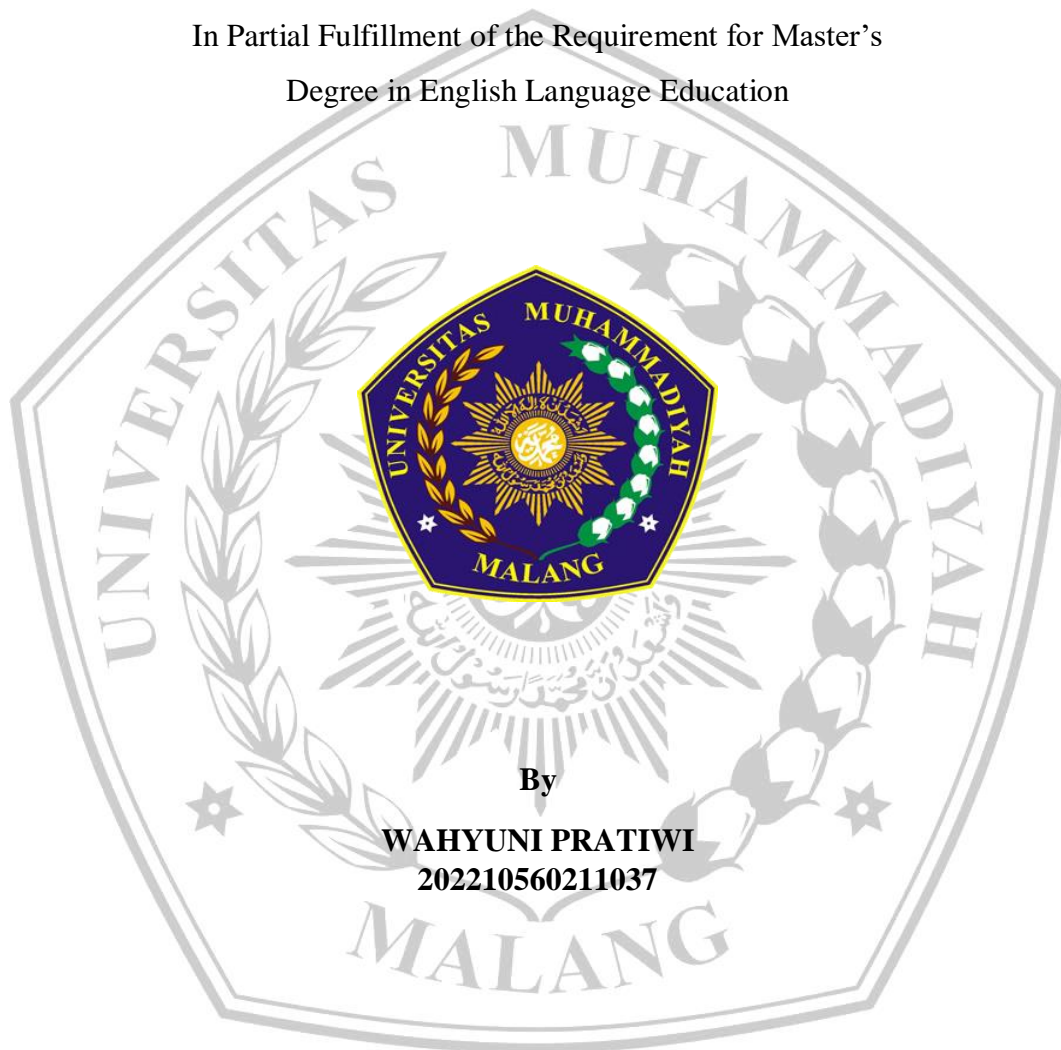


**EFL TEACHERS' EXPECTATIONS OF IN-SERVICE TEACHER
PROFESSIONAL DEVELOPMENT PROGRAM IN SINJAI REGENCY,
SOUTH SULAWESI**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2024**

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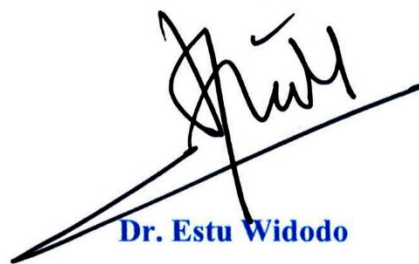
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Malang, 10th July 2024

The Writer,



WAHYUNI PRATIWI

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The first and foremost, the writer would like to convey her deepest gratitude to Almighty God, Allah SWT, for His magnificent grace, which has empowered her to timely complete this thesis. It was aimed to fulfil the requirements to get the master's degree in English Language Education at the Graduate Program of Universitas Muhammadiyah Malang.

The research investigated the expectations of English as a Foreign Language (EFL) teachers regarding in-service professional development programs in Sinjai Regency, South Sulawesi. The results can guide policymakers in designing in-service professional development programs that align with EFL teachers' expectations. Furthermore, this study offered practical insights for EFL teachers who will engage in future in-service professional development programs. The participants gained an understanding of the experiences they might face during the program, enabling them to better prepare themselves beforehand.

Sincerest gratitude was addressed to the writer's supervisors, Dr. Sri Hartiningsih, and Associate Professor Dr. Fardini Sabilah, for the invaluable guidance, constructive feedback, and unwavering support throughout the preparation of this thesis. Their encouragement, consistent guidance, intellectual stimulation, and insightful suggestions have been instrumental in enabling the writer to think critically, develop ideas, and present them systematically in this thesis.

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It is acknowledged that this thesis is still far from perfection. Therefore, criticism and suggestions from readers are highly expected for the writer's development in conducting future research.

The Writer

TABLE OF CONTENTS

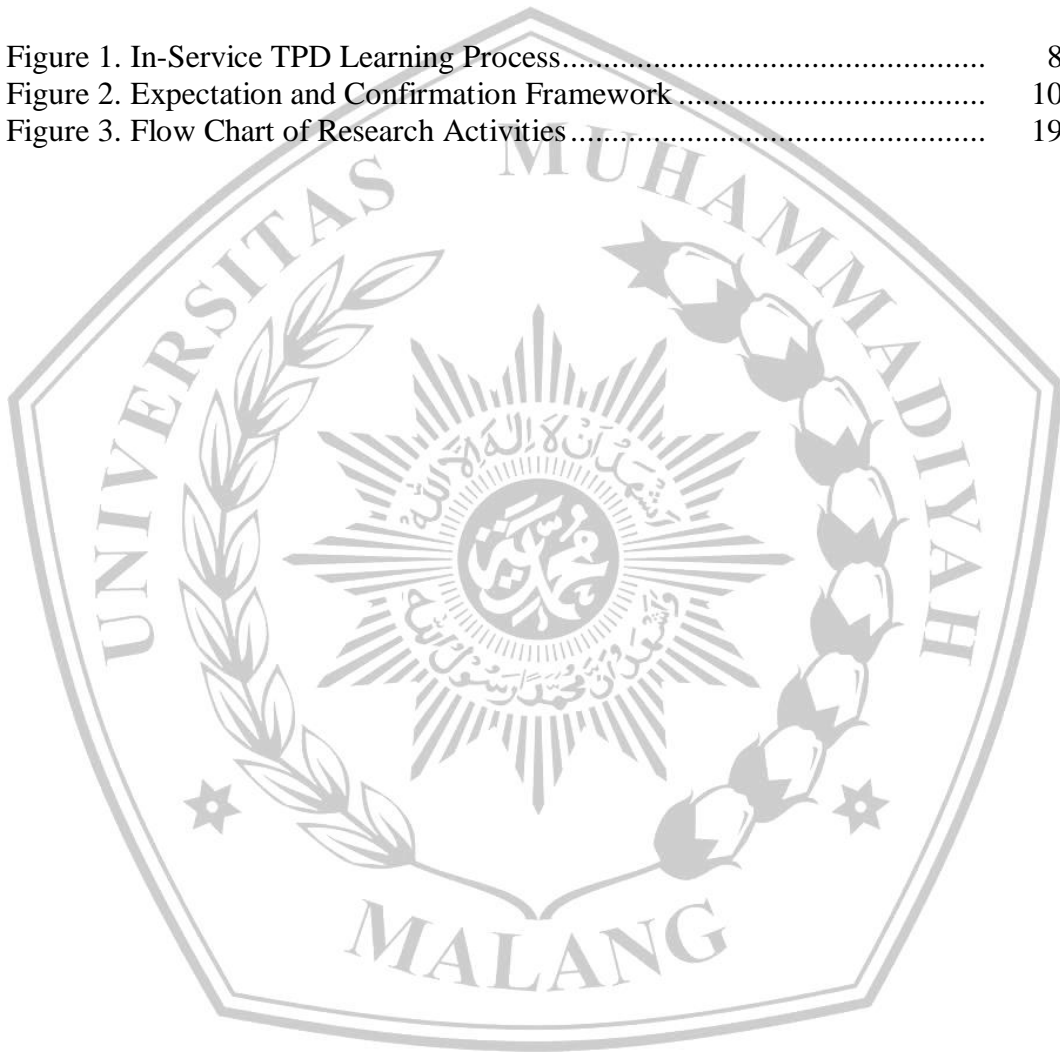
APPROVAL PAGE	i
LIST OF EXAMINERS	ii
LETTER OF STATEMENT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vi
LIST OF FIGURES	vi
ABSTRACT	vii
I INTRODUCTION	1
1.1 Background of Study	1
1.2 Research Questions	5
II LITERATURE REVIEW	5
2.1 Teacher Professional Development in Indonesia	5
2.2 In-Service Teacher Professional Development Program	7
2.3 EFL Teachers' Expectation in TPD	10
III METHOD	13
3.1 Research Design	13
3.2 Research Setting and Participants	13
3.3 Data Collection	15
3.3.1 Data Collection Techniques and Instruments	15
3.3.2 Data Collection Steps	17
3.4 Data Analysis	18
3.5 Trustworthiness	20
IV FINDINGS AND DISCUSSION	21
4.1 Findings	21
4.1.1 The Expectations of EFL Teachers of the In-Service TPD Program	21
4.1.2 How Far the In-Service TPD Program Aligned with EFL Teachers' Expectations	31
4.2 Discussion	41
V CONCLUSION	45
REFERENCES	47
APPENDICES	54
Appendix 1: The Interview Guideline	54
Appendix 2: The Interview Transcripts	54
Appendix 3: The Coding of the Interview Transcripts	68
Appendix 4: The Program Technical Guidelines	72
Appendix 5: Worksheet	74

LIST OF TABLES

Table 1. The Participants' Profiles	15
Table 2. EFL Teachers' Expectations	22
Table 3. The In-Service TPD Program's Alignment with EFL Teachers' Expectations	31

LIST OF FIGURES

Figure 1. In-Service TPD Learning Process.....	8
Figure 2. Expectation and Confirmation Framework	10
Figure 3. Flow Chart of Research Activities.....	19



**EFL TEACHERS' EXPECTATIONS OF IN-SERVICE TEACHER
PROFESSIONAL DEVELOPMENT PROGRAM IN SINJAI REGENCY,
SOUTH SULAWESI**

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ABSTRACT

The Teacher Professional Development (TPD) program is pivotal in ensuring the provision of high-quality instruction and support for student growth and achievement. Considering teachers' expectations can shed light on the areas that require enhancement and alignment within these programs. Despite the extensive literature on in-service TPD programs, teachers' perspectives, particularly within the Indonesian context, remain underrepresented. Hence, this study aimed to address this gap by exploring two primary aspects: the expectations of EFL teachers in in-service TPD programs and the extent to which these programs meet those expectations. Employing a qualitative approach, this study utilized two data collection methods: interviews with seven in-service EFL teachers and documentation analysis. The findings indicated that participants' expectations toward the program regarding an activity-based curriculum, pedagogical content, and ICT integration were fully fulfilled. However, certain expectations pertaining to disciplinary content, using English as the medium of instruction, and summative assessments were partially fulfilled. This study offered valuable insights for future participants, enabling them to better prepare for the program. Furthermore, it provided policymakers with essential considerations for incorporating EFL teachers' expectations into the design of in-service TPD programs. Addressing those expectations is crucial for the development of more effective professional development initiatives.

Keywords: *EFL (English as Foreign Language), teacher professional development, expectation*

I. INTRODUCTION

1.1 Research Background

A teacher professional development (TPD) program is crucial to ensuring that teachers provide high-quality instruction and support for their students' growth and achievement. The Indonesian government continuously strives to enhance the quality of its educators through various teacher professional development (TPD) programs (Tias and Tongjean, 2022). These programs are frequently categorized into formal and informal PD, as well as mandatory and voluntary PD (Asih, 2021). Many educational bureaucracies adopted mandatory PD programs to maintain consistent practices and cost-effectiveness. One of the mandatory professional development programs in Indonesia is the teacher professional education program.

The development of teacher professional education, as we understand it today, has a rich and lengthy history. Indonesian Act No. 14 about teachers and lecturers was launched as a major drive to improve the skills of its teaching workforce in 2005. It is clearly stated that teachers are recognized as professionals by an educator certificate. However, the practices referred to by several names have been tried and changed in pursuing best practices. In 2012, the model called Teacher Professional Education and Training (*Pendidikan dan Latihan Profesi Guru* or *PLPG*). In 2018, the new model was called Teacher Professional Education for pre-service teachers, and In-Service Teacher Professional Development program, for in-service teachers (World Bank, 2020, p. 67).

TPD program positively contributes to teachers' improvement in all levels of education. Huda et al. (2021) explored the experiences of fifteen participants who attended the TPD program to obtain soft skills. The qualitative data described soft skills types obtained by the TPD participants, including self-confidence, collaboration, creative thinking, resilience, and other skills. It was further explained that those skills were laid in a hidden curriculum instead of a structured one. This outcome aligns with the claim expressed by Armin (2020), stating that this program obligates the teachers to update and upgrade their knowledge, skills, and vision and reflect their teaching beliefs. As part of professional development,

TPD catalyzes continuous growth and improvement in teachers, fostering a commitment to lifelong learning and enhancing their teaching practices. In other words, this program encourages teachers to develop self-competence improvement.

On the other hand, many aspects concerning the execution of teacher professional education are under scrutiny due to their perceived shortcomings in producing highly professional teachers. The insignificant outcome of TPD in enhancing teachers' competence becomes one of the strategic issues discussed in an annual report by the Directorate General of Teachers and Education Personnel (Kemendikbudristek, 2023). Agung (2018) pointed out the program's drawbacks, namely the discrepancies between the material needs and the training modules received by the teacher. It was explained that the modules did not truly represent what the teachers needed to comply with their main tasks. In line with Agung, Arent and Thesalonika (2023) suggested that the curriculum implemented in the TPD program must have a distinctive feature that distinguishes it from bachelor of education graduates as the majority of participants admitted that most of the program material was an in-depth discussion of what they have learned in an undergraduate degree. These concerns highlighted the need for improvements in TPD programs to better equip teachers with the necessary skills and knowledge for their roles.

One way to improve the professional development program is by considering the needs and expectations of teachers in the design and implementation (Cooper et al., 2020). Amidst the growing body of literature on professional development in education, the voice of teachers often appears to be missing. Cooper and colleagues argued that this may stem from a narrow perception of teachers as consumers of knowledge from experts and policymakers. However, when teachers are seen as knowledge producers rather than passive consumers, it enhances the teaching profession and improves classroom practices. Therefore, involving teachers in designing and implementing TPD programs is a critical step towards making these programs more effective, relevant, and beneficial in shaping teachers' professional growth.

The TPD should emphasize understanding and meeting the expectations of in-service teachers participating in these programs. Avidov-Ungar (2023) disclosed that some expert teachers expect a new direction of Continuing Professional Development (CPD), like personal enrichment. The participants emphasized that they are veterans and have much experience in teaching, so they have high expectations toward the program. As Zhang et al. (2022) explained, it is crucial to comprehend people's expectations regarding public services when evaluating their level of satisfaction. In the context of professional development for teachers, it is important to understand what teachers expect from these programs when assessing their satisfaction and effectiveness.

The relationship between expectation and professional development has also been investigated in several studies. Casanova et al. (2023) explored the role of intentions and expectations in continuing professional development in sustainability education. Based on an analysis of interview data, three distinct themes have surfaced concerning the intentions and expectations of participants as they enter the program. They are to become aware of real-world problems and relevant pedagogical tools related to sustainability, to participate in the co-construction of personal and professional knowledge with other participants and instructors, and to acquire strategies and approaches that can be directly applied to support their students in actively learning about sustainability. In addition, Avidov-Ungar (2023) investigated the professional learning expectations of teachers in different professional development periods. The study explored why teachers participate, where they prefer to do it, what content they want, and whether their expectations are met. It is known that expert teachers were generally interested in a wide range of professional development (PD) areas, while less experienced teachers needed to be more focused on topics like general enrichment and ICT. In conclusion, the studies underscored the significance of aligning teachers' expectations and intentions with professional development opportunities, highlighting the need for tailored and comprehensive PD programs that cater to teachers' diverse expectations and experiences at different stages of their careers.

In the Indonesian ELT context, a plethora of studies have raised issues on the implementation of the TPD program. Firmansyah et al. (2022) employed a service quality instrument to assess the quality of the professional certification program. Regarding satisfaction level, the professional teacher certification program organized by the teacher training institution is in the very high level and satisfied categories. The participants appreciated the institution's efforts to ensure 'reliability,' including quality programs, reliable lecturers and tutors, and reliable feedback from lecturers and tutors. Another study was conducted by Nurhattati et al. (2020) entitled *Teacher Certification in Indonesia: An Education Policy Analysis*. The study, which placed greater emphasis on the qualitative method, revealed that the program's objective, design, vision, and activities have been in line with the Central Government's rules and guidelines. Academic attitudes of post-certification teachers, yet, remained the same as before. Moreover, Utami (2018) provided a comprehensive qualitative analysis of the challenges encountered by EFL teachers during the online in-service TPD programme. Four issues identified by the participants, e.g., the need for more information and communication technologies skills, incompleteness of uploaded modules, instructors' unfamiliarity with learning software, and excessive assignments to be completed within the limited time, were seen as challenges for online learning. Overall, the previous studies delving into the challenges and evaluation process showed the strengths and the weaknesses of the practice of the TPD program.

As can be seen, numerous studies have been conducted in the Indonesian context to investigate the practice of TPD. However, most of the previous research focused on the challenges, the program evaluation, and the program outcomes. Meanwhile, the present study explored teachers' expectations toward the TPD. It was expected to represent the teachers' voices regarding their expectations in participating in the program. Besides delving a distinguished issue in TPD, the present study also took place in a distinct research environment. It was undertaken in Sinjai Regency, South Sulawesi, where formal professional development programs for English as a Foreign Language (EFL) teachers were scarce.

Oztay et al. (2022) suggested that teachers' specific needs and expectations should be addressed to make effective professional developments. Understanding teachers' expectations in TPE benefits the educational stakeholders and the teachers. It allows educational stakeholders to tailor professional development to meet teachers' specific needs and preferences, which can ultimately enhance the relevance and effectiveness of the programs. It can be inferred that the extent to which a Teacher Professional Development (TPD) program aligns with teachers' expectations is considered a significant predictor of the program's ability to maintain its desired outcomes in actual teaching situations (Kruger et al., 2016).

1.2 Research Questions

To bridge the gap, two research questions were conceptualized:

- (1) What are the expectations of EFL teachers in the in-service TPD program?
- (2) How far does the in-service TPD program meet the expectations of EFL teachers?

II. LITERATURE REVIEW

The theories presented in this chapter aimed to enhance our comprehension of the issue outlined in the research background. These theories were organized into three subsections. The initial section delved into the topic of teacher professional development in Indonesia. The subsequent section explored aspects related to teacher professional education programs. The final part elaborated on the expectations of EFL teachers when participating in TPD.

2.1 Teacher Professional Development in Indonesia

The term "Teacher Professional Development" (TPD) has been extensively defined and discussed in numerous articles. According to Desimone (2009) and Darling-Hammond et al. (2017), professional development (PD) is the knowledge and skills and changes in attitudes and beliefs of teachers that lead to improvement in their teaching instructions, ultimately resulting in improving students' learning and academic achievement. Derri et al. (2015) discussed PD as integral to teachers' lifelong learning journey. It mirrors how they attain knowledge, skills, attitudes, and proficiency throughout their careers,

independently or collaboratively, to enhance their efficiency and foster student learning. Coldwell (2017) defined PD as both designed formal and informal support and activities aimed at helping teachers grow in their professional roles. While the terminology may differ slightly, the central concept of ongoing teacher development for improving education remains consistent.

The literature extensively explored various possibilities for what could be encompassed within professional development. Sancar et al. (2021) pointed out that teachers experienced a vast range of professional development contributing to their individual, societal, and emotional development as teachers. These opportunities spanned from formal, organized seminars or workshops administered on in-service days to informal discussions with fellow teachers regarding instructional strategies. Following Sancar's perspective, Tonga et al. (2022) elaborated that professional development can manifest in formal or informal contexts. Formal PD is well-organized and often led by the government, districts, or schools. On the other hand, informal PD is personal and not tied to the school's plan. It might include activities like lesson study training or teachers observing each other's classes. To sum up, recognizing formal and informal professional development underscores the importance of fostering continuous learning and adaptability in teaching.

Over the past four decades, Indonesia has been actively working towards developing a clear concept of formal TPD. The first TPD program supported the rapid establishment of primary schools in the 1970s under the INPRES primary school construction program (World Bank, 2016, p. 12). In 1980, the government started the program called *Pemantapan Kinerja Guru*, an in-service training to encourage student-centered teaching methods. Subsequently, a new model of Teacher Professional Development (TPD) programs called Primary Level Teachers' Association (*Kelompok Kerja Guru*) and Secondary Subject Teachers' Association (*Musyawarah Guru Mata Pelajaran*) were introduced to facilitate teachers learning together in clusters of schools (Widayati et al., 2021).

The search for an appropriate format for formal TPD in Indonesia continues. In 2005, the enactment of Teacher Law 2005 acknowledged teaching as a

"profession," which makes it as highly regarded as other professions (Tias and Tongjean, 2022). The program's initial design was to prequalify teachers who first had to obtain a university bachelor's degree and, as additional proof of competency, had to demonstrate their skills through a written competency test, classroom observation, and a portfolio of past training. Certified teachers will eventually receive a certification allowance equal to their base salary upon successfully completing the program (World Bank, 2016). Subsequently, a novel professional development (PD) model, Continuing Professional Development (CPD), was introduced in 2015 and has been subject to ongoing evolution (Widayati et al., 2021). In summary, the Indonesian government has established a robust framework for teacher professional development, continually adapting to meet the evolving needs of educators and enhancing the quality of education.

2.2 In-Service Teacher Professional Development Program

Since the enactment of Law No. 14 of 2005 concerning teachers and lecturers, the government has issued a new regulation stating that a teacher is considered a professional in the field of education, and an educator certificate substantiates their professional status. The enactment letter indicated that an educator certificate is officially recognized as proof of a teacher's professional qualification. An educator certificate is an official document issued by the government or educational writerities that attests to a teacher's qualifications and competencies to teach at specific levels and subjects. In order to obtain the teacher's certificate, teachers are required to participate in additional further education, which is known as Teacher Professional Education.

Teacher professional education encompasses both pre-service teacher education and in-service teacher professional development programs. In accordance with the technical guidelines for implementing the pre-service teacher education program as set out by the Director General of Teachers and Education Personnel, the program is held after the completion of either an undergraduate or an applied undergraduate program for prospective teachers who have graduated with a Bachelor's or Diploma Four qualification, both of which are available to students from both education and non-education backgrounds. In contrast, the in-

service teacher professional development program is conducted for in-service teachers who have completed a Bachelor's or applied Bachelor's program. This dual approach ensures that both prospective and in-service teachers receive the necessary training and development to enhance their pedagogical and professional skills.

The in-service teacher professional development (TPD) program was designed based on the activity-based curriculum (Daud et al., 2020). The program consists of a range of structured activities, namely: orientation, self-directed learning, guided learning, and summative test (Mulyana et al., 2023). The technical guidelines of the in-service TPD program explain these activities in detail. The orientation session equipped teachers with a vision and framework for the program. The self-regulated learning trained teachers to have continuous learning awareness. Guided learning, based on problem-based learning, involved the following stages: problem identification, root cause analysis, solution determination, design of lesson plans, teaching practice, and reflection. At the conclusion of the program, the teachers underwent an assessment of their comprehension of the program content. The learning cycle of the in-service TPD was illustrated in the diagram below.

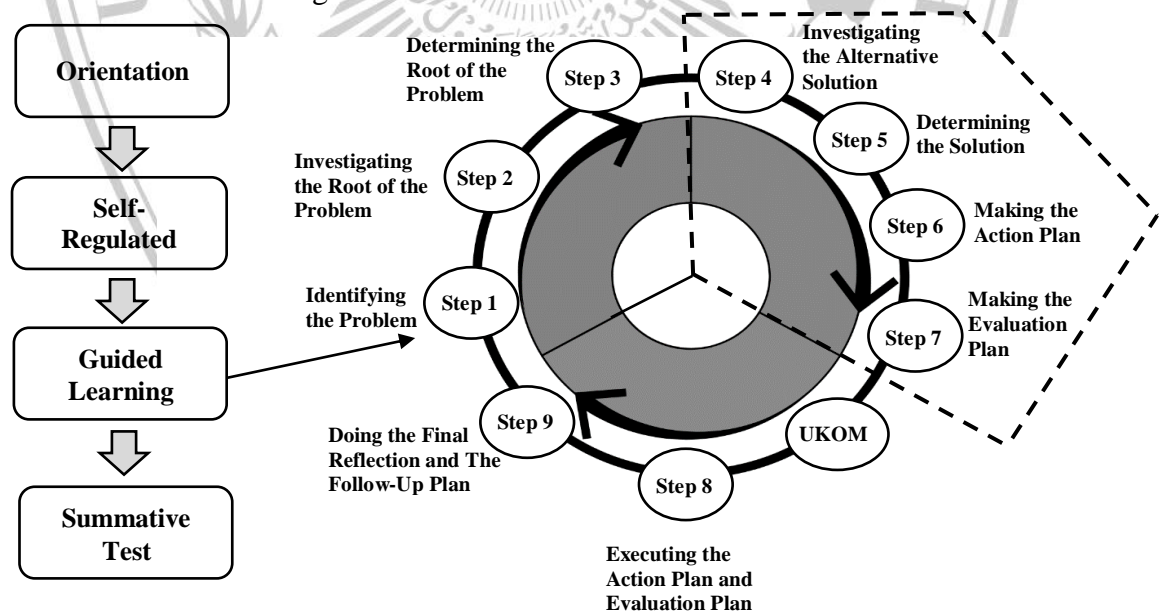


Figure 1. In-Service TPD Learning Process

The practice of in-service TPD program has contributed to the quality improvement of teachers. The research conducted by Nurhattati et al. (2020) asserted that certification outcomes have demonstrated enhanced teacher performance in proficient lesson planning, effective classroom management, and adapt student learning evaluation. Similarly, findings from the research conducted by Daud et al. (2020) revealed that a significant number of participants recognized the considerable impact of the program on their teaching careers. The most substantial impact was evident in enhancing both professional and pedagogical competencies. Furthermore, in-service TPD program helped participants struggling with computer skills to enhance their tech proficiency and improve IT integration in teaching. The institution facilitated this transition by organizing IT study groups, providing self-learning tasks, and offering tech support for teachers less familiar with technology (Sumarni, 2019). These findings underscored the positive impact of TPD in improving the overall quality of education.

Despite the positive aspects of TPD programs, several studies have raised concerns and criticisms regarding their implementation and outcomes. The evaluation of the certification program reported by the World Bank (2016) claimed that paying teachers more did not make them teach better. Supporting the finding by Worldbank, a study by Tarto and Sridiyatmiko (2020) elaborated that certified teachers had not fully optimized their tasks, as they fell short in various areas. One of them is that they did not consistently use the most effective and appropriate teaching methods to ensure optimal learning outcomes for their students. Another research by Huda et al., (2021) unveiled that the TPD lacked a deliberate focus on nurturing teachers' soft skills. The program's inflexible curriculum, tasks, and activities did not provide clear and systematic guidance for developing these skills. As a result, teachers had to acquire soft skills independently, without proper support from the program. Pursuing the topic with the use of English, a study by Lie et al. (2022) investigating the influence of certification on English teachers' incorporation of English into their teaching practices found that teachers' engagement in the TPD appeared to have no bearing on their actual use of English. These critiques emphasize the importance of

ongoing evaluation and refinement of the programs to address their limitations and ensure they effectively enhance teacher quality.

2.3 EFL Teachers' Expectation in TPD

Before examining teachers' expectations, it is essential to grasp the concept of expectations. Hoorens (2012) defined expectations as an individual's prior beliefs about what should happen in certain situations. Additionally, Panitz et al. (2021) defined expectations as anticipatory beliefs about future events, which played a significant role in shaping perception, emotions, thoughts, and actions in various situations. Similarly, Casanova et al. (2023) highlighted that expectations involved individuals' beliefs regarding the processes they might undergo and the outcomes they can achieve. Based on the definitions provided, it can be summarized that expectations shaped how people approach situations, influencing their beliefs about what should happen, the processes they might undergo, and the outcomes they could achieve.

Expectations have been used in many studies to investigate the quality of the programme's service (De Jager and Du Plooy, 2006; Minh, 2020; Mohindra et al., 2022). The literature on services focuses on perceived quality, which is defined as the comparison of customer service expectations with their perceptions of actual performance. However, this paper solely focused on the expectation of EFL teachers about the processes they might undergo and the outcomes they might achieve during the in-service TPD programme. In order to explore teachers' expectations, it is important to find out the factors that influence them. Expectation toward the TPD programme has been influenced by a number of factors, namely information source, perceived needs, and past experience.

Prugsamatz et al. (2006) pointed out that in order to identify expectations, it is essential to assess the impact of key antecedents, such as sources of information. In this context, information about the programme can be found in the official documents that explain the detailed description of the implementation of the programme. Well-written and transparent information fosters trust and sets realistic expectations, ensuring that teachers are aware of what they will gain from the programme. In addition, information can also be obtained from the evaluation

of the programme implementation by the teachers who have completed the programme. As explained by Samundeeswari et al. (2024), the sharing of experiences, resources and expertise within a community enables teachers to gain a deeper understanding of the design of teacher professional development programs. Therefore, it is essential that the in-service TPD program ensures EFL teachers comprehend the program's framework prior to their participation.

In addition to the source of information, perceived needs also influenced expectation. Demirdöken (2022) defined that expectation can be seen as perceived needs and reflect personal and professional goals. Teachers often expected TPD programmes to address their perceived need for new skills and knowledge. Casanova et al. (2023) found that teachers' expectations were often not explicitly considered in programme design or evaluation. In fact, teachers expected to gain a comprehensive experience when participating in sustainability-focused TPD programmes. They want to acquire theoretical knowledge and practical strategies that will enable them to cultivate sustainability-related skills in their students, to integrate sustainability in different contexts and to promote a deeper understanding of sustainability among their students. This illustrates how perceived needs shape expectations.

Past experiences significantly shape teachers' expectations regarding the quality of in-service TPD programs. Averina and Kuswandono (2023) revealed that in various TPD programs in Indonesia, teachers reported difficulties such as a mismatch between their needs and what the programs offered, limited access to information, and ineffective program durations. These challenges contributed to their negative experiences. Consequently, Quota et al. (2022) found that many teachers, influenced by these negative past experiences, exhibit a lack of motivation to participate in TPD programs, even when they have access to the necessary information. This demonstrates how past experiences can negatively impact teachers' expectations and willingness to engage in future TPD programs. In conclusion, it is of paramount importance to understand how past experiences influence teachers' expectations of in-service TPD programmes in order to design effective, relevant, and engaging professional development opportunities.

Customizing professional development to align with individual expectations is pivotal in ensuring its effectiveness and relevance (Meissel et al., 2016). On a global scale, numerous studies have examined teachers' expectations in professional development. Kılıç (2022) found that primary school teachers showed the highest anticipation for technology utilization in education in professional development. Following Kılıç, Elmalı and Kızılcı (2022) conducted a study to uncover the expectations of science teachers regarding a technology-based professional development program and tailor the program accordingly. The interviews revealed that technology was primarily utilized in classrooms for essential purposes such as visualization, creating presentations, and conducting web searches. Meanwhile, Avidov-Ungar (2023) investigated teachers' viewpoints on Continuous Professional Development (CPD) and their evaluation of whether their expectations were fulfilled. Approximately half of the interviewed teachers expressed high satisfaction with the provided CPD. Conversely, the other half felt that the CPD topics frequently did not align with their needs, hindering effective learning for various reasons.

In the Indonesian context, there has been limited discussion about teachers' expectations regarding teacher professional education, particularly concerning the in-service TPD program. Despite the growing interest in researching TPD, the viewpoints of EFL teachers in various Indonesian regions, where top-down TPD approaches are prevalent, have not been sufficiently explored (Averina and Kuswandono, 2023). Badri et al. (2016) proposed that policymakers should permit teachers to select their professional development options. While teachers required core knowledge in specific topics, particularly in diverse classrooms, the study found that teachers were more engaged when they had an opportunity to select and customize their professional development based on their experience, prior knowledge, and student populations. Thus, the underexplored perspectives of EFL teachers on in-service TPD programs underscored the importance of investigating their expectations and advocating for customizable program designs.

III. RESEARCH METHOD

3.1 Research Design

In order to gain a clear understanding of the research problem, the study was grounded in qualitative research. The objective was to gain an understanding of the meanings that participants hold about a given issue, with the aim of uncovering a range of viewpoints (Creswell and Poth, 2018). The findings should therefore reflect these diverse perspectives about the EFL teachers' expectation in joining in-service TPD program.

The study in question focused on a case study approach. The case study methodology is pertinent to the current study, as the EFL teachers involved here are those teaching in suburban and rural areas, in which in-service teacher professional development programs were rarely conducted. It was assumed that this factor would affect their expectations of the in-service TPD program. Moreover, the principal criterion for selecting a case study is it allows for an in-depth investigation of the research phenomena within the contextual framework (Chowdhury and Shil, 2021). In this case, the EFL teachers' expectations, as outlined in the present study, can be investigated deeply, providing rich, qualitative insights into the professional development design.

3.2 Research Setting and Participants

The research was conducted in Sinjai regency, South Sulawesi. It was selected as the research setting due to several considerations. From the researcher's prior observation, it is evident that EFL teachers in Sinjai regency rarely participate in professional development activities. Despite the existence of a few Teachers Professional Development (TPD) programs, their availability is quite restricted. As a result, in-service teacher professional development represents a valuable chance for EFL teachers in Sinjai to enhance their pedagogical and professional skills. Overall, this research was motivated by the distinct educational environment found in Sinjai regency, characterized by a lack of available opportunities for professional growth for EFL teachers.

Study participants were recruited through snowball sampling among EFL teachers within the research context, owing to the challenges associated with

obtaining a comprehensive list of EFL teachers who have completed the in-service Teacher Professional Development (TPD) program. The researchers selected snowball sampling as it leverages existing networks and referrals, thus facilitating the identification and recruitment of individuals with the specific characteristics required for the study (Naderifar et al., 2017). While snowball sampling is dependent on referrals from initial subjects, the inclusion criteria remain an essential component of the study design, serving to maintain the focus and relevance of the research.

The present study employed a specific set of inclusion criteria. First, the teachers in question are English as a Foreign Language (EFL) teachers who are currently employed in Sinjai regency, South Sulawesi. Secondly, they have completed in-service TPD programs between 2020 and 2024. The initial deadline for teacher participation was set at 2020, as evidenced by a letter from the Director of Education and Professional Development for Teachers and Education Personnel (number 2017/B2/GT/2020). This letter stated that the in-service TPD program was conducted online from 2020 onwards, with a revised curriculum format. Thirdly, the participants were required to have a minimum of five years' experience in teaching. This criterion was included in the selection process as the participants were classified as the advanced group, who demonstrated a strong sense of duty towards their profession and a commitment to enhancing their skills and seeking innovative professional development (Avidov-Ungar, 2023). The aforementioned criteria were defined with the objective of addressing the research question regarding EFL teachers' expectations of in-service TPD programs and to what extent the programs have met those expectations.

The following table presented information related to the detailed information about the selected participants.

Table 1. The Participants' Profiles

Pseudonym	Gender	Age (years)	Teaching Experience (years)	Year in Joining In-Service TPD Program	Teacher Training Institute	Date of Interview
A	M	45	20	2021	Universitas Negeri Makassar	26/03/2024
RR	M	35	12	2023	Universitas Islam Malang	03/04/2024
NH	F	36	14	2022	Universitas Negeri Semarang	30/03/2024
RJ	M	40	14	2023	Universitas Bosowa	06/04/2024
HH	F	37	14	2022	Universitas Islam Malang	17/04/2024
S	M	37	12	2023	Universitas Negeri Makassar	17/04/2024
ADS	F	42	13	2023	Universitas Negeri Makassar	18/04/2024

3.3 Data Collection

The process of data collection encompassed a number of different components, including the techniques employed, the instruments used, and the procedural steps involved in gathering the data. The aforementioned components were described in detail as follows:

3.3.1 Data Collection Techniques and Instruments

In order to ascertain the expectations of EFL teachers with regard to TPE programs, semi-structured interviews and the analysis of relevant documentation were employed. The instruments employed were interview question list and documents.

1. Interview

A semi-structured interview was conducted to address the first and second research questions, namely the expectations of EFL teachers in attending in-service programs and the extent to which these programs align with these expectations. Additionally, open-ended questions were adapted from Avidov-Ungar (2023) and Casanova et al. (2023)'s study in order to ascertain the expectations of EFL teachers with regard to the in-service TPD program.

- a. Demographic questions pertained to the characteristics and information about the individuals being interviewed or surveyed. This section

encompassed the following elements: the teacher's name, the school in which they teach, their teaching experiences, the year in which they attended an in-service TPD program, and the name of the training institution.

- b. The interview questions, that were designed to address the first research question, pertained to the formation of expectations including their motivation for enrolling in the in-service TPD program, their prior knowledge of the program, their initial expectations of the program in general and their expectations specifically related to their professional needs (See Appendix 1/1-5).
- c. The interview questions, that were designed to address the second research question, inquired about how far teachers' expectations were fulfilled and the relevance of the content offered by the program to their work. They also inquired about the teachers' approach dealing with unfulfilled expectations. (See Appendix 1/6-10)

2. Documentation

The documents were collected from two sources: those obtained by the participants during their attendance at the in-service teacher professional development program and those downloaded from the program's official website. The documents were gathered from participants including modules, worksheets, and learning videos. Meanwhile, the document downloaded from the program's website (<https://ppg.kemdikbud.go.id/>) was the program's technical guidelines.

- a. The modules represented the educational materials provided to in-service teachers during the self-regulated learning session. The modules comprised structured units of instruction, divided into pedagogical and subject-related content modules.
- b. The worksheets provided detailed instructions describing tasks or exercises that were required to complete during the program by the participants.

- c. The learning videos documented the teaching and learning process during the participants' field teaching practice session, which was subsequently uploaded to the YouTube platform.
- d. The program's technical guidance provided a comprehensive explanation of the objectives of the in-service Teacher Professional Development (TPD), detailed learning steps, and assessment procedures.

The aforementioned documents were required to substantiate the arguments put forth by the participants during the interview session.

3.3.2 Data Collection Steps

As a preliminary step, the initial participant, who is the researcher's colleague, was contacted by phone to ascertain their eligibility for the study. Once access to the preliminary participant was obtained, the researcher requested to refer others who also met the criteria to take part in the present study. This process continued until the researcher had obtained a list of 9 potential participants. They were then contacted one by one by phone to determine their interest in participating in the research. When requesting participation in the study, the researcher provided an explanation of the anticipated outcomes. These included insights into EFL teachers' expectations of in-service TPD programs and the extent to which these programs align with these expectations. This information assisted participants in making decisions about their willingness to participate. Additionally, the researcher clarified that participation was anonymous to encourage a diverse range of responses. EFL teachers who expressed interest in participating in the study were subsequently recruited. Informed consent was provided by all participants.

The interview was conducted online via Zoom using Indonesian. The date of the interview was set according to each participant's preferences. The research instrument was a semi-structured individual in-depth interview developed by the researcher (see Appendix 1). Each interview lasted approximately an hour. Data collection was conducted in March-April 2024 and all interviews were recorded and transcribed, then translated into English. The researcher assigned pseudonyms

to each participant. Upon interviewing the seventh participant, the researcher concluded that further data collection was saturated, as the research question had been sufficiently addressed (Aldiabat and Le Navenec, 2018). At the conclusion of the interview, the researcher requested that the participants sent the relevant documents, including worksheets, modules, and participant documentation, via email or WhatsApp. Six of the seven participants complied with this request, while the other did not do so because the aforementioned documents were no longer available. Consequently, the data collected were subjected to further analysis.

3.4 Data Analysis

The data analysis model employed by researchers is the interactive model of Miles et al. (2014). The components of data analysis, as outlined by this model, are as follows:

a. **Data Condensation**

As a first step, the interview data was transcribed using the application www.turboscribe.ai. All identifying details have been removed from the quotes to preserve the full anonymity of the participants. After that, the interview transcriptions were read thoroughly. After that, the researcher simplified the data from the interview transcription by selecting the relevant data based on the focus of the research. The transformation of 'rough' data into simplified transcription was then translated into English. In addition, the data from documents were also analyzed to compare them with the interview transcription.

b. **Data Display**

Following a comprehensive review and summary of the data, the researcher compared different segments of the data to identify similarities and differences in the expectations of EFL teachers towards the program and the fulfilled and unfulfilled expectations. The analogous expectations were then grouped together to form categories (See Appendix 3). Tables were constructed to organize the information in a systematic manner, with rows and columns representing the data. This approach enabled the researcher to compare different pieces of information

and gain a more comprehensive understanding of the data. The tables included the expectations mentioned by the participants, both explicitly and implicitly, as well as a list of participants who argued for these expectations. This stage enabled researchers to visualise and comprehend the data in its entirety.

c. Data Conclusion

The final stage of the research process is the drawing of conclusions and the verification of these conclusions. In this final stage, the researcher established connections and sequences that explained the data. Each category was explained by presenting the direct citation from the participant to support the data. Subsequently, a comprehensive summary will be produced, which will explain the findings in response to each research question.

The following flowchart illustrated the research design of the present study.

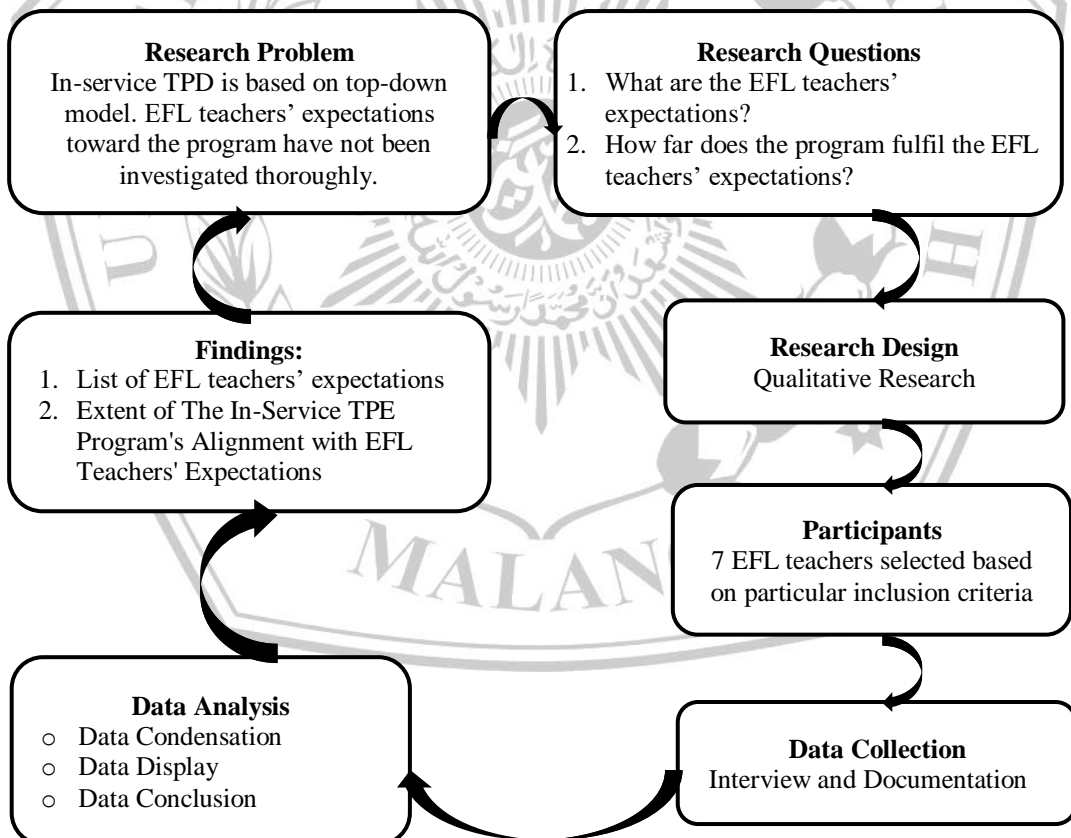


Figure 3. Flow Chart of Research Activities

3.5 Trustworthiness

There are four aspects of trustworthiness that qualitative researchers need to establish: credibility, dependability, transferability and confirmability (Ahmed, 2024). This study defines two types of trustworthiness: credibility and conformability.

a. Credibility

The researcher fostered a sense of trust and rapport with participants over time through the use of the WhatsApp application, given that some of the participants (A, S, and ADS) were relatively new to the researcher. This approach proved beneficial in capturing a wealth of data that might not be immediately evident during brief interactions. In addition, the follow-up interviews via WhatsApp were conducted after the researcher started the data analysis process when the researcher felt that relevant information was missing or not thoroughly discussed in the previous interviews. The aim of the follow-up interviews was two-fold: (1) to clarify ambiguity in the previous interviews and to confirm the researcher's interpretation and (2) to expand on some interesting points identified by the researcher in the data analysis and to generate new insights.

In order to triangulate the findings, the study employed a variety of data sources, including interviews and documents, in order to cross-verify the results. By utilizing a range of data collection techniques and sources, researchers can corroborate information from different angles, enhancing the credibility of the interpretations and reducing the impact of potential biases from a single method or data source.

b. Conformability

The concept of confirmability pertains to the impartiality and objectivity of the findings, ensuring that they remain unaffected by any biases or preferences of the researchers (Ahmed, 2024). A variety of methods were employed to enhance the confirmability of the findings. Initially, the researcher sought feedback from experts, in this case, the thesis advisors, to assist in validating interpretations and minimising personal biases. Subsequently, the process of member checking was initiated, whereby participants were involved in the verification process to ensure

that their viewpoints and experiences were accurately represented. This is achieved by providing participants with an opportunity to validate or offer corrections to the interpretations. These were conducted with the objective of enhancing the confirmability of the findings.

IV. FINDINGS AND DISCUSSION

4.1 FINDINGS

In-depth interviews were conducted with seven EFL teachers who had completed a teacher professional development (TPE) program, identified by their initials A (M/45), RR (M/35), NH (F/36), RJ (M/40), HH (F/37), S (M/37), and ADS (F/42). The interview results were classified into two categories, arranged according to the research questions, namely: the expectation of EFL teachers on the in-service TPE program and the extent of the in-service TPE program's alignment with EFL teachers' expectations.

4.1.1 The Expectations of EFL Teachers of the In-Service TPD Program

In order to explore expectations effectively, it was crucial to investigate the factors behind EFL teachers' expectations. Prior to participating in the program, most of the participants admitted that they had gathered some information from several sources. These were the official technical guideline, the preparatory training program, and the information from their colleagues who had completed the in-service TPD program. As RR revealed that he carefully read the official technical guidelines before signing up for the program. *“The technical guidelines gave me the overview of the framework of activity-based learning that we are going to do during the program.”* (AP2/RR/Q2) In addition, the preparatory training and consultations with program alumni helped participants to gain a clear overview of the program. The excerpts from S underscored the significance of collecting information prior to enrolling in the program.

“Yes, I asked my sister in-law who has just finished in-service teacher professional education program in the same university. I was informed about the flow of the learning process, consisting of identifying the problem, finding the cause of the problem, exploring alternatives of solution, deciding

the appropriate treatment, making the action plans, and conducting teaching practice.” (AP2/S/Q2)

The statements highlighted how the information provided through the technical guidance assisted participants to comprehend the structure and requirements of the program, thereby shaping their expectations and preparations.

Teachers' expectations were shaped not only by their prior information, but also by their professional needs and their participation in previous professional development programs. The excerpt from A illustrated that his expectations were influenced by his professional need.

“I have been teaching for quite a long time, almost 20 years. To be honest, my teaching methods are monotonous. Moreover, our school is very far away so we rarely attend MGMP. Of course, through this PPG I hope to learn more.” (AP2/A/Q5)

In line with A, S emphasized his professional needs. *“Since the professional development program, I have joined in my regency focused solely on the teaching method, I expected that the TPD program would offer the advanced subject-related content.” (AP2/S/Q3)* In summary, S expressed his expectations in relation to his previous experience of professional development. These narratives highlighted the importance of considering participants' diverse professional backgrounds and professional needs in shaping their expectations of professional development initiatives such as an in-service TPD program.

These factors shaped the EFL teachers' expectations in attending in-service TPD program. The interview results were thoroughly analyzed to explore the expectations of EFL teachers participating in an in-service professional development program. This process resulted in the identification of a number of categories within which the participants' expectations could be classified.

Table 2. EFL Teachers' Expectations

No.	Teachers' Expectations	A	RR	NH	RJ	HH	S	ADS
1	Activity-Based Curriculum	-	✓	✓	✓	-	✓	✓
2	Pedagogical Content	✓	✓	✓	✓	✓	✓	✓
3	Disciplinary Content	✓	✓	✓	-	✓	✓	-
4	English Instructional Language	-	✓	✓	✓	✓	✓	✓
5	ICT Integration	✓	-	-	✓	✓	-	✓
6	Comprehensive Assessment	✓	✓	✓	✓	✓	✓	✓

The detailed explanations of each category were described as follows:

a. Activity-Based Curriculum

The TPD program curriculum was designed based on the activity-based curriculum principle, that emphasized the development of the learning instrument and the practice of innovative teaching instruction. Five out of seven participants recognized that the program was organized around an activity-based curriculum. This understanding was derived from the fact that, upon being informed of their selection for the in-service TPD program, RR, NH, RJ, S, and ADS conducted interviews with colleagues who had previously completed the program in order to gain insight into the expected activities.

RJ elucidated that he had obtained information about the program by consulting with one of the program alumni. Through these discussions, he gained insight into the various activities he would be required to undertake. RJ was aware that the program was based on activity-based curriculum, as his colleague had informed him. In preparation for the program, he therefore started to identify some of the challenges he had encountered in his own classroom. As evidenced by the following statement:

“The information I got was the learning process of PPG, like we have to look for problems at our home school, then explore the problems, investigate the root cause of the problem, and find the appropriate solution. So, it gave me an idea of the activities we will undertake during the program.” (AP2/RJ/Q2)

This prior knowledge and preparation helped RJ feel more equipped to tackle the training, as he was already thinking about relevant classroom issues and their potential solutions before participating in the program.

Similarly to RJ, S had also anticipated the curriculum of the program. He was informed by his colleague about the flow of the learning process, which consisted of identifying the problem, finding the cause of the problem, exploring alternatives of solution, deciding the appropriate treatment, making the action plans, and conducting teaching practice. Consequently, he concluded that the concept bears resemblance to CAR (Classroom Action Research), whereby

teachers systematically investigate their own teaching practices with the objective of resolving classroom-based issues.

ADS, who participated in a preparatory training program organized by the regional education department, stated that she expected the program would focus on learning instrument development. This approach includes the development of teaching materials, learning media, worksheets, and assessment instruments. ADS highlighted that the examples of worksheets provided during the preliminary training provided her a clear understanding of what to expect and prepare for when she joined the PPG program. She unveiled, *“Reviewing the worksheets that will be used during PPG during the preliminary training, organized by the regional education department, gave me a concrete idea of the tasks and activities involved.”* (AP2/ADS/Q3) This prior exposure helped ADS feel more prepared and confident about the upcoming training.

Different from ADS, NH disclosed her expectation regarding the specific method used in activity-based curriculum. Due to her experience in observing a colleague presenting tasks via Zoom, she anticipated that the teaching strategies like discussions and presentations would be employed by the instructors in the program. NH articulated her specific expectations, stating, *“I also expected that our speaking skills would be honed, especially since the lecturer utilized presentation strategies.”* (AP2/NH/Q3) It indicated that she was anticipating the opportunity to enhance her public speaking abilities through the utilization of presentations and discussions. This approach highlighted the significance of participants' active participation in their professional development journey through various activities such as presentation, projects, discussions, and practical tasks.

b. Pedagogical Content

All participants anticipated that the program would provide material related to pedagogical content, which would be reflected in the learning process. RR anticipated that he would gain a more profound comprehension of several pivotal educational terms that are essential for the creation of teaching instruments such

as syllabi and lesson plans. These terms included competency standards, basic competencies, and indicators. RR acknowledged that he lacked understanding of these concepts. Hence, RR anticipated that the program would provide him with an understanding of the aforementioned terms, enabling him to comprehend the concept within the context of learning design and assessment.

Having grasped the concept, S asserted that teachers should be aware of the steps involved in the teaching cycle: planning, teaching, assessment, and reflection. He proceeded to elaborate on this by expressing his expectations regarding this cycle for a teacher training program. In his statement, he articulated:

"I expected that the program would equip teachers with the knowledge and skill in designing a lesson plan, preparing the teaching instruments, implementing innovative teaching, and assessing students' progress with appropriate assessment instruments, and conducting reflection." (AP2/S/Q4)

S highlighted the necessity of a comprehensive teacher training program, that would provide both theoretical knowledge and practical skills to be utilized in their daily teaching practices.

In accordance with S, the other participants underscored the significance of devising and implementing novel pedagogical methods and strategies that they could subsequently employ in their own classrooms. The transcriptions are displayed as follows:

"I expected the program to emphasise the pedagogical aspect of exploring different interactive learning methods and strategies. I hope it can ultimately encourage students to be more active and enthusiastic about learning, especially English". (AP2/HH/Q3)

Another participant offered a comment regarding the anticipated transition from traditional methods to more innovative ones, stating:

"I know I have some weaknesses in my teaching. I think I do not have enough knowledge or experience with a variety of teaching methods beyond the traditional lecture approach. That is why, during this TPE program, I wanted to learn about different teaching methods and how to use them in the classroom." (RJ/40)

It was therefore to be expected that the incorporation of pedagogical content into the program objective would provide an answer to the newly arising issues faced by teachers and applicable into their instruction.

c. **Disciplinary Content**

Five participants expressed high expectations regarding the disciplinary content of the TPD program. The disciplinary content provided the material related to the specific subject areas, in this case, English subjects. The participants concurred that the material would facilitate a deeper comprehension of the subject matter and enhance their pedagogical practice within that content area. As previously stated by RR, the program was designed to equip teachers with the pedagogical skills and to enhance their understanding of English language materials in order to produce professional teachers. It was anticipated that graduates of the program would possess both the pedagogical skills required to teach effectively and a comprehensive understanding of the subject matter they were teaching.

The disciplinary content expected by the participants was diverse. Another participant, A, anticipated the fundamental materials, such as the types of texts typically encountered in the classroom, including narrative, procedural, and descriptive texts, among others. It was corroborated by the following statement:

“The teaching of English in SMP/MTs uses a genre-based approach to both spoken and written texts. So, students learn different types of texts, students are expected to be able to use language functionally and to be able to write different types of texts simply.” (AP2/A/Q4)

Meanwhile, other junior high school teachers, HH and NH, were expecting to learn about the strategies to improve students' language skills, with a particular focus on their speaking skills. The detail of the excerpts is as follows:

“Well, the demands on English teachers are very high as junior high school students are required to have communicative competence, both orally and in writing, in various communication events. Therefore, I expected the program to provide concrete examples and practical exercises to engage students in active conversation, improve their pronunciation, and expand their vocabulary.” (AP2/HH/Q4)

Endeavouring to immerse students with the target language, NH commented:

“If I can ask for, I think I want to learn about how to teach English using English. Well, I am teaching in MTs or junior high school level, and my students have no basic at all because they never studied English at elementary level. That is why I want to give more exposure of the target language to my students.” (AP2/NH/Q4)

Both teachers, HH and NH, were seeking practical solutions from the training program to overcome teaching challenges. HH aimed to improve her students' speaking skills through engaging activities, while NH sought effective methods to teach English using English to students with no prior language knowledge. While these expectations were primarily focused on teaching strategies, they also highlighted the importance of aligning pedagogical content with subject-related material, with a particular emphasis on language skills.

With a distinct viewpoint on the disciplinary content, S and RR identified several pivotal concerns regarding the prospective challenges in English language teaching. Their observations were presented in the following statement:

“I wish I could learn more about grammar or sentence structure, because for the pre-test of the program, many questions arise regarding grammar. These questions will likely appear frequently in the post-test as well. And apart from that, as English teachers, we have to master the correct sentence structure in English.” (AP2/S/Q4)

Another excerpt pertaining to the content focus, specifically the advanced material,

“Technology is getting more advanced as time goes by, our challenges are getting bigger. The students can learn the materials from the internet. . . . I am worried that students will ask advanced materials for example complex sentences, if we can't answer, the impression will be different.” (AP2/RR/Q5)

The above transcriptions demonstrated that S was concerned with grammar and sentence structure, driven by the necessity to excel in the professional development assessment. Furthermore, RR emphasized the importance of a comprehensive grasp of advanced materials, extending beyond the scope of basic teaching materials. He posited that educators should be adequately prepared to

address inquiries that students may pose based on their independent learning, such as those derived from internet sources. It was therefore indicated that the content of the in-service TPD material should be given particular attention.

d. English Instructional Language

In this context, the term "instructional language" referred to the language that participants anticipated would be utilized by instructors or mentor teachers. Considering that the in-service TPD program was classified based on the subject matter, some of the participants, namely RJ, S, and RR, anticipated that the in-service TPD to provide English instructional language. RJ expressed this expectation, noting that it would provide an opportunity to practice English skills. S echoed this sentiment, emphasizing how English instruction could enhance language skills and offer an authentic learning experience. The transcription of RJ was presented as follows:

“At first, I thought the lecturers will employ English instructional language since we are English teachers. And I think that is good, so I can practice my English as well. Since this program was conducted by the selected university and we were taught by the qualified teachers.” (AP2/RJ/Q4)

Another teacher, S, recognized the value of English as the language of instruction in the TPD program.

“Moreover, I expected that the lesson delivery would be fully presented in English. I believe that the English instructional language will help us reinforce our language skills. It can also provide an authentic learning experience that we can then replicate in our own classrooms. (AP2/S/Q4)

In the meantime, RR clarified the significance of instructors employing English instructional language to facilitate the acquisition of the target language. He underscored the importance of a language teacher not only understanding the language but also feeling at ease using it. He acknowledged a common challenge faced by English teachers: encountering students with varying levels of interest, which can sometimes lead to reluctance in using English as the instructional language. It can be concluded that the teachers in question believed that English instruction would be beneficial to their professional development and classroom practices.

On the contrary, ADS and HH, expected that the use of mostly Indonesian language during the program.

“Well, I was informed that the instructors will require us to use English when doing the teaching practice. Meanwhile, I am not ready for that. I preferred to teach using Indonesian.” (AP2/HH/Q4)

In accordance with the aforementioned statement, ADS conveyed her anxiety regarding her lack of proficiency in the English language.

“Honestly, I was mainly worried that the lectures would be in English. Because I admitted that my English proficiency is not good enough, I thought I might have trouble understanding the lessons if it is delivered in full English.” (AP2/ADS/Q4)

It can be concluded that HH and ADS preferred the use of Indonesian, expressing concerns about their readiness and proficiency in English, which they feared might hinder their understanding and performance in the program.

e. Technology Integration

The technology integration in the learning process was theoretically classified in pedagogical competence. As explained by Mariscal et al. (2023) that pedagogical competence encompasses the integration of educational technology into teaching and learning. However, for the purpose of providing a more detailed understanding, technology integration in the learning process was discussed separately. This separation allowed for a focused exploration of teachers' expectations and experiences regarding the use of technology in educational settings.

The interview results disclosed the teachers' limited expertise in integrating ICT into the EFL instruction. The participants expressed a desire for professional development programs that would enable them to adopt innovative practices that incorporated technology into their instruction. RJ, who teaches in a remote school, acknowledged that due to technological constraints, he and his fellow teachers at his school only employed basic learning media that were not technology-based applications. The following transcript illustrated this point.

“I would like to explore ways to incorporate technology in teaching. I admitted that I felt outdated compared to newer methods. That is why I looked forward to professional development programs that introduce innovative strategy integrating technology.” (AP2/RJ/Q4)

In accordance with RJ's perspective, HH and ADS anticipated that the program would address the integration of ICT in the learning process. HH responded to the growing sophistication and advancement of technology and expressed an expectation that the in-service TPD would include training on how to integrate technology into the learning process. HH's stance on this matter was as follows: *“Since technology is becoming more sophisticated and advanced, I expected that during PPG we will be trained on how to integrate technology in learning.” (HH/37)* Furthermore, ADS admitted that she was initially clueless about the digital application that can be employed by teachers. She elaborated that her current teaching approach relied heavily on traditional methods, specifically using only the notes she wrote on the whiteboard during the lessons. These insights highlighted the immediate necessity for the program to provide teachers with the requisite skills to effectively integrate technology into their teaching practices.

f. Comprehensive Assessment

The participants of the program were highly concerned about the comprehensive assessment component. They had proactively gathered information from various sources such as technical guidelines, the preparatory training program, and colleagues who had previously completed the program. This proactive approach suggested that they had forecasted multiple forms of assessment throughout the program and had consequently prepared several necessary files in advance. This anticipation was exemplified by the statement made by participant S, which reflects a common expectation among the participants.

“My fellow teacher in my school told me that certificates for attending seminars matters for the portfolio test. That is why I have prepared the files needed for the portfolio, such as the publications, certificate for attending seminars, and certificate of involvement in the committee.” (AP2/S/Q2)

Some participants explicitly highlighted the significance of the alignment between the training materials and the assessment, emphasising the importance of ensuring that the skills and knowledge acquired during the in-service TPE program were objectively evaluated in the CBT test of the summative evaluation or it is called UP (*Uji Pengetahuan*). The transcripts of RJ highlighted this emphasis:

“Well, actually, days before the CBT test, I and my classmates have ever asked to our colleagues about the final test (UP). I asked the alumni, and they informed that professional questions also showed up. I was worried, because the program mostly on the pedagogical competence.” (AP2/RJ/Q7)

Moreover, NH initially expected that the questions on professional competence in the CBT test would align with the materials discussed in the training modules. If the test includes questions on professional competence not covered in the modules, it would suggest a misalignment between the training and the assessment. Both expectations illustrated the participants' emphasis on the importance of aligning the training content with the assessment to ensure that their knowledge and skills were accurately and fairly evaluated.

4.1.2 How Far the In-Service TPD Program Aligned with EFL Teachers' Expectations

Overall, approximately half of the teachers interviewed reported that their expectations for the in-service TPD were fulfilled. However, some participants expressed their partial fulfilled expectations. The points below illustrated how far the in-service TPD program aligned with EFL teachers' expectations.

a. Activity-based curriculum

All participants who had anticipated this curriculum design confirmed that this aspect was fulfilled. In the implementation, the activity-based curriculum applied both problem-based learning and project-based learning. The learning activities that had been anticipated by the teachers went through the stages of identifying plans and implementing learning, analyzing the root of the problem, designing learning plans and tools, conducting peer teaching, and reflection.

These steps were in line with the participants' desire in which all teachers revealed similar ideas as shown below:

“So, having summarized the modules, we focused on finding a problem in our school. For example, my students lack speaking skills. Then we should find the root of the problem, like maybe the students lack confidence to speak or probably have no adequate vocabulary. Until we find the best teaching method or treatment to apply.” (AP2/NH/Q7)

This problem-solving approach was complemented by the practical skills that the program offered, as articulated by S below:

“We were equipped with practical skills in setting up the learning environment to promote active student engagement during class. Through the activity-based curriculum, we practiced the entire process of lesson planning, implementation, and evaluation.” (AP2/S/Q10)

This curriculum design was asserted in the in-service technical guidelines that the curriculum for the in-service TPD program consisted of three main courses, namely: material deepening, development of learning tools, and innovative teaching practice (See Appendix 4). The alignment of the curriculum as outlined in the program guidelines with the expectations of teachers demonstrates a well-structured approach that effectively addresses the specific needs of EFL teachers. The activity-based curriculum, which incorporated stages such as problem identification, analysis, planning, peer teaching, and reflection, enabled teachers to develop the skills required in the real classroom setting.

b. Pedagogical Content

All participants agreed that the program effectively integrated the pedagogical content, as they were highly pertinent to the teachers' professional responsibilities. It was evident by the S and RJ' interview result:

“The pedagogical content integrated into our problem analysis sessions was directly relevant to our roles as teachers. As we know that, in the classroom, we found many problems, and through this program, we learned how to cope the problem, find an appropriate solution.” (AP2/S/Q10)

The integration of the pedagogical content into the program design was echoed by RJ, who perceived that their expectations regarding teaching models, methods, and strategies had been addressed.

“I think my expectation about teaching model, method, and strategies in teaching has been fulfilled. The material in class as I said earlier focuses more on how to teach in class, good teaching methods, like when we encountered a certain in the class, which method that is appropriate to apply.” (AP2/RJ/Q6)

NH also affirmed that the pedagogical content provided in the program has been effectively addressed, proving highly beneficial for the teachers. She emphasized that the feedback and reflection sessions offered valuable opportunities for teachers to enhance their teaching skills. The peer teaching activity, akin to microteaching, enabled teachers to hone their instructional skills within a controlled and supportive setting. Participants received constructive feedback from their peers, enabling them to identify both strengths and areas for improvement in their performance.

The official documents collected by the participant, NH, including the teaching modules and the worksheets, indicated the presence of this content. The modules, which should be completed during the self-regulated learning session, cover a range of topics, including the basic concept of education (Module 1), the role of the teacher in 21st-century learning (Module 2), innovative learning (Module 3), and the design of innovative learning (Module 4). Each of the aforementioned modules comprised materials and activities designed to enhance the teachers’ pedagogic competence, with the objective of fostering understanding and developing the EFL teachers’ teaching skills.

c. Disciplinary Content

As previously mentioned, the teachers anticipated that the program would concentrate on the specific content related to the subjects they teach. However, six out of seven participants reported that their expectations regarding the content focus were not adequately met. According to NH and S, at the beginning of the program, participants were provided with several modules: six on professional topics, which included information on types of texts, and four on pedagogical competences. Participants were then required to summarize these modules. S voiced his unfulfilled expectation in the following excerpt:

“We were tasked with summarizing these modules outside of the classroom teaching. So, it is a form of self-directed learning. But I think, the professional competence should be discussed more intensively in the classroom.” (AP2/S/Q7)

NH expressed her disappointment regarding the lack of balance between pedagogical competence and professional competence in the materials provided. The findings indicated a discrepancy between the participants' expectations and the actual implementation of the program's content delivery. The participants' feedbacks accentuated the need for a more integrated approach that balances pedagogical and professional competences within the in-service TPD design.

Beside in the form of summarizing module task, the disciplinary content was also discussed in the classroom. However, it is not in-depth discussion. As reported by ADS:

“Regarding English material, there was little discussion during the learning tool preparation session. So, when presenting the lesson plans that we will use for practical teaching activities, we also present English language material, although it is not very in-depth.” (AP2/ADS/Q6)

The transcription highlighted the limited discussion of English material during the preparation of learning tools for teaching activities. The other participants also said that the disciplinary content was integrated in the lesson delivery, supporting the statement by the ADS. Since it was integrated, the content focus centered on various types of texts, specifically genre-based texts, which are part of the secondary-level curriculum.

Meanwhile, the advanced material expected by RR, which is specifically mentioned in the official program guidelines, where it is stated that in-depth study material includes essential material, including advanced material in the field of study, had not been fully addressed. As it is conveyed by RR:

“However, I think the professional competence should be explained deeper, or not only about kinds of texts that we teach in the classroom, or tenses, but also advanced materials to upgrade teachers' proficiency, as explained in the program's technical guidance.” (AP2/RR/Q8)

R further emphasized the need for a more thorough exploration of professional competencies, suggesting that the curriculum should extend beyond the basic text types to encompass more advanced content. This would assist in enhancing the

overall proficiency of teachers and better preparing them for their roles, he posited. The imbalance proportion of the delivery of the disciplinary content posed challenges for HH in keeping up with the material during the lesson. HH, who has a teaching background spanning 14 years but only three years of experience in teaching English, explained that her role as an honorary teacher had her assigned to teach craft subjects. She exposed that this is not only her case,

“As I said earlier, some of the PPG participants initially did not teach English, their educational background was in English but what they got at school was not the same as what was taught. So, the linearity in PPG is determined by the undergraduate major, not based on the subjects taught. Therefore, I feel that my command of English is very poor. That is why I expected that I can improve my English during the program.” (AP2/HH/Q7)

An in-depth interview with HH revealed that she eagerly expected the in-service TPD program to provide disciplinary content. With fourteen years of experience as an honorary teacher, she often had to adjust to school policies and teach other subjects. As a result, she had only been teaching English for three years before attending the in-service TPD program. As can be seen that one of the obstacles faced by the teachers revealed by HH is the misalignment between their educational background and their teaching assignments, which hinders their proficiency and effectiveness in teaching English. HH emphasized the need for the program to increase the exposure of the subject-related content to enhance teachers' proficiency in the target language.

d. English Instructional Language

For instructional language, some participants who expressed a strong desire for instructors to use English as the instructional language conveyed that their expectations were fulfilled. They believe that consistent use of English during instruction would significantly enhance their language skills and provide them with more opportunities to practice and improve their proficiency. The transcription below shown the fulfilled expectation of S:

“In fact, the instructional language depended on the material; but the instructors mostly use English. . . . Besides, the lecturer encouraged us to

use full English when we did peer teaching and teaching practice at school.” (AP2/S/Q4)

Similarly, another participant, RR, expressed his satisfaction for the predominance of English instruction by the lecturers.

“ . . . thank God the lecturers tend to use English. We were also required to use English for peer-teaching and innovative teaching practice activity. Yet indeed, there is also a certain situation that the lecturer delivered the material using Indonesian.” (AP2/RR/Q4)

These reports illustrated that the instructors successfully integrated English into their teaching practices, aligning with participants' desires to enhance their language proficiency. The flexibility demonstrated by instructors, where they switch to Indonesian as needed for clarity, indicated a thoughtful and adaptive approach to instructional language that supports participants' learning goals while ensuring comprehension and effective communication. Hence, these experiences reflected a positive alignment between participant expectations and instructional practices regarding language use in the classroom.

Another participant, RJ, made a contradictory statement. He drew attention to a discrepancy between the participants' expectations regarding the language used for English instruction and the actual practice of lecturers and mentor teachers, who predominantly used Indonesian. RJ postulated that this choice might be attributable to the considerable disparity in the participants' English proficiency levels, which ranged from those who were proficient in the language to those who were merely conversant. The language employed by instructors appears to be flexible, adapting to the needs of the situation. Although there is a general expectation that English will be the primary language of instruction, RJ observed that Indonesian is predominantly used during the learning process.

Furthermore, it was observed that the worksheets provided to participants during the program, as revealed by RJ, were primarily in the Indonesian language. Furthermore, participants were instructed to complete the aforementioned worksheets in Indonesian (See Appendix 5). RJ clarified that these worksheets were standardised across all subjects in the in-service TPD program. However, he proposed that the instructors should encourage the participants to complete the

worksheets in English. He posited that this would effectively expose them to the target language and contribute to their language proficiency development. In conclusion, the study illuminated a notable discrepancy between the expectations of RJ regarding the instructional language usage in the program's learning process and the actual practices observed.

e. ICT Integration

In terms of ICT integration, all participants asserted that the program has met their expectations. The participants enhanced their ICT skill by utilizing information and communication technology in learning carried out online and independently through a learning management system (LMS). The LMS application has provided features that can facilitate collaboration between students and lecturers.

“And since PPG is online-based training using the LMS application, we also had to present assignments via Zoom. Honestly, I, who was initially clueless, was able to learn a little, for example the use of Capcut to edit my teaching video, and the use of Canva to make my presentation.”
(AP2/ADS/Q6)

Hence, it can be interpreted that the use of LMS is effective and helps students to more easily carry out their tasks in the online learning process so that it has an effect on increasing student competence as a result of the learning process.

The participants noted that, despite the absence of a specific course on ICT integration, it is effectively embedded in the overall learning process. Additionally, the lecturers encouraged the participants to utilize technology in their teaching practice. According to RJ, the lecturers acted as facilitators, guiding teachers to successfully integrate technology through literature reviews. The transcriptions below become evidences of the participants' experiences in ICT integration during the teaching practice:

“So, during the program, we were required to develop a lesson plan. We were encouraged by lecturers to integrate technology into the instruction, for example presenting using interactive power point, giving assignment in educational platform, and creating learning video for students.”
(AP2/HH/Q6)

Similarly, ADS identified low student learning motivation as a problem and decided to address it by leveraging digital tools.

Moreover, when identifying problems, I raised the issue of students' low learning motivation. And after reading the literature, I decided to use the digital application "Quizizz" to give interactive assignment for students." (AP2/ADS/Q7)

In conclusion, the participants highlighted the effective integration of ICT during the training. The lecturers played a crucial role by encouraging and guiding the participants to incorporate technology into their teaching practices. This approach not only facilitated smoother learning experiences but also addressed specific challenges, such as low student motivation, through innovative ICT integration.

f. Comprehensive Assessment

For some parts, the assessment conducted during the program was considered comprehensive by all the participants as it covers many aspects, namely the formative assessment, pre-teaching oral test, summative evaluation (final project or portfolio and CBT test) was. The interview results and the document checking revealed that the assessment techniques employed to determine the quality of the learning process and the outcomes of PPG Study Program students encompass both test techniques and non-test techniques. The test techniques employed include verbal tests (CBT tests or oral tests) and nonverbal tests in the form of performance tests. Non-test techniques are employed to supplement assessments conducted with tests, including the administration of questionnaires, interviews, non-test observations, and document content analysis.

The CBT test (Uji Pengetahuan) in the summative evaluation encompassed both pedagogical and disciplinary content. With regard to the pedagogical aspect, all participants indicated that the content had been aligned with the materials presented during the learning process. The excerpt of S below represented the agreements:

"The pedagogical content of the UP examined the specific circumstances in which educators should determine the most appropriate teaching method to

employ in a given situation. And the course had equipped us knowledge about a range of teaching methods and strategies.” (AP2/S/Q6)

However, some participants revealed their surprise at the misalignment between the material learned in class and the questions on the CBT test.

“there are several materials regarding disciplinary content that are asked about, for example there is yesterday's material, anaphoric, exophoric, and cataphoric. As far as I remember, we never covered these topics in the class.” (AP2/RR/Q6)

NH also noted the encountering questions on English subjects that had not been studied or discussed in the program's modules.

“When we were having the test, there were questions about English subjects that we had never studied before or discussed in the module. It is probably because the limited duration of the program. That is why I think the subject-related content should be addressed more in the classroom.” (AP2/NH/Q7)

The statements highlighted a slight discrepancy between the curriculum and the assessment. The participants expressed the expectation of a more precise alignment to ensure that test questions accurately reflect the material covered in the course. This misalignment not only presented challenges for the participants but also raised concerns about the effectiveness of the instructional design and its focus on adequately preparing students for their assessments.

In addition to the aforementioned misalignment, one of the interviewees also drew attention to the technical aspects of the assessment. As outlined in the technical guidelines, the fee for joining the CBT test was managed by the host university, appointed by the in-service TPD Directorate to plan and coordinate activities. However, the guidelines do not mention that participants retaking the test should pay a fee. A revealed that he did not expect that the participant who retake the CBT test should pay a certain amount.

“I passed the CBT test on my third try. . . . The first is free because it is still paid for by the government. What I pay is for retaking the test a second and third time. For some people, that's not much, but for a contract teacher like me, it really is.” (AP2/A/Q7)

In conclusion, this lack of clarity led to unexpected financial burdens for some participants. As highlighted by interviewee A, the additional costs for retaking the CBT test were significant, especially for contract teachers. This situation

underscored the need for clearer communication and consideration of participants' financial constraints in policy implementation.

The aforementioned unfulfilled expectations during the in-service TPD program were often encountered by the teachers. Addressing these situations required a combination of proactive strategies, adaptive mindsets, and support from the teacher training institutions. The host university played a crucial role in helping teachers navigating unfulfilled expectations. As mentioned by several participants, the host university offered preparation classes to help teachers face CBT tests, ensuring they are well-prepared and reducing anxiety related to assessments. It was represented by HH statement below:

“The LPTK actually really helped us, especially during UP preparation. So, approximately one month before the final exam, our LPTK provides guidance regarding the discussion of the questions. Here the lecturer teaches tricks for doing UP questions, like how to analyze questions, how to screen questions, so that we don't get overwhelmed in UP.” (HH/37/Q8)

In addition to depending on the preparation class offered by the host university, participants should also take a more proactive approach. The proactive participant can steer the focus towards areas they find most beneficial, thus aligning their expectations with the program's offerings. As highlighted by RR in the following transcription:

“Maybe it depends on us too, so don't just rely on the material provided by the lecturer. Because the class meetings are limited. And indeed, there are material arrangements that are regulated by the center, so maybe the lecturers focus on the design of the program. So, we have to be more proactive, if for example we want to know something like this we can find out for ourselves, if something is not clear we can ask to the lecturer.” (RR/35/Q9)

Being proactive has been proven as successful strategy in dealing with the unfulfilled expectation. Most of the participants admitted that they endeavoured to seek out supplementary materials or resources outside the program to fill gaps in their learning. This might include reading relevant literature, joining online forums, or attending additional course outside of the program that address their specific needs. The transcriptions of NH, S, and RR below validated this strategy:

“I and my classmates were informed that the final test will cover professional and pedagogical competence. So, we made an effort by looking for the previous year test files. We spared our time to study in group via online . . .” (AP2/NH/Q9)

Meanwhile, RR highlighted the use of social media to collaborate with other in-service TPD participants to prepare themselves facing the CBT test.

“I and my friends created our own online communication group in whatsapp where we shared references, discussed the materials, and identified areas of confusion. Those who comprehended the difficult materials shared their understanding with the group.” (AP2/RR/Q9)

In a comparable manner, S undertook further preparatory action by attending a test preparation class, as he stated:

“Beside attending the test preparation class provided by my host university, I also joined the paid test-preparation class to anticipate the exam. I think it made more prepared and confident in facing the test.” (AP/S/Q9)

The strategies shared by the participants showed how collaboration can significantly enhance the effectiveness of professional development program. Participants forming their own online communication groups to share strategies, discuss the previous test files, and seek additional references from various sources, demonstrated the proactive approach to optimize their achievement in the program. These collective efforts underscored the importance of proactive engagement in achieving successful outcomes in professional development program.

4.2 DISCUSSION

This study aimed to explore EFL teachers' expectations of an in-service TPD program and how well the program met these expectations, since the top-down TPD programs were occasionally not in line with teachers' expectations (Bataineh and Bani Amer, 2023). In-depth interviews were conducted with seven EFL teachers working in rural areas who faced challenges in attending professional development sessions. These teachers expressed specific expectations for the in-service TPD program as a mandatory training for Indonesian teachers, including activity-based curriculum, pedagogical content, disciplinary content,

English as the language instruction, ICT integration and comprehensive assessment. The results showed that all participants agreed that the expectations regarding activity-based curriculum, pedagogical content and ICT integration were addressed. However, some participants reported that their expectations for the disciplinary content, the English language of instruction and the written summative assessment test were not fulfilled. The remainder of this section synthesized the fulfilled and unfulfilled expectations reported by EFL teachers and explained the implications for in-service TPD programs.

In relation to the activity-based curriculum, the participants who had anticipated this curriculum design covering the structured steps, such as problem identification, analysis, planning, peer teaching, and reflection, acknowledged that the curriculum did indeed cover these steps as expected. As asserted by Nursiah et al. (2021), this curriculum applied in TPD program enabled teachers to develop the skills required in the real classroom setting. This aligns with Darling-Hammond et al.'s (2017) concept of "active learning" to describe a TPD that involved teachers in authentic tasks, interactive activities, and various strategies to deliver highly contextualized professional learning. In conclusion, the activity-based curriculum effectively developed essential classroom skills and provided highly contextualized professional learning.

In addition to the curriculum design, all participants who had initially expected the in-service TPD program would include pedagogical content confirmed that the program effectively incorporated this content. The program's alignment with pedagogical aspect reflected consistent findings in the TPD literature (Bataineh et al., 2019; Jati, 2023). They found that professional development program under investigation facilitated the participants' development in a number of key areas, including classroom management, reflection, teaching strategies, learning strategies, assessment strategies, language, and the use of authentic materials. However, it contradicted the findings of Bataineh and Bani Amer's (2023) study. The teachers in the Ministry of Education's PD training expressed dissatisfaction with the program for various reasons, primarily due to the program's inadequate fulfilment of their needs in pedagogical

areas such as teaching skills, methodology, classroom management, and evaluation. The findings indicated the importance of pedagogical content in TPD programmes, as they provided insights into the development of innovative instruction.

Another expectation of EFL teachers that the program fulfilled was that it provided an opportunity for the integration of information and communication technology (ICT). The interview results indicated that teachers' limited expertise in integrating ICT into EFL prompted a desire for professional development program to help them adopt innovative, technology-enhanced teaching practices. As a result, the majority of TPD participants identified ICT skills for teaching as the most crucial area for professional development activities, as found in a study by Mu'in et al. (2018). Similarly, a study by Jati (2023) indicated that the initial expectation of TPD participants was to enhance their digital teaching skills and prepare students for the digital era. This expectation was subsequently confirmed in the actual experience during the MOOC (massive open online course)-based TPD program. Additionally, Drajadi et al. (2023) unveiled that after participating in these TPD programs, EFL teachers felt more confident and held positive beliefs about utilizing TPACK in the classroom. In conclusion, the findings demonstrated that EFL participants anticipated that professional development programs would equip them with the requisite ICT skills to integrate into their teaching practices.

Nevertheless, an in-depth interview with participants disclosed several expectations that were not fully addressed, including the imbalance proportion between pedagogical and disciplinary content. One of the participants indicated that the linearity of in-service TPD is determined by the undergraduate major, rather than the subjects being taught, leading to many EFL teachers focused on teaching other subjects before attending the program. The in-service TPD program, consequently, was expected to provide more subject-specific training. This aligns with a significant finding by Hadi (2019) highlighting the deficiency in the PETE (Pre-Service Teacher Professional Education) program, which failed to adequately enhance their English proficiency before entering the teaching profession. Consequently, findings from studies by Luo (2024) and Abdul Razak

et al. (2023) recommended that English teachers were required to receive training in content knowledge in order to develop the requisite competence to teach the subject content. This implies that a teacher's proficiency in their field is of paramount importance for the adaptation of effective instruction.

With regard to the language of instruction, there was a lack of agreement among the participants regarding the expectation to use English as the language of instruction during the training. Some argued for exclusive use of English, citing the need to immerse participants in the target language for improved EFL teachers' proficiency, as evidenced by Cirocki and Farrell (2019) found that Indonesian teachers lacked confidence in using English and advocated they should receive more exposure to the target language, including during in-service training program. However, others propose a more balanced approach, incorporating both English and the participants' native language, such as Indonesian, particularly for learners with varying proficiency levels. Poedjiastutie et al.'s (2020) research supports this view, highlighting the benefits of using the native language as comprehensible input when done proportionally and properly. This approach acknowledges the importance of linguistic accessibility and ensuring that all participants can fully engage with the training content. Therefore, it is vital to prioritize flexibility and responsiveness to the diverse proficiency levels of in-service TPD participants, while also recognizing the importance of English as the instructional language for providing more exposure to the target language.

Another distinctive point that emerged from the data was the EFL teachers' expectations of the in-service TPD program regarding comprehensive assessment. A comprehensive assessment defined as a multi-faceted evaluation process designed to measure various aspects of teachers' professional growth, competencies, and instructional effectiveness (Mohamad Marzaini et al., 2023). One of the assessment components that was highlighted by some of the participants were the computer-based test of the summative evaluation covering both pedagogical and professional competencies. All participants noted that the pedagogical content was aligned with the materials presented during the learning process, consistent with the findings of a previous study by Sari et al. (2023).

However, as classroom teaching was primarily focused on pedagogical aspects, there was a discrepancy between the disciplinary content and the CBT test. Renandya et al. (2018) highlighted the importance of equipping language teachers with materials related to language proficiency as it is an essential foundation that helps teachers give better lessons to students.

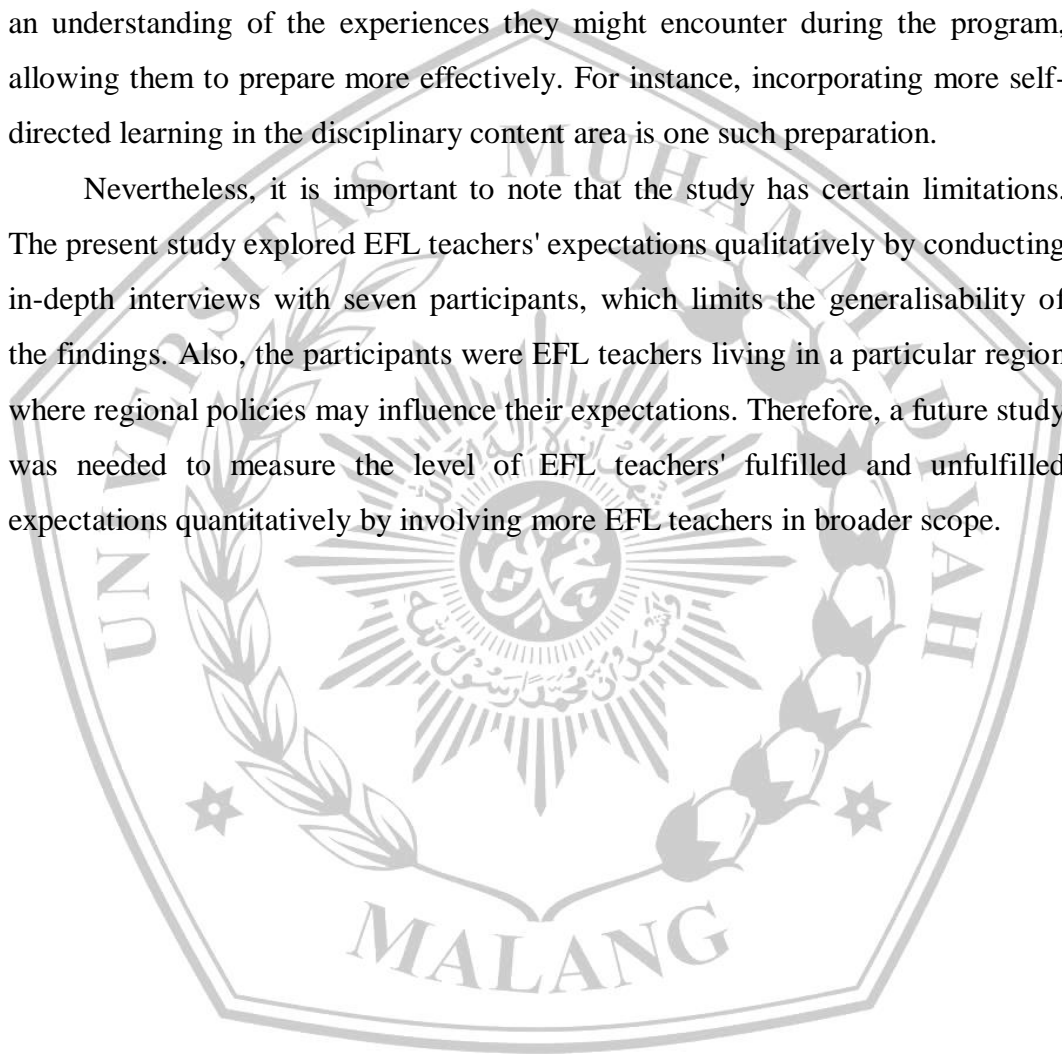
These findings complemented the existing body of research on TPD in the Indonesian context, which has predominantly focused on challenges, program evaluation, and outcomes (Utami, 2018; Firmansyah et al., 2022; Nurhattati et al., 2020). A notable gap was identified in the lack of research exploring teachers' expectations regarding TPD program. The present study, which has uncovered the expectations of EFL teachers, offers future participants insights into what they may experience during the program. This understanding allows them to better prepare themselves. One example of these is the incorporation of more self-directed learning in the context of disciplinary content. Furthermore, it is expected to provide insight to the policy makers regarding the incorporation of EFL teachers' expectations in the design of in-service TPD. While all participants indicated that their expectations were largely fulfilled, it is crucial to consider the unfulfilled aspect in order to develop more effective professional development programs.

V. CONCLUSION

One way to improve the professional development program is by considering the needs and expectations of teachers in the design and implementation. Amidst the expanding body of literature on professional development in education, teachers' perspectives were often underrepresented. The results indicated that all participants agreed that the expectations for an activity-based curriculum, pedagogical content, and ICT integration were addressed. However, some participants reported that their expectations regarding disciplinary content, English as the language of instruction, and the written summative assessment test were not fully fulfilled.

These findings have implications for policymakers in designing in-service TPD programs that incorporate EFL teachers' expectations. While all participants indicated that their expectations were largely met, it is essential to address the unfulfilled expectations to create more effective professional development programs. Additionally, this study provides practical insights for EFL teachers who will participate in future in-service TPD programs. The participants gained an understanding of the experiences they might encounter during the program, allowing them to prepare more effectively. For instance, incorporating more self-directed learning in the disciplinary content area is one such preparation.

Nevertheless, it is important to note that the study has certain limitations. The present study explored EFL teachers' expectations qualitatively by conducting in-depth interviews with seven participants, which limits the generalisability of the findings. Also, the participants were EFL teachers living in a particular region where regional policies may influence their expectations. Therefore, a future study was needed to measure the level of EFL teachers' fulfilled and unfulfilled expectations quantitatively by involving more EFL teachers in broader scope.



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APPENDICES

Appendix 1

INTERVIEW PROTOCOL

My name is Wahyuni Pratiwi. I am a master's degree student in the program of English Education at Muhammadiyah University Malang.

I would like to gather information about the expectations of EFL teachers in in-service TPD programs and the extent to which these programs meet those expectations.

To participate in this interview, you are required to teach English in Sinjai regency, South Sulawesi, and have completed in-service TPD programs between 2020 and 2024. The interview will take approximately 15-20 minutes, and your name will be kept confidential.

Thank you for your participation, and I hope this activity will be beneficial for us.

List of Questions for Semi-Structured Interview

No.	Questions	Descriptions
1	What is your motivation in joining the in-service TPD program?	Formation of expectation
2	Did you try to collect information about the program from any other resources? If yes, what kind of information did you obtain?	Formation of expectation
3	What is your expectation in joining this program?	Initial Expectation
4	As an English teacher, what topic or content would you expect to learn in this program?	Initial expectation
5	What is the reason behind the expectation?	Formation of expectation
6	On what side has the program fulfilled your expectations?	Expectation Alignment
7	On what side hasn't the program fulfilled your expectations?	Expectation Alignment
8	Do you think that the content offered in PPG is relevant to the teachers' work? Explain more!	Expectation Alignment
9	How did you communicate the discrepancy you have got with the instructors or the program administrator?	Expectation adjustment
10	In your opinion, how did your expectation in the beginning influence your performance during the program?	Expectation Adjustment

Appendix 2

INTERVIEW TRANSCRIPT

Pseudonym : A
Teaching Experience : 20 years
Year Joining TPD : 2021
Host University : Universitas Negeri Makassar
Date of interview : March 26, 2024

No.	Questions	Answers
1	<i>What is your motivation in joining the program?</i>	My motivation is that we as teachers automatically have targets that we must achieve. And I want to continue to grow. There is a moral burden for us as teachers to always learn, and PPG is one of the forums. Apart from being mandatory, all teachers must pass the PPG to obtain the title of professional teacher. I actually went through a long journey to take part in this PPG. There are several paths that I followed because I started registering for certification in 2012. In 2012 I took PLPG. Then I took part again in 2014, 2015, and 2017. 2017 was the last year I took part in PLPG but never passed. Then I entered the PPG route in 2021 via Simpatika account. Therefore, I am targeting to pass PPG this time.
2	<i>Did you try to collect information about the program from any other resources? If yes, what kind of information did you obtain?</i>	To be honest, I have never read the PPG technical guidelines. I also never asked to my colleagues because at my school, I was the first to join the program. The point is, I don't know what PPG's future activities will be like. I had absolutely no idea what material we would study or what activities we would do. Yet, during the orientation period, the UNM lecturers and chancellor read out the flow of activities that we would undertake for approximately 4 months. So, I noticed that we would have obtained several materials

		related to our subject and taken various types of assessments to pass the program.
3	<i>What is your expectation in joining this program?</i>	I just want to be given material about good teaching methods that I can later apply in my class. And since I am struggling in managing a classroom effectively, especially with diverse student backgrounds and behaviours. I expect to get feedback from the lecturer to help me improve. Additionally, I am very interested in learning about technology-focused teaching, such as creating interactive learning media and computer-based assessments.
4	<i>As an English teacher, what topic or content would you expect to learn in this program?</i>	I think I need the materials that we are going to teach in our real class, such as narrative text, procedure text, descriptive text, and others. It is because the teaching of English in SMP/MTs uses a genre-based approach to both spoken and written texts. So, students learn different types of texts, students are expected to be able to use language functionally and to be able to write different types of texts simply. This target certainly is not easy to be achieved. Therefore, I hope PPG would include this topic.
5	<i>What is the reason behind the expectation?</i>	I've been teaching for quite a long time, almost 20 years. To be honest, my teaching methods are monotonous. Moreover, our school is very far away so we rarely attend MGMP. Of course, through this PPG I hope to learn more.
6	<i>On what side has the program fulfilled your expectations?</i>	Yes, we were guided on how to teach well so that students were interested and enjoy learning. Because before teaching we had presentation task first, for example the material we would teach, the methods we used, whether lectures, discussions or other methods, and kinds of technology-based media that we were going to use.
7	<i>On what side hasn't the program fulfilled your expectations?</i>	I took UP three times because I didn't pass UP when I took PPG. So, I passed the CBT test on my third try. This PPG should differentiate the level of difficulty of the questions at the madrasah or school level. For example, although I have a bachelor's degree in English education, I have never taught high school. I don't necessarily know the material taught in high school. Unfortunately, the questions at UP PPG are the same as the questions for middle school and high school level teachers. So, teachers who teach at lower levels, like me who teaches at MTs/SMP, become confused and have difficulty understanding the meaning of the questions. Even then UP retakers have to pay 300 thousand if they want to join UP. The first is free because it is still paid for by the government. What I pay is for retaking the test a second and third time. For some people, that's not much, but for a contract teacher like me, it really is.
8	<i>Do you think that the content offered in PPG is relevant to the teachers' work? Explain more!</i>	Yes, I think the material is relevant. It is only the level of difficulty of the final test that should be differentiated between junior and senior high school level.
9	<i>How did you communicate the discrepancy you have got with the instructors or the program administrator?</i>	I never conveyed my dissatisfaction to the host university or PPG organizers, for example. However, there is indeed a Google form that is submitted for separate assessment. There I said that there was a discrepancy between the UP questions and the material we received in class. Hopefully, it can provide input for improving this program in the future.
10	<i>In your opinion, how did your expectation in the beginning influence your performance during the program?</i>	Actually, I do not really know. I just try to follow all the program activities as much as I can because old teachers like me certainly cannot be compared with those who are still young, for example the pace of understanding the material, completing the task, applying the technology, etc.

Pseudonym : RR
Teaching Experience : 12 years
Year Joining TPD : May-October 2023
Host University : Universitas Islam Malang

Date of interview : April 3, 2024

No.	Questions	Answers
1	<i>What is your motivation in joining the program?</i>	My motivation is because I understand that as teachers, of course, we want to improve our teaching skills and experiences and also what things can support us in improving our teaching methods and strategies. Thank God, if I am not mistaken, TPD is a teacher professional development program. So, by joining TPD program, I hope that I am motivated to be able to learn more about how to improve the way I teach, then how to use up-to-date learning methods, which I can apply when I teach in my class.
2	<i>Did you try to collect information about the program from any other resources? If yes, what kind of information did you obtain?</i>	Oh yes, I joined WhatsApp groups and social media, which contained the information we needed to prepare for PPG. I also read the technical instructions or any regulations related to it. So, in the technical guidelines we are asked to prepare several things as a condition for being able to take part in the PPG. <u>The technical guidelines gave me the overview of the framework of activities-based learning that we are going to do during the program.</u> These initial references helped me a lot before taking this PPG. I can say that sharing with friends who have completed PPG makes us better prepared both physically and mentally, because we already know that the consequence of joining this program is that we will be assessed holistically to increase our professionalism. I mean like our pedagogic and professional competence, our communication skill, our portfolio, and the like.
3	<i>What is your expectation in joining this program?</i>	I expected this program can develop my competence as a teacher, and give me a better understanding of learning strategies, and what materials we need to teach when we teach in the future, especially in English subjects. Then secondly, I can gain knowledge about teaching instruments and the teaching and learning process. I also expected to get feedback from my lecturers and mentor teachers who are more experienced and qualified in teaching, and of course I hope to be taught by lecturers to develop my teaching skills, especially those related to professional competence in teaching English. If the expectations are related to the material, of course, as a teacher who has taught perhaps several materials, my expectations are that by following this PPG there will be discussions regarding learning strategies, and the second is how to use these terms. We usually use in the learning process, for example after we leave the curriculum, then enter the learning tools, there are competency standards (SK), then there are basic competencies (KD), and indicators, and so on. So, my expectation is that by following this PPG I can find out a lot about this, so that we as teachers really understand how to prepare learning tools, starting from the syllabus, then lesson plans, or learning process plans.
4	<i>As an English teacher, what topic or content would you expect to learn in this program?</i>	When joining PPG, I actually hope that the lecturers or instructors can speak more English, so that we as English teachers are motivated to learn, because basically as English teachers, we have to get used to the language, meaning we don't only understand English as a subject, but we also use it as instructional language in teaching. <u>Thank God the lecturers tend to use English. We were also required to use English for peer-teaching and innovative teaching practice activity. Though indeed, there is also certain situation that the lecturer delivered the material using Indonesian.</u> Besides, perhaps the professional material could be explored further. This means that we are asked to be professional as teachers. Professional in this sense refers to understanding aspects of pedagogy and professional competence.
5	<i>What is the reason behind the expectation?</i>	We don't know our next challenge, technology is getting more advanced as time goes by, challenges are getting bigger. For example, if the material is only recount text, it can be taught to

	students, that's fine. And since the technology is getting more advanced as time goes by, our challenges are getting bigger. The students can learn the materials from the internet. Some students did self-directed learning. I am worried that students will ask advanced materials for example complex sentences, if we can't answer, the impression will be different. This means that apart from educating us to become professional teachers, namely by teaching according to our pedagogical competencies, according to the learning series that we have designed, we also sharpen our understanding of English language material. We must also know that students learn too. So that PPG graduates not only know how to teach, but also know how to teach, especially for English subjects.
6	<p><i>On what side has the program fulfilled your expectations?</i></p> <p>In my opinion, the role of the campus as an LPTK is very important. So, for example, when I attended yesterday, apart from the material we received, our host university also provided us with preparation grids for performance tests and knowledge tests. So, it is kind of a prediction question about what will come out later. Thank God, I think it is very relevant, even though there are several materials regarding disciplinary content that are asked about, for example there is yesterday's material, anaphoric, exophoric, and cataphoric that, as far as I remember, we never covered these topics in the class. Thank God at that time the campus, our LPTK really tried hard to support us, so that we could graduate. As far as I remember, during the pre-test and knowledge test there were two concentrations, namely pedagogy and professionalism. Pedagogical questions are of course related to learning methods and learning strategies. For example, we were asked about what method or strategy to use. Then for professional questions there is material related to linguistic structures such as tense, synonyms, then there is also determining nouns, then adjectives, verbs, and so on. I think it is aligned with our expectation, and yesterday was very helpful.</p>
7	<p><i>On what side hasn't the program fulfilled your expectations?</i></p> <p>As I have explained that the material has been in line with my expectations, like the material about pedagogical competence, professional competence which was given during the final test preparation. However, I think the professional competence should be explained deeper, or not only about kinds of texts that we teach in the classroom, or tenses, but also advanced materials to upgrade teachers' proficiency as explained in the technical guidance.</p>
8	<p><i>Do you think that the content offered in PPG is relevant to the teachers' work? Explain more!</i></p> <p>I think this is very relevant. In this training the material is really discussed, we are invited to think from the start, as I explained earlier, for example we determine the identification of the problems we face in learning English in real schools. Then we start analyzing the problem from several aspects or from several points of view. Then we look for a solution by looking for literature studies that can support us. For example, if we raise the issue of listening skills, what learning strategies and methods can we apply. This is discussed in the material. Then we designed the lesson plan, we were directed to be able to put together a complete learning instrument. We also get input from friends, tutors and lecturers. So, we really got a meaningful experience.</p>
9	<p><i>How did you communicate the discrepancy you have got with the instructors or the program administrator?</i></p> <p>Our lecturers and supervisors are very open, ready to ask questions. However, from a policy perspective, of course we can only convey this through the evaluation form distributed by the committee and hope that in the future our hopes can be accommodated to increase teacher professionalism.</p>
10	<p><i>In your opinion, how did your expectation in the beginning influence your performance during the program?</i></p> <p>So, most of the expectations that I had at the beginning or that I envisioned at the beginning were met. However, when something doesn't meet my expectations, it doesn't make me feel disappointed or regretful. Because my motivation is to learn. My friends told me that the UP was not as they expected. Well, maybe it depends on us</p>

too, so don't just rely on the material provided by the lecturer. Because class meetings are limited. And indeed, there are material arrangements that are regulated by the center, so maybe the lecturers are more directed in that direction. So, we have to be active, if for example we want to know something like this we can find out for ourselves, if something is not clear we can ask the lecturer. So we really have to learn to be more independent. I and my friends created our own online communication group where we shared references, discussed the materials, and identified areas of confusion. Those who comprehended the difficult materials shared their understanding with the group.

Pseudonym : NH
Teaching Experience : 14 years
Year Joining TPD : 2022
Host University : Universitas Negeri Semarang
Date of interview : March 30, 2024

No.	Questions	Answers
1	<i>What is your motivation in joining the program?</i>	My motivation for joining teacher professional education program is to become a professional teacher and to provide quality education through different learning models and methods that I can apply in the classroom. And of course, I can't deny that I would like to get certification allowance to improve my economic welfare.
2	<i>Did you try to collect information about the program from any other resources? If yes, what kind of information did you obtain?</i>	I tried to learn more about the program implementation by asking my friend, who is in the same school as me and has recently completed the program. However, my friend teaches civics, not English. Since I faced difficulties reaching out to the English teacher in my area who just joined the program, as far as I know, there are only a few English teachers in my regency who have completed the program. Even me myself who should wait for a long time to join the program. I took the pre-test in 2019 but attended the program in 2022 due to covid-19 pandemic, so I gathered information from my friend instead. Even though she teaches a different subject, I still gained an overview of the program from her. I was informed that the program would be based on activity-based curriculum. Besides, before joining the program, I read the guidelines for the use of the LMS application that is used during the program to access and utilize the e-learning resources.
3	<i>What is your expectation in joining this program?</i>	I had certain expectations for the program. Initially, I anticipated a deeper focus on professional competence. My friend, who shared information about the program, did not mention that it would primarily focus on pedagogical content. Of course, I have expected that the program would cover the pedagogical material, especially types of learning methods. Yet, I assumed that we would also explore professional competence topics. I also expected that our speaking skills would be honed, especially since the lecturer utilized presentation strategies. Additionally, I hoped that the questions in the UP (computer-based test) would align with the material taught during the program, covering both pedagogical and professional competences.
4	<i>As an English teacher, what topic or content would you expect to learn in this program?</i>	If I can ask for, I think I want to learn about how to teach English using English. Well, I am teaching in MTs or junior high school level, and my students have no basic at all because they never studied English at elementary level. That is why I want to give more exposure of the target language to my students. But every time I tried to teach using English language instruction, they do not respond at all. That is why I hope that the lecturer probably can be our role model by using English in teaching us. So, we can improve our English communication skill, and considering that we are English teachers.

5	<i>What is the reason behind the expectation?</i>	I like presentation method that was employed in the program because mostly the professional development I joined, we just sit and listen. As participants, we were given much opportunity to present a particular topic.
6	<i>On what side has the program fulfilled your expectations?</i>	I think the pedagogical competence delivered during the program has been addressed, which has been highly beneficial for us. The teaching methods employed, such as presentations, met my expectations well. This not only enhanced my communication skills but also provided practice in using English, especially during tasks that required us to present in English. Furthermore, the program included opportunities for peer teaching and teaching practice (PPL) using innovative teaching methods. So, we were truly involved in the program activities.
7	<i>On what side hasn't the program fulfilled your expectations?</i>	Apparently, the pedagogical content was dominantly discussed, so the professional material was just a few. So basically, we learned about the professional material, but it was not discussed specifically in the classroom instruction. So, in the beginning, we were given some modules, if I am not mistaken, 5 modules about professional, which contain information about the types of texts, and 4 modules about pedagogical competences. We were tasked with summarizing the modules. Yet, the learning process was dominated by pedagogical competence. So, having summarized the modules, we focused on finding a problem in our school. For example, my students lack speaking skills. Then we should find the root of the problem, like maybe the students lack confidence to speak or probably have no adequate vocabulary. Until we find the best teaching method or treatment to apply. So basically, pedagogical competence was integrated into classroom instruction. However, I am little bit disappointed there's a lack of balance between pedagogical competence and professional competence in the materials provided. It is probably because the limited duration of the program. But I think it is important for both areas to be adequately addressed to ensure a comprehensive understanding of our role as English teachers. As language teachers, of course we must be proficient in mastering the language we teach in order to maximize students' language skills. Additionally, some questions in the final test were not in line with the materials given during the program. When we were having the test, there were questions about English subjects that we had never studied before or discussed in the module, like anaphoric, cataphoric, and exophoric. That is why I think the subject-related content should be addressed more in the classroom.
8	<i>Do you think that the content offered in PPG is relevant to the teachers' work? Explain more!</i>	From a pedagogical perspective, I found it to be quite relevant. During the program, we learn deeper about pedagogical competency, like managing students, designing the learning activities, evaluating students' progress, and optimizing students' development. It also entails implementing suitable teaching strategies that actively involve students in meaningful learning experiences. And I am so grateful about that, since the questions about this competency arose during the selection process for the Government Employees with Work Agreements (<i>Pegawai Pemerintah dengan Perjanjian Kerja/P3K</i>).
9	<i>How did you communicate the discrepancy you have got with the instructors or the program administrator?</i>	There was a channel like a feedback room in the LMS application a to give critiques and suggestions. Besides, the program administrator in our university also provided program evaluation form. So, I gave feedback about the need for subject-related content for the program improvement.
10	<i>In your opinion, how did your expectation in the beginning influence your performance during the program?</i>	I did not find it particularly impactful on me. My main goal was to graduate and pass the final test (UP). I and my classmates were informed that the final test will cover professional and pedagogical competence. So, we made an effort by looking for the previous year

test files. We spared our time to study in group via online, since most of my classmates are form Java. Thankfully, our efforts paid off, and we were able to pass the test successfully.

Pseudonym : RJ
Teaching Experience : 14 years
Year Joining TPD : November 2022-March 2023
Host University : Universitas Bosowa, South Sulawesi
Date of interview : April 6, 2024

No.	Questions	Answers
1	<i>What is your motivation in joining the program?</i>	My true motivation is more about increasing my knowledge in teaching, especially knowledge about models, methods, strategies, and technology in teaching. Because honestly, we as ordinary teachers do not use appropriate teaching method and learning technology in the classroom. So, the program, thankfully, put more emphasis on applying teaching innovations.
2	<i>Did you try to collect information about the program from any other resources? If yes, what kind of information did you obtain?</i>	As for technical guidelines, I only read them briefly. Because even at the beginning of PPG, during the orientation period, we were told the rules for implementing PPG, such as having to take part in all activities in PPG, assignments must be submitted on time. Apart from that, I also had time to ask my colleagues, because I happened to have friends at school. He has completed the program, if I'm not mistaken in 2021 or 2022, he is a 6th grade elementary school teacher. I dug up some information from him, what PPG is, what the system is, and how it works. The information I got was the learning process of PPG, like we have to look for problems at our home school, then explore the problems, investigate the root cause of the problem, and find the appropriate solution. It gave me an idea of the activities we will undertake during the program. So, I know that the program would really involve us in our real teaching situation.
3	<i>What is your expectation in joining this program?</i>	I expected to learn about models, methods, strategies, and technologies in teaching. I also would like to explore ways to incorporate technology in teaching. I admitted that I felt outdated compared to newer methods. That is why I looked forward to professional development programs that introduce innovative strategy integrating technology. I admitted that I felt outdated compared to newer methods. That is why I looked forward to professional development programs that introduce innovative practices for both myself and my students.
4	<i>As an English teacher, what topic or content would you expect to learn in this program?</i>	At first, I thought the lecturers will employ English instructional language since we are English teachers. And I think that is good, so I can practice my English as well. Since this program was conducted by the selected university and we were taught by the qualified teachers. But in fact, the lecturers and the mentor teachers use Indonesian instructional language most of the time. It is probably because they saw the condition in the field that all teachers have different level of proficiency, for example: there are teachers who are already fluent, yet there are also elementary school teachers who just know the basic, like me. However, for certain material in English subjects, I don't think too much about it, because I mostly teach thematic subjects. Besides, I have ever asked my colleague who has completed the program. He is a mathematics teacher, but what was discussed during the program was not mathematics. I think it did not focus on our major, but rather on methods or techniques in teaching.
5	<i>What is the reason behind your expectation?</i>	I know I have some weaknesses in my teaching. I think I do not have enough knowledge or experience with a variety of teaching methods beyond the traditional lecture approach. That is why, during this TPD program, I wanted to learn about different teaching methods and how to use them in the classroom. So far, to be honest, I have

		applied the lecture method in teaching. Moreover, I teach on a remote island, so due to technological limitations, we only use simple learning media and tools.
6	<i>On what side has the program fulfilled your expectations?</i>	The pedagogical content integrated into our problem analysis sessions was directly relevant to our roles as teachers. As we know that, in the classroom, we found many problems, and through this program, we learned how to cope the problem, find an appropriate solution. For example, when we had problem identification. I took the issue of students' lack of motivation in studying, especially for English subjects. It is a scourge for students in rural areas. So, to make them interested, after reviewing several literatures regarding the similar issue, I decided to use make a match strategy. And I think my students enjoy the learning process, and I think they got slight improvement. So, in this PPG the focus is on student-centered, not teacher-centered. For technology learning, there is actually no special material during PPL, it is only discussed in a sharing manner. Because at the beginning of identifying problems, one of the problems I mentioned was that teachers were less active in using technology when teaching. So, the system only shares it. Lecturers and tutors shared their experiences in applying technology in learning, such as learning media in the form of videos and power points. Apart from that, in our training we were emphasized to integrate the use of multimedia, the use of technology for learning. So, yesterday's PPL used a laptop, displaying power points so that learning became more interactive.
7	<i>On what side hasn't the program fulfilled your expectations?</i>	Well, actually, before the final test, I and my classmates have ever asked to our colleagues about the final test (UP). I asked the alumni, and they informed that professional questions also showed up. At first, I was worried, because the program solely on the pedagogical competence. Apparently, during UP there are 60 numbers, 50 numbers in English and 10 numbers in Indonesian. These 10 numbers are more about how we act as teachers if given conditions like this. However, the other 50 numbers are very suitable because they discuss the model/method or strategy used. the question was more for students with this condition in a class like this, whether this method is suitable to use. So, the questions here are in UP, more or less in accordance with the material taught in class.
8	<i>Do you think that the content offered in PPG is relevant to the teachers' work? Explain more!</i>	In terms of learning materials, we as teachers must be smart in examining the things that we will apply in the learning process. As we know, there are students whose comprehension abilities are slow, medium and fast. Usually there are methods that are suitable for certain children, but not for other students. So, we as teachers, must know the condition of our students and apply various methods. And this training has taught us to identify the problems we find in class.
9	<i>How did you communicate the discrepancy you have got with the instructors or the program administrator?</i>	Overall, since I am satisfied with the program, and I feel so grateful to take part in TPD 2023, after being failed in the previous pre-tests, so I do not think there was such a discrepancy. I think, it is just about technical aspect since the training was conducted online.
10	<i>In your opinion, how did your expectation in the beginning influence your performance during the program?</i>	I think my fulfilled expectations during the program makes me motivated. As I have told you before, that I am eager to learn about teaching methods, so that is why I enjoy joining all the series of activities of the program.

Pseudonym : HH
Teaching Experience : 14 years
Year Joining TPD : 2022
Host University : Universitas Islam Malang
Date of interview : 17th April 2024

No.	Questions	Answers
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1	<i>What is your motivation in</i>	The first, of course, is to get an increase in welfare to support the
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<i>joining the program?</i>	family's economy. Then secondly, to motivate how our character as teachers is able to become educators and can be used as a reference for students. I mean we should demonstrate how we can be role models for our students.
2 <i>Did you try to collect information about the program from any other resources? If yes, what kind of information did you obtain?</i>	Yes, I read the technical guidelines, because if I don't read the technical guidelines there will be things that are not in accordance with what we are implementing. The information I got was when it would be implemented and how it would be implemented during the PPG later. And what is needed is how long the implementation of the PPG will take. Because at PPG there are several tasks that must be completed. I also asked a friend who taught at one of the schools that had participated in PPG in 2019. He was not an English teacher, but an Islamic religious education teacher. And thank God, I got a lot of information from sharing experiences, such as how the PPG was implemented and what kinds of the assessment that will be applied during the program, namely: UKIN, UKOM, and UP.
3 <i>What is your expectation in joining this program?</i>	I expected the program to emphasise the pedagogical aspect of exploring different interactive learning methods and strategies. I hope it can ultimately encourage students to be more active and enthusiastic about learning, especially English. Apart from that, since currently technology is becoming more sophisticated and advanced, I expected that during PPG we will be trained on how to integrate technology in learning. Moreover, now there are no more students who do not have an android or smart phone. So, as teachers of course we must provide access to the application of technology to students.
4 <i>As an English teacher, what topic or content would you expect to learn in this program?</i>	Well, the demands on English teachers are very high as junior high school students are required to have communicative competence, both orally and in writing, in various communication events. Therefore, I expected the program to provide concrete examples and practical exercises to engage students in active conversation, improve their pronunciation, and expand their vocabulary. I want to become better equipped to create a supportive classroom environment where students feel motivated and capable of expressing themselves fluently and effectively in English. I was also informed that the instructors will require us to use English when doing the teaching practice. Meanwhile, I am not ready for that. I preferred to teach using Indonesian
5 <i>What is the reason behind the expectation?</i>	Because as we know, not all students are interested in English, including my students. They think that English is the most difficult subject, especially speaking skills. To be honest, my students' speaking skills are very poor, maybe because they lack confidence or are afraid of being laughed at, but they also lack of vocabulary. Meanwhile, my expectation regarding knowledge of technology, that I have mentioned before, is because at my school, MTsN 4 Sinjai, there are already digital classes. Before I took PPG, my hope was that after taking PPG I could teach in digital classes. Therefore, I hope that through PPG I can be equipped with knowledge and skills related to the application of technology in learning, this does not make me a better teacher in carrying out learning.
6 <i>On what side has the program fulfilled your expectations?</i>	Thank God, my expectations were in line with what I got during the PPG implementation. I got various insights during PPG, especially the material, how to deal with students who are lazy in English lessons, especially considering that English is difficult. So here we are taught by PPG lecturers how to overcome this. So, during the program, we were required to develop a lesson plan. We were encouraged by lecturers to integrate technology into the instruction, for example presenting using interactive power point, giving assignment in educational platform, and creating learning video for students. We also learn to determine topics in learning, for example

		whether the topic is suitable for students, so that when implementing PPG we are required to analyze it first before creating learning tools. The first thing we analyze is the problems in learning English. From there we can also determine the material, what material should be given to students. During PPG we are also required to use English, or at least combine the use of English and Indonesian. After that we were assessed by presenting the lesson plan, doing the peer teaching, PPL, UKOM, UP. So, basically this PPG program is quite comprehensive.
7	<i>On what side hasn't the program fulfilled your expectations?</i>	Perhaps what the government needs to pay attention to are teachers who do not teach English, but are English language graduates. The requirements for taking PPG must be linear between the bachelor's degree and the subjects that will be taken during PPG. Because, he said, if it is not linear then the certification allowance will not be paid. For example, the decision letter to teach at school is to teach fine arts or music even though that is not your major, then you are not allowed to take PPG for fine arts subjects. For example, myself. In my 14 years of teaching, I have only taught English in the last three years. Because of my status as an honorary teacher, I was assigned to teach craft subjects. Therefore, I feel that my command of English is very poor. As I said earlier, some of the PPG participants initially did not teach English, their educational background was in English but what they got at school was not the same as what was taught. So, the linearity in PPG is determined by the undergraduate major, not based on the subjects taught. Therefore, I feel that my command of English is very poor. That is why I expected that I can improve my English during the program. So, linearity in ppg is determined by the educational program/undergraduate major, not based on the subjects taught. The teaching certificate that we collect as an initial requirement is only to prove current teaching activities. In addition, teachers can choose cross-level PPG study areas as long as they are linear with the undergraduate study program/major. So, this may need to be taken into consideration by the government.
8	<i>Do you think that the content offered in PPG is relevant to the teachers' work? Explain more!</i>	In my opinion, it is very relevant and indeed what is taught at PPG that is obtained at PPG is very useful for me as an English teacher and I can apply it in the classroom.
9	<i>How did you communicate the discrepancy you have got with the instructors or the program administrator?</i>	This program includes feedback forms where we can openly provide our observations, concerns, and suggestions about the program. so yeah, I wrote my feedback through this form. And I think the LPTK really helped us, especially during UP preparation. So, approximately one month before the final exam, our LPTK provides guidance regarding the discussion of the questions. Here the lecturer teaches tricks for doing UP questions, like how to analyze questions, how to screen questions, so that we don't get overwhelmed in UP.
10	<i>In your opinion, how did your expectation in the beginning influence your performance during the program?</i>	Well, I have high expectations and believe that the PPG will be beneficial. That is why I am motivated and actively engaged during the program, like submitting the assignments on time. And with positive expectations, I am more open to new teaching methods, strategies, and technologies introduced during the program.

Pseudonym : S
Teaching Experience : 12 years
Year Joining TPD : September 2022-July 2023
Host University : Universitas Negeri Makassar
Date of interview : April 17, 2024

No.	Questions	Answers
1	<i>What is your motivation in joining the program?</i>	My motivation for taking PPG was to improve my professionalism as a teacher. Apart from that, career opportunities are also greater

		after we get an educator certificate.
2	<i>Did you try to collect information about the program from any other resources? If yes, what kind of information did you obtain?</i>	Yes, I asked my sister-in-law who has just finished in-service teacher professional education program in the same university. I was informed about the flow of the learning process, consisting of identifying the problem, finding the cause of the problem, exploring alternatives of solution, deciding the appropriate treatment, making the action plans, and conducting teaching practice. So, I concluded that it aligns well with the iterative nature of classroom action research. My fellow teacher in my school also told me that certificates for attending seminars matters for the portfolio test. That is why I have prepared the files needed for the portfolio, such as the publications, certificate for attending seminars, and certificate of involvement in the committee.
3	<i>What is your expectation in joining this program?</i>	Since it is a formal professional development program, I put high expectation on this program. I expected that the content will be about English or about professional competence. I expected that the program would equip teachers with the knowledge and skill in designing a lesson plan, preparing the teaching instruments, implementing innovative teaching, and assessing students' progress with appropriate assessment instruments, and conducting reflection. Furthermore, I assumed that it will enhance my time-management skill since the information I have got from colleagues that the time period of the program is about 4 months with strict schedule.
4	<i>As an English teacher, what topic or content would you expect to learn in this program?</i>	I wish I could learn more about grammar or sentence structure, because for the pre-test of the program, many questions arise regarding grammar. These questions will likely appear frequently in the post-test as well. And apart from that, as English teachers, we have to master the correct sentence structure in English. Moreover, I expected that the lesson delivery would be fully presented in English. I believe that the English instructional language will help us reinforce our language skills. It can also provide an authentic learning experience that we can then replicate in our own classrooms. In fact, the instructional language depended on the material; for example, when we discussed problem identification, the instructional language was delivered in Indonesian. However, the lecturer encouraged us to use full English when we did peer teaching and teaching practice at school. We were allowed to mix languages when we forgot a specific word in English, so it is like implementing code-switching.
5	<i>What is the reason behind the expectation?</i>	Since the professional development program, I have joined in my regency focused solely on the teaching method, I expected that the TPD program would offer the advanced subject-related content. I think the quality of instruction depends on the teachers' knowledge of the subject. When teachers master their subject-related content, they can give their students more accurate and informative lessons.
6	<i>On what side has the program fulfilled your expectations?</i>	For some part, it has addressed my expectation, like the pedagogical content that is really needed by teachers to apply in the real classroom situation. Additionally, I have expected that UP will be dominated by pedagogical content. The pedagogical content of the UP examined the specific circumstances in which educators should determine the most appropriate teaching method to employ in a given situation. And the course had equipped us knowledge about a range of teaching methods and strategies.
7	<i>On what side hasn't the program fulfilled your expectations?</i>	There are some things that were not met my expectation, like the subject-related content. I think it is not deeply explained. At the start of the program, ten modules were distributed to us. If I am not mistaken, 4 pedagogic-content modules and 6 subject-content modules. We were tasked with summarizing these modules outside of the classroom teaching. So, it is a form of self-directed learning. But I think, the professional competence should be discussed more

		intensively in the classroom.
8	<i>Do you think that the content offered in PPG is relevant to the teachers' work? Explain more!</i>	I think the materials provided in the program have been adapted with the requirement to be a professional teacher. We were equipped with practical skills in setting up the learning environment to promote active student engagement during class. Through the activity-based curriculum, we practiced the entire process of lesson planning, implementation, and evaluation. The pedagogical content integrated into our problem analysis sessions was directly relevant to our roles as teachers. As we know that, in the classroom, we found many problems, and through this program, we learned how to cope the problem, find an appropriate solution. However, it would be better if there is a session to discuss about subject-content knowledge to broaden our knowledge about the subject we are being taught.
9	<i>How did you communicate the discrepancy you have got with the instructors or the program administrator?</i>	Luckily, the program includes reflection sessions where we can share feedback, complaints, or suggestions for improvement. Besides, our program administrator is responsive. Our lectures and mentor teacher are also helpful. So, anytime we had difficulties regarding the task, or when we had unsatisfactory think during the learning process, we can address the difficulties and seek guidance from them. However, something that is crucial like the curriculum or systemic issues may be beyond the immediate control of the university.
10	<i>In your opinion, how did your expectation in the beginning influence your performance during the program?</i>	I think having high expectation influence my performance. I targeted to pass the final test once. Before attending the training, I was informed by my colleague that the final examination (UP) would be the most difficult part since the questions will be about the pedagogical and disciplinary content. Luckily, my host university provided an extra class to prepare us facing the test. It is conducted by university to increase the percentage of the graduates of the program. Beside attending the test preparation class provided by my host university, I also joined the paid test-preparation class to anticipate the exam. I think it made more prepared and confident in facing the test.

Pseudonym : ADS
Teaching Experience : 13 years
Year Joining TPD : 2023
Host University : UNM
Date of interview : April 18, 2024

No.	Questions	Answers
1	<i>What is your motivation in joining the program?</i>	The first motivation for joining PPG is that I want to become a professional teacher and one of the requirements to become a professional teacher is to take part in the PPG program. Second, to be honest, it seems like all the reasons come from a welfare perspective.
2	<i>Did you try to collect information about the program from any other resources? If yes, what kind of information did you obtain?</i>	I did not have time to read the technical guidelines, but when I found out my name was on the list of PPG 2023 participants, I immediately contacted my fellow English teachers who were taking part. What is conveyed is about the tasks and how the learning system works. In fact, the Education Department in our region provides technical guidance for three days before PPG lectures begin. This technical guidance really helped me because before I didn't know what I wanted to do. Here, we were explained about the material we would get during PPG, starting from worksheet, worksheet 1 until the last one. Portfolio is also explained there. There I just found out that the PPG activity was like in the form of developing teaching instruments and teaching practices.
3	<i>What is your expectation in joining this program?</i>	My expectation is that it would focus on learning instrument development, as informed in the preliminary training program. We were also explained about the worksheets that would be given in

		PPG. Reviewing the worksheets that will be used during PPG during the preliminary training gave me a concrete idea of the tasks and activities involved. The activities included identifying the problem, exploring alternative solutions, selecting the appropriate approach, developing learning instrument, and conducting teaching practice. The items of the assessments were also defined, including the micro-teaching assessment, portfolio, and summative test.
4	<i>As an English teacher, what topic or content would you expect to learn in this program?</i>	Honestly, I was mainly worried that the lectures would be in English. Because I admitted that my English proficiency is not good enough, I thought I might have trouble understanding the lessons if it is delivered in full English. So, I hope that we will be able to learn effectively by using Indonesian, so that the material can be conveyed clearly and we, the participants, can understand it fully.
5	<i>What is the reason behind the expectation?</i>	During technical guidance sessions, the information and resources we receive serve as a foundational reference for the training phase. This means that the content, methods, and examples introduced during these sessions give us a clear idea of what to expect and prepare for when we join PPG. Specifically, in these technical guidance sessions, we discuss and illustrate examples of worksheets that we will use during PPG.
6	<i>On what side has the program fulfilled your expectations?</i>	Alhamdulillah, my expectation was fulfilled. I can follow PPG to the end and I can also complete the assignment well. I also studied a lot, so I learned a lot about learning methods, strategies and approaches that I didn't know exactly how to do. At first, I didn't know the difference between these three terms. We learned the steps to analyze the problems we encountered in class, search for appropriate literature, conduct a literature review, interview sources, then present the results of our analysis. Regarding English material, there was little discussion during the learning tool preparation session. So, when presenting the lesson plans that we will use for practical teaching activities, we also present English language material, although it is not very in-depth. This may be because lecturers and tutors feel they understand the material. Moreover, my PPG friends have been teaching for a long time, on average they are senior teachers. Besides, the application of learning technology is integrated into classroom learning activities as we expected. And since PPG is online-based training using the LMS application, we also had to present assignments via Zoom. Honestly, I, who was initially clueless, was able to learn a little, for example the use of <i>capcut</i> to edit my teaching video, the use of <i>Canva</i> to make my presentation. Even though what I practice is basic, this knowledge is very useful for me to practice in class. There is also an admin who provides instructions on how to use the LMS. Moreover, when identifying problems, I raised the issue of students' low learning motivation. And after reading the literature, I decided to use the digital application "Quizizz" to give interactive assignment for students.
7	<i>On what side hasn't the program fulfilled your expectations?</i>	I think the program has fulfilled all my expectations.
8	<i>Do you think that the content offered in PPG is relevant to the teachers' work? Explain more!</i>	I think it is very appropriate and relevant to what we need in the field. I have gained a lot of new knowledge from PPG about teaching methods or strategies, as well as learning media that I can use. Moreover, this PPG facilitates the implementation of both curricula, namely the 2013 curriculum and the independent curriculum. Because there are still friends who have not implemented the independent curriculum in their classes, there are also schools that apply both, like my school, class 7 and class 8 have used the independent curriculum, but class 9 is still using the 2013 curriculum. So, we have really prepared lesson plans for teachers

		who use the 2013 curriculum, and learning modules for teachers who apply the independent curriculum.
9	<i>How did you communicate the discrepancy you have got with the instructors or the program administrator?</i>	During PPG we coordinate more with the admin because the admin is more proactive in asking if there are any difficulties. For example, sometimes LKS assignments arrive late or assignments that we have submitted in the LMS have not been assessed by the lecturer or tutor, so we coordinate again with the admin.
10	<i>In your opinion, how did your expectation in the beginning influence your performance during the program?</i>	I think they did. As I mentioned, I had initial expectations for myself, which motivated me to put in the effort required to meet those expectations.



Appendix 3

Coding of the EFL Teachers' Expectations on In-Service TPD Program

No.	Keywords from Participants Explanation							Teachers' Expectations
	A	RR	NH	RJ	HH	S	ADS	
1	-	"The technical guidelines gave me the overview of the framework of activity-based learning that we are going to do during the program."	"I was informed that the program would be based on activity-based curriculum. "	"The information I got was the learning process of PPG, like we have to look for problems at our home school, then explore the problems, investigate the root cause of the problem, and find the appropriate solution. ... So, I know that the program would really involve us in our real teaching situation. "	-	"I was informed about the flow of the learning process, consisting of identifying the problem, finding the cause of the problem, exploring alternatives of solution, deciding the appropriate treatment, making the action plans, and conducting teaching practice. So, I concluded that it aligns well with the iterative nature of classroom action research."	"I found out that the PPG activity was like in the form of developing teaching instruments and teaching practices. "	Activity-Based Curriculum
2	"I just want to be given material about good teaching methods ... "	"I expected this program can develop my competence as a teacher, and give me a better understanding of learning strategies. "	"I have expected that the program would cover the pedagogical material, ... "	"I expected to learn about models, methods, strategies, and technologies in teaching."	"I expected the program to emphasise the pedagogical aspect of exploring different interactive learning methods and strategies. "	I expected that the program would equip teachers with the knowledge and skill in designing a lesson plan, preparing the teaching instruments, implementing innovative teaching, and assessing students' progress with appropriate assessment instruments, and conducting	"My expectation is that it would focus on learning instrument development, as informed in the preliminary training program."	Pedagogical Content

						<i>reflection.</i> ”		
3	“I think I need the materials that we are going to teach in our real class, such as narrative text, procedure text, descriptive text, and others. ”	“... especially those related to professional competence in teaching English.”	“I anticipated a deeper focus on professional competence. ”; “I think I want to learn about how to teach English using English.”	-	“Therefore, I expected the program to provide concrete examples and practical exercises to engage students in active conversation, improve their pronunciation, and expand their vocabulary. ”	“I expected that the content will be about English or about professional competence. ”	-	Disciplinary Content
4	-	“I actually hope that the lecturers or instructors can speak more English. ”	“I hope that the lecturer probably can be our role model by using English in teaching us.”	“I thought the lecturers will employ English instructional language since we are English teachers.”	“I was also informed that the instructors will require us to English use when doing the teaching practice.”	“I expected that the lesson delivery would be fully presented in English. ”	“So, I hope that we will be able to learn effectively by using Indonesian. ”	English Instructional Language
5	“I am interested in learning about technology-focused teaching, such as creating interactive learning media and computer-based assessments.”	-	-	“That is why I looked forward to professional development programs that introduce innovative strategy integrating technology. ”	“I expected that during PPG we will be trained on how to integrate technology in learning.”	-	“... the application of learning technology is integrated into classroom learning activities as we expected.”	ICT Integration
6	“... and taken various types of assessments to pass the program.”	“... we will be assessed holistically to increase our professionalism.”	“I hoped that the questions in the UP (computer based-test) would align with the material taught during the program, covering both	“I asked the alumni, and they informed that the professional questions also showed up. At first, I was worried that the program would solely focus on the	“I got a lot of information from sharing experiences, such as how the PPG was implemented and what kinds of the assessment that will be	“My fellow teacher in my school also told me that certificates for attending seminars matters for the portfolio test. ”	“The items of the assessments were also defined, including the micro-teaching assessment, portfolio, and summative test.”	Comprehensive Assessment

			<i>pedagogical and professional competences.</i>	<i>pedagogical competence.</i>	<i>applied during the program, namely: UKIN, UKOM, and UP.</i>			
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Coding of the In-Service TPD Program's Alignment with EFL Teachers' Expectations

No.	Name	Activity-Based Curriculum	Expectations				Comprehensive Assessment
			Pedagogical Content	Disciplinary Content	English Inst. Lang.	ICT Integration	
1	A	-	<i>"we were guided on how to teach well ..."</i>	<i>"we had presentation task first, for example the material we would teach ..."</i>	-	<i>"... kinds of technology-based media that we were going to use."</i>	<i>"before teaching we had presentation task first ..."</i> (UKOM); <i>"there was a discrepancy between the UP questions and the material"</i>
2	RR	<i>"Then, we designed the lesson plan, we are directed to be able to put together a complete learning instrument."</i>	<i>"The material has been in line with my expectations, like the material about pedagogical competence."</i>	<i>"... the professional competence should be explained deeper"</i>	<i>"... the lecturers tend to use English"</i>	-	<i>"... we never covered these topics in the class"</i>
3	NH	<i>"As participants, we were given much opportunity to present a particular topic ...": "So, we were truly involved in the program activities."</i>	<i>"... the pedagogical competence delivered during the program has been addressed"</i>	<i>"there's a lack of balance between pedagogical competence and professional competence in the materials provided."</i>	<i>"... but also provided practice in using English, especially during tasks that required us to present in English."</i>	-	<i>"... the program included opportunities for peer teaching and teaching practice (PPL)"; "When we were having the test, there were questions about English subjects that we had never studied before."</i>
4	RJ	<i>"In PPG, the focus is on student-centered, not teacher-centered."</i>	<i>"The pedagogical content integrated into our problem analysis sessions was directly relevant to our roles as teachers."</i>	-	<i>"... the lecturers and the mentor teachers use Indonesian instructional language most of the time."</i>	<i>"Lecturers and tutors shared their experiences in applying technology in learning ..."</i>	<i>"... the questions here are in UP, more or less in accordance with the material taught in the class."</i>
5	HH	-	<i>"... my expectations were in line with what I got, ... especially the material, how to deal with students who are lazy in English lessons"</i>	<i>what the government needs to pay attention to are teachers who do not teach English, but are English language graduates"</i>	<i>During PPG we are also required to use English, or at least combine the use of English and Indonesian."</i>	<i>We were encouraged by lecturers to integrate technology into the instruction"</i>	<i>"... we were assessed by presenting the lesson plan, doing the peer teaching, PPL, UKOM, UP."</i>
6	S	<i>"Through the activity-based curriculum, we practiced the entire process of lesson planning, implementation,</i>	<i>"... it has addressed my expectation, like the pedagogical content that is really needed by teachers ..."</i>	<i>"... like the subject-related content. I think it is not deeply explained."</i>	<i>"... the instructional language depended on the material; However, the lecturer encouraged us to use full English when we"</i>	-	<i>"The pedagogical content of the CBT test examined the specific circumstances in which educators should determine the most appropriate teaching method to"</i>

		<i>and evaluation ...”</i>		<i>did peer teaching and teaching practice ...”</i>		<i>employ in a given situation.”</i>
7	ADS	<i>“... focused on learning instrument development...”</i>	<i>“I learned a lot about learning methods, strategies and approaches ...”</i>	-	-	<i>“... the application of learning technology is integrated into classroom learning activities.”</i>





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SALINAN

PERATURAN DIREKTUR JENDERAL GURU DAN TENAGA KEPENDIDIKAN
KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI

NOMOR 1019/B/PD.00.02/2022

TENTANG
PETUNJUK TEKNIS PELAKSANAAN PROGRAM PENDIDIKAN PROFESI
GURU DALAM JABATAN

DENGAN RAHMAT TUHAN YANG MAHA ESA

DIREKTUR JENDERAL GURU DAN TENAGA KEPENDIDIKAN,

- Menimbang : a. bahwa untuk melaksanakan ketentuan Pasal 23 Peraturan Menteri Pendidikan dan Kebudayaan Nomor 38 Tahun 2020 tentang Tata Cara Memperoleh Sertifikat Pendidik Bagi Guru Dalam Jabatan;
- b. bahwa untuk menyesuaikan pelaksanaan program pendidikan profesi guru dalam jabatan dengan perkembangan kebijakan pendidikan profesi dan kompetensi guru, maka Peraturan Direktur Jenderal Guru dan Tenaga Kependidikan Nomor 1677/B/HK.01.01/2021 tentang Petunjuk Teknis Program Pendidikan Profesi Guru Dalam Jabatan perlu diganti;

BAB III BEBAN BELAJAR

Beban belajar Program PPG Dalam Jabatan tertuang dalam kurikulum Prodi PPG. Kurikulum tersebut dikembangkan dengan mengacu pada profil lulusan Program PPG Dalam Jabatan, yaitu menjadi *"Guru profesional yang bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia yang menguasai materi ajar, berkarakter dan berkepribadian Indonesia, menginspirasi dan menjadi teladan, memiliki penampilan memesona, berwibawa, tegas, ikhlas, serta disiplin yang mampu mendidik, membelajarkan, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik sesuai dengan tuntutan perkembangan teknologi informasi dan komunikasi terkini dan masa depan"*. Kurikulum Program PPG Dalam Jabatan dirancang untuk memfasilitasi Mahasiswa Program PPG Dalam Jabatan mencapai SKL, yang dinyatakan dalam CPL pada bidang studi atau program keahlian masing-masing. Kaitan antara CPL, CPBS, bahan kajian, dan mata kuliah Program PPG Dalam Jabatan dipaparkan sebagai berikut.

A. Struktur Kurikulum Prodi PPG

Kurikulum program PPG Dalam Jabatan terdiri atas tiga mata kuliah, yaitu:

1. Pendalaman Materi (Analisis Materi Ajar Berbasis Masalah, Literasi, dan *Higher Order Thinking Skills/HOTS*).
2. Pengembangan Perangkat Pembelajaran (Desain Pembelajaran Inovatif).
3. PPL (Praktik Pembelajaran Inovatif).

Struktur kurikulum Program PPG Dalam Jabatan memuat 3 (tiga) mata kuliah sebagaimana tersebut di atas dengan beban belajar sebesar 36 (tiga puluh enam) sks berdasarkan Pasal 13 Peraturan Menteri Pendidikan dan Kebudayaan Nomor 38 Tahun 2020 tentang Tata Cara Memperoleh Sertifikat Pendidik Bagi Guru Dalam Jabatan. Pemenuhan beban belajar melalui rekognisi pembelajaran lampau sebanyak 24 (dua puluh empat) sks dan pembelajaran ditempuh sebanyak 12 (dua belas) sks.

Beban belajar 12 (dua belas) sks yang harus ditempuh disajikan dalam Tabel 3.1.

Appendix 5
Worksheets

LK. 1.2 Eksplorasi Penyebab Masalah

No	Masalah yang telah diidentifikasi	Analisis eksplorasi penyebab masalah
1	Rendahnya motivasi belajar belajar peserta didik pada proses pembelajaran Bahasa Inggris	<p>Setelah dilakukan analisis terhadap hasil kajian literatur dan hasil wawancara, serta dikonfirmasi melalui observasi dapat diketahui bahwa penyebab rendahnya motivasi belajar peserta didik adalah:</p> <ul style="list-style-type: none"> - Guru belum maksimal menerapkan model pembelajaran yang variatif dan inovatif. - Peserta didik tidak konsentrasi dalam menerima pelajaran. - Kurangnya penanaman di dalam diri peserta didik akan pentingnya bahasa Inggris. - Ketertarikan peserta didik terhadap mata pelajaran Bahasa Inggris yang kurang. - Sarana prasarana yang kurang memadai. - Rendahnya perhatian dari orang tua.
2	Peserta didik kesulitan ketika menulis teks	<p>Setelah dilakukan analisis terhadap hasil kajian literatur dan hasil wawancara, serta dikonfirmasi melalui observasi dapat diketahui bahwa penyebab kesulitan peserta didik dalam menulis teks adalah:</p> <ol style="list-style-type: none"> 1. Faktor Internal: <ul style="list-style-type: none"> - Peserta didik kesulitan menentukan ide/topik yang ingin ditulis. - Kurangnya kosakata peserta didik. - Peserta didik kesulitan membuat kalimat yang koheren. - Peserta didik tidak mengetahui langkah-langkah menulis teks. - Perasaan takut salah. 2. Faktor Ekternal: <ul style="list-style-type: none"> - Guru cenderung memberikan tugas langsung tanpa menuntun peserta didik dari tugas sederhana sampai mereka mampu menulis sendiri. - Guru belum maksimal menerapkan model pembelajaran yang variatif dan inovatif.
3	Komunikasi antara guru dengan peserta didik tidak terjalin secara maksimal dalam pada proses belajar mengajar	<p>Setelah dilakukan analisis terhadap hasil kajian literatur dan hasil wawancara, serta dikonfirmasi melalui observasi dapat diketahui bahwa penyebab kurangnya komunikasi antara guru dengan peserta didik adalah:</p> <ul style="list-style-type: none"> - Peserta didik yang pasif. - Perhatian peserta didik yang tidak terpusat pada informasi yang disampaikan guru, tetapi bercabang ke hal yang lain. - Komunikasi bersifat satu arah dimana guru menerangkan pelajaran sedangkan peserta didik pasif. - Metode pengajaran kurang bervariasi, sehingga penyampaian informasi yang monoton menyebabkan kebosanan peserta didik. - Kurang optimalnya komunikasi guru dengan peserta didik disebabkan karena guru kurang intens melakukan komunikasi dengan peserta didik. - Guru yang fokus hanya menyelesaikan target kurikulum sehingga tidak fokus menjalin komunikasi dengan peserta didik.

4	Guru kurang optimal menerapkan model-model pembelajaran yang inovatif	<p>Setelah dilakukan analisis terhadap hasil kajian literatur dan hasil wawancara dapat diketahui bahwa penyebab guru kurang optimal menerapkan model-model pembelajaran yang inovatif adalah:</p> <ul style="list-style-type: none"> - Guru tidak memiliki pengetahuan yang memadai berkenaan dengan konsep dan cara-cara mengimplementasikan model-model pembelajaran dalam proses pembelajaran. - Guru hanya menjadikan buku teks sebagai sumber pembelajaran tanpa menggunakan model pembelajaran yang dapat meningkatkan kemampuan peserta didik. - Guru nyaman dengan metode ceramah dan tanya jawab. - Pembelajaran yang masih berpusat pada guru (<i>teacher center</i>).
5	HOTS Peserta didik kesulitan mengerjakan soal berbasis HOTS	<p>Setelah dilakukan analisis terhadap hasil kajian literatur dan hasil wawancara dapat diketahui bahwa penyebab peserta didik kesulitan mengerjakan soal berbasis HOTS adalah:</p> <ul style="list-style-type: none"> - Kurangnya kemampuan guru dalam memahami pembelajaran HOTS. - Guru belum mampu menciptakan proses pembelajaran yang berbasis HOTS. - Peserta didik terbiasa menjawab soal LOTS. - Peserta didik kurang berlatih menjawab soal HOTS.
6	Guru kurang optimal memanfaatkan teknologi dalam pembelajaran Misalnya penggunaan LCD, google form, aplikasi kuis, dll	<p>Setelah dilakukan analisis terhadap hasil kajian literatur dan hasil wawancara dapat diketahui bahwa penyebab guru kurang optimal memanfaatkan teknologi dalam pembelajaran adalah:</p> <ul style="list-style-type: none"> - Guru belum mampu secara maksimal mengintegrasikan dan mengkoneksikan materi yang biasanya diajarkan secara konvensional. - Terbatasnya multimedia di kelas sehingga guru memerlukan waktu ekstra untuk persiapan perangkat pembelajaran. - Sebagian guru belum menguasai IT. - Sarana TIK yang tidak memadai/tidak tersedia.