

# THE ROLES OF TEACHER SUPPORTING GROUP FOR ELEMENTARY SCHOOL TEACHER PROFESSIONAL DEVELOPMENT

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## Abstract

One of the most important factors in enhancing a teacher's knowledge, attitudes, and abilities is professional development. With the implementation of a new curriculum by the government, Teacher Supporting Group role in enhancing teachers' professionalism is becoming more crucial. The purpose of this study is to determine roles of the English Teacher Supporting Group will support the professional development of teachers in Yogyakarta's elementary schools during the academic year 2022/2023. In the study, five English teachers from different accessible schools participated. In addition, the research was descriptive qualitative that uses questionnaires to gather information from the participants. Open-ended questionnaires were used as the method of data collection. The outcomes show that Teacher Supporting Group offers the Teacher Professional Development many advantages. First, through the activities conducted by Teacher Supporting Group, the teacher felt the significant contribution in helping them to gain Teacher Professional Development. Second, the improvement of educational quality is directly correlated with the professionalism of teachers. However, certain aspects need to be improved, such as including the research of the training requirements for teachers, the provision of long-term post-training monitoring, and the development of simple and efficient procedures for the administration of the school. Further research should concentrate on enhancing the aforementioned elements as a direction for future study.

**Keywords:** Teacher Supporting Group; Teacher Professional Development; Elementary English Teacher

## INTRODUCTION

In order for teachers to keep learning, teacher professional development is a crucial idea in school reform (Priajana, 2017). However, the practice is frequently rather difficult taking into account the personal, organizational, and wider elements that affect the teacher professional development (Coldwell, 2016). To address this, Indonesia's education planners established Government Regulation No. 38 (1994), often known as Kelompok Kerja Guru (Teacher Supporting Group), which is a district-level professional forum for subject teachers. According to Kementerian Pendidikan (2015), the teacher supporting group is meant to serve as a venue for activities and experiences that would advance teachers' professional development.

Additionally, the teacher supporting group has provided teachers with numerous advantages for their professional growth through training and other activities (Helmy, 2018). The practice of teaching, however, presents the true difficulty for teacher professional growth (Eun, 2018). Therefore, teacher supporting group should partner with the government to set up oversight after the training in addition to providing the training and other activities that can enhance teacher professional development. The teacher can improve their professionalism in the classroom by engaging in supervisory activities (Eun, 2018).

Additionally, several research uncovered elements that require teacher supporting group oversight for improvement. In previous research, discovered that the measures taken by teacher supporting group members to forge partnerships and collaboration by raising the caliber of education in Indonesia remain the key area that needs to be improved (Anif et al., 2019). Additionally, another research discovered that internal issues like teacher motivation and dedication have grown into a significant problem that the teacher supporting group needs to address (Avillanova & Kuswandono, 2019). Additionally, another research discovered that some school principals had little interest in sending the teacher to the Teacher Supporting Group events because they believed it would have little to no impact on the school's improvement (Monica & Kuswandono, 2019). As a result, the teacher supporting group values the support of the school principals equally.

On the other hand, the teacher supporting group's existence advances both the effectiveness of teaching and the standard of learning (Helmy, 2018). Additionally, the teacher supporting group offers teachers who have a high appetite for learning tend to be skilled at controlling the teaching-learning process as well as educating (Cohen et al., 2007). The skills align well with the pedagogical competence, professional competence, social competence, and personal competence that teachers should develop (Bakar, 2018). In addition, the teacher supporting group offers experiences, scientific research, and activities that may enhance the capacity to plan learning, carry it out, supervise classes, use instructional materials and media, and reflect on and evaluate the learning process (Ciroki & Farrell, 2019). As a result, it is anticipated that the teacher supporting group will assist the teacher in growing both professionally and in terms of ability.

On the other hand, teacher professional development deals with situations both inside and outside of schools (Rodhi, 2015). As a result, the teacher supporting group should be a location outside of the classroom where teachers can study, practice, and acquire new information. The support from the professional forum, or teacher supporting group, results in an enhancement in the professionalism of teachers (Darling-Hammond et al., 2017). A similar argument that claim that teacher professional development (TPD) is the enhancement of teachers' aptitude and expertise through practical application and long-term training that results in continuous professional development (CPD) (Nooruddin & Bhamani, 2019). The teacher supporting group can be a useful site to earn TPD because it enables the teacher to participate in the training program, engage in scientific writing, and facilitate discussions with other teachers who teach the same subject. Additionally, the government has correctly implemented CPD, a nationwide program to advance teacher professionalism, under the law in PP. No. 74, 2009. Self-improvement, scholarly publication, and creative work should all be included in CPD activities. The presence of teacher supporting group supports those programs in school practice.

As a result, the teacher supporting group may be a place where the teacher can routinely receive and continue their professional development. Like in many other nations, this English teacher supporting group is typically utilized to support teachers professionally and provide a platform for exchange and discussion (Darling-Hammond et al., 2017). As a result, in order for a teacher to receive TPD with a variety of professional activities and post-activities government-granted supervision, teacher supporting group, the English subject teacher forum, is a necessary support system. Furthermore, teacher supporting group can have both good and negative effects on TPD due to its major influence over TPD in Indonesia.

There are gaps between expectation and reality to establish the urgency of this research. First, there is an assumption that teachers engage in collaborative professional development within teacher supporting group, leading to enhanced skills and more dynamic learning environment. In reality, the current state might reveal a lack of structured collaboration within teacher supporting groups, with teachers possibly facing isolation in their professional growth

endeavors. Second, it is expected that teacher supporting groups positively influence classroom practices, resulting in improved teaching strategies and better student outcomes. However, there might be a gap where the influence of teacher supporting groups on actual classroom practices is not well-established or understood.

In order to determine if the establishment of teacher supporting group has important ramifications for the TPD and the impact on teachers' professionalism as reformers of education, this study is being done. Background of this study conducted to know whether the existence of teacher supporting group gives significant contributions to the teacher professional development (TPD) in Elementary School Teacher. This study was conducted with a few elementary school teachers at teacher supporting group Yogyakarta in Indonesia. Furthermore, qualitative research was used as the methodology. The phenomenological technique, a sort of qualitative research used in this study, would be more focused on describing the participants' experiences when they join the teacher supporting group. This approach was chosen to collect and generate in-depth data (Cohen et al., 2012).

There are at least two reasons why this study is worthwhile looking into. First off, despite the fact that the English teacher supporting group in secondary school Musyawarah Guru Mata Pelajaran functions have been researched in earlier studies, the kinds of important contributions to their TPD have not been thoroughly examined in primary school teacher. The previous research both look into the capabilities and purposes of Musyawarah Guru Mata Pelajaran with towards TPD (Helmy, 2018; Rodhi, 2015). However, the important contribution to the TPD has not received much attention. Second, the roles of the English teacher supporting group on teacher professionalism as an education reformer has not been thoroughly covered in the previous research, which focused on the responsibilities of the English teacher supporting group and the Musyawarah Guru Mata Pelajaran capacity toward TPD.

Additionally, the study uses an open-ended questionnaire to get more information from the 5 participants in order to collect the data. The following crucial research objectives were addressed with the aims, to investigate the extent of collaborative professional development activities within teacher supporting groups in elementary schools, focusing on perceived effectiveness. Then, to evaluate the function of teacher supporting groups on classroom practices by analyzing changes in teaching methodologies, student engagement, and academic performance following teachers' participation.

## METHOD

This study uses a descriptive qualitative research design. Descriptive research is a type of study that aims to learn more about a phenomenon's current state (Ary et al., 2002). The latest phenomenon that the researcher seeks to describe in this study is The Roles of Teacher Supporting Group for Elementary School Teacher Professional Development. The purpose of the phenomenological approach employed in this study is to gather in-depth information from the teacher regarding the significant role that teacher supporting group plays in supporting TPD activities for the English teacher in Yogyakarta, Indonesia. The researcher could have access to a variety of data sources based on the participants' experiences by using the phenomenological technique (Ary et al., 2010). Additionally, the study could concentrate on a single problem, with the conclusion relying on the participant's natural assumption (Cohen et al., 2012).

The participants of this study were 5 English teachers from different school that have to consider active action in the teacher supporting group activities. The aim of it was to know the perspectives of the members of teacher supporting group. The instrument used in this research was open-ended questionnaire because the open-ended questionnaire was suitable for the research and to get more opinion from the participants. Moreover, the participant answered to them based on the question in questionnaire that has given. Furthermore, open-ended

questionnaire was suitable for this research because the researcher is going to know the phenomenon or issues in the research. The researcher used standardized open-ended questionnaire. The standardized open-ended questionnaire is the equal basic the questions in the equal organize (Cohen et al., 2012). The researcher used that instrument to find out the result from the participant and got more information from the participants.

Data analysis is a process where researchers systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others (Ary et al., 2010). The following data analysis was performed for this study to determine the teachers' challenges and methods for resolving them from their questionnaire responses. Then, sorting the responses provided by the teachers to the questionnaire. Describe the findings of the questionnaire regarding the teachers' perception towards the roles of teacher supporting groups for Teacher Professional Development (TPD) in elementary school. The last is drawing conclusions from the analysis's findings.

In addition, a specific method for determining the veracity of participant data results and their accuracy is called "member checking" (Birt et al., 2016) Member checking was done in order to verify whether or not the participant's response matched the response provided by the participant and to determine whether or not the transcript accurately reflected the respondents' opinions. The participant was contacted via phone or text message once more by the researcher to confirm that their results aligned with their initial statements. Subsequently, the investigator presented the outcome to the subjects for confirmation of accuracy. The researcher verified each individual three times till the data was deemed valid.

However, based on the result of the questionnaire, the researchers divided the results which represent the answer to each research question generated in the previous discussion. The first part analyses the roles of teacher supporting group contributions to the teacher professional development (TPD). The second part analyses the function of teacher supporting group in Continuous Professional Development Efforts. Each of the parts was elaborated using the three-step data analysis from (Ary et al., 2010).

## RESULTS AND DISCUSSION

### Results

#### 1. Teacher Supporting Group Roles to Teacher Professional Development

In this study, there were 10 roles that can be concluded from the subject of the research. The existence of teacher supporting group for elementary school teachers in Yogyakarta is very useful for teachers to solve and discuss matters related to the duties of the teacher profession. This is very evident from the comments of research subjects about the role of teacher supporting group in their respective schools. The average subject encountered knew about the existence of teacher supporting group in their respective schools. Teachers' perceptions of teacher supporting group also look very positive and the benefits are felt as expected.

In this case, the role of teacher supporting group is needed by teachers as a forum for teachers to discuss and discuss issues related to teacher difficulties in learning in the classroom. The statements of the role of teacher supporting group by teachers that join teacher supporting group, can be seen in Table 1.

Table 1. The role of teacher supporting group

<b>Name (Initial)</b>	<b>Statement</b>	<b>Date</b>
Mr. AB	The teacher supporting group that seeks to exchange ideas when there are questions or areas of confusion regarding teaching and learning activities in the classroom.	3 <sup>rd</sup> July 2023
Mr. CH and Mrs. AH	Teacher supporting group is a venue for teacher working groups with the goal of resolving a challenge in the educational process.	3 <sup>rd</sup> July 2023

Based on the results of the Questionnaire on several teachers who were the subjects of research, it can be seen that the roles of teacher supporting group in the perspective of teachers in Yogyakarta includes: (1) as a forum to increase teacher insight, (2) as a program to increase teacher competence during teacher positions, (3) as a forum to deliberate educational activities / solve problems in their respective schools to achieve common goals, (4) as a forum to improve the quality of education, especially in elementary schools, (5) as a forum for fostering teachers' professional abilities, training and exchanging information, in a particular subject or integrating the essence of the subject matter in accordance with the demands of the development of science and technology, (6) as a forum for teachers to solve problems in teaching and learning activities and get new information, (7) as a forum to increase teacher insight and knowledge so as to improve the quality of education both at the cluster and sub-district levels, and (8) as a forum to foster teachers' professional abilities, training, exchange information in a particular subject, the development of science and technology.

Similarly, the function of teacher supporting group in the teacher's perspective is very important and indispensable for teachers. This is because teacher supporting group as a teacher organization can accommodate teachers in improving the quality of learning, solving learning problems in the classroom, and in terms of developing learning media. The existence of teacher supporting group is very beneficial for teachers. The existence of teacher supporting group is needed by teachers as stated by one of the research subjects. Based on the questionnaires obtained, another teachers' statements on the important role of the teacher supporting group can be presented in Table 2.

Table 2. The role of teacher supporting group

<b>Name (Initial)</b>	<b>Statement</b>	<b>Date</b>
Mrs. AR	For teachers to gain more knowledge and understanding and to become more knowledgeable, teacher supporting group is very helpful.	3 <sup>rd</sup> July 2023
Mr. KN	Teacher supporting group is a program that helps participants increase their competence and find solutions to issues they meet in their particular institutions. Teachers benefit greatly from the teacher supporting group that operates in our area and become more skilled and professional.	3 <sup>rd</sup> July 2023
Mr. KN	You can share knowledge (among teachers) about the best methods and resources for learning. can receive a workshop that contains the most recent information about learning tools right away, and later, it will be presented at the teacher supporting group to all of the peer teachers in each cluster	4 <sup>th</sup> July 2023

Based on the results of the Questionnaire on several teachers who were the subjects of research, it can be seen that the roles of teacher supporting group in the perspective of teachers in Yogyakarta include: (1) as a place for discussion and problem solving for teachers who experience difficulties in learning activities, (2) as a forum for activities of teachers who are members of a group who want to improve their professionalism together, (3) as a place to disseminate information about educational reform, especially those related to efforts to improve learning outcomes, (4) as a center for practical activities in making teaching aids, using libraries and acquiring various teaching skills and developing classroom administration, (5) as a vehicle for exchanging opinions with each other who are more able to provide information or inform those who are lacking, (6) as a forum for discussion and problem solving, (7) as a forum for activities of teachers who are members of the cluster who want to improve their professionals together, (8) as a place to disseminate information, improve teacher professionals, and increase insight and knowledge, (9) as a place to solve a problem faced in the learning process, and (10) as a place to share the latest information.

In consequence, when teachers engage in professional development, the benefits extend beyond their own growth—they also create positive ripples in the classroom. Here's a glimpse into what classroom practices might look like during and after a teacher's professional development: (1) After attending workshops or training sessions, teachers bring back fresh teaching strategies and methodologies to the classroom. Whether it's a new instructional technique, technology integration, or assessment approach, students benefit from a more varied and effective learning experience. (2) Professional development often emphasizes the importance of interactive and student-centered learning. Teachers may incorporate more group activities, discussions, and hands-on projects to create a dynamic and engaging classroom environment. This shift promotes active participation and deeper understanding among students. (3) With a focus on recognizing diverse learning styles, teachers who undergo professional development tailor their instruction to meet the varied needs of students. This might involve adjusting lesson plans, providing additional resources, or offering alternative assessments to ensure every student has an opportunity to succeed. (5) As technology continues to play a significant role in education, teachers returning from professional development may integrate new tech tools into their lessons. This could involve using interactive presentations, educational apps, or online resources to enhance the learning experience and prepare students for the digital age. (6) Professional development often addresses effective classroom management strategies. Teachers may refine their approaches to create a positive and inclusive classroom culture. This could involve implementing behavior management techniques, fostering positive relationships, and promoting a supportive learning environment. (7) Teachers may refine their assessment practices, exploring new ways to measure student progress and provide constructive feedback. This could involve the introduction of formative assessments, peer evaluations, or personalized feedback sessions to help students understand their strengths and areas for improvement. (8) Professional development often encourages a growth mindset—both for teachers and students. Teachers may promote resilience, perseverance, and a positive attitude toward learning. This mindset shift can influence the overall atmosphere in the classroom, fostering a culture of continuous improvement. (9) The last, teachers may establish or participate in professional learning communities within the school. These communities provide a space for ongoing collaboration, idea-sharing, and mutual support. This collaborative approach strengthens the teaching profession and benefits students through a more interconnected and supportive educational environment.

## 2. The Function of Teacher Supporting Group in Continuous Professional Development Efforts

In this study, there were 5 functions that can be concluded from the subject of the research. The existence of teacher supporting group is very helpful for teachers in carrying out their professional duties, both in discussing or discussing subject matter and in the development of learning media.

Name (Initial)	Statement	Date
Mr. KN and Mrs. AH	Teacher supporting group is very important for an educator who understands the roles and responsibilities of teachers, especially equipped with various teaching knowledge as a base, accompanied by a set of teacher skills training, and in that condition, teachers learn to socialize the necessary teacher attitudes	4 <sup>th</sup> July 2023

Based on the results of the Questionnaire with research subjects, that among the functions of teacher supporting group that teachers feel most in efforts to develop sustainable professionalism are: (1) teacher supporting group as a place for discussion and problem solving for teachers who experience difficulties in learning activities, (2) teacher supporting group as a forum for activities of teachers who are members of a group who want to improve their professionalism together, (3) teacher supporting group as a place to disseminate information about educational reform, especially those related to efforts to improve learning outcomes, (4) teacher supporting group as a centre for practical activities in making teaching aids, using libraries and acquiring various teaching skills and developing classroom administration, and (5) teacher supporting group serves as a vehicle to overcome difficulties experienced by teachers in learning, such as in terms of preparing curriculum administration and making lesson plans, as well as the development of learning media and teaching aids. Substantially, the teacher supporting group activity program in Yogyakarta, is in line with teacher expectations. The activity program has been arranged according to class and the level of problems that arise in the field according to their respective fields of study. The preparation of the teacher supporting group activity program is carried out together with the teacher supporting group management. Therefore, in order to avoid impeding the success of the teacher supporting group program, it is ideal for a teacher professionalism improvement program to revive training, implement control mechanisms for training implementation, and develop an adequate systematic and periodic assessment system. Programs that encourage incidental activities are also quite effective in helping teachers get beyond teacher supporting group implementation fatigue. That is, the monotonous habit of teacher supporting group, with a passive atmosphere and lack of tutor ability in managing classes, will be different when the teacher supporting group atmosphere is different from usual.

In general, teachers really understand their function in their professional duties, so the teacher supporting group forum is felt to be very effective in developing the teaching profession. One of the subjects stated that one of the main tasks of teachers is to "guide and educate students to become qualified, noble, and responsible human beings". Based on this statement, it appears that teachers must understand their professional duties which are integrated in the teacher's personality vision to educate their students to become qualified and noble human beings. This then gave birth to teacher morality awareness of the need for efforts to continue to improve teacher professionalism as an effort to improve their competence as educators.

Therefore, the function of teacher supporting group for teachers is very effective and relevant to the main character of teacher work in improving their professionalism continuously and continuously. Teachers' understanding of their professional duties greatly supports the achievement of the function and role of teacher supporting group as a forum for improving teacher professionalism. So that various technical obstacles and other obstacles in the implementation of the teacher supporting group program can be found solutions and solutions practically by teachers and the teacher supporting group organization itself. This is because the existence of teacher supporting group as a forum for teacher professional development is considered an effective means to improve teachers' ability to improve the quality of the learning process. Improving the quality of learning for teachers is something that is considered closest to the implementation of the teacher's professional duties themselves, so that in the perspective of teachers, especially in Yogyakarta, the teacher supporting group container is then considered as one of the effective means to exchange ideas and share experiences related to the learning process.

## Discussion

Two points that might be made in light of the findings of a study done on elementary school teachers in Yogyakarta Regency will be discussed in this discussion. The topics of this discussion include the roles that teacher supporting group provide to teacher professional development as well as their function. In other words, English teachers face challenges in practicing English communication skills due to changes in the English curriculum and the use of computers in classrooms. TPD activities are needed to address these problems and keep teachers updated on their knowledge, commitment, and enthusiasm. Reflective analysis of teaching practices, as well as reflection on personal knowledge, can help improve professional activity. Professionalism is built through various activities, programs, partnerships, and changing patterns, as well as the teacher themselves. In the digital era, teachers need to update their ICT knowledge and skills to design learning that adapts to student needs. Educational institutions and schools should involve program design and maximize teacher working group forums to solve problems related to implementing learning (Ibda et al., 2023; Mu'arifin & Narmaditya, 2022; Nuraeni & Heryatun, 2021; Setiawan & Kuswando, 2020).

In addition, teachers must develop new learning concepts. They require assistance from seasoned teachers in mentorship sessions if they are to increase their professional experience on their own (Crasborn, 2010). In order to help someone grow and learn, as well as to help them integrate into and be accepted by a particular group, one (often more experienced) individual provides mentoring. Pre-Service Education and Trainings and mentor instructors can both benefit from mentoring in terms of their professional growth. Through mentoring, mentor instructors can gain self-awareness and communication skills, reflect on their own teaching methods, expand their pedagogical knowledge, and strengthen their leadership abilities for professional advancement. They can also feel happy in their responsibilities as mentors (Tanjung et al., 2021). Due to the importance of the information and skills acquired through development activities for improving teacher quality, professional development for teachers may be regarded as mandatory (Bernardo et al., 2020). It could be a sign if there is a lot of required professional development. Teacher supporting group of a more tightly controlled professional development system where instructors would have less freedom to choose the training that they believe they need. Forming teachers' own identities as educators is the guiding principle of their professional development.

Besides, head teachers can work with stakeholders to establish programs for teachers' training to implement inclusive education since they have a significant impact on educators and the community. Head teachers should encourage teachers' specialized training and discuss training



needs related to inclusive education with stakeholders. Coordination between multiple agencies is necessary to deliver the training on progressive modules (Shiwani et al., 2021). In addition, Teachers need more variation in structures, processes, and content to accommodate their specific needs and circumstances. TPD includes experimentation and implementation of ideas, so assessing its impact based on participation is simplistic. Locally managed and administered TPD activities ensure equal distribution of opportunities among teachers at the local level. Empowering existing educator networks and applying effective features of TPD can be an entry point to planning more meaningful and productive TPD programs or activities. Most teachers attend workshops and other professional development meetings, but some are geographically isolated and lack internet access. Local conventional English teachers' forums and school inspectors struggle to reach rural or isolated schools due to geographical and transportation constraints (Ikhsanudin, 2021; Nugroho, 2018; Rahman, 2021).

However, TPD is a crucial tool for English teachers to enhance their knowledge and skills in teaching and learning. It helps them become members of a desirable community, fostering a sense of belonging and community. However, pre-service and in-service training programs are limited, and teachers often lack understanding of reflective teaching concepts. This lack of knowledge hinders the timeline of training activities and hinders critical evaluation of teaching situations. PD offers opportunities for English lecturers to improve their knowledge and skills without disrupting the teaching and learning process in school (Al-husban, 2019; Nue & Manara, 2022; Nurkamto & Sarosa, 2020; Rosmaladewi et al., 2020). Teacher professional development (TPD) may be significantly impacted by Teacher Supporting Group. Teachers have the chance to work together, exchange information and expertise, and assist one another through teacher supporting group to raise the standard of instruction in classrooms. Teacher supporting group makes it possible for teachers to share cutting-edge concepts, successful teaching methods, and best practices.

Moreover, teachers need to continuously develop diverse skills and update their pedagogical and industrial knowledge. The use of information and communication technology in communication is necessary to facilitate teacher activities and facilitate the smooth development of teaching and learning activities. The Professional Development of English teachers in elementary school is essential for promoting the reform of English teaching and achieving the goal of international talent cultivation. Teachers' motivation, enthusiasm, and dedication to their profession are essential for personal development. They use technology to assist them in actualizing their creativity meaningfully and excitingly, but it must be combined with other factors like teacher creativity, student participation, frequent interaction, and cooperation (Hidayat et al., 2023; Juhji et al., 2023; Puspendari et al., 2023; Sukmawati, 2022). Based on the results of the study, it was found that the influence of teacher supporting group on a teacher's professional development can be described as follows: (1) Through teacher supporting group, educators can work together to exchange knowledge, expertise, and the very best teaching techniques. For instance, a teacher who employs a successful teaching strategy can impart it to his peers. This makes it possible for instructional strategies to be continuously updated and enhanced. (2) Teachers at teacher supporting group can acquire new strategies for implementing innovative practices to enhance student learning through conversations. Examples include using collaborative learning techniques like group projects or interactive case studies, as well as instructional technologies like e-learning. (3) Teacher supporting group's presence has the potential to make schools more collaborative and supportive of teachers' and other school staff members' professional growth. Teachers feel aided and included in efforts to advance education as a whole when the teacher supporting group is active. (4) Teacher supporting group offers a framework for instructors' ongoing professional growth. As a member of the teacher supporting group, they are able to go to joint training, seminars, or workshops.

This enhances the level of instruction they provide pupils and helps them stay current with changes in the field of education.

Teacher professional development (TPD) may be significantly impacted by teacher supporting group. Teachers have the chance to work together, exchange information and expertise, and assist one another through teacher supporting group to raise the standard of instruction in classrooms. Teacher supporting group makes it possible for teachers to share cutting-edge concepts, successful teaching methods, and best practices. They may be able to widen their perspectives on potential new teaching strategies and methods as a result. In addition, instructors can gain knowledge from the accomplishments and mistakes of their colleagues through group discussion and reflection in teacher supporting group. As a result, a helpful and cooperative learning atmosphere is created. However, it should be emphasized that the impact of the teacher supporting group may vary depending on aspects including the participants' active participation, the school leadership's support for the program's execution, and the availability of adequate resources to support it. The instructor serves as the primary coaching centre in the context of school supervision interactions or learning supervision (Baedhowi, 2010: 3). As a pattern of ongoing development from educators who do not or lack trustworthy competence (unqualified) to senior educators in schools, administrators, or supervisors, professional development of educators and education staff should be evaluated. Teachers, principals, and supervisors all possess a variety of skills.

In addition, practically through the teacher supporting group program in each cluster, The roles of teacher supporting group that can be felt by teachers include: (1) teacher supporting group as a place to discuss and share knowledge in terms of preparing teacher work programs that can increase teacher insight, (2) peer teaching, (3) as a place to discuss and solve problems experienced in KBM, (4) as a means to assist teachers in finding new things or new ways in the teaching and learning process and overcoming students in the classroom, and (5) vehicles to improve friendship between teachers in schools. As a professional, teachers need to be conscious of their responsibilities for comprehending, facilitating, serving, and supporting their pupils in a learning environment. To improve their teaching, they must develop new learning concepts. They need support from seasoned educators during mentorship sessions if they are to advance in their careers on their own (Crasborn, 2010). Professional development for teachers may be viewed as obligatory due to the significance of the knowledge and abilities acquired through development activities for enhancing teacher quality (Bernardo et al., 2020). If extensive professional development is necessary, it can be a symptom. Educators would have less leeway to select the training they feel is necessary under a more strictly regulated professional development framework. The main idea behind teachers' professional development is helping them create their own identities as educators.

In essence, the impact of professional development on classroom practices is transformative. Teachers, armed with new knowledge and strategies, create a learning environment that is not only academically rich but also fosters personal and social growth among students. It is crucial to remember, nevertheless, that the success of teacher supporting group as a strategy for education reform also rests on elements like the backing of school leadership, the active engagement of teachers, and the accessibility of sufficient resources. The existence of teacher supporting group has a significant impact on teachers' professionalism as future educators. By working together, reflecting, and putting new concepts into practice in the classroom.

## CONCLUSION

The conclusions of these research separated by 2 results. First, the roles of teacher supporting group are teacher supporting group as a place to discuss and share knowledge in terms of preparing teacher work programs that can increase teacher insight, peer teaching, as a place to

discuss and solve problems experienced in Knowledge-Based Management, as a means to assist teachers in finding new things or new ways in the teaching and learning process and overcoming students in the classroom and vehicles to improve friendship between teachers in schools. As a professional, teachers need to be conscious of their responsibilities for comprehending, facilitating, serving, and supporting their pupils in a learning environment. To improve their teaching, they must develop new learning concepts. They need support from seasoned educators during mentorship sessions if they are to advance in their careers on their own. Second, the function of teacher supporting group for teachers is very effective and relevant to the main character of teacher work in improving their professionalism continuously and continuously. Teachers' understanding of their professional duties greatly supports the achievement of the function and role of teacher supporting group as a forum for improving teacher professionalism. So that various technical obstacles and other obstacles in the implementation of the teacher supporting group program can be found solutions and solutions practically by teachers and the teacher supporting group organization itself.

Therefore, this study can also provide the teachers to understand the advantages of Teacher Supporting Group in increase Teacher professional development (TPD). Besides, from the results of the study, it can make the teachers be aware of their understanding of the problems occurring in the Teacher professional development (TPD). The Teacher Supporting Group can help them to prepare and implement the roles and functions for a better teaching and learning process in the future. Additionally, this research is expected to contribute to those who want to deal with Teacher Supporting Group in increase Teacher professional development (TPD) aspects. Also, this research can stimulate people to research the same scope in different contexts.

## ACKNOWLEDGMENTS

The researcher expresses gratitude to all those who helped with the research and writing process, particularly the participants, the Yogyakarta Elementary English Teacher and the Kelompok Kerja Guru (Teacher Supporting Group), who enthusiastically contributed to the seamless operation of this study. Hopefully, this research can make significant improvements on Indonesian Teacher Professional Development.

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