



AN INVESTIGATION OF PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHER IN PRIMARY SCHOOL SETTING: A CASE STUDY

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ABSTRACT

This study is aimed at investigating the program teachers' professional development (TPD) during their time as primary teachers and the reasons for their professional advancement. The method of the study can be categorized as case study research which aims at understanding complex events by studying them in their normal environment. The findings show that there are three programs of TPD; Teachers Supporting Group (Kelompok Kerja Guru/KKG), webinar and courses that teachers do to improve their professionalism in teaching. This study indicates that a variety of requirements and circumstances determine why teachers engage in professional development. Teacher 1 does TPD to know updated information about teaching material and the latest information about the examination. She also attended the KKG because she was motivated to complete the teacher's administration. Meanwhile, teacher 2 does TPD to improve her teaching skill as she is a new teacher in the school.

Keywords: *case study, primary English teacher, professional development*

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki program pengembangan keprofesian guru selama mereka menjadi guru sekolah dasar dan alasan dibalik hal tersebut. Metode penelitian ini dapat dikategorikan sebagai penelitian studi kasus yang bertujuan untuk mengkaji fenomena yang kompleks di alam untuk meningkatkan pemahamannya. Temuan menunjukkan bahwa ada tiga program yang dilaksanakan untuk pengembangan keprofesian guru; Kelompok Kerja Guru (KKG), webinar dan pelatihan yang dilakukan guru untuk meningkatkan profesionalisme dalam mengajar. Penelitian ini juga menunjukkan alasan guru melakukan pengembangan diri dipengaruhi oleh berbagai factor dan kebutuhun. Guru pertama melakukannya untuk mencari informasi terbaru tentang bahan ajar dan ujian akhir. Beliau mengikuti KKG juga karena termotivasi untuk melengkapi administrasi perangkat pembelajaran guru. Sedangkan guru kedua melakukan pengembangan keprofesian guru untuk meningkatkan keterampilan mengajarnya karena beliau adalah guru baru di sekolah tersebut.

Kata Kunci: *guru Bahasa Inggris sekolah dasar, pengembangan keprofesian, studi kasus*

INTRODUCTION

The Ministry of Education and Culture no longer included English as a required lesson for primary school students in the 2013 curriculum which has been in place since the 2013/2014 school year. However, this became a problem and reinforced and to perfect the curriculum (Kosasih & Apriliyanti, 2020). Thus, English lessons can still be included, not as compulsory lessons but as local content in primary schools. Moreover, the fact that teaching English in primary schools is crucial for students' education. The need for English in the community the location of the school and the availability of trained teachers to deliver the instruction defines its teaching in primary schools as a local content topic. However, parents in particular are becoming increasingly conscious of the necessity to support the rivalry and imagination of younger generations through their use of the English language as a result of global events. They adhere to the maxim "the younger, the better" and are so more inclined to enroll their children in a school that focuses on teaching English.

Learning English in primary schools plays an important part in the education process (Ibrahim et al., 2020). According to Aedi, N & Amaliyah (2017) students of all ages, from those in primary school to those in early childhood and kindergarten, have to compete in English-related courses in today's age of globalization and immediacy. Because English is a global language and an international language used by various countries to communicate with one another, it is crucial to be taught even from a young age. This means that English language education is very important for children's basic education as a provision for learning English to the next stage or level so that they do not fall behind (Maili, 2018).

Due to the pupils' prime years, primary school is the ideal stage to begin introducing English to students and teaching it as a foreign language. In the next school levels, this subject will be simpler to understand (Sepyanda, 2017). English instruction in primary school is crucial to the educational process (Ibrahim et al., 2020). It mandates that schools be able to satisfy the educational demands of qualified English instructors by delivering English as local content (Zein, 2016). English teachers must develop themselves to become professional teachers in their teaching disciplines since, in general, prospective teachers are not educated in the context of the case of the primary school setting.

Professional development is the pursuit of skills, information, and opportunities for lifelong learning to enhance one's capacity for employment and professional advancement (Alfaki, 2014). There are various models of professional development put forward by experts that teachers can do. According to Richard and Lockhart (2000), there are several models of teacher professional development (TPD), including participation in conferences, workshops and seminars, peer observation, writing journals, project work, classroom action research, teaching portfolio, and mentoring. Professional growth is essential for maintaining a career

in today's dynamic workplace. Professional development focuses on keeping one's abilities and career current and competitive. Employees may maximize their personal development and career progress by acquiring the skills and information necessary for professional development. It entails educational options including coursework and college degrees as well as participation in conferences and training sessions. This development has included a protracted and cooperative procedure, and after it is finished, progress is often evaluated. Teachers, attorneys, healthcare professionals, engineers, and many more professions participate in these learning opportunities. To maximize the implementation and ultimate success of education reform, it is crucial to comprehend why teachers perceive and respond to change in different ways (Donnel & Gettinger, 2015). Through introspection, the mentoring technique aids the person in evaluating their strengths. In a mentoring relationship for personal growth, a more knowledgeable or experienced person assists a less experienced or informed person (Alfaki, 2014).

Numerous studies which are relevant to the scope of professional development have been done lately. The studies about professional development in secondary setting (Cirocki & Widodo, 2019) are reported many. Girocki & Farrel (2019) also reported the experiences of EFL teachers in secondary school in Indonesia by using a mixed-method approach. They found that there is a positive impact by joining CPD (Continuing Professional Development). Some teachers gave their testimonies toward the CPD and showed that program giving an impactful experience in developing their professional skills. In addition, this opportunity to CPD was not taken its advantage by some teachers on the field. As the result, the researchers suggest that the education researchers can involve the teacher training experts in the further CPD research and widening the scope of research in each island in Indonesia. Another research revealed the investigation among English teachers in secondary school level who joined professional development program in Indonesia (Utami & Prestridge, 2018). Some of the teachers possibly join the PD program due to the high demand from the stakeholders and others join the program for their own professionalism as a teacher individually. Which means, other teachers have a reason to improve for themselves despite of the stakeholders' demand. Then, in the context of teachers' perspective toward teacher professional development might has some similar reasonings (Avillanova & Kuswandono, 2019; Tanang & Abu, 2014). The common reasonings which were occurred in that research are the teachers' demand in administration, improving teaching method, concerning students' assessment, classroom management, and others which are related to English Language Teaching.

Meanwhile, studies on professional development in primary school setting also arise. The first study was conducted by M. S. Zein (2012) which investigating the factors which affecting professional development among EFL teachers in primary school. The findings of this study show that a lack of trained teachers impedes kids' ability to learn. The research equations that are relevant to this research both discuss professional development in English teachers. The research difference that is relevant to this study is the need to empower teacher educators to

provide them the opportunity to participate in the change of PD in much-needed services.

The second research had been conducted by Ibrahim (2020) about the perception about improving English teaching in primary school among parents and students. The study was using survey to collect the data from 150 students and 90 parents across Moscow, Russia and Abu Dhabi, United Arab Emirates. According to the findings of the two surveys, one of the major issues is that primary school students have lack motivation and limited understanding of the importance of learning a foreign language. The research equation that is pertinent to this study is that primary school English instruction has a huge effect on how education is carried out. The opinions of parents and students about foreign languages are the research distinctions that are linear to this study.

Similar research was conducted by Sepyanda (2017) which took place in primary school setting. Generally speaking, Indonesia language had been acquired as their first language and mother tongue. However, in this study shows findings which suggest that primary school students needed to learn English early due to their 'golden age' state which is beneficial since young learners are more intrigued in learning new things and primary school children should take English as one of their subjects because it has been a high demand in their future work life. Therefore, it is crucial to include English as one of the disciplines in the primary school curriculum while considering several factors.

The research which was conducted by Maili (2018) also added the importance of teaching English in primary school level. The study points out three importance in teaching English in primary school. First, they claimed that young learners are easier to teach than higher school. Second, almost all the digital devices and systems that we use now are using English, thus learning English makes students easier to understand commands and instructions inside the device and systems. Lastly, when the young learners learn English in primary level, it makes them easy to learn the further level in junior and high school. Based on this importance, the researcher suggests that stakeholders in primary schools add English to their curriculum.

On the other hand, Ekinici & Acar (2019) conducted a research purposed to know primary school teachers' thoughts on professional development and then provide an efficient model of professional development that aligns with their views. The research focused on 20 primary school teachers working in seven different schools in a district. Five themes have been proposed in this study for efficient professional development. The themes are feeling a need, goal setting, planning, development process, and evaluation. Monitoring and support are needed to guarantee consistency within the stages themselves as well as between the teachers and the themes.

The other research has been done by Hsiao & Su (2021). The findings show that teachers' need improving their professional development in three areas: English ability, English professional knowledge, and English cultural knowledge. Meanwhile, the study also showed some strategies for improving teachers' professional development in four strategies. The first is establishing certification

and reward for teachers who have done professional development. Second, improve the teachers' competence and gain the need to be excellent in teaching ability. Next, do collaboration with other countries to increase professionalism and culture exchange. And the last is collaborate with the higher education to facilitate teacher's professional development.

Even though there has been prior research on EFL teacher professional development, the English teacher professional development program at the primary school level has not been thoroughly examined. The study of TPD programs at the primary school setting which focused on specific professional development done by teachers in primary school setting and their reasons is still confined. In fact, examining the TPD program is crucial since it can be a tool for the instructor to determine what the teachers require. It is also beneficial to know the reason behind doing TPD program, to be more precise to the problem.

To fill the gap, the researcher conducted a study to investigate the TPD program and the reason behind it. In line with the research aims, there are two research questions in this study; (1) what is the teacher professional development program done by teachers in primary school setting in Yogyakarta? (2) what is the reason for the professional development?

METHOD

Research Design

In this study, descriptive qualitative methodology using a case study approach was applied. It denotes that the information was gathered utilizing a case study methodology before being subjected to a qualitative analysis. A broad range of topics are covered by the complicated discipline of descriptive qualitative methodology, which is not one single entity. A case study is an in-depth investigation into a person, a group of persons, or a unit with the intention of generalizing over many units (Gustafsson, 2017). It is a research methodology, typically seen in social and life sciences (Heale & Twycross, 2018). They also stated that the researcher obtains a deeper understanding of the phenomenon than would be possible with a single form of data by gathering qualitative or quantitative datasets about it. The objective of the case study research design is to examine modern phenomena in their natural environments, particularly in situations where it is difficult to distinguish the boundaries between the phenomena and the environment (Yin, 2018).

Research Subjects

The subjects of this research are two teachers in primary school in Yogyakarta. The location of this research is at Yogyakarta State Primary School. They are English teachers who teach English in Primary school from first to sixth grade. To protect the teachers' privacy, the researchers don't include their real names in their publications. Teachers 1 and 2 were used as the teachers' codes by the researchers.

Data Collection Technique

The data were collected through questionnaires and interviews. The steps taken in data collection are as follows. Initially, the researcher provides a questionnaire to the two teachers, which is adapted by Zein (2015) and J.C. & Farrell (2005). The interview reveals the types of professional development done by English teachers. This questionnaire aims to uncover the professional development activities undertaken by English teachers. Following this, the researcher conducts interviews with the two English teachers directly, utilizing a semi-structured interview approach. This method facilitates a deeper exploration of the gathered information. Subsequently, upon gathering data, the researcher evaluates the insights gleaned from the interviews, interprets the findings, and ultimately draws conclusions regarding the research questions: (1) the type of professional development that English teachers in primary school have engaged in, (2) the reason teachers do that professional development.

FINDINGS

This section discusses the research findings, including: 1) Teacher Professional Development for English teacher, 2) Reasons behind Teacher Professional Development. The researchers also split the results of the interviews and questionnaire with the participants into sections that analyze instructors' professional development according to the research problems have been raised. The first section is purposed to investigate the program teachers' professional development during their time as primary teachers. The second section will be purposed more in investigating the reasons for their professional advancement.

TPD Programs Done by English Teachers

According to two English instructors interviewed, teachers know some kind of Teachers' Professional Development (TPD) that is purposed to increase teachers' capability in teaching English. They typically participate in professional development programs such as training, workshops, webinar, sharing with mentor, and continuous professional development, which can be accessed through MGMP. Through various exercises, these programs can be used to improve professional development and instructors' capabilities. The programs can be online or offline, and they are normally completed many times a semester. Based on the questionnaire they fill, the professional development completed by teachers 1 and 2 is shown in the table below:

Table 1. TPD Programs Done by English Teachers

Types of Professional Development	Teacher 1	Teacher 2
Attending KKG	√	√
Joining workshop	√	√
Joining webinar	-	√
Joining course	-	√
Doing Self-development	√	-

The table shows teacher 1 has done some professional development program that is KKG, workshop and self-development from some sources using internet such YouTube or learning websites. Meanwhile, teacher 2 has done KKG, joining a workshop, participating in a webinar and attending a course to improve her professional development.

Reasons Behind TPD

Based on the findings of the interviews, the researchers identified the reasons for doing professional development for each instructor. Based on the questionnaire and interview results, teacher 1 continues her professional development by joining KKG and obtaining teaching materials from the internet. There are two reasons for joining TPD. The first finding reveals that she is driven to join the KKG to stay current on teaching content that is utilized as a standard for the final exam. Because there are often variances in the delivery of material from the previous academic year to the current academic year. Joining KKG helps the teacher to focus on the important material that will be examined in the final examination. She expresses this in her statement as follow:

"Joining KKG is very important for us because it helps us with new information, especially about the latest material that was used as a standard in the regency. It also provided us with the final examination. We know which material will be examined and we can share it with our children. So, they can prepare to study about it." (T1/Q3)

The second reason is to create administrative files for teachers, such as a syllabus, a minimum completeness criterion (Kriteria Ketuntasan Minimal/KKM), a lesson plan, or an evaluation tool. She also gains more knowledge that she can apply in the classroom by participating in it. As she stated in the following:

"During the first semester, teachers are required to submit an administrative file containing information about learning equipment." It is required by the principal as a teacher administrative requirement to teach in the classroom. Joining KKG assists me in fulfilling administrative tasks because we usually split the assignment together. It also allows me to stay up to date on the newest information regarding the standard tests that will be utilized in the examination. It will assist my students in learning more accurately. Of course, this will raise their overall score." (T1/Q9)

Meanwhile, according to the result of the interview with teacher 2, she mentions that she is joining TPG because she wants to improve her knowledge and teaching skill. She said:

"This is my first year as a teacher at this school. My degree was completed around a year ago. I don't have much teaching experience. As a result, I require additional training and education to increase my teaching skills and understanding. When I began teaching, I had many discussions with my fellow

English teachers, particularly about learning aids such as syllabus and lesson plans. Besides, I started various webinars and training. I am participating a webinar about increasing literacy skill and joining a course English for teaching and professional knowledge I do this because I want to improve my teaching abilities as a new teacher at my school." (T2/Q9)

Based on the interview, she shared her gratitude for the training. It assisted her in managing the classroom and using English in routine classroom activities. She also remarked that by managing the classroom, it will maintain the students focus. As she stated:

"The EFT course has been extremely beneficial to me. It gave me numerous directions for managing the class. The course includes a homework assignment to help us understand the topic. The assignment also requires us to rehearse the expression we will use in class. The material is also very relevant to my requirements." (T2/Q7)

"The course helps me to make my students more engaged in the class. Because classroom management refers to routine actions' teachers take to create opportunities for learning. These strategies also motivate students to participate in classroom activities and environments that helps learning." (T2/Q8)

Meanwhile, teacher 2 also emphasizes that the material of TPD should be chosen which one is appropriate or not with the real condition in the school. It will help the teacher more if the material is appropriate to the needs of the teachers. She said that she needs more knowledge about classroom management and students learning style and strategies. It is because she is new to be a teacher. She hasn't enough experience yet. It is reflexes in her statement as follows:

"The webinar is fascinating. It highlights reading skills that millennial students should be taught. But I believe I require additional professional development, particularly in classroom management. Because my students are primary students who are still in the early stages of learning English. As a result, I require classroom management in order to control my classroom." (T2/Q3)

DISCUSSION

TPD Programs Done by English Teachers

Joining KKG

The previous section touched upon the first professional development done by Teacher 1 and 2. Teacher 1 and Teacher 2 do TPD through KKG activities hosted by Teachers' Teamwork (Musyawarah Guru Mata Pelajaran/MGMP) every semester. Teachers know the information about KKG from the WhatsApp grub. They usually share the invitation there. Every meeting has a unique set of materials which

is usually about learning media such as a lesson plan, syllabus, or evaluation tool. Each meeting is completed in two or three meetings lasting three to four hours. The mentor can be a senior teacher or a speaker from a group of experts in education, particularly in English teaching. It is hypothesized that doing this will enhance teachers' capacity to teach their students. It also aids them in the completion of teacher administration because at the end of the session, teachers will ask to submit their work and share it with the others.

Teacher 1 also remarked that this program had meaningful impact for her. Joining KKG will help teachers with new information about learning material. This result has similar result as what Soebari & Aldrigde (2016) noted in their study that the teacher network is anticipated to assist teachers in locating various types of teaching and learning materials. Joining KKG also helps the teacher to focus on the important material that will be examined in the final examination. Since this activities will impact to the pedagogic competence of the teacher (Mutmainnah et al., 2023). These professional development courses are seen to be beneficial for improving instructors' theoretical understanding and instructional technique (Suharno, 2017). It is essential for teachers develop their awareness of how to maintain and improve their language proficiency from time to time (Nugroho et al., 2022).

Joining Workshop

The other professional development program attended by teacher 1 and teacher 2 is joining a workshop. At the district or regency level, MGMP also holds it. Teachers frequently need to pay to enroll in this program. However, because it is frequently coordinated by the school, the instructor did not actually pay for it. Only teachers who get professional incentive must pay from their incentive because they must allocate 10% of their incentive for TPD. The workshop usually consists of one or two meetings that can be held offline and online. The meeting usually takes turns venue from one school to the other. The teachers have the information from the WhatsApp group or from the headmaster. Usually, the headmaster has the invitation from the principal group.

One of the workshops that teachers 1 and 2 attended was on how to measure students' learning processes. The evaluation can take the form of a written or oral test. It can also take the form of a project or portfolio. Due to the emergence of the implementation of curriculum 2013, the committee has decided to focus this workshop on project-based assessment. A project-based assessment is one that combines projects with assessments. Project-based assessment is a genuine evaluation that is regarded as one of the most acceptable assessment methods for project-based learning (Izzah & Diana, 2021). It might include portfolio, observation, self and peer assessment, and teachers' feedback (Andersson & Palm, 2018). Simpson (2011) discovered the benefits of project-based learning or project-based assessment, demonstrating that using project-based learning improves students' teamwork skills, higher-order thinking skills, presentation skills, and confidence in using English.

Joining Webinar

Another workshop can be held by another committee. For example, teacher 2 joins a webinar by another institution. The webinar is purposed to improve students' literacy competence to improve students' English skill. Through these activities, teachers learn many teaching strategies that can be used to improve their literacy. It is also in line with theory adapted from Zein (2015) stated that one of the professional development competencies including increase students' literacy skill as a 21-century skill that students should master.

Here, teacher 2 gets the material about how to increase students' literacy skill. The skill is used to learn English receptive skill such as reading and listening. However, the skill sometimes could not be practiced well in the class. Sometimes, the condition of the students and the class is different. It is because of the limit of the time or the teachers. So, it will make the theory not practiced well in the class.

She also shared her experiences with the other teacher during the webinar. It broadened her experiences to learn about various viewpoints on learning and material provided in different ways. She believed that it is in a teacher's nature to be open to self-reflection and correction from others. Understanding the traits of educators is necessary since teachers must be critical and open in carrying out their duties in order to learn the subjects of their field of study. Aside from that, teachers must be sincere and accountable for their chosen profession in order to develop a strong personality and establish an identity.

For many years, the question of whether "the primary factor impacting student achievement and elevating educational standards is teacher quality" has been a topic of discussion in the literature on education (Kang et al., 2013; Macià & García, 2016). This is reasonable considering that teachers ought to pursue professional development in the subject or language they teach such pronunciation, fluency, code switching, and classroom instruction (Zein, 2015). Every teacher needs to be proficient in this crucial ability due to the fact that language proficiency enables the teacher to guide pupils in the proper lesson. For instance, if teachers wanted to teach pronunciation to their pupils. To teach pronunciation correctly, they must be able to enunciate every word.

Participating Course

Teacher 2 does language mastery through joining a course. Through the interview, we know that she enrolls an English course program conducted by Sunan Kalijaga University and National Geographic. The course is a blended learning that is held online and offline meeting. The offline meeting is broken up into two to three-hour sessions every week rolling from one school to another.

The course is divided into two sections. The first section is called as English for Teaching (EFT) session. In this session, the participants learn material about classroom management. The material consists of six units; controlling the class setting, controlling the activities, comprehending, and presenting the lesson's topic, evaluating student work, and providing feedback. The material is about managing class environment consists of greeting students, discussing date and weather, taking attendance, reviewing, and collecting students' work, making announcements,

assigning homework, and dismissing the meeting. It also discusses about managing classroom activities such as using classroom materials, teaching classroom language, directing students, giving test and quiz instruction, changing activities, disciplining, checking students' comprehension, encouraging participant and motivating students. The other materials discussed about an be classroom instruction, communicating lesson context, giving positive feedback, and encouraging students.

The second section is called Professional Knowledge (PK). In this course, teachers are going to learn more about the essential knowledge that teachers need to teach English in English. There are six units about teaching skills; vocabulary, grammar, speaking, listening, reading, and writing. In each unit the teacher will learn about planning, teaching, and assessing the particular skill. For example, in the unit on teaching listening, the teacher will learn about planning, teaching, and assessing listening activities. The unit will introduce theoretical information about listening and will give practical ideas for teaching.

The teacher should use some of the National Geographic website's activities during the session. The teachers list a few subjects that ought to be covered on the website. They study the lesson and are required to finish the exercises, which include homework and practice. By recording certain expressions, the teacher can put the lesson into practice. It will improve the teachers' comprehension and practice of the content.

To manage classroom activities, teachers should rehearse the material. This instruction can be used to manage students' work, such as how to collect work, motivate students to study, or open and close meetings. This will increase student engagement with the material. They also learn how to use the language in everyday situations. After using the material in the classroom, the teachers should practice the material in the assignment by providing a reflective comment. For example, a teacher can practice taking attendance by stating phrases like, 'Please raise your hand and say present if I call your name.' This little expression is purposed to motivate students to participate in classroom activities. By doing so, the student will become accustomed to listening to and speaking in English.

This finding is appropriate with two large analyses (Korpershoek et al., 2016; Marzano et al., 2003) found that teachers take specific actions to effectively manage the classroom such as: a) develop rules and procedures; b) help students develop self-control; and build warm, caring relationship with students.

Doing Self-Development

According to the questionnaire, teacher 1 finds out more information about language mastery by browsing the internet. We seek more knowledge about it through the interview. It is stated that she can learn more about language mastery through watching YouTube videos or visiting learning sites. The interview claims that occasionally teacher 1 may look up the correct pronunciation on YouTube or visiting google.

Enhancing the quality of teacher professional development activities is vital to fulfill the need. The in-service professional development programs for teachers in the majority of developed countries are designed and generously funded to accommodate all teachers on a regular schedule, with the aim of developing teacher practice in the classroom (Ibda et al., 2023). This statement is in line with government policy that teachers must always carry out self-development as part of Sustainable Professional Development (Syariifah et al., 2019). Increasing teacher competency related to professionalism must be carried out continuously, because teachers as learners must always carry out self-development activities. It means that self-development is done not for the government, not for principals, and not for the education office but practically every educator is a learner.

Reasons for Doing Professional Development

Vale & Feunteun (1995) divide the common concerns raised by English language teachers of young children into three categories: 1) teachers with EYL experience but no experience working with kids, 2) teachers with experience working with kids but little to no experience teaching EFL, and 3) teachers who are in the process of learning how to teach EFL, possibly to kids. EYL teachers in Indonesia can be categorized into one of three groups: 1) classroom teachers without a background in English teaching; 2) English teachers with a background in English teaching but no prior experience working with children; or 3) teachers with both an English background and prior experience working with children (Suyanto 2009: 33). Young learners' English teachers must increase their proficiency. Here, the researchers try to explain the reasons behind professional development.

As previously mentioned, teacher 1 enhances her professional growth through enrollment in KKG, participation in workshops, and acquisition of teaching materials via the internet. The second reason for joining KKG are to make administrative files for teachers, since teaching and learning process is acknowledged as the interface between educators, learners, and study materials (Akmal et al., 2022). She also attempts to stay up to date on teaching material that is used as a standard for the final test.

This reasons are similar to some studies that analyze the common reasons why teachers do TPD, such as teachers' demand in administration, improving teaching methods, student assessment, classroom management, and others related to English Language Teaching (Avillanova & Kuswandono, 2019; Tanang & Abu, 2014). This also in line with the research by Nugroho et al. (2022) which mention that teacher do PD as part of their institutional duty and obligation.

Also, from the interview we know that teacher 2 is motivated to do professional development in order to improve her skill in teaching. According to Penuel et al., (2007) if a professional development program is a coherent part of a bigger package of possibilities for teacher learning and development, it will be more likely to be effective in developing teachers' knowledge and skills'. This necessitates alignment of training content with instructors' PD requirements, whether in terms of knowledge or skills. To raise the standard of instruction, there should always be initiatives or initiatives that can raise the caliber of teachers (Ikhsanudin, 2021).

Although Teacher Professional Development (TPD) is used to improve instructors' ability to teach, teachers do not always know what TPD they should be joining. They frequently perform TPD solely on the recommendation of a friend or MGMP. This is a misleading fact. Because a teacher should be aware of what they need when engaging in TPD. What are her teaching shortcomings, and which TPD is ideal for her, as their responsibility for their professional development in their teaching (Alfaki, 2014).

Other concerns affecting teacher TPD include requests to do teacher administration, which leaves a teacher with no time to do TPD (Sadeghi & Richards, 2021). According to this study, after learning about the teachers' professional development and the reasons for it, the researchers hope that after learning about the teachers' TPD and the reasons for it, they would realize what type of TPD they require. Because the questionnaire they completed may affect their TPD requirements.

CONCLUSION

English teachers must develop themselves to become professionals in their teaching discipline, especially primary school English teachers. After all, the optimal time to start teaching English as a foreign language is in primary schools, because these are the years of student formation, or it can also be called the golden period for students to receive a foreign language at school. Based on the results and data analysis and interviews in this study, it can be concluded that there are three TPD programs done by the teacher in this study, namely Teacher Supporting Group (KKG) program, webinars and courses conducted by teachers as effort to increase professionalism in teaching in schools. Based on the questionnaire that they fill, teacher 1 has done some professional development program that is KKG and self-development from some sources using internet such YouTube or learning websites. Meanwhile teacher 2 has done KKG, joining a workshop, participating in a webinar and attending a course. Then, it was also found the reason for the teacher carrying out TPD with description; The first teacher conducts TPD to find out updated information on teaching materials and the latest information about exams. Meanwhile, the second teacher did TPD to improve his teaching skills because he was a new teacher at the school.

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