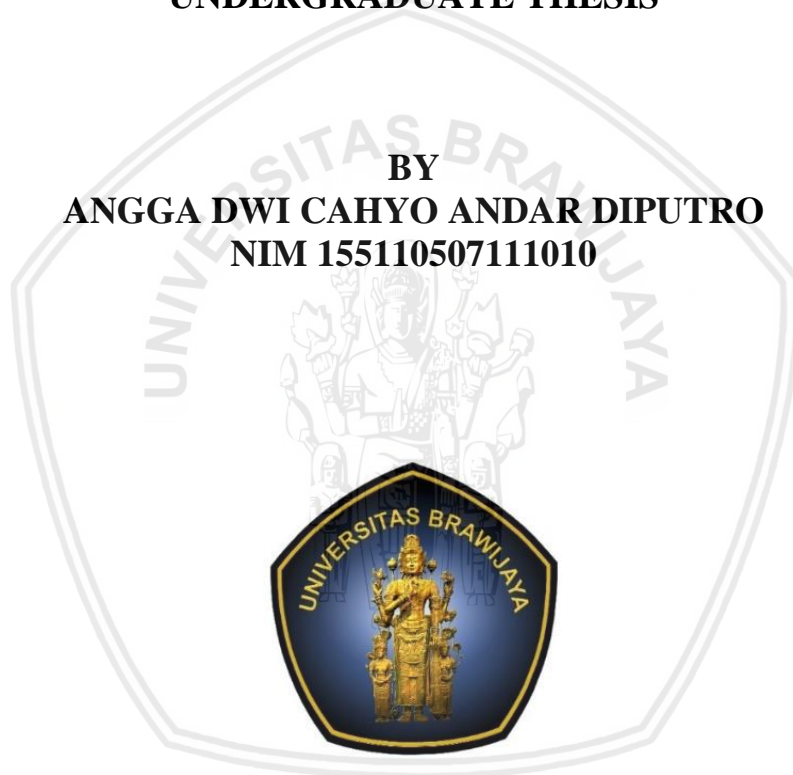**PRE-SERVICE ENGLISH TEACHERS' PERSPECTIVES
TOWARDS TEACHER PROFESSIONALISM:
A NARRATIVE INQUIRY**

UNDERGRADUATE THESIS

**BY
ANGGA DWI CAHYO ANDAR DIPUTRO
NIM 155110507111010**

**ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019**

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TOWARDS TEACHER PROFESSIONALISM:
A NARRATIVE INQUIRY**

UNDERGRADUATE THESIS

**Presented to
Universitas Brawijaya
In partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan Bahasa Inggris***

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**ENGLISH LANGUAGE EDUCATION PROGRAM
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UNIVERSITAS BRAWIJAYA
2019**

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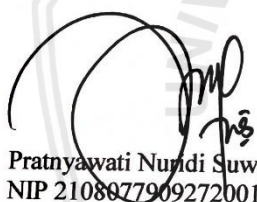
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SUPERVISOR'S APPROVAL

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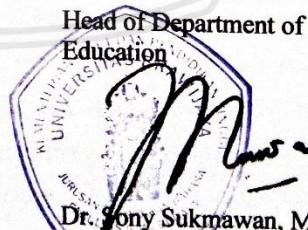Pratnyawati Nuridi Suwarso, M.Li.
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The Researcher

ABSTRACT

Diputro, Angga Dwi Cahyo Andar, 2019. *Pre-service English Teachers' Perspectives towards Teacher Professionalism: A Narrative Inquiry.* Undergraduate Thesis, Undergraduate Program in English Language Education, Universitas Brawijaya, Supervisor: Pratnyawati Nuridi Suwarso, M.Li.

Keywords : pre-service teachers, professionalism, narrative inquiry.

Since 2018, there are 2.449 (two thousand four hundred and forty nine) pre-service teachers (PSTs) who are prepared to be professional teachers. In Indonesia, those PSTs are enrolled in the professional development program called PPG (*Pendidikan Profesi Guru)*. To be a teacher, they have to obey teacher professionalism regulated in the Law Number 14 Year 2005 explaining, among others, that teacher roles, teacher competencies, and teacher professional development programs are the important aspects in determining teacher professionalism. As they have already mastered in teaching, PSTs indeed have their own concepts of professionalism as referring to their self-efficacy and concerns in teaching. Nevertheless, to some extent, experiences are the main reason of the teachers self-proclaimed that they are professional. In order to know their perspectives towards teacher professionalism, this research is conducted.

This research used a narrative inquiry research design under the qualitative research method. The subjects were ten pre-service English teachers who have different background of studies, experiences, and even interests in becoming teachers. An adapted semi-structured interview guideline from Yuwono (2008) and FGD guideline developed from 4 previous studies and the Law Number 14 Year 2005 were employed to collect the data. To avoid bias data, triangulation of source and methodology was conducted.

Responding to the law that regulates teacher professionalism in Indonesia, the PSTs thought that it has to be more flexible and practical. They also revealed that teacher roles, teacher competencies and teacher professional development program are the determiners of teacher professionalism as what is explained in the law. However, they considered that teacher roles can be supportive aspect towards teacher competencies performed in the classroom. Thus, teacher competencies are the most dominant factor that can influence and determine teacher professionalism. Further, professional teacher certification consisting various professional development programs is needed to improve their competencies. Yet, some perspectives were considered to be only stories and verbal experiences. Therefore, the researcher suggests that proper ethnographical studies are deployed to enlight the truth of the PSTs' lifetime experiences.

ABSTRAK

Diputro, Angga Dwi Cahyo Andar, 2019. *Perspektif Calon Guru Bahasa Inggris Terhadap Profesionalisme Guru: A Narrative Inquiry.* Skripsi, Sarjana Pendidikan Bahasa Inggris, Universitas Brawijaya, Pembimbing: Pratnyawati Nuridi Suwarso, M.Li.

Kata Kunci : calon guru bahasa inggris, profesionalisme guru, *narrative inquiry*

Sejak 2018, terdapat 2.499 (dua ribu empat ratu sembilan puluh sembilan) calon guru yang disiapkan untuk menjadi guru profesional. Di Indonesia, guru-guru tersebut terdaftar dalam program pengembangan keprofesionalan yang disebut dengan PPG (Pendidikan Profesi Guru). Menjadi guru, mereka harus mematuhi keprofesionalan guru yang diatur pada UU Nomor 14 Tahun 2005 yang menjelaskan bahwa peran guru, kompetensi guru, dan program pengembangan keprofesionalan guru merupakan aspek-aspek penting dalam menentukkan keprofesionalan guru. Karena mereka telah menguasai pengajaran, mereka pasti memiliki konsep sendiri atas keprofesionalan yang menjuruk kepada efikasi diri dan kepedulian terhadap pengajaran. Selebihnya, pengalaman merupakan alasan utama guru menganggap dirinya profesional. Maka dari itu, penelitian ini dilakukan dengan tujuan untuk mengetahui perspektif calon guru Bahasaterhadap profesionalisme guru.

Penelitian ini menggunakan desain penelitian *narrative inquiry* yang dibawah metode kualitatif. Subjek penelitian ini adalah sepuluh calon guru Bahasa Inggris yang memiliki latar belakang pendidikan, pengalaman, dan bahkan ketertarikan yang berbeda-beda. Panduan wawancara semi struktural yang diadaptasi dari Yuwono (2008) dan panduan FGD yang dikembangkan dari 4 studi terdahulu dan UU Nomor 14 Tahun 2015 digunakan sebagai cara untuk mengambil data. Untuk menghidari data yang bias, triangulasi sumber dan metodology diterapkan.

Merespons peraturan yang mengatur profesionalisme guru di Indonesia, caon guru berfikir bahwa peraturan tersebut harus lebih fleksible dan praktis. Mereka juga memperlihatkan bahwa peran guru, kompetensi guru, dan program pengembangan keprofesionalan guru merupakan penentu profesionalisme guru seperti yang dijelaskan di dalam peraturan yang ada. Namun, calon guru tersebut beranggapan bahwa peran guru merupakan aspek pendukung terhadap kompetensi guru di dalam kelas. Maka dari itu, kompetensi guru merupakan faktor utama yang dapat mempengaruhi dan menentukan profesionalisme guru. Selanjutnya, sertifikasi guru berisikin beberapa program pengembangan keprofesionalan yang dibutuhkan untuk meningkatkan kompetensi guru. Namun, beberapa perspektif dianggap hanya sebagai cerita. Maka, peniliti merekomendasikan untuk melakukan penilitan etnografi untuk melihat kebenaran dari pengalaman calon guru seutuhnya.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ACRONYMS

Codes	Meaning
.q	Questions
FGDG	Focus Group Discussion Guidelines
IG	Interview Guidelines
PD	Professional Development
PPG	Pendidikan Profesi Guru
PST	Pre-Service Teacher
ST	Sub-Theme
TR	Teacher Roles
TC	Teacher Competencies
TPD	Teacher Professional Development

CHAPTER I

INTRODUCTION

This research is about pre-service English teachers' perspectives focusing on teacher professionalism that are delivered by the pre-service teachers' stories based on their experiences. This chapter presents background of the research, problem of the research, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

1.1 Background of the Research

In the eyes of education, teacher is one of the most important aspects that creates education, and interchangebly, education also creates teacher. In Indonesia, teacher as a profession has become one of the most favorable choices to end up the career with. It is proven by many in-service teachers who are employed in the educational institutions. In addition, there are also many pre-service teachers who are ready to take a step in the world of teacher and education. Nevertheless, their exact total numbers remains uncountable.

Recently, according to the Statistic Presentation Summary published by the Ministry of Education and Culture of Indonesia (2017/2018, p. 1-20) about the statistical data of teachers classification towards job statues, it showed that in 2007 approximately 2.3 million teachers were employed teachers (mostly in-service teachers) and 1 million teachers were in the status of non-permanent teachers (including in-service and pre-service teachers). The statistic also claimed that the

1

percentages of the teachers who worked in some educational institutions had not met the institutions and particularly societies' demands (Statistic Presentation Summary, 2017/2018, p. 50). It means that there were still many schools requiring more teachers to fill up the empty positions. It was proven by the lack of teachers in rural areas across Indonesian cities. However. there were many teachers who were non-permanently workers and their availability to work and teach in the educational institutions were still waiting for the vacancy calls. Hence, both in-service and pre-service teachers were the teachers who are still struggling with the future of teachers as profession.

In Indonesia, there are two kinds of teachers classification which are pre-service teachers and in-service teachers. Both classification are employed whether in the state-educational institutions (public schools) or the private-educational institutions (private schools). However, the terms of pre-service and in-service teachers have become a very tricky description, since those people who claimed to have experienced in teaching can not be differed simply as to whether pre-service and in-service teachers. In addition, their experiences and their statues of jobs are different to one another.

Generally, pre-service teachers (PSTs) teach students by their prior beliefs, knowledges, and their roles as a teacher (Kukari & Oguba, 2001, p.5). According to Kukari & Oguba (2001), PSTs make teaching as a transmission of prescribed knowledge; refers to the teachers' prior beliefs and knowledge on developing the teaching practice to see how significant the teachers apply their professionalism. Moreover, PSTs are still guided and under the supervised teaching program. In-

service teachers (ISTs), on the other hand, are the teachers employed under the formal educational institutions (including public and private schools) for a period of time. However, according to Potret Pendidikan Indonesia (2017/2018) shows that the statues of both PSTs and ISTs are still a blury line to the condition permanent and non-permanent employed teachers. Thus, it becomes the concern of the researcher to study this furthermore. Nevertheless, the researcher will be only focused on the PSTs, since the PSTs are the ones who determine the future of ISTs.

In Indonesia, mastering English language become very important and prioritized, since it gives many benneficial impacts. In addtition, English is taught from a very young level of education which is 'Elementary' to the level of a very high education which is 'University'. Hence, many Indonesian pre-service English teachers carried out crucial obligation to educate people. In the same way, pre-service English teachers are those who are PSTs in Indonesia. However, PSTs have to face many challenges, one of them is dealing with their professionalism as a teacher. Thus, PSTs need to know and apply a simple term but deep within, an unclear notion, called professionalism.

The term of professionalism can not be defined simply by how teachers teach students in the teaching and learning activities done in the classroom, but it is more to how complex and challenging for teachers of achieving professionalism itself. In Indonesia, teacher professionalism is explicitly regulated in the Law Number 14 Year 2005 in which contents explained that teacher roles, teacher competencies, and teacher professional development are the main keys on determining teacher professionalism.

3

The essence of teacher roles can be derived not only from many previous studies but also from the Law Number 14 Year 2005. According to Wardoyo (2016), the roles of teachers perform directly in the classroom showing how teacher professionalism are implemented. It is portrayed by how teachers able to give good samples of individuals as students supposed to be, and as well as growing people in the social community. In addition, referring the further explanation due to the roles of teacher, according to the Law of Teacher and Lecture Number 14 Year 2005 stated that "Teacher is a professional educator who has major tasks to educate, teach, guide direct, asses and evaluate learners through the formal education". It means that the teachers not only simply transfer knowledge to the students, but also simultaneously shape students' behavior, mindset and identity through the lessons in order to make the students to become better growing persons (Wardoyo, 2016, p.91).

Moreover, teacher roles are not just simply defined as taking and giving kind of activities, but more into how teachers make individuals able to understand the meaning of learning truly as well as the meaning of life. Through learning, students will learn more about life vividly from the teacher's actions and beliefs (e.g. Kukari & Oguba, 2001; Wardoyo, 2016). In addition, Kukari & Oguba (2001) explained that through the teachers' beliefs on something to be followed and avoided, teachers directly will give examples of how students supposed to act. Thus, teacher roles will make people perceive teachers as a complex profession.

Equally, the essence of teacher competencies can be derived not only from many previous studies but also from the Law Number 14 Year 2005. According to

4

Kiymet (2010), teacher is a challenging profession that has certain qualifications and requirements. Usually, each country has their own standards of teacher. For instance competencies is one of the examples that teachers need to have and bring into their profession. In order to improve teachers' performances and to provide better education for the students, teacher competencies are employed to determine 'Good' and 'Professional' teachers. Therefore, standards are to describe what 'Good' and 'Professional' teachers are.

Kiymet (2010) explained that there are 9 (nine) teachers' competencies which teachers have to have in order to be able to conduct proper teaching in both good and professional ways. Based on the Law Numbers 14 Year 2005 Act 8; the act of the National Education Standards likewise explained that there are 4 (four) teachers' competencies which are pedagogical, personality, social and professional. Furthermore, teacher competencies are the key to define their professionalism (Kiymet, 2010, p. 169).

Similarly, the essence of profesional development also can be derived not only from many previous studies but also from the Law Number 14 Year 2005. According to Wardoyo (2016), profesional development in Indonesia is practically a different concept which teacher professionalism supposed to be constructed along with the professional development. Indonesian governments expect to massively create many teachers to have teacher professionalism. In spite of the fact that the government limited teachers to participate in the professional development programs (Wardoyo, 2016, p. 91). After all, it shows that government demands are preposterous.

5

According to the Law Number 14 Year 2015 Act 8, teachers require not only teacher roles and competencies but also academic qualifications such as teachers have to pass certain particular professional development programs in order to acquire the teacher professionalism. Thus, this condition brings teachers to unfavorable positions of getting inconvenient demands from both government to be professional workers and from society to be good teachers. Moreover, complicated requirements dwindled the condition.

In addition, Hargreaves (2000) captured and drew professionalism and its development into four phases which contain certain circumstances that define teachers professionalism. The phases indirectly show teachers professional development stages. Wardoyo (2016) in his research explained that in Indonesia, the professionalism development had reached the level of post-modern phase in which professionalism defined as complex ideas and standards. Moreover, he explained that there was also a relationship between professional development and teachers competencies that further leads his study result into the definition of professionalism. Ultimately, he stated that teachers have to enroll themselves in any professional development programs in order to construct their professionalism successfully (e.g. Hargreaves, 2000, p. 423-438; Wardoyo, 2016, p. 96).

However, in Indonesia, the government actually has already generated and maintained a program that can improve teachers' professionalism and develop their competencies through a professional teaching development program called PPG (*Pendidikan Profesi Guru*) or professional teacher certification program. The

program aimed to prepare PSTs to in becoming ISTs. The program indirectly also makes PSTs apply the government's standards.

Responding to the teachers professionalism in Indonesia, since the focus of this research is on the PSTs, professional development program called PPG is designated into two kinds of programs which are *Prajab* and *Daljab*. According to the Minister of Culture and Education, *Prajab* is a teacher professional development program designated for fresh-graduated teacher students (PSTs), while *Daljab* is designated for ISTs who have not taken any professional development program yet. Nevertheless, the program is very important for the teachers in constructing their professionalism. Thus, there are many teachers willing to be enrolled in the program.

According to the Minister of Culture and Education's website (2018/2019) shows that there are 2.449 (two thousand four hundred and fourty nine) PSTs prepared to become profesional teachers and ISTs. Those PSTs were enrolled in the PPG program 2018 until 2019 (one year program). According to David (2014), teacher professionalism grows up into teachers past and present experiences as well as their future teaching and learning practices plans, yet their baliefs, purposes, and impacts in which refers to their self-efficacy and their concern in teaching. He also explained that 'experience' is the main reason of teachers self pro-claimed themselves professional. In line with David (2014), Donna (2011) in her research shows that professional development and experiences can make teachers believe that they are professional depends on their self-efficacy level (e.g. David, 2014; Donna, 2011).

To move along to the reality of teachers' condition towards their professionalism, there is a suprising fact that not all of teachers employed in any educational institution in Indonesia are professional. According to the Indonesian Central Bureau of Statistics (2018) publishing official statistical data of the latest Indonesian bureau showed that teachers profession took the 6th place with about 5,13% of Indonesian labors worked in the education field. However, from 5,13% around 10% of teachers were fail to become qualified teachers; referring to the standards in the Law Number 14 Year 2005. According to the Ministry of Education and Culture in *Permendiknas RI* (*Peraturan menteri pendidikan nasional Republik Indonesia*) Number 16 Year 2007 showed that there were 2.700.000, a total amount of Indonesian teachers, but about 270.000 teachers were unqualified. Thus, those unqualified teachers can possibly give harmful impacts towards education.

Since teachers profession had lacked 10% possibilities which lead to unwanted condition towards education, schools need to pay more attention in selecting and hiring teachers. In addition, the teachers who were unqualified may indeed carry out enormous negative effects. For instance, it can be identified by the inadequate teaching performances that eventually trigger students' failure, or simply lead to every possibility cases of unsuccessful teaching, unprofessional teachers and poor education. On the other hand, 90% of the qualified teachers which are assigned by the government also can trigger some questions in which parameters or indicators of whether those teachers are qualified enough or not are questioned and demanded approved. Furthermore, teachers as educators' purposes are also a homework for the government as well as the teachers themselves.

8

Regarding the condition in Indonesia related to the teacher as profession and its professionalism, it is clearly hard to be fulfilled by PSTs who do not owned yet the standards of qualified teachers. Notwithstanding this research, teacher competencies are considered to lead teachers to work professionally under any learning circumstances. To some extent, teacher competencies are also the key to explore and comprehend people to understand more what actually "Professionalism" is. Even so, there are still a lot of employed teachers working in any educational institution unclearly. Moreover, they are possible to be professional or not depends how they see professionalism on their own perspectives.

From the explanations above, it seems that professionalism in Indonesia is whole a complex idea of how teacher can describe and determine their own concepts of professionalism. In addition, for some extent, they also have to owned teacher professionalism regulated in the Law Number 14 Year 2005. Therefore, this research is conducted to seek enlightment of teacher professionalism in Indonesia from the PSTs point of view. Further, this research uses three previous studies as the basic foundation to support the research and help to construct future theoritical framework. As for the first previous study that is used which is a thesis conducted by Utami (2015) entitlted with "A study on teachers effort in developing their professionalism at SMAN 1 Ngunut". The study revealed that teachers professionalism are actually based from four teachers competencies that is set by the Law Number 14 Year 2005. The second previous study that is used which is a thesis codcucted by Grace Ika Yuwono (2008) entitled with "Indonesian EFL Teacher Professionalism: A Case Study in Salatiga Municapility". The study found

9

that the regulation of Indonesian Law Number 14 Year 2005 were fundamental in determining teachers' professionalism in Indonesia. While the third previous study that is used which is a dissertation conducted by Ju Huan (2017) entitled with "A Narrative Inquiry into Chinese Pre-service Teachers Education and Induction in South West China Through Cross-Cultural Teacher Development". The study showed that PSTs' perspectives are drawn into some narratives. It is made in order to show the experiences of their professional development and profession as teachers as well as their experiences of becoming beginning teachers.

This research will use the combination of Law Number 14 Year 2005 and some related studies as the basic foundation, nonetheless. Moreover, this study will involve only PSTs' perspective towards professionalism into a narrative inquiry research design as what recommended by the third previous study in order to unveil the hidden thoughts and experiences towards teacher professionalism in Indonesia. Furthermore, the researcher will draw the following detailed information into the reseach problem, the objective and the significant.

1.2 Problem of the Research

Based on the background above, to define the clear lines of the research, the researcher draws a research problem as below:

What are the PSTs' perspectives towards teacher professionalism?

1.3 Objective of the Research

To deliver the objective of this research clearly, therefore the researcher draws a research objective as below:

10

To know the perspectives of the PSTs through deep interview of the teachers' stories or experiences towards teacher professionalism.

1.4 Significance of the Research

To deliver the significance of this research clearly, therefore the researcher draws several research significance as follows:

1.4.1 For Pre-Service Teachers

The result of this research can be used by the PSTs as a reference to construct their professionalism. Hopefully, by reading this research result, the PSTs can overcome any difficulties towards their professionalism in the future.

1.4.2 For Next Researchers

The result of the research can be used as a reference for next researchers to conduct a further and similar research about teachers professionalism through proper procedures of ethnograpic study. As this research is not far from the limitation, this research can open possibilities for the next researchers to fill the gaps of this research.

1.5 Scope and Limitation of the Research

As this study, the scope of this research walks on the topic of teacher professionalism, and its sub-topic of teachers roles, teacher competencies, professional development, hence the researcher decided to set some limitation. The limitation of this research are the informers which are Indonesian pre-service English teachers.

11

1.6 Definition of Key Terms

To avoid misintepreting and misunderstanding related to this research, therefore there are some definition of several key terms as follows:

Pre-Service Teacher : the teacher who has not work permanently in several educational institution; those who still study also in the professional development program. As well, those who are teaching under supervision of qualified teachers (Kukari & Oguba, 2001).

Professionalism : a complex idea of teacher achievement and standards to work professionally as teachers as profession (Hargreaves, 1994).

Narrative Inquiry : a research design under qualitative research method which is focus on research's subjects experiences and stories (Creswell, 2013).

CHAPTER II

REVIEW OF RELATED LITERATURE

This research aimed to answer the gaps from the previous studies by giving information of related research studies. This chapter presents some related theoretical foundations that will be written in several points. There will be six points which are indonesian English teacher professionalism, teacher toles, teacher competencies, teachers professional development, previous studies and eventually theoretical framework. These points are made in order to give enlightments and more exposures to the study theoritically.

2.1 Indonesian English Teacher Professionalism

There are many English teachers teaching with different background of languages, and distinct purposes of studying English across the world. In Indonesia, the are many hired English teachers, most of them are not native speakers of English. Instead, they tend to be the Indonesian teachers who have mastered English as their foreign language, Nevertheless, by not having English as their first language, it does not mean that they can teach English. As long as they teach English properly, they are allowed to conduct teaching and learning activities (Canagarajah, 1999, p. 207-2013).

To give a framework of professional teacher, Indonesian government issued the Law Number 14 Year 2005 which anchor all performances of teachers. Every Indonesian needs to understand the regulation, in which, especially affect their life

13

as well as their profession. However, the definition of professional teachers is not clearly well elaborated yet as teachers have their own concept of professionalism. Numerous theories explained that there are factors that can influence and determine teacher professionalism which are teacher roles, teacher competencies and teacher professional development, which have to be internalized in order to achieve the standards of professional teachers.

2.2 Teacher Roles

Inferring to the words of profession and professional, the term of professionalism's meanings are reflected to the actions which teachers should put the best of them in teaching not only for the sake of their professional attitudes but also for their profession. Nevertheless, these actions merely does not lead to the reason of teachers to have raised their bar, there are many aspects that have to be considered in defining the word of professionalism.

One of the most important aspects able to define professionalism is how teachers put themselves in several important roles. The roles are not only implemented inside the classroom and schools but also outside the school. Hargreaves (1994) explained that interpretivist/interactionist view the meaning of professionalism was defined in terms of what teachers did and they work. The work highlighted their work of teaching and their professional roles of teachers. Cahyono (2013) stated that the role of teachers outside the school is searching the way how the teachers can develop their professionalism. Later, their professionalism can be reflected in the classroom through their actions (Hoyle, 1974 & 1986). In line with it, Schon (1983) develop the concepts of teachers being reflective professionals

(e.g. Hoyle, 1974 & 1986; Schon, 1983). In addition, Makovee (2018), explained that teacher play important roles in the professional development and their professional identity.

In Indonesia, teacher roles can be considered as one of the factors that can influence and determine teacher professionalism (Tanang, 2014, p. 27). According to the regulation of the Law Number 14 Year 2005 stated that "Teacher is a professional educator who has major tasks to educate, teach, guide direct, asses and evaluate the learner through the formal education". These important tasks can reflect how teachers are able to attract students' attention in order to deliver lesson properly and meaningfully. In addition, the relationship between teachers and students in a classroom could result differently as it depends on how professional the teachers are in handling it. According to Griggs (2001), there are a metaphor to describe what teachers are; they are like actors. In line with Zevin (2010), he also describes that a teacher is actually more than just an actor or actress who perfoms on a stage in front of audience (students), it is a role that constantly seeks to build and reinforce the instructional relationship. Furturmore he explained that this role also requires knowedge, skills and values (e.g. Grigs, 2001, p. 23-37: Zevin, 2010, p. 13-15).

Practically, teacher plays prominent roles in teaching and learning activity, although teachers roles are simply exposed as a teacher who only teachs and educates students. In fact, teacher roles are more to be a challenge for teachers to accomplish good teaching through several processes that may consume and need a lot of times and trials as well as a high dedication.

15

There are some theories that define teacher roles as one of important aspects that can influence and determine teacher professionalism in Indonesia. According to Archana (2017), there are five roles of teachers which are teachers as learners, facilitators, assesors, managers, evaluators. He further suggested a concept in which the five roles of teachers have to be acquired progessively in order to make the teachers as a perfect guide for the students as it is presented in the *Figure 1*.

Figure 1 Different Roles of a Teacher
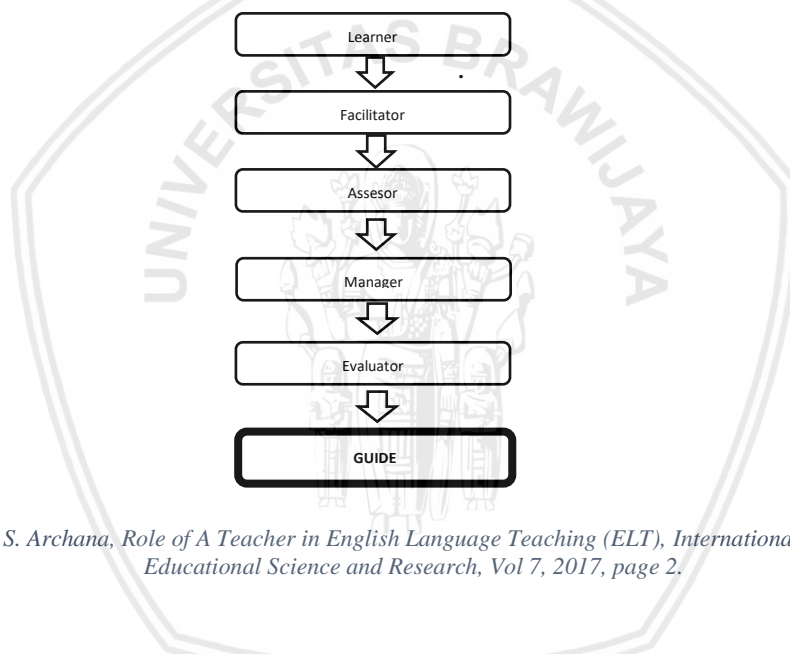
Source: S. Archana, Role of A Teacher in English Language Teaching (ELT), International Journal of Educational Science and Research, Vol 7, 2017, page 2.

In addition, according to Ignatius (2017), in his study when he explored the roles of teachers happened to be existed at SMP Advent Samarinda, he described teacher roles as assessor, organizer or manager, prompter or motivator, participant, resource or informer, facilitator, demonstrator and eventually as a guide. On the contrary, he explained that teachers always start the classroom as guides. It means that the teachers direct and lead the students to follow the good things and avoid the bad things. Eventually, both researchers explained that teacher roles lead to the

teacher as a guide. They believed that teacher as a guide will make students as individuals walking in the 'right track' (e.g. Archana, 2017, p. 7; Ignatius, 2017, p. 94-98).

Nevertheless, this research used Browns (2007) explanatios as the basic theory. The researcher chose this theory because this theory are also the fundamental theory of both Archana's (2017) and Ignatius's (2017) concepts which happened to be the most accurate and applicable to condition of Indonesia, since the roles of a teacher are implicitly regulated in the Law Number 14 Year 2005. Browns (2007) explained that teachers have to able to interact more with the students. He said that the best way to interact is through interaction itself.

Interaction is the most important thing to have in the classroom since interaction is the heart of communication. Practically, interaction is used to make teachers easier to apply several teacher roles in the classroom and know that the roles of teachers they applied are suitable with the condition and needs of the students. Therefore he suggested that the roles of teacher should be interactive as well. Further, he explained that there are five roles of interactive teachers which are controller, director, manager, facilitator and resource. He finally explained that each countries will have more particular prominent teacher roles than others.

2.2.1 Teachers as Controllers

Browns (2007) explained that teachers are expected to be the 'master' controller existed in every situation and condition in the classroom. The teachers can play their roles as controller in order to predict the students' responses to some

17

particular moments since teachers as controllers will always map out what will happen in the classroom. Therefore to apply the roles of teacher as controller successfully, the teachers need to clearly explain what the students have to do in order to avoid things that teachers may not want to face during the teaching and learning activity. The sound of being controller can be quite admirable, but at the same time is also challenging. Nevertheless, the role of the teachers as controllers is simply focus on the teacher itself rather than the students.

2.2.2 Teachers as Directors

Browns (2007) stated that teacher as director is like a conductor of an orchestra or a director of drama. As the students will always spontaneously engage themselves in the language performances, teachers have to direct the students in order to encourage them to learn. The role of teachers as directors is that also teachers have to able to enable students to understand the courses independently. Therefore, the most important things to do while applying this role is that by checking whether students are able to understand or not what they have learnt.

2.2.3 Teachers as Manager

Browns (2007) explained that teacher as manager is that teacher who can plans lessons, modules and courses. In addition, he stated that teachers who can manage teaching and learning activity in the classroom is like somone who creates successful corporations. In the concepts of teaching and learning activity, teachers will be successfully implemented good teaching and learning is when they can manage the whole things that needs to be provided. Furthermore, he explained by managing students in the classroom during the courses will not limit the students

18

creativity but rather to give freedom to the students to work on their individual areas of expertise.

2.2.4 Teachers as Facilitator

Describing the role of teachers as facilitator refers to only one word that is 'helper'. Browns (2007) explained that, the word of 'helper' means, while the process of learning, teachers have to always help the students to clear away roadblocks, to find solutions to overcome any problem and make students possible to fully recover from mistakes they did. Making students learn easier will indirectly grow the students instrinsic motivation to allow themselves to learn independently without any forces, nor directions.

2.2.5 Teachers as Resources

Teachers as the resources means that the, in the implication, the students will initiate themselves to come to the teachers. Students will be given a chance to get an advice, and to have a consultation due to the lesson's difficulties. Brown (2007) explained that the role of teachers as resources is that teachers provide options to choose and to have. It means that teacher will only give what the students need in the classroom.

Eventually, to be able to implement all teacher roles, it reflects on how professional teachers are. Moreover, by implementing successful roles of teachers not only in the classroom but also outside will make teachers become more professional. However, teachers need to adjust themselves to every situation and condition precisely, thus the implementation of teacher roles will be succeded. In

19

Indonesia, to apply teacher roles will be very challenging, and to accomplish it seamlessly will be the goal for the teachers in order to reflect teacher professionalism directly in the classroom.

2.3 Teacher Competencies

Teacher as the pioneer of great and succesful teaching have to have some particular competencies. According to the regulation of the Indonesian Law Number 14 Year 2005, there are four teacher competencies that Indonesian teachers have to acquire which are pedagogical, professional, personal and social competence. According to Mulyasa (2007) and Wardoyo (2016) ideally teachers have to have pedagogic and professional competence to support their teaching. In addition, teachers also have to own personal competence and social competence so that they can be a model for the students, and to build good relationship with their students as well as school society. Thus, it will make them survive in school cicumtances and place they live (e.g. Mulyasa, 2007; Wardoyo, 2016).

As professional teachers these four competencies; pedagogic, professional, personal and social competence should be mastered and integrated one to another in order to establish good teaching eventually. In line with the regulation, the concepts and explanation from Mulyasa (2007) and Wardoyo (2016) are used to be the basic theory and foundation to work with the teacher competencies as one of the aspects that can influence and determine the professionalism of teachers (e.g. Mulyasa, 2007; Wardoyo, 2016).

2.3.1 Pedagogic Competence

According to Mulyasa (2007) and Wardoyo (2016), pedagogic competence is the ability to manage learning which involves 4 (four) abilities which are to understand the learner, plan, implement and evaluate learning.

Firstly, understanding learners is one of the longest process of educating students. There are 4 (four) aspects that teacher need to see before understanding learners which are students intelligence, creativity, abnormal physis and cognitive development. Teachers are expected to be able to catagorize students by the level of low, medium and high in order to provide the students with appropriate and correct portions of learning. In addition, to make students interested in the process of learning, teachers have to keep producing interesting activities that consider students' beliefs and self-directions.

Secondly, in planning learning, there are three main activities which are identifying needs, becoming competent, and arranging a program of learning. The purpose of identifying is that to motivate learners to enjoy and become engaged with learning. While, becoming competent teacher means that at the end of the day, teachers are able to fulfill students needs. Eventually, arranging a program such as developing and creating lesson plan, learning media, and learning method are important to do prior to students and curriculum needs.

Thirdly, learning implementation generally covers three things: pre-test, process and post-test. Pre-test, it has important function such as preparing the learning to follow process of teaching and learning, to know the students' progress

21

related to the process of learning which has been done, to know basic knowledge of learners and to find out where the process of learning should be started. In learning process, it can be success if all learners actively participate in the classroom. In the end of learning, to know the result of learning it can be done by giving post-test. The functions of it is to know how understand the learners about what they have learnt, to know who can continue or follow remedial in learning, and as guidance to revise the process of learning including in planning, implementing and evaluating.

Lastly evaluation can be done by giving daily test, general test and final test. Daily test can be done in the process of teaching and learning teacher to know the learners' achievement in a certain competence or lesson. Meanwhile, final test is done in the end education program. It is used to determine the learner can graduate and continue their study or not. Class evaluation is done by the teacher to know the progress and result of study of their learner, diagnose their difficulty, give feedback and revice the process of teaching and learning.

2.3.2 Professional Competence

Alma (2009) defines "professional competence is ability in mastering material widely and deep with appropriate method and technique in teaching'. Mulyasa (2007) and Wardoyo (2016) explained that the scope of professional competence is understand and be able to apply the base of education, theory of learning based on the grade of learner, method in learning, be able to develop and use the relevant equipment, media and source of learning, be able to organize and

implement learning program, and apply the evaluation. (e.g. Alma, 2009, p. 28; Mulyasa, 2007; Wardoyo, 2016)

2.3.3 Personal Competence

According to Mulyasa (2007) and Wardoyo (2016) reveals that personal competence is the personal ability which is mature, firm, firm, sensible, ang wise. Have good behavior and can be a role model for the students. Teacher personality can give influence toward the succesful of education. It is needed and important to create the learner personality. Personal competence has role and function for learner in order to prepare and develop them as individuals who are ready to take a step in sociey community life. It concludes that teachers have to have good personalities, so they can give examples of good things to the students. A behaviour of a student is the reflection of a behaviour of a teacher.

2.3.4 Social Competence

Mulyasa (2007) and Wardoyo (2016) explained that social competence means the ability of teacher as part of society to communicate effectively with the learners, the other teacher, parents and school environment. Teachers as demanded to have social competence not only is limited in the school but also outside the school. Social competence of the teacher has important role as human being who lives in the society and also need the ability communicate with other. In addition, social competence of teacher is the ability to prepare the learners to be good member of society and be able to educate and guide the society to face the future lives and also give good model to society.

23

From the explanation above shows the pedagogic, professional, personal and social competence has strong relation each other. By having those competencies, the advantages are not only felt by the teacher but also the students.

2.4 Teachers Professional Development

Since teacher professional development is a program designed to increase professionalism of teacher, historically, the development of teacher professionalism is simply divided to two terms called "Old Professionalism" and "New Professionalism". According to Sachs (2003), she defines the terms with distictive characteristic. Old professionalism is concerned with: exclusive membership, conservative practices, self-interests, external regulation, slow to change, and reactive. While the new professionalism is more: inclusive membership, public ethical code of practice, collaborative and collegial, activist orientation, flexible and progressive, responsive to change, self-regulating, policy-active, enquiry-oriented, and knowledge building. In addition, the new teacher professionalism is more to how teacher can take responsibility of their teaching and professionalism by their own (e.g. Sachs, 2003, p. 17; Hargreaves, 2000, p. 151-182).

To work with the regulation In Indonesia about the professionalism development, Hagreaves (2000), analyzed the development of teacher professionalism around the world is done by four phases or four ages which are:

1) The pre-professional age: In this age, teaching was managerially demanding but technically simple so the teachers were only expected to carry out the directives of their knowledgeable superiors.

2) The age of autonomous professional: This age was remarked by a challenge to the singularity of teaching and the unquestioned traditions on which it is based. "Autonomy" was considered as an important component of teaching profession. The principle that teachers had the right to choose the methods they thought best for their students was questioned. Also, the teachers gained a considerable pedagogical freedom.

3) The age of collegial profession: This age draws attention with the increasing efforts to create strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity and to response the rapid changes and reforms effectively.

4) The post-professional age: This age is marked by a struggle between forces and groups intent on de-professionalizing the work of teaching, and other forces and groups who are seeking to re-define teacher professionalism and professional learning in more positive and principled postmodern ways that are flexible, wide-ranging and inclusive in nature.

Hargreaves defines today's professionalism as postmodern professionalism -a new era- marked by polarized directions including in Indonesia. In Indonesia, the term of professionalism has been very wide and people have their own standards to define professionalism of teachers. Wardoyo (2016) on his result study draw figure that there are effect and relation between the phases of Hargreaves towards Competencies, which can be seen at the *figure 2* below:

25

Figure 2 The Relation of Phases to Competencies

```
┌──────────────────┐
│  Pre-Professional │──┐
└──────────────────┘  │
┌──────────────────┐  │    ┌──────────────────┐
│   Autonomous      │──┼───▶│     Teacher        │
└──────────────────┘  │    │   Competencies     │
┌──────────────────┐  │    └──────────────────┘
│    Collegial      │──┤
└──────────────────┘  │
┌──────────────────┐  │
│ Post-Professional │──┘
└──────────────────┘
```
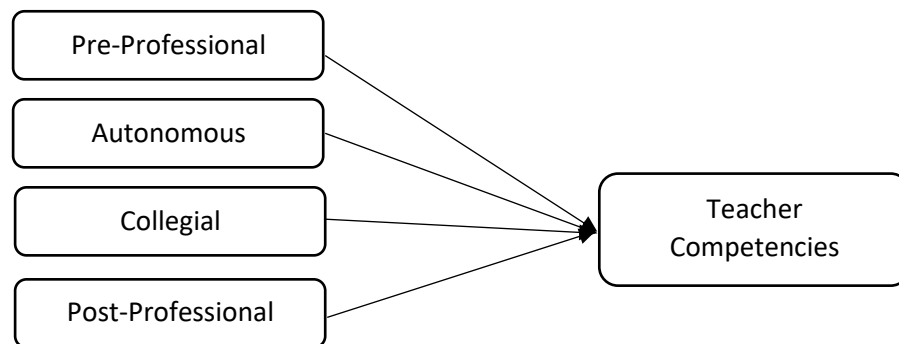
Source: Cipto Wardoyo, Teacher Professionalism: Analysis of Professionalism Phases, International Education Studies, Vol 10, No 04, 2017

Wardoyo (2016), explain that indeed in the very the first phase, PSTs are taking place over ISTs. However, all of the competencies give really high significant towards the phases. Means, there are some effects on both competencies and the phases. Therefore, to understand the professionalism, teachers have to have the competencies in order to get the balance of both from their skills and competencies and their ages or phases they are within.

For PSTs, growing professionalism is number one prioritized, it is proven by many fresh-graduated PSTs are competing themselves professional development program enrollment. Ideally, professional development training gives opportunities to the PSTs to understand more about teacher as profession and its professionalism. It likewise, gives able to see feel, see, and teach directly in the classroom through CAR (Class Action Research). Therefore, through PPG as the mandated professional development program in Indonesia, PSTs are expectetd to work as professional teachers.

According to Hasan (2014), the program ideally take one year or two semesters, but it could be more than that if some individuals will fail to pass the

program. The program itself will not guarantee PSTs to get job really soon as ISTs. They still have to serve one year more in rural area to prove themselves as real teachers in the society.

There are certain earlier profesional development programs or activities that improve teachers professionalism which called PKG (Pusat Kegiatan Guru), KKG (Kelompok Kerja Guru), and MGMP (Musyawarah Guru Mata Pelajaran). Nevertheless, none of them give a clear description to what PSTs and ISTs thought and saw teacher professionalism (Hasan, 2014, p. 25-36).

2.5 Previous Study

Previous study is used as a reference for the researcher in their study to see the difference and similarity between their researches. In order to avoid of being claimed, The researchers found some related previous studies about professionalism of English Teachers.

Firstly, a thesis made by Utami (2015) entitled "A study on teachers effort in developing their professionalism at SMAN 1 Ngunut". The research aimed to know the efforts of certified and non-certified English teachers in developing their professionalism. The subjects of the research were selected teachers (certified teachers and non-certified teachers) of SMAN 1 Ngunut who were considered as professional teachers in teaching EFL at SMAN 01 Ngunut. The research was served in the qualitative methodology which exactly by using descriptive research design The result from the research showed that it conducted to Kunandar (2009) stated that professional teacher is a teacher who has the competencies required to

perform the task of education and teaching. In teaching, the teachers must have a good competence especially pedagogic and professional competence to support their teaching. By having it, teachers are more confidence to handle teaching and learning process. The teachers also should have personal and social competence so that they can be a model for their students and can build good relationship with their students and school society. Therefore, as the professional teachers must to have good pedagogic, professional, personal, and social competence in teaching and learning.

In developing teacher's professionalism they should have talent, experience and make the class enjoyable, relaxing and interesting to them, so that, they will grasp the lessons excitedly and interactively. Therefore, teachers don't emphasis too much on the materials of the lessons, when teachers are teaching their students otherwise, they will be inhabited by the lesson. From this statement, there are many roles and requirements are needed by teacher clearly and it will be better if the teacher should know them first before teaching. The similarity between the research and this research are the topic that is brought to the research that is teacher professionalism. Another similarity is that both researches set professional teachers as subjects. Meanwhile, the differences are this research will use narrative inquiry for the research design.

Secondly, a thesis made by Grace Ika Yuwono (2008) entitled "Indonesian EFL Teacher Professionalism: A Case Study in Salatiga Municapility". The were several aims of the research which are: 1) To explore various forms of teacher professionalism that exist or have been in existence in Indonesia, 2) To examine the

roles of other stakeholders other than those of teachers (i.e. principals, teachers; network, teachers' association, universities, and the District Education Office) in supporting, promoting, and influencing teachers' professional learning and practices, and 3) To explore how policy implementation officers at the grassroots level perceive the mandated changes in relation to their professionalism and how they positionate themselves as professional Indonesian teachers. The subjects of the research were selected professional teachers from several schools in Salatiga. The research were served in qualitative metodology that used case study for the research design.

The result of study were extremely draw a line of point of views of teachers and worker in a school in salatiga responding the Law 14/2005 that impacted Indonesia EFL teacher towards their professionalism. The result shows that teacher competencies play main roles to the professionalism in Indonesia. The similarity between this study and the researcher's study is the topic which is professionalism. The difference between this study and the researcher's study is that this study employs case study research design, while the researcher employs narrative inquiry.

Thirdly, a thesis made by Ju Huang (2017) entitled "A Narrative Inquiry into Chinese Pre-service Teachers Education and Induction in South West China Through Cross-Cultural Teacher Development". The research aimed to make visible Chinese beginning teachers' induction processes in Southwest China after their cross-cultural learning experiences in the context of Chinese educational reform and an interconnected world. The subjects of the research were four pre-service teachers from South West China that begun to teach in school. The research

29

were served in qualitative methodology that used narrative inquiry as the research design.

The result of study give insight to new and sophisticated way of research design which is through narrative-inquiry. The research presented the voice of selected teachers as they deal with thier pressing issues and concerns in becoming teachers. The findings also found that cross-cultural experiences provided beginning teachers with a global perspective that enabled them to reconsider the local situation, become reflective practitioners, and broaden their horizons. Furthermore, this design give an enlightment to the researcher to make a research design used narrative-inquiry. The theory used by the researcher also is from the theory that is used in her research. The similarity between this study and the researcher's stdy is that both of studies employs narrative inquiry as the research design. While, the difference between this study and the researher is that the researcher study is taken subjects of research in Indonesia especially Malang city.

2.6 Theoritical Framework

In this beginning of the section, the discussion on the basic ideas of this research study is started with the the gaps found from the previous studies. Due to the results of the three previous studies, this research found the gaps: 1) that none of the previous studies explicitly discuss more about the factors that can influence teacher professionalism, 2) the three previous studies also did not describe more about how the pre-service teachers' professionalism as teachers were. However as the researcher will be more focus on the pre-service teachers side, the research will dig more perspectives from the PSTs as teachers generally towards the teacher

professionalism in order to cover the non-existance of in-service teachers' perspectives. Hence, this research will stand to know the perspectives of pre-service teachers towards teacher professionalism in Indonesia that will be based on the regulation of the Law Number 14 Year 2005, and eventually to know how the pre-service teachers describe their professionalism.

To work with the research study, theoritical framework is made in order to guide the research study to answer the research question that is about teacher professionalism. The theoritical framework will then also be used in order to analyze the findings that will be acquired along the process of conducting the research. Eventually, the findings of the research will be analyzed as the result of the research study that will give insights towards the research purposes and to give the clear image of the pre-service teachers perspectives towards teacher professionalism in Indonesia.

As this research will walk on the topic of teacher professionalism as stated in the introduction of this research, this research will explicitly use the regulation of The Law Number 14 Year 2005 as the basic foundation to comprehend the sub-topics covered in the regulation as they were teacher roles, teacher competencies and professional development program itself as the elements that will be used in the theoritical framework. Therefore to make the theoritical framework that will fit into the basic foundation of the research, the are several theories and concepts were used in this theoritical framework. The theories and concepts are used in this theoritical framework are the theories and concepts that were mentioned and explained previously in earlier sections which happens to be teacher roles, the indonesian

31

teacher standards and teacher professional development sub-chapters stated in this chapter. Eventually, the theories and the concepts are concluded in the form of tables in order to simplify and ease the researcher to work with the research study.

The first theory is the teacher roles by Brown (2000), there are variables and indicators of teacher's roles set by Brown, The variables and the indicators are the reflection and summary of the Brown theories of teacher roles. The variables and the indicators are presented in this *table 1*.

Table 1 Theoritical Framework Element (Teacher Roles)

Variable	Indicators
Teacher as Controller	• Teacher Gives Explanation Clearly
Teacher as a Director	• Teacher checks students' understanding
Teacher as a Manager	• Teacher plans lesson, modules and courses
Teacher as a Facilitator	• Teacher helps students difficulties
Teacher as a Resources	• Teacher provides what students need

Source: Browns (2007), teaching by principles

Meanwhile, the second theory and concept is the teacher competencies by Wardoyo (2016) and Mulyasa (2007), there are variables and indicators of teacher competencies set by Wardoyo and Mulyasa, The variables of the indicators are presented in this *table 2*.

Table 2 Theoritical Framework Element (Teacher Competencies)

Variable	Indicators
Pedagogical Competence	- Possessing good understanding regarding students' needs - Lesson planning and implementation Evaluation skill on learning achievement Developing and actualizing students' interest and skills
Personal Competence	- Firm - Stable - Mature - Sensible - Wise - Being a good example - Fine attitude
Social Competence	Teacher competence in blending with society, where a teacher needs to have a good and an effective communication skill.
Professional Competence	Possessing a great knowledge and skill to educate and guide students in passing the National Education Standards

Source: Wardoyo (2007), Teaching Professionalism: Analysis of Professionalism Phases, Vol 10, No 04

The third theory is the professionalism development phrases set by Hagreaves. There are variables and indicators that will lead to the basic foundation of this research which is the regulation. The regulation and the theory will both support the professional development program existed in Indonesia. These variables and indicators from all theories and concpets are used to be developed as the elements in theoritical framework that later will be used to develop the instruments of the research, and to set the criteria of the data reduction which the result will be put as the findings and discussion. The variables of the indicators are presented in this *table 3*.

33

Table 3 Theoritical Framework Element (Professional Development Phases)

Variable	Indicators
Pre-Professional Phases	• Mass Education • Limited textbooks and learning resources • A class system was started to employ • A teacher was the main controller of a class • Teaching process for all classes were equal • Teaching was considered as simply as managing a class • Pedagogical aspect was the main concern of teaching education which was limited to apprenticeship.
Autonomous Professional Phase	• Education for teacher was not limited to be an apprenticeship, but it has been carried on higher school education level • Teachers got full autonomy for their classes and students • Student-centered learning, de-schooling and free-schooling, was broadly carried on. • There was less assessment and feedback on teachers' performance
Collegial Professional Phase	• Teachers started to work collaboratively • The development of knowledge and teaching methods were significant • Special educational needs were included in-class teaching and learning • Multicultural challenges • Teachers are expected to have discussion session with students to discuss both learning difficulties and students' personal problems. • Teachers community has been developed
Post-Professional Phase	• The concept of professionalism becomes flexible and democratic

34

	- Teacher professionalism is slightly declined and abandoned - Professionalization has been a firm motivation of teachers to improve their qualification - Teachers need to improve their knowledge and skills along with high diversity of educational needs

Source: Wardoyo (2007), Teaching Professionalism: Analysis of Professionalism Phases, Vol 10, No 04

To understand more how the position of the theoritical framework in the research study is to work with the topic of teacher professionalism through some used theories and concepts, the researcher drew theoritical framework as can be seen in the *figure 3*. The theoritical framework explained the relations among the regulation of The Law Number 14 year 2005, teacher roles, teacher competencies, professional development program that will eventually answer the research questions towards the topic of teacher professionalism. The researcher believed that as the regulation covered teacher roles, teacher competencies and professional development as the elements that pre-service teachers should have which can outline and describe the Indonesian teacher professionalism thus the used theories can support the research through this theoritical framework eventually.

Figure 3 The Research's Theoritical Framework

THEORITICAL

FRAMEWORK

The Regulation: The Law Number 14 Year

Teacher Roles

Teacher Competencies

Professional Development

Pre-Service Teachers

Teacher Professionalism
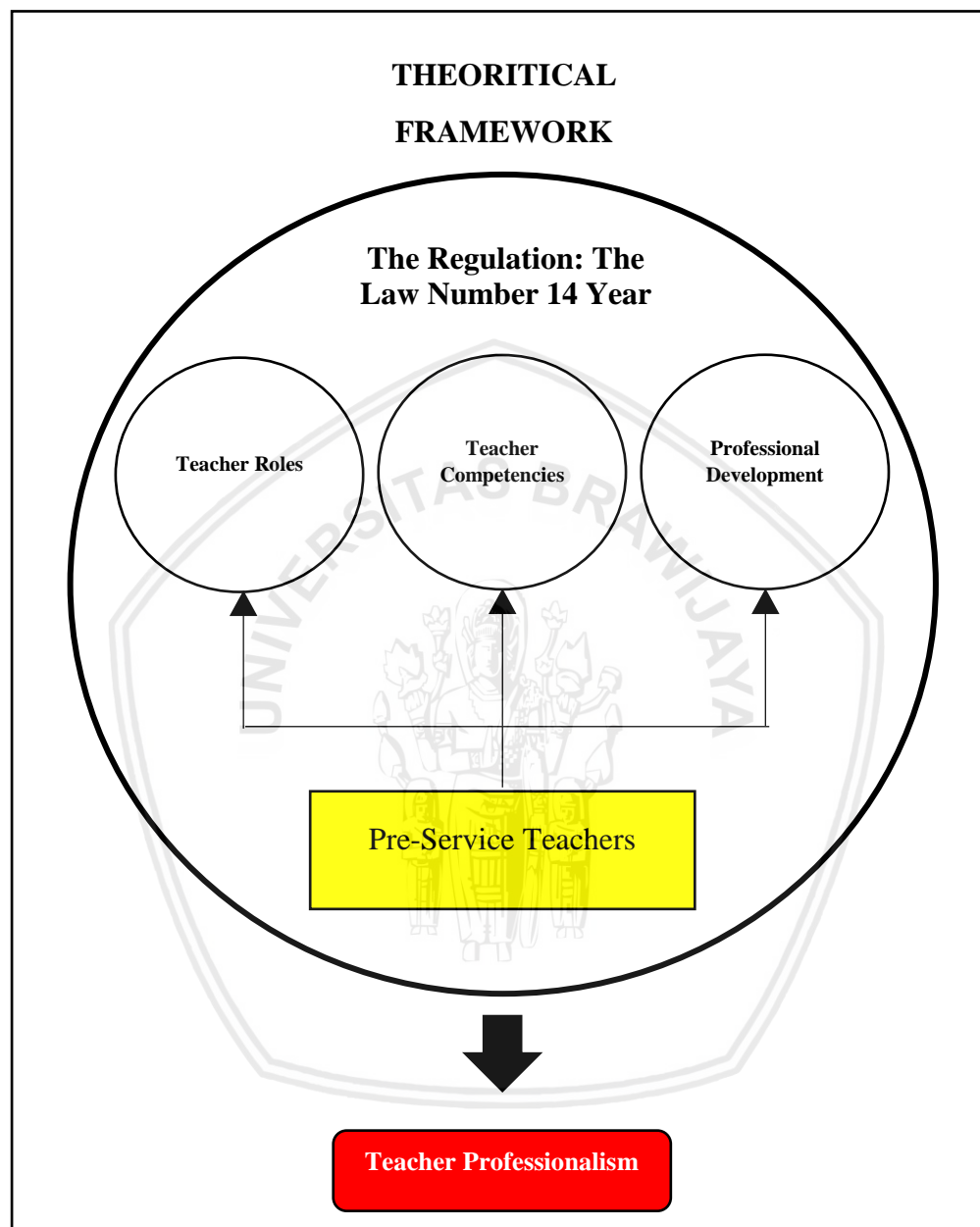
CHAPTER III

RESEARCH METHODS

This research is aimed to reveal how the teachers experiences were engaged with, and made meaning on teacher professionalism. This chapter explains the methodology of the study that consists of research design, data and source of data, research procedures, research instrument, data collection, data analysis, and validity of the study. Each of them is explained as below.

3.1 Research Design

This research was conducted to explore and to know the perspectives from pre-service English teachers that were responding on the topic of teacher professionalism through narrative inquiry. This research also brought sub-topics that included teachers' roles, Indonesian teachers standards; related to teachers' competencies, and the teachers' professional development, that basically all of the sub-topics refers to the Indonesian Law Number 14 Year 2005, which in this research, the law is used to be the basis and the foundation of the research study Thorughout this complexity of the study, the researcher proposed to use narrative-inquiry as a research design which employed a qualitative approach. Creswell (2013) defined qualitative study as the assumption and theoretical frameworks that informed a study of a particular research problem. To support the researcher's research design, the perspective of pre-service teachers were required, which the

research was framed within the context of the teacher' lived experiences, Horvat (2013).

Explicitly, this research design used narrative inquiry as the main point of the research findings that led the research to the most important result. Narrative inquiry itself is a qualitative method that is about studying stories, words, statements of people to understand their experiences in order to create a larger history, stated by Pinnegar & Daynes (2007). Stories make individuals to explore experience as phenomenom and it is worth to study, Clandinin & Rosiek (2007). According to Clandinin (2013), narrative inquiry is a way to understand experience through stories.

There are three fundamental base that stood for this narrative inquiry research design: 1) Narrative inquiry provided continual exploration of experiences as individuals to see the similarities and differences of some experiences. 2) Dewey's *Theory of Experience*: each experiences has past and future base, or basically it has 3 (three) phases which are past, present and future experiences. 3) The idea of narrative inquiry is experience of being social; stories that people told is actually a social interaction that was created to give information and knowledge to other people to be socialized. Furthermore, Clandinin (2007) explained that stories shared by participants are the stories of their lived experiences. Through deep interview, the research design that applied narrative inquiry had met enough requirements to get the subjects' experiences through their stories or experiences verbally. Therefore, in line with the *theory of experience* by John Dewey, the researcher aimed to see pre-service teachers perspectives in form of stories and

38

experiences delivered verbally which was studied to gather data and would be analyzed as the concrete data that were based from their experiences.

To understand more about narrative inquiry and its steps to do the research design, the researcher attached theorotical framework in figure 4 (four) mapped by Rosiek and Cladinin (2007) which led to the Dewey *Theory of Experience*. Dewey addressed the nature of human experience by focusing on two priciple which are continuity and social interaction.

Figure 1 Dewey Theory of Experiences

THEORITICAL FRAMEWORK

SOCIAL INFLUENCES

CULTURAL INFLUENCES

INSTITUTIONAL INFLUENCES

Continuity – each experience Influencing future experience

Dewey
The Teacher
Theory of Experience

Interaction – past situational influence on current experience
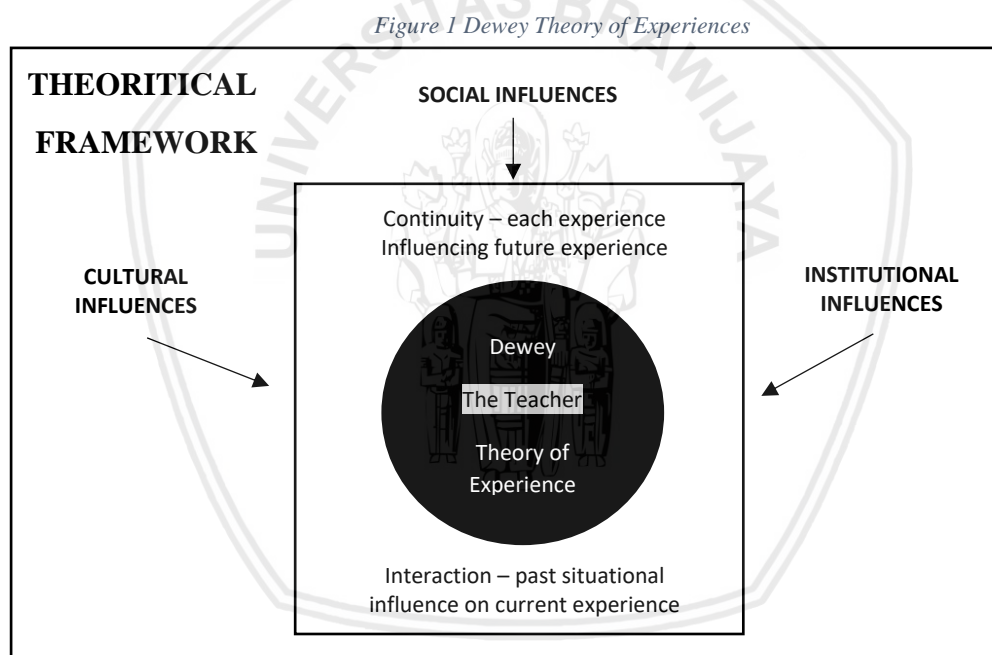
Source: Clandinin, D.J., & Rosiek, J., Mapping a Landscape of Narrative Inquiry: Borderland Spaces and Tensions, 2007.

3.2 Data and Source of Data

Data is the most important aspects to conduct a research. Data and source of data can be gotten in different forms. In this research, the researcher used some different data, and several source of data as follows:

39

3.2.1 Data

Data are very important thing in conducting research. There are some forms of data, it could be from words, documents, statistical data, photo and even videos. The data must be matched to the research design and the research design procedures as well instruments that were used in the research. In this research, the data were taken were in forms of statements (*subjects stories and experiences delivered verbally*), voice records, transcript documents of the recordings, as well the photos and videos. Furthermore, the data were taken in form of:

1) Selected Subject Interviews results (*based on the subjects stories and experiences delivered verbally*)

2) Selected Subject FGD results (*based on the subjects stories and experiences which are discussed in the forum*)

3.2.2 Data Source

Data sources are a source where the data taken from. In this research, the researcher collected the data source from the subjects where there are 10 (ten) PSTs who were used as the primer data through interviews and FGD. As mentioned previously, the subjects were 10 (ten) Indonesian pre-service English teacher, which are 9 (nine) of them are located in Malang, while 1 (one) of them is located in Bali. However the researcher set some criteria to the subjects as follows: Whether the participants are 1) Pre-service teachers; those teachers who are pursuing teacher professional development programs, or 2) Experienced Pre-service teachers; those teachers who had many experiences in teaching for a long period of time. Therefore to understand and to be well-informed about the participants, the researcher

40

attached the participants identities on the attachment **(Appendix 1)**. Meanwhile, the reasons why the researcher choose 10 (ten) participants was actually, as more participants included to this research, the more perspectives will the researcher get, so more accurate the research is to achieve the purpose of the research. By having many participants and perspectives, the narratives would reveal many findings and things to be discussed. sophisticatedly

3.3 Research Procedures

Generally, the research was formulated as following steps that become the research procedures which was drawn into the figure below:

Figure 2 Research Procedures
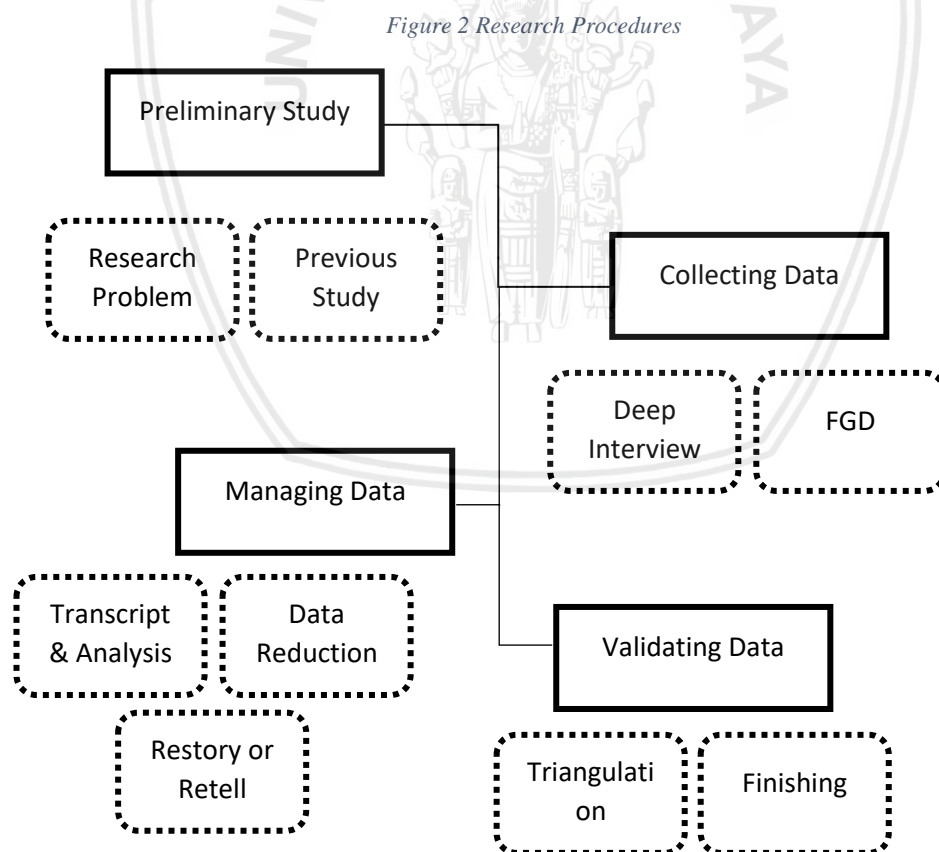
Figure 4 Research Procedures Clandinin, D.J., & Rosiek, J., Mapping a Landscape of Narrative Inquiry: Borderland Spaces and Tensions.

There were four research procedures which were: 1) Doing preliminary study, 2) Collecting data, 3) Managing data, and 4) Validating data which were explained more as follows:

1) In doing preliminary study, the researcher did two activities, which were generating research problem and selecting previous study. Generating research problem was needed in order to set the purposes and goals of the research. The purposes and goals were based on the research question that would be answered in the research findings, and were discussed in order to comprehend the research study. Meanwhile previous study was done in order to get some references that can support the research theoretically through the previous studies, which also supported the research findings that would be discussed in the findings.

2) The second step was Collecting Data, in this section, the researcher also did two activities. The first was deep interview and the second was engaging participants to participate in FGD (*focus group discussion*) activity. The interview were done by four times which would be explained in the data collection. Yet, the indirect interiew were also detailed-explained in the data collection. Furthurmore, the instrument used in this section was adopted from the second previous study.

3) In the managing data activity, the research conducted three activities which were trascribing, analyzing the data entry, and retell the story of the participants. In the interview sections, the interviews were recorded in order to be transcribed for the research analysis. While, in FGD, the

research observed the activity, and were note taken by the note taker. The notes were analyzed to support the interview to see whether, the participants had another views and perspective towards the topics. However, the FGD notes, were not transcribed, but were concluded by the researcher. Yet the FGD was also video taped as the prove of conducting the FGD,. After doing interviews, in Managing Data, all the recorded stories and experiences were transcribed and analyzed through the data reduction activity. In the data analysis, generally the researcher collected the data fully and tried to reduce less important data, and put data that were needed and important in the research findings as the findings and be discussed later. However, in the research, the researcher were very carefully selecting the data and trying to match it with the theories that were explained in the chapter two. By applying the theoritical framework that the researcher made, the data can be reduced in order to be used as the findings and discussed based from the used theories. While, editing the audio were needed, since the interviews were distracted by bad situations and condition when the interview took place. Furthermore, last step, the research retold the interviewees' stories and experiences to answer the research question.

4) Last but not least, in validating and finishing the data, there were triangulation application to which the research was valided by supervisor and expert validator which would be explained in the validity of the research.

3.4 Research Instrument

This research used two instruments which were interview guidelines **(Appendix 3)** and FGD (Focus Group Discussion) quidelines **(Appendix 4)**. For the interview guidelines instrument, the researcher adopted it from a thesis research of Yuwono (2008), entitled "Indonesian EFL Teacher Professionalism: A Case Study in Salatiga Municapility" which was the research's second previous study. The researcher believed that as the previous study and its similar topic would help the researcher to use the interview guidelines wisely. Meanwhile, for the questions items of the instruments that indicating parameters of employed topics, the researcher used Wardoyo (2016) variable and indicator (teachers' professional developmement and competencies) in his paper research entitlted "Teacher Professionalism:Analysis of Professionalism Phases" that were used to develop questions from the topic and sub topics **(Appendix 5)**. While for the question that shows variable and indicator of teachers roles was using the research of Browns (2007) **(Appendix 6)**. This was done to consider the research needs and goals. To understand more about the instruments used in the research, blueprints of the instruments are provided **(Appendix 7)**.

3.5 Data Collection

To collect data, the researcher did two ways to gain the data that the researcher need which are the interviews and FGD, therefore the researcher were focus on how to conduct good and deep interview as follows:

Interview

44

As mentioned earlier in research procedures, data and data source, in the interview, there are 10 (ten) participants of the research which are PST1, PST2, PST3, PST4, PST5, PST6, PST7, PST8, PST9 and PST10. The interviews sections were done direct and indirectly by different time and places as well. The direct interviews were done by three times which held on; 1) Saturday, 25 May 2019; 2) Tuesday, 28 May 2019; and 3) Wednesday, 29 May 2019. While indirect interviews were done in Sunday, 26 May 2019, as the through social media applicaiton namely Whatsapp and through the voice note provided by the application; the recordings were saved.

First Direct Interview

Before conducting the interview, the researcher arranged the meeting, and then the researcher did deep interview to gain information through their stories and experiences about teacher professionalism afterwards. The first direct interview was done in Saturday, May 25, 2019 at 04.00 P.M. untill 09.00 A.M at Yala Cafe in Mt.Haroyo street, Malang, Indonesia. The interview held for more or less than 60 (sixty) minutes or 1 (one) hour for each interviewee. The first interview was conducted by the researcher to do interview with 4 (four) participants which were pre-service English teachers one to pre-service English teacher four (PST1, PST2, PST3 and PST4). In order to deal with participants' willingness and availibility to be participated in the interview and the research, therefore, the research gave consent forms to the interviews. This consent form is one of the most crucial aspects

45

to conduct the research that explained the terms of doing the interview, any regulation towards the interview, disclaimers, and the contracts with the interviewees as it is provided in the **(Appendix 8)**. As the result of the consent forms, some of the teachers asked to speak in Indonesia, and somehow some of them also speak in Javanese. However, English were used to be the main language in the interview section. Furthurmore, the consent form also brought interviewees to let decide which information that should be corrected and furthur explained.

Second Direct Interview

After doing the first direct interview, the researcher followed by the second interview which was done at O'Chicken, Sigura-sigura street, Malang, on Tuesday, May 28, 2019 at 04.30 PM up to 07.30 P.M which was conducted by the research to do another following interview with PST7, PST8 and PST9. The interview was also last more or less one hour for each interviewee. Yet, the implicature of the consent forms regulation and terms were used in the interview sections as well.

Indirect Interview

Meanwhile, there was indirect interview done by the researcher with PST5 and PST6. This was done because PST5 could not attend the direct interview, while PST6 could not joined directly due to the limitation of the research to reach PST8 location which is in Bali. The indirect interview employed the consent forms regulation, also same

46

technique of interviews used in the direct interviews. The direct interview itself started at 08.00 P.M. up to 11.00 P.M.

Third Direct Interview

Lastly, PST10 was interviewed on Wednesday, 29 May 2019. the day after FGD. It took place in front of Universitas Brawijaya Library. The inteview last more or less than one hour. This was done because PST10 is only available at the previous interview times. The implicature of consent form, and the other direct interviews' technique were applied during the interview as well.

FGD (Focus Group Discussion)

Following with the interviews, on the same day of the second direct interview was continued with FGD (Focus Group Discussion) that encouraged 6 (six) participants (PST1, PST2, PST7, PST8, and PST9), the researcher as the moderator, the researcher's colleagues as the notulen and also video or camera man as to document the activities, as the prove of conducting the FGD. Meanwhile, PST3, PST4, PST5, PST6 and PST10 could not attend the FGD due to their unavailibility. Yet the participants' participation in the FGD were considered fruitful and useful for the research study to support the findings from the interviews. The FGD activity itself was divided into three activities which was based on the 5 (five) themes employed in the research. The first theme represents the idea to know the perspective of PSTs towards the regulation of The Law Number 14 Year 2005. In the first theme activity, PSTs were divided

47

into two groups and were given 10 minutes to discuss their perspective towards the regulation. After that, the representative person from both group were explaining their perspectives towards the regulation. The second theme represents the idea of PSTs' perspectives towards Teacher Roles, while the third theme represents their perspectives towards Teacher Competencies, and the fourth theme represents their perspectives towards Professional Development. In the activity, the second, third and fourth themes were wraped up to be conducted in single acitivty. The mechanism were different to the first theme where PSTs were divided into 3 groups. The 3 groups consist of Group A with the theme 2, Group B with the theme 3, and Group C with the theme 4. They were given 15 minutes to discuss. After that, the group represented each other themes which showing different perspective towards the themes. Lastly, when PSTs were asked whether from theme two, three, and four which one is the most dominatn factor that influence teacher professionalism, they were agreed to the theme 3. Eventually for the theme 5, the PSTs were given a chance to describe their professionalism.

To understand more about the data collection held by the researcher, therefore the researcher drew data collection blueprint into this *table 4.*

Table 1 Data Collection Blueprint

Data	Data Collection Method	Instrument	Collecting Data
Pre-Service English Teacher	Semi-Structured direct Interview for exploring more experiences and for clarifying	Interview Guidelines	**Direct Interview 1** Date: Saturday, 25 May 2019 Place: At Yala Cafe, Mt.Haryono Street, Malang, Indonesia Time: 04.00 P.M – 10.00 P.M.

	unclear stories uttered by the subjects; consent form regulations		Participants: PST1, PST2, PST3, and PST4 Procedure: Signing the consent form, then followed by Interviewed last more or less than 1 hour. By recordings. **Direct Interview 2** Date: Tuesday, 28 May 2019 Place: At O'Chicken Cafe, Sigura-gura Street, Malang, Indonesia Time: 04.30 P.M – 07.30 P.M. Participants: PST7, PST8 and PST9 Procedure: Signing the consent form, then followed by Interviewed last more or less than 1 hour. By recordings **Direct Interview 3** Date: Wednesday, 29 May 2019 Place: In front of Universitas Brawijaya Library, Malang, Indonesia Time: 08.00 A.M – 11.30 A.M. Participant: PST10 Procedure: Signing the consent form, then followed by Interviewed last more or less than 1 hour. By recordings
	Semi-Structured indirect Interview for exploring more experiences and for clarifying unclear stories uttered by the subjects; consent form regulations	Interview Guidelines	**Indirect Interview** Date: Sunday, 26 May 2019 By: Throuhg Whatsapp Time: 08.00 P.M – 11.00 P.M. Participants: PST5 and PST6 Procedure: Interviewed last more or less than 1 hour. By recordings
	Structured direct questions for exploring more expereinces generally, that are discussed to	FGD Guidelines	**FGD (Focus Group Discussion)** Date: Tuesday, 28 May 2019 Place: At O'Chicken Cafe, Sigura-gura Street, Malang, Indonesia Time: 07.30 P.M – 09.30 P.M.

49

			Participants: PST1, PST2, PST7, PST8, and PST9
	see different perspective at one time Also, through fun FGD activity to encourage the participants to deliver their opinions and statements.		Procedure: Followed by three activites adjusted with the 5 themes employed in the research as the findings. In first activity, the participants were divided into two groups where they were discussing the sub topic 1. In the second activity, the participants then were divided into three groups consisting two people. They discussed the ttheme 2, 3 and 4, each group had to discuss different theme. So Group A for theme 1, gorup B for theme 2, and Group C for theme3. They then tried to discuss each other themes, then took votes for the themes. The vote were considered as what factors do the participants think as the most dominant factor influencing teacher professionalism. In the last acitivty, all participants had to deliver their perspective shortly and describe shortly as well their experiences towards teacher professionalism.

3.6 Data Analysis

In order to answer the research questions, data analysis was made in order to accomplish the purposes of the study. According to Miles & Huberman (2007) stated that the step of analyzing the data which are by data reduction, data display and data verification. In doing so, the researcher did the steps mentioned previously and by transcribing the data; recorded stories, the researcher intepreted the meaning of the stories and experiences to be used as verified data. In this research, there were some activities done in data analysis as follows; 1) Transcribing Data (*data in*

50

form of records); 2) Catagorizing Data (*categorize data analysis blueprint*); 3) Displaying Data Use (*reducing and displaying data that used for the research*); 4) Verified the data by using the validity.

Transcribing Data

Data that were transcribed were from stories or experiences uttered by 10 (ten) participants of the subjects which were PST1 up to PST10 whether from direct interviews or indirect interview (**Appendix 9 - 18**). The data were transcribed literally from the recordings that were saved early.

Categorizing Data

Data that were catagorized based on the Interview and FGD guidelies into Topics and Sub-Topics which will lead to the use of themes in the findings. Interview guidelines which consists of 23 questions lead to themes that discussed topics as follows; 1) The Indonesian Law No 14 Year 2015; 2) Indonesian Teacher Roles; 3) Indonesian Teacher Standards (*Teacher Competencies*); 4) Indonesian Teacher Professional Development Programl; and 5) Teacher Professionalism. Which also after catagorizing the data, the interview data then will be supported by the notes of researcher taken while FGD (**Appendix 19**). However, to prove that the researcher done the research therefore, it is attached the few pictures while conductiong the research. (**Appnedix 20).** Morever, theoritical framework were applied as a

51

criteria to reduce the data as the findings that will be used in the discussion as to reflect the perspective of PSTs towards teacher professionalism eventually.

Displaying Data Use

To display the data in findings, the researcher tried to analyze by reducing less important data and put the most important data that revealed the answer of the research question. The data were displayed in the findings and were discussed in the discussion section.

Verified the Data

To verify the data with the validity, several ways of vailidity were required. Before taking the data, the instrument were valided by the expert validator **(Appendix 21)**. After taking the data from the instrument that were used. The data then verified by the expert used a particular technique which explained in the vailidity of the study.

Regarding to the data analysis, by transcribing, catagorizing, and veryfing the data, the researcher believe that the data could support the research study. These analyzed data were used to be implied in the research procedure, specifically in the retelling the subjects' experiences or stories. The data were then used as to revealed the findings by segmenting the narrative data into themes as suggested by Creswell that narrative researcher typically present the themes or catagories after restorying or retelling the story. The themes was segmented based on the subjects experiences to elicit the pre-service English teachers past, present and future. Theme 1 was '*The*

52

Law of Holistic Teachers' which covered sub-theme; Teachers' Response on The

Law No 14 Year 2005. Theme 2 was '*Main Actor or Main Factor*' which covered

sub-theme; Teachers' Response on Teacher Roles. Theme 3 was '*Endless*

Parameters' which covered sub-themes; Indonesian Teacher Standards, Teacher

Competencies. Theme 4 was '*Reaching The Sky*' which covered sub-themes.

Professional Development Experiences, and Teachers' Reasons. Theme 5 '*The End*

Point' which covered sub-theme; Pre-Service English Teachers Professionalism.

To understand more about the data analysis, therefore the researcher display the

data analaysis blueprint into the *table 5* below.

Table 2 Blueprint of Data Analysis for Research Themes

Research Themes	Instruments and Variables	Data Analysis/Results
'*The Law of Holistic Teachers*'	**Instruments:** IG and FGDG **Variables:** TC, TR, TPD	Findings on how PSTs deliver their perspectives toward the regulation and PPG program particularly which contains teacher roles, teacher competencies, and teacher professional development
'*Main Actor or Main Factor*'	**Instruments:** IG and FGDG **Variables:** TR	Findings on how PSTs deliver their perspective toward teacher roles as factor that can determine teacher professionalism
'*Endless Parameters*'	**Instruments:** IG and FGDG **Variables:** TC	Findings on how PSTs deliver their perspective toward teacher competencies as factor that can determine teacher professionalism
'*Reaching The Sky*'	**Instruments:** IG and FGDG **Variables:** TPD	Findings on how PSTs deliver their perspective toward PD program as factor that can determine teacher professionalism Findings on how PST deliver their reasons and impacts towards PD programs

53

		Findings on how PST deliver their comments and suggestion towards PD program
'*The End Point*'	**Instruments:** IG and FGDG **Variables:** TC, TR, TPD	Findings on how PSTs see teachers as profession and the rewards, reasons, and impacts of becoming teacher Findings on how PST deliver their perspective towards Indonesian teacher professionalims Findings on how PST describe their professionalism truly

3.7 Validity of The Study

The validity of the study is very important thing in a research. In qualitative research, there is common technique usually used to check the trustworthiness of the data. In qualitative research there are some techniques that can be used to make the research data valid. Bogdan & Bicklen (1998) stated "*Triangulation is used to convey the idea to establish a fact that needs more than one source of information*" (Bodgan & Bicklen, 1998, p. 101).

In this research, the researcher used triangulation to check the trustworthiness validity of data. Lodico (2006), explains that "Researcher will typically include more than one data collection technique to validate findings. These different data sources are later compere with another in a process called triangulation". In addition, Sugiyono (2008) stated that triangulation means the researcher used some different methods in collecting data to get data from some sources. The purpose of triangulation is to verify the credibility of the data. Denzin in Lexy (2008:330) revealed that there are four kinds of triangulations techniques:

54

(1) Source Triangulation, (2) Methodology Triangulation (3) Investigator Triangulation And (4) Theoretical Triangulation (e.g. Lodico, 2006, p. 266-267; Sugiyono, 2008, p.241).

3.7.1 Source and Methodology Triangulation

Source triangulation used different source to get the same data. It is used to check the information which is gotten in different time and tool. The emphasis is on the source of data not in data collection method or others. This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The emphasis is on the use of different data collecting method and to point out the same data source to test the data validity. As to understand more, see the figure below:

Figure 3 Source and Methodology Triangulation
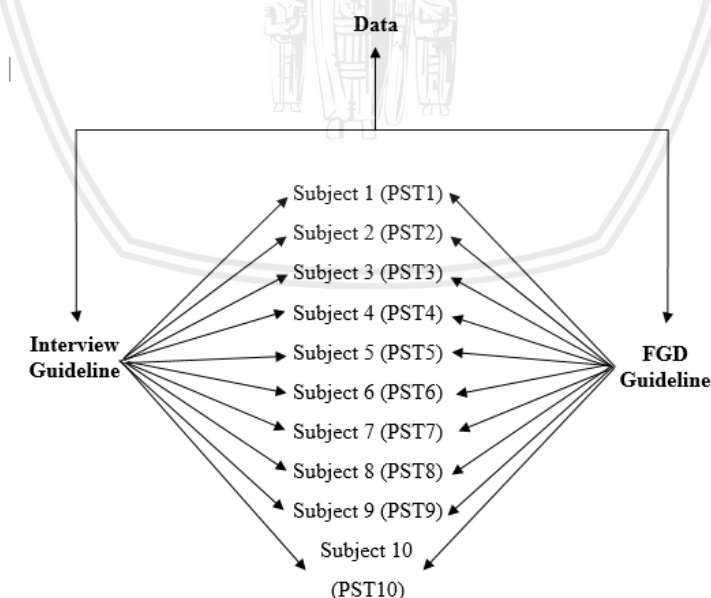
From those types of Triangulation Method, Triangulation was done by combining some data collection methods. As stated above, in this research the

55

researcher employed methodology triangulation. The researcher used methodology triangulation in order to check the credibility of the data by using different techniques such as interview and FGD. The subjects were interviewed to get clearer and deeper data. Additionally, the participants then gathered to the FGD activity to compare and giving different perspectives of teacher professionalism. Therefore, the data are not be bias. The data from the research question about how is teacher professionalism reflected in teaching practice collected by using more one method or instrument, as well from different sources (subjects).
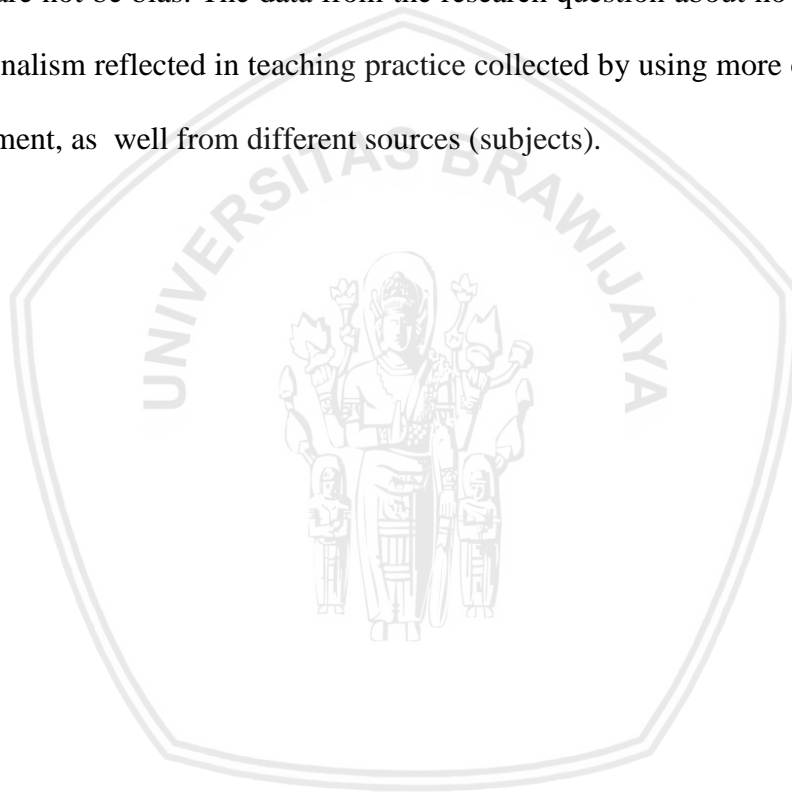
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents two parts which are the findings and the discussion of the research. The teachers' experiences are outlined by several themes representing the flow of the narratives. Thematic analysis opens possibility to compare the narratives in the data set, and establish shared themes to highlight individual differences. The comparison is not to contrast position but to expose diversity. In the discussion part, theories from the theritical framework were used for analyzing. To represent their perspective truthfuly, the wide narratives of the subjects were inserted two support better acknowledgement to the research.

4.1 The Findings: The Pre-Service Teachers' Experiences

This part highlights the important results of the participants' interviews and FGD. Important experiences are represented by the PSTs towards their perspectives of the teacher professionalism. The stories and the experiences shared verbally by the PSTs are genuine. Further, theoritical framework are employed to see the right flow of the research.

To work with the flow of employed theoritical framework, the research are segmented into several themes in order to answer the research question. Therefore, to know the PSTs perspectives towards teacher professionalism, the findings of the research study are explained based on the followings emloyed themes.

57

4.1.1 Theme 1: The Law of Holistic Teacher

Since the research is focus on teacher professionalism especially in Indonesia, teacher professionalism in Indonesia is basically regulated in the Law Number 14 Year 2005. The law regulates about teacher professionalism related with the changes of *Akta 4* terms into teaching certificate that will be only provided by the professional development program called PPG. The theme itself tells about what are the prespectives of PSTs toward the regulation. The finding also shows different responds on the regulation that eventually brings suggestion and comments towards the regulation itself.

From the narratives made by the PSTs, some of PSTs were not aware of the regulation, while some of the PSTs were aware and even knows the lack of the regulation eventually. According to PST6 said that he did not know the regulation well. In addition, he thought that the any changes made by the regulation will not become an obstacle for him to develop his own teacher professionalism. Instead, he stated that there are many scarier regulation comparing to the teacher professionalism regulation itself.

> 'Emm well I don't really know about the law since I never got interested in learning about it. Since, I don't really know about the law I just follow the teacher for professionalism based on what I learnt about, so maybe I learn about it in the future. A part of a law about the teacher professionalism carrier. Law about child abuse is a lot scary though, I think.' (PST6)

On the other hand, most of PSTs explained that the regulation is related to the PD program which was PPG program. Most of them stated that the implementation of the regulation was not significant enough. As PST3 experienced

58

that while she was pursuing her PPG program, the implementation of the regulation

often created some miscommunication with the institution enrolled by her.

'Yeah, so in my opinion, the regulation that the government is already good but in practice, the roles are not guiding the application like in the institution like the university or the program itself in the what is ... eee ... faculty. So the regulation is already good but seems like there is some misunderstanding in the application, so sometimes itu, *pihak universitasnya sama pihak fakultasnya kadang ada ketidakselarasan, jadi kadang jadwal kita di PPG itu terburu-buru, jadwalnya sudah ditetepkan mulai tapi kan pada prakteknya itu namanya juga kan manusia jadi molor molor. Tapi kemoloran itu kan bukan disebabkan kita tapi kita yang mendapatkan imbasnya gitu. Jadi peraturannya sudah bagus tapi peng-aplikasiannya mungkin kurang tertata*.' (PST3)

Meanwhile, PST2 expressed her awareness towards the regulation

differently. She knew that the capacity of the program to facilitate teachers was still

minimal, she explained that the government should have provided more PPG

programs in every province. She thought that the program for now are quite limited.

As the impacts, there were many teachers that could not join the program.

Eventually, She then also explained that the regulation requirements should not be

difficult, unless the teachers can get better preparation to join the PPG program.

'I think it is better for not only one university in *yang di provinsi gitu loh. Yang boleh mengeluarkan sertifikat pendidik*, so for other friends can join the program. *Jadi dengan persaingan yang ketat ini, biar banyak gitu loh. Karena kan kasihan, jadi lebih sedikit. Kita dari dua puluh lima ribu se-Indonesia, dan tinggal lima ribu yang kepilih dan itu dibagi bagi seluruh Indonesia kaya gitu loh. Jadi terus, ketika kita harus join itu, regulasi nya itu janganlah susah susah, mau keluarnya juga jangan susah susah. Kalaupun mau dijadikan susah banget,* please, give us a good preparation gitu loh. ...' (PST2)

Furthermore, from the interview made by the PSTs, it was found that after

2018, the government will no longer provided free tuition due to changes of the

implementation. In addition, PST10 commented that it will become harder for other

PSTs who want to join the PPG program. Moreover, they also have to pay almost

the same price as post-graduated study program. Thus, will make PSTs think twice

59

before taking the program since the chance and the capacity of the program also quite limited.

> ' ... it is so sad for teacher in Indonesia, because you know that, most of teachers in Indonesia want to be acknowledged, their abilities wants to be acknowledged by the government. So that is why they want to enroll in the PPG program, but when the government erase the subsidize, it means that *yang mengambil* for the teacher is the ones who already have a job. But for fresh graduated, *bakal mikir mikir lagi untuk mengambil yang prajabatan*, because the cost is slightly similar to S2 the post-graduate study program. *Jadi itu sangat mahal sekali ya, dan banyak yang harus dipertimbangkan*.' (PST1)

Nevertheless, regarding to the limited enrollment for joining the program and the removal of granted tuition, it seems that teacher professionalism is hard to be owned. From the interview with the PST10, he explained that he and his best-friend had experienced an unpleasant event towards the PPG program. He told that because of the limited enrollment, his bestfriend can not join the PPG program. He further explained that his bestfriend is actually a PST that have very high enthuaism for joining the program. It is proven by how PST10 narrated that his bestfriend had joined the PPG program enrollment test twice and yet still not accepted. However, PST10 regreted the regulation that he found the fact that one of his classmate that was accepted to the program eventually did not take the program. He explained that his classmate just wasted a chance given by the government, and it affected to those other teachers (including his best friend) who are not accepted by the program. He thought that it is better for the government to give tough punishment towards those teachers who refuse the program.

> ' ... The regulation from government should be given more tough. So, for the one, those who had graduated, who has passed the PPG test, but they didn't take it give them punishment. That's equal. *Kasihan yang gitu kan, kamu terima* but you didn't take it. ...' (PST10)

Despite the negative responses towards the regulation, PST7 thought that the regulation was already good since the teacher can develop many things in the PPG program. He also thought that the change made regarding to the *Akta 4* gives different advantages towards both the PPG program and also the teachers itself.

> '... I think it's a good news, because in here in PPG itself we try to get the knowledge and the knowledge itself. So in here and we try to get *the akta 4. Ketika akta 4 tersebut dihapuskan terus melewati PPG dulu, nah disini kalau menurut saya positif juga sih, karena memang pogram PPG ini membuat guru latihan di programnya, gitu loh. Jadi disini mereka difokuskan lebih lagi dari program profesi guru tersebut, nah disini mereka dilatih lebih lanjut lagi untuk mendapatkan sertifikasi guru, nah dari sertifikasi tersebut lalu itu dikatakan professional. Jadi menurut saya positif juga sih maksudnya boleh saja dihapuskan tapi diberikan PPG dan itu bukan merugikan sama sekali, bukan, tapi ya sangat menguntungkan ya sama-sama menambah ilmu juga soalnya'* (PST7)

As the result of FGD nonetheless, most of PSTs aged that the regulation of the Law Number 14 Year 2005 should be revised and be adjusted due to many changes that indeed should have had involve teachers' consideration as well. Since PSTs found that there were more many disadvantages than advantages towards the regulation, it is a government role to take an action to fix the regulation as soon as possible. Yet, from the interview, PSTs revealed that there are several factors that can determine teacher professionalism in regards to the regulation.

4.1.2 Theme 2: Main Actor or Main Factor

Related to the regulation set by the Law Number 14 Year 2005, teacher roles are mentioned as the main function of teachers that should be reflected into their teacher professionalism. The theme itself tells what are the perspectives of PSTs towards the teacher roles as a possible factor that can influence teacher professionalism. However, the findings show that the PSTs are well-known about teacher roles. Moreover, their perspectives towards the teacher roles show that

61

teacher roles can determine teacher professionalism, but somehow, it does not directly determine the professionalism, rather than as a supporting aspect that teacher should have while teaching.

From the stories, when the PSTs were asked about their understanding towards the teacher roles, most of the PSTs know teacher roles well especially when it is applied in the classroom. According to PST1 thought that teacher roles should be more reflected in the classroom as an important role not just as an action of a teacher spoon feeding the students, as it is mentioned:

> ' ... in the curriculum two thousand and thirteen, the roles of the teachers is a facilitator, not as a spoon feeder. ...' (PST1)
>
> ' ... And also sometimes, it should be that the teacher sometimes have to be the audience, we have to joined. Not just giving them a topic and we just sitting there. And they just listen, and write, and do the tasks, but they must do something in the class. ...' (PST1)

In addition, PST1 thought that the roles of teacher are not just simply implemented into "take and give" actions, but more to the reflective actions of teachers being professional for implementing several roles in the classroom. While PST2 added that teacher should be a multi-tasking figure means that teacher should implement many roles and apply it professionally not only in the classroom and school but also outside as well. Teachers have to know the precise time whom they have to apply particular roles. PST2 also thought that teacher should be the one who can guide students to the way they survive and learn more about the meaning of life.

> ' ... teacher must be multi-tasking. They do not just teach the students, but also teach the students about how is life, how to survive in their life. Something like that, *terus kita pasti ngasih mereka kayak* moral value, something like that, *norma*, and then, when you are in the class, you have gaps between teacher and

students, but outside the class you can be their friends, you can be older brother or older sister ...' (PST2)

Nevertheless, PST2 thought that teachers should have not only taught common courses like English, Mathematics, and other compulsary courses, but they also have to teach students about the norms and moral value in order to learn to become good individiuals. Similarly, PST7 mentioned and talked about students with misbehaviours in the classroom. He thought that students with misbehaviours should be treated specially. He thought that the roles of teachers can be more expended. He mentioned that the roles of teacher in the school can make teacher as secondary parents for the students in order to guide and directs students to walk on good ways. Moreover, he explained that to encounter those uniqe students is by becoming their friends, and try to live like them, like students.

'In here I called this students not about bad boy or bad students, but I call it as an unique student. *Jadi mereka itu ngga nakal tapi mereka itu perlu perhatian khusus. Perlu perhatian yang lebih, sehingga disini ketika mereka perlu perhatian dan kita sudah mendekat ke mereka, nah akhirnya disini mereka terasa "oke saya diperhatikan", "saya menganggap guru saya sebagai orang tua kedua", jadi mereka lebih menurut kepada kita. Tapi beberapa kalau masalah* unique students *ini, jadi murid yang unik ini, ada sih beberapa gitu ya, tiga atau empat ini kalau kita lebih perhatikan lagi ini sebenarnya kita mencoba untuk bergaul lagi, mungkin ikut tempat nongkrongnya, ikut berbicara melibatkan visinya mereka, ini mungkin membantu mereka untuk, oke, jadi "saya, guru ini kok lebih nyaman ya" jadi mereka termotivasi, jadi siswa yang unik ini mereka dirubah sedikit demi sedikit. ...*' (PST7)

Furthermore, when they are asked about whether teacher roles can be one of the factor that can influence their professionalism or not. Some of the PSTs answered positively by responding that teacher roles indeed can determine teacher professionalism in the classroom. As it is stated by PST6, he thought that teacher roles is a very important aspect to make students able to apply the concept of learning. However, he also stated that teacher roles can truly influence the teacher

professionalism in the classroom. It is also supported by the statement made by PST10 that teacher roles can influence teacher professionalism as long as they can improve themselves and reflect it into their roles as a teacher. He also mentioned that teacher can not just stand on their "safe zone".In addition, he stated that teacher have to use students as the precious sources for their professionalism improvement.

> 'Teacher roles is important to influence your professionalism because the roles of the teacher is to use classroom instruction and presentation to have the students learn and apply concept of the learning.' (PST6)

> 'For … yeah for sure. So, for example, you keep teaching *SMP* students or *SMA* students, in that way, you have already been given a chance to teach let's say… third graders. The material is about hear and think and think and think for example. You teach that thing, you teach class, you teach that grade. And at the same time, you just … what should I call … focus only understanding the material of *SMA* students. Yeah that's influence your professionalism. If you do not improve yourself. ...' (PST10)

> ' ... The thing is, if I didn't improve myself, the thing that I will get is just … just it. So yeah, like *Katak Dalam Tempurung* if Indonesian say. So, it's indeed, give you influence, it depends on you again. So, if you can use this student as your treasure to improve yourself to gain more knowledge from them, that will give positive influence to your professionalism. ...' (PST10)

Eventually, most of PSTs explained that teacher roles can be one of the factors that inluence teacher professionalism, but it can not be the main factor. As PST10 kept emphasizing that teacher always have to improve themselves, so then their professionalism as a teacher will improve as well.

> '... But if you just keep teaching, teaching and teaching… do not think beyond the classroom, and that way, your professionalism will stop. If you gain the score in your certificate, 7 (seven) for example, that's your score, will not improving. But if you keep improving yourself. See that the student can give you something more than just teaching and learning process, that thing will give you 9 (nine), or even 10 (ten). I experience that one.' (PST10)

Further, PST10 corrected that the improvement is related with the teacher competencies. As the result of FGD, most of the PSTs changed their perspectives towards teacher roles at the end of the day. They mostly agreed that teacher roles is

not the most dominant factor that can influence teacher professionalism rather than be supportive aspects that deploy teacher competencies as the standards of teacher professionalism in Indonesia.

4.1.3 Theme 3: Endless Parameters

Most of PSTs exposed that teacher roles is basically a part of teacher competencies that can not be separated from the application itself. This theme employs a notion of the PSTs' perspectives towards the teacher competencies as the most dominant factor that can influence teacher professionalism. The findings reveal that the PSTs had known what the competencies of teachers are. They know it prior to the knowledge they got while they were pursuing study in their the undergraduated program, post-graduated program. In addition, the other PSTs even know it while they are pursuing study in their PD program.

PSTs' perspectives towards the teacher competencies reveal that teacher competencies can be the main factor that determine teacher professionalism. Many of them thought that teacher competencies are an obligation for a teacher. They also reveled that teacher competencies is the most crucial aspect that teachers must have in order to make themselves as professional teachers, yet not to mention as professional English teachers.

When PSTs were asked about their perspectives towards teacher competencies, PST6 metioned that both teacher roles and teacher competencies are related one to another. He explained that there are a relationship between teacher roles and applied teacher competencies especially for the pedagogical competence.

65

While, PST5 explained that there are 3 (three) teacher compentencies that can influence teacher professionalism. However, according to PST3's stories, there are 4 (four) teacher competencies which are pedagogical, social, profession, and personality competence. In addition, PST 10 corrected that teacher competencies consists of four competencies which are professional, personal, social, and pedagogical competence.

> 'The teacher competence. There are lot similarity within teacher roles and competence. Competence that I know like understanding subject matters, create effective learning environment, and also monitors students' development.' (PST6)

> ... I think, there are three factors that influence our pro ... *mm Apa* ... professional teacher as we know *ya*. There are three , we have to train our pedagogical competence, our professional competence, and also our mmmm ....and also ... social, our social competence. ...' (PST5)

> 'I think there are four like what we used to study at campus like pedagogical knowledge, and then social knowledge, profession, and yeahh .... personality. So, I think that four factors, what makes professional English teachers.' (PST3)

> 'So the first is professional itself, the second one is personal competence, the third is social, and the last is pedagogical. ...' (PST10)

Most of the PSTS thought that teacher competencies are really important towards their profession as a teacher. They thought that teacher as profession, teacher competencies, and teacher professionalism can not be separated. Therefore, PST1 said that, as a professional teacher it is a must to have all four teacher competencies. In addition, PST2 also stated that teacher comepetencies indeed will influence their professionalism as a teacher. She then also explained that if a teacher does not have teacher competencies, it means that the teacher will not have the capability to teach.

> ' ... you want to be called as professional teacher. So you must fullfil all four competencies in professional. I think, it is so important for a teacher like us.' (PST1)

'Of course, teacher competencies can influence the professionalism, because if we are not competent enough. We can't do the teaching, something like that.' (PST2)

Finally, regarding to the four competencies, all of the PST agreed that each teacher competencies can not stand alone and can not work separately. Thus, PST10 explained that even if a teacher have one of the most outstanding competence but the other are not qualified enough comparing to the standards, it means nothing to the teacher. Then he, on the other hand, also added that between the four competencies, personal competence should be the first thing to be acquired by every teacher. Further, hee explained that by having good personal competence, teachers will support and enhance the other three competencies as he explained:

'So we have 4 components. Let's say this one is professionalism, and this one is social, this one is pedagogical, and this one is personal. You have a good personality, you patient to your student, you are on time, you good to the other teacher, but you are not professional. You are not teaching English, but you indeed graduation of English teacher, but you not teaching English, you teaching history, it's not good. So, indeed you have a good personal and good social, and you good also in pedagogical competence. But again, you didn't get any certificate from the government because you didn't join any PPG, it's not good enough. You join PPG, yes, you have good social, you have good pedagogical, but your personality is not good. You're lazy person, you never come on time in the school, see students in different way, too much *SARA* in your teaching, like you discriminate non-muslim because you're muslim, it's not good. So, I cannot point out which one is the most important one between these four. All of this influence others. So, I think all of this important....' (PST10)

'....But still, personal comes first. I think the one is the most important. Because if you have positive personality, and you just join PPG, and that time you will socialize with other people, and at that time you can also enhance your pedagogical. So, personal, comes to your first. ...' (PST10)

Furthurmore, PST10 concluded that even personal competence for him is the most important thing he would like to acquire at first, but still he explained that every teacher must have the four competencies at once. He also stated that the four teacher competencies is like a chain, all of them are connected one to another and should have not be broken. Similarly, PST5 thought that if the teacher competencies

67

are not fully acquired, on the other words, even teacher still miss one competence, thus the teacher can not be called as professional teacher yet.

> ' ... I think personal is a must. But indeed, personal without professional is not good, so… still, they need each other, to complement each other. They like a chain, they cannot be broken. ...'(PST10)

> '... *Jika salah satunya ada yang kurang dari kita, menurut saya itu belum profesional ....*' (PST5)

Eventually, most of the PSTs thought that teacher competencies is the most important aspects towards teacher professionalism. In addition, PST10 corrected that by acquiring teacher competencies and reflecting it towards teacher roles is not enough yet to determine and own teacher professionalim. Thus PST10 recommended teachers to join PD program to become official professional teachers.

> ' ... But again, you didn't get any certificate from the government because you didn't join any PPG, it's not good enough. ...' (PST10)

> '... Everyone who wish to be professional must join PPG, that's the thing. ...' (PST10)

According to the findings acquired from all of the PSTs' stories and experiences, as the result of FGD, most of the PSTd agreeed that teacher competencies is the most dominant factor that can determine teacher professionalism. They thought that teacher competencies are the fundamental aspect tn constructing the teacher professionalism. Nevertheless, PSTs explained that teacher competencies can be acquired, developed and implemented while and after joining the PD program.

4.1.4 Theme 4: Reaching the Sky

According to the PSTs' narratives exposed that their experiences and journey while pursuing study in PD program called PPG program are different and

unique one to another. This theme reveals the PSTs perspectives towards the professional development program especially in Indonesia as a factor that can influence and determine teacher professionalism. These findings show that PD program is very important. As the most of PSTs intends to join the PD program to own their teacher professionalism. Meanwhile, some of them explained that PD program gives a chance for teacher to create their professionalism rather than taking their professionalism. Nevertheless, PSTs of non PD program students reveal that they are indeed interested to join PPG program or any PD program to own what is called as teacher professionalism.

It is found that there are different impacts and reasons of the PSTs taking the PPG program, nonetheless. Similarly, PSTs of non PD program students who are interested taking PPG program reveal different impacts and reasons. The PSTs thought that by joining PPG program they can shape their professionalism. Yet, the PSTs also thought that the reason of joining PPG program is to get better salary. Eventually, they explained that being a teacher without professional teacher certificate provided by PPG program, thus will not give enough money and satisfying salary.

In these findings, there are two perspectives revealed from different PSTs. The first perspectives are from the PSTs who had joined PPG program since 2018 and the other are from the PSTs who have not joined the PPG program yet, instead of taking study in post-graduated program. In addition, a perspective from one PST who has not taken any PPG as well as post-graduated program but has many experiences in teaching.

According to the PSTs who are joining PPG program, based on their perspectives towards PPG program and other PD program in Indonesia stated that there are several PD programs beside PPG program like seminars and trainings. As PST2 said that seminars and trainings can be one of Indonesian PD programs. In addition, PST3 particularly explained that PPG program itself is divided into two programs namely *Prajab* and *Daljab.* According to her explanation, she explained that *Prajab* or *Pra-Jabatan* program is a PPG program designated for fresh-graduated students who graduated from undergraduated program which is focus on Education, or simply called those students as novice teachers.

Meanwhile, *Daljab* or *Dalam Jabatan* program is a PPG program designated for teachers who have already taught in a school for a period of time. Furthermore, PST1 thought that PPG program is the main PD program for teachers in Indonesia. He also added that beside PPG program, teachers are expected to join any PD programs like trainings and seminars to support their future as a teacher.

> 'Probably, PPG, training and seminars *yah*.' (PST2)

> 'I know for PPG *prajab* or *prajabatan* is for the fresh graduated students like us, for the novice teacher. So we haven't teach in any formal institution, well for the *daljab* one or *dalam jabatan*. It is for teacher who have already teach in the school, so they are like *mewakili* their school, and *setahu aku semenjak adanya PPG ini, program kualitas guru itu diganti menjadi* PPG. ...' (PST3)

> '... I think for the PPG, because this is the main program for the teacher in Indonesia, it consist of two, *prajab* which is *prajabatan* and *daljab* that is *dalam jabatan*. *Prajab* is for the someone or the new teacher that wants to be a professional teacher while *drajab* is for teacher that has taught in many years, that is for PPG. But the other side, there is so many trainings actually and also seminars *untuk memenuhi persyaratan naik tingkat jabatan seperti penada muda. Jadi harus mengikuti* training training *tersebut*." (PST1)

On the other hand, according to the PSTs who have not joined the PPG program or any PD program yet, when they were asked about their perspectives

towards PD program in Indonesia, PST6 mentioned that he did not know really any PD program in Indonesia. Nevertheless, he is interested to know and want to join the program. While PST7 who is pursuing his study in the post-graduated program stated that he is also interested in joining the program. Similarly, PST9 as she well-known about the program, she intends to join the program for the next three years. Furthermore, since PST7 also know about PPG program as well, he explained that the PPG program gives many positive advantages. He then added that PPG program can create teacher professionalism and indeed will increase teacher competencies, especially professional competence.

> 'No, but I want to know in the future.' (PST6)

> 'Yes, interested *ya*, but in here I have already in taking my concentration *ya. Jadi saya pernah mengambil konsen saya di teknologi, melanjutkan di ... dulu,* maybe after I graduate from the *magister* program, I would like to place PPG because in here I think it related to my skill. Especially in teaching' (PST7)

> 'I wish I take it but, *yang pertama diterima adalah* postgraduate. So, I join maybe two or three years for development program. But I haven't plan for it.' (PST9)

> '... *Jadi disini kalau misal kita menjadi guru kita harus mempunyai kompetensi, terutama kompetensi profesional. Jadi untuk program PPG sendiri ini ya sepertinya menurut saya ini suatu hal yang positif, karena disini mereka dilatih menjadi guru yang profesional dalam bidangnya, dan disini juga mereka dilatih untuk praktek sendiri ya, mungkin mereka ada seperti PPL atau praktek sendiri dalam sekolah lebih lanjut, nah disini mereka melatih kamampuan mereka selama disini mengenai kompetensi profesional. Jadi disini untuk menjadi guru yang professional memerlukan memang memerlukan kemampuan kemampuan yang di dalamnya itu berhubungan dengan tentang professionalism. Menurut saya guru guru disini harus dikembangkan lagi.*' (PST7)

Through the interviews, PSTs reveals that there are many impacts from joining PPG program. The impacts are different one to another. As PST3 stated that after joining the PPG program, she got new knowledge in dealing with students' behaviors, and also new knowledge in choosing suitable materials to teach the

students in the classroom. Moreover, it also improves her professionalism and skill on developing lesson plan. While PST4 explained that the impact she got from joining PPG program is that she is able to know the best teaching strategy that can be applied to particular students in the classroom.

Furthermore, PST5 stated that what she had learnt from her study in the undergraduated program are totally different with what she got from the PPG program. Similarly, she believed that PPG program gave her more new knowledge, and likewise, her experiences while doing PPL (*Program Pengalaman Lapangan*) in the PPG program makes her feels professional. She then explained that professional teachers have to know about time management, and learn to use appropriate teaching teachnique and methods. In addition, she also stated that K-13 (*Kurikulum 13*) implementation demands professional teachers to be more creative.

> '....the impact that I get from joining this program, I get so much new knowledge like I know how to deal with that kind of students, this kind of students, and I also got mmmm.... so in PPG, I am not only learning about how to make leasson plan even thought it is the most crucial part in PPG but I also get more knowledge about the material that we used to teach the students. ...' (PST3)

> 'I think, my professioanlism is improved a lot after joining this program, and what improved the most is, I think is my skill when I develop a lesson plan. ...' (PST3)

> 'The eee ... when we joining the PPG, I mean that we, we, we don't have to learn about lesson plan, but we know about how to cope the students problem, and how to engange students, and then, how to use another strategy to make students eee more eee what do you said? More happy and studying in my class, in our class, but yeah it's a lot of knowledge we got from this problem, about this lesson plan I mean.' (PST4)

> 'Hmm PPG program, program, *jadi di PPG program itu apa yang dapat di S1 di* undergraduate *itu gak semuanya bisa buat, bisa buat kita jadi* professional teachers *soalnya kenapa ya, kalau menurut saya saya dari segi* pedagogical *juga selama saya di PPG banyak banget yang saya nggak tahu dan akhirnya saya bisa tahu dan aaaa ... untuk yang* professional *itu kita bisa belajar dari, karena kita cuma ber empat ya di kelas jadi kita mungkin bisa saling belajar bersama sama teman teman terus habis itu juga lebih ke bagaimana sih kita*

72

bisa menjadi profesional itu kan, lebih ke dari Internship *juga dari PPL itu kita juga bisa belajar bagaimana menjadi* professional teacher *dari segi eee .... individual nya yah. Jadi kaya* time management resume management *nya*, resume management, *terus habis itu*, time management, *teknik atau teknik, metode yang bisa dipelajari juga disitu, mulai dari teknik metode itu ajah banyak bangat yang kita nggak tahu. Apalagi sekarang K-13 itu menuntut guru jadi lebiih kreatif, jadi bagaimana caranya membuat siswa itu tertarik belajar dengan kita. ...'* (PST5)

Meanwhile, some of PSTs mentioned that beside PPG program, there are seminars and trainings that can give several impacts towards their professionalism. From the stories delivered by PST2, she said that joining seminars can give her new knowledge about teaching grammar properly. While PST1, stated that he can get new knowledge in using teachnology to teach in the classroom. However, they thought that PD program like trainings and seminars did not give them massive impacts as PPG program did. As PST2 revealed that she experienced more big and directive impacts while she is teaching directly in the classroom.

'I join some seminars, also if guest lecturers, so by that time, there are two lecturers from New Zealand, so they attend to my class to give like how to teach grammar, how to teach grammar, but we don't need to spoon feeding.' (PST2)

'For me, it is increase my knowledge, broad my knowledge about the... from ... about the my things in teaching. From the first seminar with Hyranders, he mentioned, some of the newest teachnology that we can use in teaching. That is actually attract my attention. Because I found some technologies can be fit in Indonesia. ...' (PST1)

'Kayaknya kalau impacts dari seminar itu aku sedikit deh. For me it is little bit give impacts to me because, the big impact for me is my experiences when I teach the students directly in the classroom' (PST2)

Moreover, from the PSTs' narratives reveal that there are several reasons why they want to join PPG program. Most of PSTs explained that common reasons are simply because of the money. They thought that after joining PD program, they will get better income. According to PST1's narrative, on of the reasons why do teachers want to develop their career through PPG program is because of the salary.

73

PST3 also added that after joining PPG program, teacher will get certificate thus it can be used to double their salary. In addition, she revealed that in Indonesia, non-permanent teachers (*teacher who has not taken the PPG program and employed officially*) do not get deserved and enough salary. She mentioned that the amount of wage that honory teachers used to get is far from the minimal wage of Indonesias workers. She also narrated that her friend who had been a honory teacher for a quite long period of time had experienced unpleasant moment when her friend need to do other senior teachers' works while she also need to work on her own, yet still she got no additional payment due to what she did. Furthermore, PST4 agreed that Indonesian honory teachers are paid minimally. She is also stated that the minimal payment they get can not be comparable to what they do as a teacher, as professional teacher, thus she thought that it is a very difficult condition for teachers nowadays.

> 'Actually, why do the teachers want to develop their carreer. To be honest, maybe because, actually it returns to the salary. ...' (PST1)

> 'In my opinion, compare to another jobs, and another country to Indonesia, the payment is quite low, because the payment is really quite low, for example like *honorer* teacher, they usually only get three hundred thousand rupiah, and they need to work their ass off just to get that amount of money. And usually, they also get treatment from the school, and from the students as well. And in my opinion, eee .... in my opinion, my friends who have been a teacher told me that feel that being teacher is very difficult because they need to do their job and because of they're novice, usually the other teachers ask them to do some of their jobs, and the payment is still the same. But the government said that if, we have the certificate that we got from PPG program, it will doubled our payment.' (PST3)

> 'Just of this professional is very difficult needs salary, emmm ... we as professional, aaa ...I think it's too low, for the teacher as a profession because yeah, we know that this job is difficult, so when we have only, the certain numbers of *repis* aaa .. I think it's too low. ...' (PST4)

Meanwhile, PST7 explained that his reason is similar to those PSTs who are joining the program which is to increase the salary. Despite that, he also mentioned that skill is more important than salary. He thought that when he has a good skill in

74

teaching as the result of joining PPG program then he will get better salary automatically. So he thought that the greater his skills are the bigger salary he gets. PST1 also explained that the reason of him joining PPG program is not all because of the money but rather than to be acknowledged by the govenrment that he can do several things towards the education nonetheless, and his ability in teaching can help him through his profession and professionalism as a teacher.

> 'Increasing the salary, of course. But in here, improving our skill is important.' (PST7)
>
> 'Skill .. because in here, when we have the skill itself, the salary itself will following, ok, *jadi* I mean that, *ketika kita mempunyai kemampuan yang berbeda dari orang kita dilihat orang lain itu* special, and then about the salary itself becoming easy.' (PST7)
>
> '... they want that their ability has been acknowledged by the government, so they want to show that they can do several things ...' (PST1)

In addition, PST7 thought that by joining PPG program can give him the teaching certificate that can be used to achieve his goal for becoming Indonesian civil servant (one of the requirement for becoming ISTs), as he asked for the salary raise. Similarly, PST9 explained that to develop teacher professionalism, pursuing study in undergraduated program is not enough, and yet pursuing study in post-graduated program only can help her to clear some particular things that she did not understand while pursing the undergraduate program. Eventually, she also explained that PPG program gives more pratical effects towards her professionalism. Nevertheless, PST8 mentioned that by joining PPG can give her more relations and precious experiences.

> '*Iya, ada alasan beberapa ya, jadi disini untuk mendapatkan sertifikasi, guru kalau mau lebih cepat, jadi saya mendengarkan info-infonya, kalau kita mau mendapatkan sertifikasi guru, terutama untuk menjamin hidup kita sebagai guru, nah itu ya harus lewat PPG dulu, memang disitu kita ada sertifikat, terutama disini kita saya panggil sebagai akta 4, nah disini kalau kita dapat*

75

itu otomatis kita akan mudah untuk menjadi sertifikasi, untuk mendapat sertifikasi guru dari pemerintah, dan mungkin mudah ya untuk mendapatkan gelar PNS itu ya lebih mudah lagi. Jadi alasannya itu sih dibelakanganya' (PST7)

'It is not enough for having undergraduate. *Untuk jadi professional. Itu nggak cukup S1 gitu. Jadi kalo, beda sih, beda konteks kalo kita bicara PPG atau S2 beda konteks. Kalo S2 itu memperdalam S1 tapi kalo PPG, bagaimana kita ngajar, gitu. Jadi, praktek. Kalo yang ini, apa namanya, kaya di S1 atau S2 itu kan uh, teoritik ya yang banyak itu. Jadi, beda, beda jalur*. For me.' (PST9)

'*.... Ya menjadi guru yang bener bener memiliki kompetensi yang professional, ya seperti itu. Dan juga menambah relasi dan pengalaman, seperti itu.*' (PST8)

Since most of PSTs thought that PPG program is very important in constructing their professionalism, they revealed that mostly teachers thought that PD program in Indonesia such PPG is basically a place where they can take their professionalism instantly rather than thinking it as a place which shape, create and even develop their professionalism. Based on the result of FGD, most of the PSTs agreed that if teachers are willing to be professional teachers, and want to own the teacher professionalism, therefore they indeed need to join the PPG program.

4.1.5 Theme 5: The End Point

This last theme entitled "The End Point" is mainly what inspired the researcher to conduct this research. The theme highlights the most important findings to answer the research question which is PSTs' perspectives towards teacher professionalism. In this part, in fact, the findings mostly reveal the PSTs' perspectives towards teacher professionalism different one to another.

In this important part, the PSTs reveal how they truly see teacher as profession especially in Indonesia. They also reveal how they describe a professional teacher, and thus teachers own teacher professionalism. However, this theme mostly points out PSTs' own concepts of professionalism when they are

76

asked how professional they are and how they could describe their teacher professionalsim after all.

From the stories, the PSTs saw that teacher as profession in Indonesia is such kind a challenging profession but worth to have. Many PSTs thought, at first, that teacher as profession is really easy, and many people are looking forward to becoming teacher, In fact, PSTs claimed that teacher as profession is really difficult. As PST2 explained that there are many difficulties of becoming teachers like teachers have to prepare the lesson plan, media, and materials of learning to be used in the classroom. Furthermore, PST3 added that being teacher is not easy as well, since they need to be adjusted to every changes made in the curriculum. She also explained that teachers need to make lesson that is appropriate and acceptable to the every each student considering every possibility of any students failure. Nevertheless, she showed that become teacher as profession is hard as she experienced unpleasantly applying the job as a teacher.

> 'Umm, ya apa ya ... teachers, teacher profession today, is aaa ... banyak dicari gituloh, yakan, banyak dicari sama orang – orang, jaman sekarang apalagi, yang tidak pengen terlalu susah cari pekerjaan yang muluk muluk gituloh, so they just come to the school, and then teach the students, but behind the teaching and learning activity in the classroom, the teachers have to, make some preparation like, lesson plan, media, materials, something like that, ...' (PST2)

> 'In my opinion, I think being a teacher today is quite difficult, in some aspect. For example, there are so many changes in our curriculum like it is sure the curriculum is changed, it also affects our work as a teacher and beside that, we also have to dealing with students with different attitudes, different interests, and I think, the most, eee... the hardest part for being a teacher is we need to make a lesson that suit every attitude and interests that the students have, but it is so hard. ... ' (PST3)

> ' .... And for the job itself, I think the government said that being teacher is quite easy because there are a lot of job that we can do in any places in Indonesia, but in fact, I think, it is quite difficult to find one. Yet, in Malang, a

77

big city, it is so difficult to be a teacher here, even though we have high qualification, and so from the university, it is quite difficult too.' (PST3)

Another perspective towards teacher as profession is that as an Indonesian society, people need to give big contribution as to pay back to the country. According to PST10, he explained that teachers have to contribute something for the country at least. He then explained that only teachers that can boost the human resources in any country.

'For me… my personal opinion being teacher is like something that make me can contribute more to this country...' (PST10)

' .... Teacher is the one who can… what should I call… boost the SDM of the country that's it. So, when the teacher is good, the next generation will be good. When the teacher is bad, the next generation will be bad also. That kind of thing is un-separatable. So, we have to be ready.' (PST10)

Moreoever, PSTs believed that teachers have to be prepared to show how professional they are, and to be prepared for what will the face in the future. As PST7 explained that teachers have to face the fact that by becoming teachers, they need to have the competencies of teachers eventually. Nevertheless, he stated that teacher nowadays in fact still need to be more developed. However, with what being said, PSTs concluded that teacher as profession is not only an interesting and a great job, at the same time, but also challenging, as what PST6 and PST1 stated:

'Ok, to be a teacher itself, it means we are going to have a job, but in here we try have to have competence to make it, I mean here, we try to have the skill for teaching. ...' (PST7)

'.... *dan menurut saya guru guru disini harus dikembangkan lagi.*' (PST7)

'I think it's very interesting and challenging profession or job because you say new informant and student and in different school because I have to change every school in every semester to teach as a tutor.' (PST6)

'... I think it is a great job, but it is also challenging job actually.' (PST1)

Seeing teacher as profession nowadays make PSTs believed that teacher as profession is the most favorable and suitable job for them, not to mention a must

for them since their background of their study are education programs.. In this part, as teachers, PSTs revealed their reasons of becoming teachers truthfully. Some of them revealed that they want to be a teacher because they thought at first teaching is a very easy profession to do and have. As what mentioned by PST3 that teacher as profession, she thought at first that the profession is not hard, and it is not a big deal for her, but when she becomes a part of teacher as profession, she eventually realized that teacher as profession is more than what she has thought. Moreover, PST3 also added that the main reason of her becoming a teacher is can not go away from 'salary'. She thought that becoming a teacher can give change in her life, and good salary for her, so as did other PSTs thought the same way.

A part from the salary, PST2 explained that her reason becoming teacher is that she can make people happy, so she will be happy as well. Seeing students happy for her will help her to overcome any particular problems when she is not in good condition like sad or alone. Furthermore, PST2 stated that teacher is a noble profession for her.

> 'So actually, my very first motivation in becoming teacher is if we seen in the school, seems like teacher is really nice job. Like we can go home earlier compare to when we work in company, and also we can get more holiday. It seems like that, but actually, it turns out way different. Being a teacher is really hard because actually we like have no holidays, because even though we have holidays in schools. We still do the job in the home like, we need to make sure and prepare anything for the upcoming next semesters, ...' (PST3)

> '... And my first motivation is because of the salary. I think becoming teacher can give me good salary and good future because we will get like pension. (PST3)

> '... when I teach my students, sometimes, I feel happy, because they accidentally act something funny *gitu lho*. *Terus*, if I am in not good condition for example like *galau atau apalah gitu*, and then I come to my class, and my students act something or said something funny, it makes me laugh *kayak gitu lho*. ...' (PST2)

79

' ... I think teaching is *mulia*.' (PST2)

However, another perspective coming from PST8 is that she is proud to be a teacher and she likes to share and give her knowledge to others. By becoming teacher she believed that what she has learnt in her life and what she understand about something can be very useful for other people especially the students. Through teaching and learning activity, PSTs can distribute their knowledge, and at the same time make students able to understand particular things as well.

'*Saya senang dan bangga alhamdulihah bisa menyalurkan ilmu ke anak anak, seperti anak anak TK, eh SD, dan itu saya baru pertamakali mengajar anak SD, ya lumayan susah ya untuk mengajar anak SD itu.*' (PST8)

'*Ya mengajar anak anak, menyalurkan ilmu menyalurkan apa yang kita punya pengalaman pengalaman seperti itu.*' (PST8)

Another different perspective also coming from PST9 whice interests and background of her study are intentionally teaching special needs. She believed that by her prior study in the undergraduate program that is focus on English Education, and her study in the post-graduate program which is focus on special needs education will make her teach English to the students with special needs easily. She explained that there are still less teachers who want to teach students with special needs. In addition, she explained that all of students with any different backgrounds, statues and condition still deserve well education.

'*... ya nggak banyak* a few teacher want to have that kind of eeee..... that kind of students. *Biar saya yang bawa. Jadi, nggak semuanya. Nggak semua guru itu punya uh, apa ya. Punya atau mau terjun di dunia anak-anak* special needs gitu. *Misalnya gini, uh siswa* special needs *maupun nggak, kan butuh semua ilmu. Nah, misalnya aku, pendidikan bahasa Inggris. Kan kalo misalnya S1 PLB (Pendidikan luar biasa)* it is impossible to teach English. *Makanya aku, aku S1 nya bahasa Inggris. S2 nya* special need. *Aku pingin ngajar bahasa inggris* for special need students*, gitu maksud nya.*' (PST9)

Meanwhile, PST10 explained his main reason in becoming teacher is that he wants to return something that he got from the govenment, from the country. He narrated that when he was a student, he never pay any single rupiah, at all, to deserve education up to his study recently. He believed that by contributing something big to the country, he can return what he owed and deserved after all.

> ' ... as the thing that I owe something big to this country. Starting from when I was an elementary student until I graduated from Brawijaya I never pay any educational fee for any institution I enter for my education, that's fully government pay for me, that's why I owe something big and in the way I have to return that owe, ...' (PST10)

From the stories of PSTs, they reveal that basically those teachers who own teacher professionalism is that teachers who are able to shift the priority. As what PST2 revealed that teachers need to know which things should be done first due to her professionalism. Different perspective from PST6 explained that teacher nonetheless, must have the ability to adapt and communicate with other teacher as well the students in order to survive in particular teaching and learning environment.

> '... for professionalism *nya sendiri, kayaknya kita itu harus bisa membedakan mana yang harus kita dulukan dalam pekerjaan itu, mana yang harus kita "nanti dulu deh", individu nya kita nanti saja.* Priority *nya mana, ...*' (PST2)

> 'For me professional English teacher needs to have adapt ability because if you can't adapt, the students or the environment there, you can't teach well in that class. So, you have to make the classroom or the class a life. So, learning season will be very nice. And also, the second is communication. If you can't communicate well the students and another teacher in that place, I think you can't be called as professional because rather be a lower teacher.' (PST6)

There are also many other similar factors that can determine and influence teacher professionalism. As PST7 stated that many factors like salary, and workshop can make teacher develop their professionalism, he then detailed explained that his very first experience in growing his professionalism is that by

81

taking an opportunity to join workshop given by the institution where he teachs as his first professional development program. He also explained that through the workshop he can develop his teacher competencies that is very important to grow his professionalism untill now. Further, he recommended all teachers to have joined the PD program in order to have the good teacher professionalism eventually.

> ' ... there are many factors. *Jadi ada beberapa faktor yang mempengaruhinya, jadi kalau menurut saya ini ada gaji, trus ada pelatihan, ya pelatihan, dan juga disini ada disini namanya etos kerja. Jadi disini faktor faktor yang ini seharusnya menjadi pendukung untuk guru menjadi profesional. Jadi kalau missal kita bicara contohnya gaji, kalau gaji mereka tinggi, nah disini pasti mereka termotivasi lebih untuk mengikuti* workshop workshop *yang meningkatkan kemampuan kita terutama dibidang* professionalism. *Gitu.*' (PST7)

> '... *Jadi* in here from the school itself give me about the workshop, and then they pick me for following the workshop especially in English, so in here *ya, jadi disini menurut saya sekolah saya mendukung sekali tentang profesionalis guru, mereka sering mengikutkan saya di pelatihan-pelatihan bahasa inggris maupun pelatihan pelatihan kaya' apa ya, kinerja guru. Jadi kinerja guru sendiri itu ada banyak kalau ngga salah ada 4 ya,* professional, personal, social *itu mereka mengikutkan. Jadi diluar bidang bahasa inggris mereka mengikutkan saya terutama di profesionalisme.*' (PST7)

Finally, when PSTs were asked about teacher professionalism is simply answered by how teacher can get the professional teacher certificate through the PD program which is PPG. As PST1 and PST10 agreed that the only way to know whether the teacher is professional and have the teacher professionalism or not is when it is written in the certificate that they may get after passing several tests. It may be simple but this is the important thing for them since the certificate is the only evidence for teachers to officially own the teacher professionalism.

> 'For the basic, actually professionalism is when you get the certificate. That is called that you have professionalism. ...' (PST1)

> ' ... So being professional mean you have to get the certificate from the government because there a lot of test you have to pass at that time, so by doing so, it's the only evidence to see that you are professional. ...' (PST10)

Regardless their perspectives towards Indonesian teacher professionalism, when PSTs were asked about their professionalism as a teacher, some of them are still have not figured out how their professionalism is. Otherwise, some of PSTs can describe clearly and confidentally about their professionalism as teachers, and even, some of them stated that they are indeed professional English teachers.

As PST8 stated that she does not know how to describe her professionalism and she is not sure whether she is professional teacher or not. She explained that the only way to figure out is through a test provided in PPG program, thus she will know how would she describes her professionalism as a teacher. The same situation happened when PST2 was asked about her professionalism and whether she is arleady a professional teacher or not, she replies that she is not yet a professional English teacher, and thus she still need learn more about English.

> 'Hmmm, I dont know hahaha' (PST8)
>
> 'Kalau misalnya profesional itukan yang bisa menilai itukan oranglain ataupun melalui tes gitukan, ada tesnya ujian kompetensi guru itu bisa dilihat tingkat profesionalnya seberapa, ...' (PST8)
>
> 'Not yet, we must learn more about the English, ...' (PST2)

Meanwhile, PST6 stated that he is indeed a professional teacher. He explained that it is impossible for teachers to become teachers if they are not professional. He thought that teacher needs to be confident about themselves that they are already professional. He also claimed that he is an on time person so he never want to be late to teach, because he thinks professionalism of teacher is when teachers do not make your students wait for your lesson. Supported by PST9, she also claimed that she is a professional teacher which she emphasized that becoming teacher must avoid failure in teaching as possible, so then teachers do not need to

83

repeat the same lesson again. She implied that teachers should have not done the same mistakes if they want to become professional, and thus she explained that indeed teachers need to prepare everything for their lesson. Furthermore, she thought that the most important thing is when teachers can get the feedback from parents and the students itself in order to improve their way to teach.

> 'For me, Of course I'm a professional, we can say that it should be professional. Absolutely yes. You can't be a teacher if you are not professional.' (PST6)

> ' ... I can say that I'm an on time person. You can manage your time to come to the class earlier than your students. You should not teach, you can't make your students wait for your learning season.' (PST6)

> 'I think so.' (PST9)

> 'Uh, because um... *Jadi gini sebernernya agak ini sih. Ketika aku ngajar, siswa yang aku ajar itu um... misalnya nggak bisa nih ya. Normal aja, kita ngomong normal ya, normal student. Ketika student itu nggak bisa ya aku ulang terus atau diluar kelas itu aku ulang. Sampe dia bisa gitu. Menurutku itu sih yang bikin profesional gitu. Selain memenuhi perangkat yang ada di sekolah ya misalnya,* lesson plan *dan lain-lain. Tugas-tugas dari kepala sekolah. Itu sih.* And also feedback, feedback from students, and parents' (PST9)

Finally, another perspectives towards the teacher professionalism is when PST10 revealed his professionalism. He saw that professionalism for him can not be seen from only one perspective but from many perspectives. He told that the way he saw his professionalism as teacher can be different to how many people, friends, or even family see him as a professional teacher. For instance, he told that his friends saw him as professional teacher, a professional English teacher instead, as his friends know him best in teaching, his good performances in doing teaching and learning implementation while in the PPG program. Nevertheless, he explained that all admiration he got from his friends does not stop him to improve himself, as he stated that he never stop to improve himself as teacher to become more professional.

84

Eventually, he explained that the only way he can judge himself whether he is a professional teacher or not is by having the professional teacher certificate. Thus he can called himself as professional. The statement he made is supported by PST1 that he thought he will be also called as professional teacher if he got the certificate, so then people around him can call him as a professional teacher.

'For some cases my friend told me that I'm good at teaching, some of the told me so, and even my lecturer in UM told me so. But still, I think I still need to improve myself. It is doesn't just stop when someone judge you "You good", and you just stop, it's not good. Do not be… in Bahasa we call it *Katak Dalam Tempurung*, no, never. Otherwise, you just stagnant, and it's not good. So, good… even though later I got the certificate professional and someone says "Heri already good in teaching, you're professional. You've already got the certificate. Government already accept you as a teacher" So, in that case, still… I need to improve, improve, improve, and improve.' (PST10)

'For me, I cannot judge my self, I cannot give judgement to myself. It's other person's judgement wether not I'm professional or not. It's not me decided that I professional now or not yet. But I can say from the fact that because I didn't yet get the certificate, it mean I'm not yet professional. When the time I finally get the certificate, I can judge myself that I am professional, because this is the evidence, I get the certificate. ...' (PST10)

' ...Even though you got for example 9 IELTS but you are going to be teacher because you have good IELTS score, but you didn't get any of this certificate from the government, you're not yet professional. You just have good competence but not professional yet. Because being professional you know the methodology, how to assess student, how to maintain the course in such a smooth way, how to maintain student like English that is the important one, and the last is how to set the teaching media as appropriate as you can. That five of things, I believe even though someone have a good English competence, let's say speaking, writing, reading, and listening they all good, but they don't know how these component how to teach the student, it'll be just nothing. Yeah I know it. Yeah so, I'm professional yet because I didn't get my certificate. I'm still on going and process to be professional. That's it.' (PST10)

'Can I called myself as a professional teacher? Actually, I don't think so. I can't call myself that I am a professional teacher because we always learn. Whom can call us that we are professional teacher, maybe it is based on the certificate. As the prove that we have done the PPG process, so people around us can call us as professional teacher, but myself, personally I don't think that I am a professional teacher. ...' (PST1)

Towards the explanation above, it shows that teacher professionalism to each indivdual person is different. However, the one that can decide them as professional teacher is by having the certificate acquired from the PD program that is PPG program. Other than that, they are professional as the way they are and they are professional on their own.

Regardless to all te findings, at the end of the FGD session, all of the PSTs who joined the FGD tried to metaphor themselves into something else that can represent their professionalism. One of the most interesting metaphor is coming from PST1 that methapors his professionalism as a rose.

"When you want get the beauty of the rose, you must get through the pain of the rose first instead"
-AG

4.2 The Discussion: The Pre-Service Teachers' Reflection

This part highlights important reflection and the interconnection to some relevant theoritical and empirical evidences. As this research employed narrative inquiry, the experiences and stories from PSTs towards teacher professionalism will be discussed into the related segments of the employed themes. However, identifying important experiences were based on the nature of this research. Moreover, the experiences were analyzed whether the perspectives of PSTs indicate theoritical and empirical evidence that can be used to acknowledge readers to understand more about teacher professionalism especially in Indonesia.

Therefore, in this part the researcher will discuss more about the regulation of the Indonesian Law Number 14 Year 2005, teacher roles, teacher competencies, teacher professional development theories, and teacher professionalism eventually.

86

Nevertheles, the most important in this research definitely comes from the PSTs perspectives towards teacher professionalism in form of their narration, stories and experiences which is valued to be fruitful and genuine since the reasearch deployed narrative inquiry research design as the main focus of this research.

4.2.1 The Law of Holistic Teacher

Bringing topic of teacher professionalism waking the researcher and the PSTs up that actuall this topic is very wide, yet can not be described simply. Since teacher professionalism in Indonesia is explicitly regulated in the Law Number 14 Year 2005. The law mainly points out some important parts which are: 1) Teacher and Lecturers which mainly discussed the teacher description and teacher roles, 2) Teacher Qualification which mainly discussed teacher standards, 3) Teacher Competencies, 4) Teaching Certificate, and eventually 5) Teacher Professionalism that generate the idea of professional teacher, and Indonesian teacher professionalism as well.

As the research found several facts that revealed many PSTs' narratives which showing that the law regulating teacher professionalism is actually good. However, PSTs thought that the implementation of the regulation is no longer suitable to the condition of teacher professionalism nowadays due to many changes, therefore it needs government action to fix and adjust the regulation so then the implementation can achieve its goals.

According to the regulation, in the act 8 (eight) stated that teachers have to have academic qualifiction, competencies, teaching certificate, good health and

87

mental, and also to have the ability to achieve the purpose of national education. Yet, the regulation in the act 9 (nine) clarified that the academic qualification is when teachers graduated and got diploma from any university as their undergraduated study. Furthermore, in the act 10 (ten) explained that competencies refers to teacher competencies which are perdagogical competence, personal competence, social competence and professional competence that can be acquired officially from professional development program which is PPG program. Eventually, teaching certificate itself can only be acquired from the PD program, and will be given to those teachers who are qualified enough.

Other Indonesian teachers and the PSTs itself practically have a chance to get teaching certificate, and be employed as in-service teachers in particular educational institution as mentioned in the regulation act 12 (twelve) and 13 (thirteen). The regulation act 12 explained that the governement have the responsibility to provide teacher free education to increase their teacher professionalism through PPG program. Many of PSTs explained that the regulation is still have problems, exclusively refering to the issue of providing limited capacity towards the PD programs enrollments. PSTs thought that not all of teachers actually deserve rights to join the PD program which is PPG, and thus PST thought that the regulation againsts its implementation. Yet in fact, as the academic qualification for PSTs are enough to make them able to join the PPG program, but still some of them can not join the program due to the limitation. Moreover, considering the issue of PPG program in 2019 as well, as there will be no longer responsibility of the government towards free tuition for teachers who want to join the PPG program

and have that kind of enthuaism towards the program, PSTs claimed that in the impelentaiton, the regulation clearly does not reflect the reality and it affects them to not achive what is called as teacher professionalism.

To understand more about the regulation, it is important for teachers to know the regulation vividly. However, the most important thing that become the most consideration of this research is what actually teachers deserve for having such as teacher professionalism. Refers to the regulation in the act 14 (fourteen) explained that when teachers are doing their teacher professionalism obligation, teachers may have rights on; *1) Memperoleh penghasilan di atas kebutuhan hidup minimum dan jaminan kesehjateraan sosial; 2) Mendapatkan promosi dan penghargaan sesuai dengan tugas dan prestasi kerja; 3) Mendapatkan perlindungan dalam melaksanakan tugas dan hak atas kekayaan intelektual; 4) Memperoleh kesempatan untuk meingkatkan kompetensi; 5) Memperoleh dan memanfaatkan sarana dan prasarana pembelajaran untuk menunjang kelancaran tugas keprofessionalan; 6) Memiliki kebebasan dalam memberikan peneliataian dan ikut menentukan kelulusan, penghargaan, dan/atau sanksi kepada peserta didik seusai dengan kaidah pendidikan, kode etik guru, dan peraturan perundang-undangan; 7) Memperoleh rasa aman dan jaminan keselamatan dalam melaksanakan tugas; 8) Memiliki kebebasan untuk berserikat dalam organisasi profesi; 9) Memiliki kesempatan untuk berperan dalam penentuan kebijakan pendidikan; 10) Memperoleh kesempatan untuk mengembangkan dan meningkatkan kualifikasi akademik dan komeptensi; dan/atau 11) Memperoleh pelatihan dan pengembangan profesi dalam bidangnya.* The points clearly

89

explained that teachers have many rights and obligation when they have implemented their teacher professioanlism, and all of them showing good things for teacher when they are able to implement and to have the teacher professionalism. Yet, it turns out that some of the points point out that the concept of the regulation shows what government expect from professional teachers do not get along with the reality the government face towards teachers nowadays.

However, regarding to the perspectives of PSTs in the findings, one of the PSTs also commented that the regulation must have kind of sanction or puishment towards those teachers who have passed the test but does not take the opportunity that it should had been given to other teachers with high enthuasim, since the program is valuable to some other teachers, yet the limitation of the program is the biggest issue, thus the program will be well-implemented if only the government can adjust the regulation perfectly. According to the points of 5 (five), 10 (ten), and 11 (eleven) mentioned previously, it is also better for the government to give more opportunities to teachers who want to join the PPG program in order to increase their teacher professionalism by providing more institution that can hold more PPG programs to achieve the purpose of PPG program been made. Eventually, if the government able to adjust and fix the problem due to the regulatiom, the implementation of the regulation will meet the purpose of education which give every people good and right education.

4.2.2 Main Actor or Main Factor

An essential part, being professional teacher is that when teachers can apply their professionalism inside and outside classroom and school. When talking about

90

teacher professionalism in the classroom is atually talking aslo about those teachers who are able to apply several professional roles to conduct good teaching and learning. To be able to implement teacher professionalism in the classroom, teacher have to know their roles and thier function clearly. According to the regulation of the Indonesian Law Number 14 Year 2005, in the act 1 (one) explained that teacher is a professional educator whose key tasks are to educate, guide, direct, train, value, and evaluate students. The explanation shows that teacher as professional profession have many roles in a classroom, yet not to mention the roles of teacher in a school.

Teacher roles in the classroom is not like how people understand a long time ago that teacher used to be just a person that only give students learning materials and tasks to do in order to accomplish their education. Teacher roles nowaday plays is more than what we used to know, it has many certain important roles as what Brown (2000) described that the roles of interactive teachers in the course of teaching is the same roles of parents. Children used to call their parents as many things like doctor, judge, garderner and others. Somehow, the roles of teacher itself as parents is that teacher can direct students and give good example of good students and good person.Therefore, teacher roles nowadays are very crucial things to have since teachers are dealing with students, children, people who will make a change for this world. Thus teachers have to be careful to implement their roles as teachers because once they mistakenly applied it, it will affects something bad and yet we do not want that things happened.

As what narrated by many PSTs that teacher roles is not just a spoon feeder, that means teacher only gives what students should do in the classroom by not considering the other roles of them being a teacher. Moreover, many PST thought that teachers have to be multi-tasking person in the classroom and in the school. By having multi roles and teacher implement it perfectly, means that teachers are professional. Some of PSTs also stated that the most important roles of teacher is that how they can give good examples as what parents do by how teacher can teach students norms and life value to make the students not only again becoming good students but also becoming good person. A part of the roles of teacher becoming parents in the classroom, Brown (2000) furthur explained that teacher playing many roles is that teacher can implement both directive and indirective roles.

Directive roles of teacher is that teacher can be controller and director at the same time whose functions are to control and directs students based on the teachers' prediction. Teachers are allowed to predict what is going to be happened in the classroom toward their teaching, and learning activity done by the students. In doing so, teachers may achieve their purpose of teaching that they might prepared for their lesson plan and things to be prepared before teaching. While indirective roles of teacher is that teacher can be manager, facilitator, and resource in the classroom at once. The roles of teacher as manager and facalitator is that to guide students to learns independently. Yet, teacher as resource is that when the students takes the initiative to come to you, (Brown, 2000).

Furthermore, to determine teacher professionalism, teacher roles can distribute major impacts towards teacher professionalism in the classroom.

Nevertheless, teacher professionalism can not just be defined simply by how teacher teach students in the classroom only, but widely to implement the teacher professionalism all over aspects of teacher as profession in the school as well. Teacher roles can not be built and developed on its own. Towards the narration, PSTs kept pointing out on how teacher roles can be employed by the teacher competencies. Therefore, in the teacher professionalism, teacher roles in the classroom can not directly determine how teacher professioanlism but rather to support the implementation of teacher competencies in the classroom also in the school.

4.2.3 Endless Parameters

In the world of teacher professionalism, teacher competencies is the most important factor that teachers have to have in order to acquire their professionalism. According to the regulation of the Law Number 14 Year 2005 in the act 10 (ten) explained that teacher must have teacher competencies that consist of pedagogical, personal, social and professional competencies. Towards the findings, not all of PSTs understand and well-known teacher competencies even those PSTs who have already taught in the school before for several times. Thus, it needs more attention towards teachers to understand well teacher competencies, since it is very important for them as indicators of having teacher professionalism.

Each individual teacher competencies can not be acquired separately. To implement good teacher professionalism, the four competencies should be acquired and developed once and at the same time. According to Mulyasa (2007) teacher competencies should be engaged in every teaching and learning activity. Thus

93

teacher competencies shows whether teachers have the teacher professionalism or not. To understand more teacher competencies, Mulyasa (2007) explained each competencies vividly. As he explained that teachers who have pedagogical competence is that teachers who can understand students, manage, plan, implement, using technology and evaluate good learning. The explanation points out how teachers can cooperate side by side with their roles of teacher in order to develop their pedagogical competence in the classroom. While in the context of professional English teachers, thus teachers have to master also some particular English skills like teachers have to master the basic skills in reading, speaking, listening and writing, as well grammars. These points should be cooperated once PSTs want to be a professional English teacher (Mulyasa, 2007).

To implement the professional competence, Mulyasa (2007) again explained that professional teachers have to be able to understand, format, organize, use the source, choose and determine the learning materials. To work in their own professionalism, professional competence determine how they know so well towards the work of teachers, a teacher as profession inside the classroom as well inside the school. By understanding their professional competence, teacher can make their profession as easy as it is. Therefore, by implementing professional competence towards teacher professionalism gives meanings that teachers know what they have to do and what they need to do regarding their job, work, duty, tasks, rights, obligation and profession as professional teacher (Mulyasa, 2007).

However, according to Wardoyo (2016), personal and social competencies are important aspects to develop good circumtance and environment for the teachers

94

while teaching in the classroom and the school. The ability to cooperate and to understand their position in the classroom, school and community are important to have in order to survive with any posssible things happened towards them in the future. By being professional teacher, teacher can understand how important to have good attitude towards the regulation made by the school. A part of becoming professional teacher by having such as good teaching skills, and achievements, only by having a good personality can make teachers be seen as a professional teacher by just giving a good teacher model. However, as teacher works for society, social competence is also important to be acquired to make teachers able to communicate with other teachers in the school, to be able to cooperate with the students, and to be able to express feelings and teaching at the same time in order to survive with the school circumtance and environment. This goals is to avoid possible miscommunication that can give bad impacts to the teaching and learning activity, as well their performances in teaching and their profession as a teacher. By implementing all of the competencies, Mulyasa (2007) believed that teacher can be very confident with their professioanlism as teacher (e.g. Wardoyo, 2016; Mulyasa, 2007).

Nevertheless teacher competencies can not be acquired only by teaching and learning activity in the classroom. As they have to develop it with the help of professional development program. The findings directs teachers to envolve with many professional development, and thus their competencies can be acquired and well-developed at the same time.

4.2.4 Reaching the Sky

This part highlights the discussion of the research considered the participants of the research which are PSTs that have different background of study towards their perspective on PD program that is PPG program. From the stories of the PSTs, most of them thought that to acquire teacher professionalism is a must for teachers to have the teaching certificate representing their teacher professionalism. The certificate itself is given for those teachers that have passed the PPG program whose purposes and goals attached in the regulation of the Indonesian Law Number 14 Year 2005 as the only program that government provided to give the certificate of professionalism. Therefore, throughout this discussion, PSTs believed that PD program which is PPG program is very important to them in order to get their teacher professionalism.

To work with teacher professionalism, in this discussion there two perspectives from two different background. The first is the perspectives from the PSTs who had joined the PPG program, and the second is the perspective from the PSTs who have not joined the PPG program yet. The result were revealing that both PSTs have similarities, and some slight distinctive perspectives.

From the stories, it reveals that PPG program itself consisted of two programs namely *Prajab* and *Daljab*, both of their fucntions are different to be implemented and to be used by teachers as profession. The reason of the government itself in providing the PPG program into two programs is because considering that the aftermath of the changes of the regulation, there are still many in-service teachers who have not yet acquired the certificate of professionalism.

96

Yet, the government also provide novice teachers to take the program through *Prajab*, so then as the expectation, the novice teachers can directly put into the program. However through the program implementation, and the changes of the regulation, many teachers are affected by the impacts. The impacts are actually shown by how the teachers can enroll themselves into the program.

Based on the findings, PSTs revealed that the biggest issue of the program that they find it hard and challenging to enroll to the program is that the limited enrollment, while there are so many demands of whether in-service and pre-service teachers want to join PPG program. According to the Minister of Culture and Education showed that in PPG 2018, from 25.000. (twenty five thousand) teachers who enroll the program, only 25 (twenty five) teachers accepted in every educational instituion which is university in every province. The instituion itself which provided the program is nearly only 100 (a hundred) institution set by the government that are able to hold the program, so totally there are only more or less 2.500 from 25.000. or only 10% (ten percents) who are able to join the PD program which is PPG in 2018. Towards the fact, it is sad to know that the government can only provided 10 percents which are too far from the goals.

When talking about the rights of every teachers that attached in the regulation itself explained that every teachers have the same right, and same obligation to have free education including the PD program merely just a promise of the government. Moreover, the issue of the PPG program 2019, that there will not granted tuition for the PPG program make teachers who want to take the PPG program have to save more money, and yet they still have to face many challenges

97

that not all of teachers graduated from PPG program can directly employed as in-service teachers. As most of PSTs not being judgemental but rather truly spoke that the world of teachers and teacher as profession is truly challenging.

However, PSTs revealed that there are many impacts and reasons to why they still want to apply and enroll the PPG program. As what impacts PSTs got from joining PPG program is that PSTs revealed that the impacts they got can be: 1) New knowledge; 2) Teaching skills improved; 3) Developed teacher competencies; and 4) Become in-sevice teacher. New knowledge is a broad and general idea that every people can get when they learn something. People indeed can get knowledge from every places not just schools or university, they can get new knowledge from books, people, work place and many more. In PPG, PSTs claimed that new knowledge for them is how they can be more professioanl by learning and understanding more teacher as profession pratically. Through internship they explained that their teacher professionalism is increased and improved directly. While in the PPG program during courses, they are more given theories like what they used to study in the undergraduate program.

Similar, to new knowledge, teaching skill of PSTs claimed to be improved and developed during the courses and internship. The theoritical and practical courses provided by PPG designated PSTs to learn more teaching in the real life, while their experiences in teaching in the undergraduate program is merely as a requirements to finish some courses. On the other hand, PPG program makes teachers experience the teaching experiences exclusively as the main goals of the program not only to introduce the teachers about teaching, but also to develop their

98

teaching skills, to figure out what are the best teaching strategies, teaching materials and teaching media that probably can be used in their teaching implementation in the classroom. While the teachers in PPG program learn how to implement their teaching in real life, at the same time, they are also developing their teacher competencies. (Wardoyo; 2016)

For PSTs, pedagogical competence can be improved, and one of them is by learning how to prepare good lesson plan. Good lesson plan is that lesson plan that can be suitable to every characteristic and interests of students, curriculum, media, and materials. Personal and social competencies can be also improved while they are teaching directly in the school. The way they can interact with students, and teachers, and the community in the school can help them thrive their social competence. and to shape their personality to become professional and good teachers. Furthermore, PST believed that professional competence can be developed when teacher can implement good teaching, and the roles of teacher at the same time. Through the support of certificate of teaching make teachers easy to be called as professional teacher as well. Eventually, the purpose of teachers to pass the program is to make them become in-service teachers. The certificate can be used to make them employed in any formal educational instituion designed by the government, moreover the certificate can help PSTs who are interested in becoming civil servants (Wardoyo, 2016, Mulyasa, 2007).

However, PSTs reveals that the most main reason of having intention to apply and enroll the PPG program is that salary. Not only those PSTs who had joined the PPG program but also those ones who have not, thought the same thing

that money is the most important things for them. Most of the PSTs honestly explained that every teachers need money, they need it for the sake of their life, to raise their life bar, but a part from practical function of the money itself PSTs explained that as they got more money increased because of the certificate thus they can use it for increasing and improving their teacher professionalism eventually. Through workshop, seminars, and trainings they can use it for developing their professionalism because once PSTs have had the teacher professionalism, they should have never stopped improving themselves, means that they, as many as possible have to enroll to other PD programs in order to maintain their teacher professionalism unless they do not longer want to be a professional teacher.

4.2.5 The End Point

At the end of the interviews, all of PSTs were asked about the last thing that is what exactly their professionalism are, and how they describe their professionalism. Yet to some extend, they show their reality of becoming teachers which happened to be different in every situations and condition they face. Their perspectives towards teacher professionalism show how they thought about teacher as profession, the rewards of being a teachers, and eventually their reasons of becoming teachers. Furthermore, they also describe how their professionalism is, how professional they are as a teacher and the position of teacher professionalism in Indonesia.

From the stories, when the PSTs were asked about their perspective towards the condition and situation of teachers as profession nowadays in Indonesia, most of them thought that teachers condition are still not yet good. PSTs stated that work

100

as teacher is challenging but at the same time is also fun and worth to have. They thought that being teacher is easy, and many people probably think the same way.

When PSTs are asked whether they want to be a teacher or not in the future, few of them told that if just they can take back the time, they will look forward to another profession. It means, that not all of teachers can survive with the profession of a teacher. One of the consideration of most PSTs is that when PSTs have not yet gotten a chance to continue their study in PPG program or pass the final examination of PPG program itslef, they are afraid that becoming and sticking to the statues of honory teachers will make them waste their time, as the payment is not suitable to what they do for their profession as a teacher. Moreover, students and schools will be always demanding more compatible and more professinal teacher.

However, there are few people who do not expect so much towards salary or money, a part from that, PSTs revealed that their reason of becoming teacher is simply by making other people, especially students to feel happy or to know something new, and thus is something that can make teachers relief that as humans they can give something and share something they have. Moreover, the PSTs' reason becoming teacher is basically because they think that teacher as profession is noble and full of merits.

Furthermore, mostly when PSTs were asked whether they can describe themselves as professional teacher or not, they answered doubtly and hestitate to answer that they all are professional teachers. Since they thought that teachers can

not satisfy for what they have now, but rather to be satisfied for what they will have later. This make one thing really interesting that is one of the PSTs kept pointing out and keep emphasizing things that teachers have to always improve themselves. Once they have the professionalism, they still can not be satisfied, yet they always have to learn and need to learn, yet take every opportunity to learn and improve themselves as better professional teachers.

Eventually, the only things that PSTs thought can determine whether they are professional teacher and whether they already have the teacher professionalism is by acquiring the certificiate through PPG program. Therefore, by acquiring the certificate, thus teachers will be called as professional and have that teacher professionalism. Moreover, towards the PSTs' stories and experiences found out that they reflects the age of professionalism in Indonesia is already in the level and position or phrase of post-professinal since professionalism in Indonesia on their eyes are complicated and hard to be described (Hargreaves, 2000).

Lastly, the most interesting things to be discussed is that most PSTs draw and describe themselves as professional teachers of their versions. Standards that are made by the government is something that makes them believe to be followed, but however, as since they are the one who can make a way and choose the appropriate way for them to achieve the professionalism of teachers makes them independent individuals to make their own concept of professionalism. Nevertheless, their concepts are still in the similar and right tracks with what is existed. As what stated by the PST10 that his standards of being professional teachers and to have what is called as professionalism of teacher, he delivers the

102

term in Indonesia which again deliver message to all teachers that they have to always improve themselves in order to be better and better teachers.

*"Do not just stop when someone judge you **'You good'**, and you just stop, it is not good. Do not be, in Bahasa Indonesia we call it **'Katak Dalam Tempurung'** No! Never!"*

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CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter indicates the last part of the undergraduate thesis which covers some points on restatements of the findings, limitation, implication of the study, and to give recommendation or suggestion for further researchs and ELT practitioners.

5.1 Conclusion

Conducting the presents study on pre-service English teachers towards teacher professionalism shows the dynamic shanges of the experiences. This study opens how teacher professionalism is seen by particular people and thus people who are envolving themselves into the teacher professionalism. Throughout truthful stories and experiences delivered by PSTs, it guides the researcher to draw and form the research into voices of teachers who have thoughts and different perspectives towards teacher professionalism. These meaningful voices can make people, teachers and government realize and open their eyes that the word of teacher professionalism is not just a simple phrase but complex, and shopisticated words that can make a change towards teacher as profession. Eventually through the study, the researcher found several findings towards the teacher professionalism.

The first finding reveals that the regulation of the Indonesian Law Number 14 Year 2005 which regulates teacher professionalism still does not reflect the contents of the regulation. With all things being regulated, teachers and

governments need to cooperate and constribute in the process of making and deciding the most suitable regulation that both parties can accept. A part of the regulation's contents, implementation is the most important thing that should be done correctly since what has been made in the regulation should be implemented in the real life. As stated in the regulation also, teachers may have obligation due to the regulation as well their rights in doing their profession. These rights and obligation is the a must for teacher to make them keep compromising and doing their profession as it should and keep the right track on doing so. Nevertheless, teachers also need to use their rights and obligation of becoming teacher properly and wisely, thus the regulation will also work perfectly.

The second finding reveals that teacher roles can help teachers to implement their professionalism. To reflect their professionalism as teachers, a professional teacher have to be able to employ several important roles that can be implemented in every condition. In regards, students are also the most cruicial things to be considered that teacher roles can reflected inside and outside the classroom. However, teacher roles can be as much important as teacher professionalism if teachers apply the roles wisely. This is proven by the most PSTs' statements that offer teacher roles as the only way to reflect their professionalism in the classroom and in the schools. Thus teachers need the abality to utilize, use, manage and maintain their roles continously in order to avoid any possible mistakes on showing the roles of teachers in particular situation and condition (Borwn, 2007).

The third finding reveals that teacher competencies are considered as the main factor that can determine and influence teacher professionalism. Teachers

105

have to have the four competencies which are pedagogical, social, personal and professional comeptence at once. As professional teachers, they need to have teacher competencies completely, and all the competencies have to be outstanding, and complement one to another. Moreover, teacher competence can be implemented through the roles of teacher in the classrom. The teachers should use teacher roles as the way to reflect and implement the teacher competencies in the classroom and inside the schools. However in order to acquire teacher competencies, the only explicit way to acquire the competencies is that teachers need to join any professional development in order to get, develop and mantain more whether the competencies that they have or competencies that they still try to develop slowly.

The fourth finding reveals that professional development is very important for teachers to get the teacher professionalism. Professional development in Indonesia such as PPG (Pendidikan Profesi Guru) is a must for teachers if they want to deserve called as professional teacher and want to get the certificate of professionalism or teaching certificate that can be used for the future of the teachers, and give bennefits for them as well. The certificate is unfortunately is the only way to make the teachers called as professional teacher thus they will have what is called as teacher professioanlism regardless their commpetencies for being teacher had been developed away before joining any professional development program. Moreoever in Indonesia, the term of teacher professionalism is only defined simply by getting the certificate, but somehow the throug PSTs' stories explained that the certificate is only thing that is writen and not the thing that is reflected. Therefore,

teachers who are enrolled themselves in the PD program should put their best enthuasiasm and efforts in developing their professionalism. Thus the purpose of PD program in Indonesia will eventually meet its end. However, it is sad that the only way to find out whether teacher have the professionalism or not is by enrolling themselves in the PPG programs but since the enrollment of the program is limited, it will give disadvantages towards teachers. Therefore, it needs more attention from the government. The government needs to provide more professional development programs for teachers to give more chances for the teachers to have their professionalism.

The last finding concludes the perspectives of pre-service English teachers towards teacher professionalism. The finding covers that the reason people becoming teacher is that because they thought that teacher as profession is easy, but in the reality it is not. Teacher should know every aspect of teacher as profession that really important for them. That is included how ready they are to be teachers. The readiness itself is reflected on how teachers can provide and create good and professional teaching and not yet to mention their professionalism considering their roles as teachers, their teacher competencies, and their experiences in teaching have to be somewhat beyond their capability. It means that teachers have to always improve themselves to be better teachers thus teacher will be more professional than before and thus teacher will have and implement what is called as teacher professionalism. However, the low payment of becoming teachers who have not gained the professionalism certifiacte from PD program will make them hard to suvive with other profession. As mentioned before, that the attention of government

towards teacher as profession still need improvement. Moreover, teachers thought that teacher professionalism is complex, it can be anything for them. Every teacher have their own standards of professionalism, but the thing that is similar one to another is that however teachers try to be professional if they have not acquired the certificate yet, they will not be able to deserved the title of professional teacher.

This study is not free from limitations. First, this study is not yet perfect, by conducting this research, the researcher believed that the procedures of doing this study is expected to be completely done perfectly. However as the time goes by, the researcher realized that the implementation of this research's procedures is far away from what it should be. Yet, this research does implement very good significants and implications towards the research fields and towards the topic of teacher professionalism. Secondly, this study is only focus on one-side perspectives of teacher professionalism which is perspectives from pre-service teachers which happened to be not fully covering the other perspective from in-service teachers. Therefore, the researchers hopes that in the future, the research will do better research towards this topic study since this topic is very wide, sophiticated and worth to study. Finally, as this study works on individuals' perspectives, time and dedication in conducting this study is needed for sure in order to reflect the day-to-day experiences of the teachers which happens to be very important of doing a narrative research thus the research will provide more information and more fruitful perspectives from the teachers as well. Eventually, this study is believed to be succesfully implemented. Moreover this study also gives good significats and implication towards research fields.

Conducting a narrative study results in two contribution. The first is that theoritical implication and the second pedagogical implication. The implications however are derived from the findings of this study. The main theoritical implication is to confirm whether throughout the process of getting and gaining the PSTs' perspectives from interviews and many things will expose the similar ideas towards the existed theories of teacher roles, teacher competencies and professional developments. It is strengthen by the evidences that PSTs voicing the theories implication explicitly and implicitly showing that the theories are actually implemented in their life. Throughout the findings, teacher professionalism employs teacher roles, teacher competencies and teacher professional development at once in different way which happened to be challenge of the teachers to have their teacher professionalism.

From a pedagogical point of view, the findings of this study provide some evidences of Indonesian teachers perspectives towards teacher professionalism. The evidences are more pratical which is found that most PSTs develop their professionalism rather than get their professionalism instantly. Throughout the PD program implicature, PSTs found it to be the only way to develop their professionalism by envolving teacher roles and teacher competencies to be the main course for them to always develop and maintain their professionalism. The present research findings will also fill the gap on how PSTs point out the most crucial factor that causes teacher professionalism is changed and also how they can describe and see teacher professionalism in Indonesia widely and differently.

5.2 Suggestions

After conducting and reporting the research study, the researcher believes that there are many lacks on the process of conducting and reporting the research. Since this research employed narrative inquiry as the research design and qualitative research method, it is recommended for future researchers who are interested to know more about teacher professionalism to conduct more similar research that can broad the limit of this research. Therefore the researcher have some recommendation and suggestion for the future research to develop better research in the topic of teacher professionalism.

The first recommendation is that it is recommended for future research to conduct mix method research that consist of qualitative and quantitative so then the research will be more concrete with empirical and statistical evidences that can support better understanding towards the research. Yet, as the stories and experiences are only delivered verbally, some of the stories and experience for the researcher somehow are cosidered not exactly same with the reality.

Therefore, it is also recommended for future researcher to set observation and longer field study to what subjects will be chosen for the participants, and make sure that the subjects can give more fruitful stories or experiences or knowledge towards the research since the research employed narrative inquiry research design. Moreover, proper ethnograpical studies procedures can be implemented to support better narrative inquiry research.

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