers have heavy workloads, they struggle to actively and consistently participate in TPD due to the need for effective time management/time scheduling and setting priorities. This is a challenge faced by teachers who have dual roles in education – as educators for students and as learners in professional development. Petrie & McGee (2012) explain that teachers grapple with managing this dual role while also addressing workload pressures, covering various curriculum areas, and coping with evolving demands from policymakers.

Moreover, this study highlights that a majority of participants are burdened by work demand obligations set by stakeholders or education policymakers. The workload directly affects how teachers manage their time as both educators and learners. Approximately 56.5% of participants identify time as their major challenge in engaging with TPD programs. This finding aligns with Thorpe and Tran's (2015) earlier research, which emphasizes the challenge of time constraints and the intricate nature of the teacher's role, leading to dilemmas in balancing various responsibilities.

Given this intricate scenario, study participants – as key stakeholders – offer suggestions directed at policymakers, such as:

- 1) Allocating dedicated time for TPD program participation.
- 2) Reducing the mandatory teaching hours, currently set at 24 hours a week.
- 3) Regularly implementing TPD programs within a concise timeframe, supervised by the government for evaluation purposes.
- 4) Scheduling TPD programs during holidays to prevent clashes with teachers' busy schedules.

#### **b. The Lack of Follow Up Program**

Teacher professional development (TPD) programs aim to enhance teachers' skills and knowledge through specific content-focused activities. These activities need instructors to tailor the content to fit teachers' professional needs. Additionally, it's crucial to monitor program implementation and design follow-up activities. Follow-up is essential to assess the program's impact, identify strengths and weaknesses, and prevent the benefits from fading over time. Willemse, Boei & Pillen (2015) stress that follow-up is necessary to maintain the results of activities. Furthermore, Sinha & Hanuscin (2017) assert that feedback in follow-up programs gives teachers access to advice and strategies for overcoming challenges. Therefore, apart from the activity types, TPD programs should incorporate follow-up to oversee the program comprehensively and gather new strategies and recommendations.

However, this study highlights that follow-up programs present significant challenges in TPD implementation. For instance, workshops on classroom research lack follow-up or feedback for both teachers and instructors. This indicates that workshops, as part of TPD in Indonesia, are often stand-alone events rather than ongoing initiatives. Generally, isolated programs like workshops have minimal follow-up, resulting in limited impact on teacher development and understanding (Loucks-Horsley & Matsumoto, 1999; Pianta, 2011; Spillane, 2002; Whitworth & Chiu, 2015). Whitworth & Chiu's (2015) prior research similarly reveals that TPD programs, especially brief in-service workshops, usually lack proper follow-up. In alignment with this, Hastuti's personal experience during a single workshop on writing and conducting classroom research organized by the government illustrates a lack of feedback and follow-up after the program's completion.

“The focus of my study was on providing text explanations for twelfth-grade students in senior high school. Unfortunately, there was no subsequent communication or review after the workshop. However, I did receive a certificate upon completing the workshop, which I considered sufficient. The process of obtaining the certificate wasn't straightforward; it required the workshop's officials to consult with my writing supervisor to confirm my eligibility. Luckily, I managed to receive the certificate since I had already progressed to the second consultation stage and had completed chapter 2 of my work.” (Hastuti).

According to Hastuti, she didn't receive any follow-up or feedback after the workshop, particularly in terms of supervising additional research tasks, such as data collection and analysis, to reach research outcomes. Therefore, when there's a lack of follow-up, particularly feedback, the implementation of TPD programs is perceived as unprepared and poorly

organized by the governing body. In essence, this form of TPD is unlikely to be productive in fostering teacher development. Bowo also expressed a similar viewpoint regarding the follow-up aspect of TPD programs.

"In my view, it appeared to be just a program. When I encountered challenges during the program, I sought assistance from the instructor, but he was unable to provide a solution. It became evident that the instructor simply shared the materials he had received with teachers in Yogyakarta City." (Bowo)

Bowo highlights that the TPD program he participated in lacked follow-up to ensure a solid understanding of the content. This led to confusion among teachers during and after the program due to its single-session nature. Consequently, it seems that the program prioritized instrumental aspects over focusing on in-depth content mastery. Single-session programs often address administrative, management, and discipline matters, which can result in ineffective and disjointed outcomes (Whitworth & Chiu, 2015). Conversely, TPD programs spanning a longer period are likely to be more effective in facilitating changes in teaching practices, particularly concerning content proficiency. According to Whitworth & Chiu (2015), effective TPD should not merely enhance teachers' content knowledge but also aid them in seamlessly integrating their learning, pedagogy, and student interactions into their teaching practices. An emphasis on content within TPD programs can significantly enhance the teaching and learning process in the classroom (Firestone, Mangin, Martinez & Polovsky, 2005).

#### **4. CONCLUSION**

This study highlights that senior high school English teachers in Yogyakarta City have participated in a minimum of five TPD programs. These programs encompass workshops/training, seminars, the English Teacher Network (MGMP) organization, conducting research on education, and peer mentoring program. The English Teacher Network, specifically, constitutes a group of English teachers collaborating to improve their professional growth. The enactment of Indonesian Law Number 14, 2005, pertaining to Teachers and Lecturers, has compelled continuous development in teachers' competencies and academic qualifications. Consequently, this regulation facilitated the establishment of the English Teacher Network (MGMP) community, providing teachers in sharing knowledge and addressing the obstacles encountered in teaching English.



The findings of this study show that English teachers who took part in this research identified several advantages/positive outcomes. These include receiving diverse forms of training and attending seminars/workshops, participating in the Teacher Network (MGMP) organization, engaging in educational research, and benefiting from peer mentoring. However, participants also faced notable obstacle or challenges, primarily arising from heavy work demands and crowd time scheduling and added by a lack of follow up programs. Highlighting these challenges, the study not only sheds light on the existing issues but also puts forward suggestions for enhancing Teacher Professional Development (TPD) initiatives in Indonesia, which emerge as important conclusions drawn from this investigation. Given this intricate scenario, the research participants, who play a significant role, offer recommendations for consideration by policymakers. Some of these suggestions include:

1. Allocating specific time solely for TPD program implementation.
2. Reducing mandatory teaching hours, currently set at 24 hours per week.
3. Regularly implementing TPD programs within condensed time frames, under government supervision for subsequent evaluation.
4. Conducting TPD programs during holidays to avert schedule conflicts.

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