PROFESSIONAL DEVELOPMENT PROGRAMS
FOR ENGLISH TEACHERS IN ACEH: A DELPHI STUDY

THESIS

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

By
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202210560211031

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
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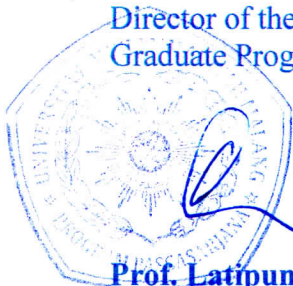Monday, 15th July 2024

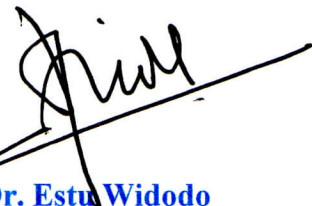Advisor I

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decided that it fulfilled the requirements to get
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at the Graduate Programs of Universitas Muhammadiyah Malang

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The writer

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ABSTRACT

In Indonesia, teacher professional development (PD) has been an integral part of educational practices since the 1970s and continues to be a prominent feature in the country's educational system. PD facilitators play a crucial role in the development and success of PD programs, particularly in mandatory PD. However, their role has received limited attention in the existing literature. Therefore, this study aims to investigate the challenges faced by PD facilitators during PD programs and explore the ideas that facilitators have proposed to enhance the delivery of PD for English teachers in Aceh. Adopting a modified Delphi method with two rounds, the study engaged seven panelists to collect and refine expert opinions. The findings reveal three significant challenges encountered by PD facilitators: misinformation resulting from the cascade model of PD, inadequate facilities in schools, and difficulties in organizing learning steps based on the chosen model. To enhance the PD program, facilitators proposed ten ideas, including avoiding patronizing PD participants, creating a comfortable and interactive training atmosphere, promoting a growth mindset, encouraging voluntary or school-based PD participation, implementing follow-up programs, providing moral support and necessary facilities, seeking external sponsors, increasing dissemination of PD results, encouraging active student involvement, and promoting self-reflection after PD sessions. These insights provide a valuable framework for improving the effectiveness of PD programs for English teachers in Aceh, involving three key stakeholders: PD facilitators, school principals/administrators, and PD participants.

Keywords: *Delphi, EFL Teacher, Teacher Professional Development, Teacher Training*

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ABSTRAK

Di Indonesia, Pengembangan Keprofesian Berkelanjutan (PKB) telah menjadi bagian integral dari praktik pendidikan sejak tahun 1970-an dan terus menjadi ciri khas yang menonjol dalam sistem pendidikan di Indonesia. Fasilitator PKB memainkan peran penting dalam pengembangan dan keberhasilan program-program PKB, khususnya dalam program PKB wajib. Namun, peran mereka masih kurang mendapat perhatian dalam literatur yang ada. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki tantangan yang dihadapi oleh fasilitator PKB selama program PKB dan mengeksplorasi ide-ide yang diusulkan oleh para fasilitator untuk meningkatkan pelaksanaan program PKB bagi guru bahasa Inggris di Aceh. Dengan menggunakan metode *Modified Delphi* dengan dua putaran, penelitian ini melibatkan tujuh panelis untuk mengumpulkan dan menyaring pendapat para ahli. Temuan menunjukkan tiga tantangan signifikan yang dihadapi oleh fasilitator PKB: informasi yang salah yang dihasilkan dari model pelatihan berjenjang, fasilitas yang kurang memadai di sekolah, dan kesulitan dalam mengatur langkah-langkah pembelajaran berdasarkan model yang dipilih. Untuk meningkatkan program PKB, para fasilitator mengusulkan sepuluh gagasan, termasuk menghindari sikap menggurui peserta PKB, menciptakan suasana pelatihan yang nyaman dan interaktif, mendorong pola pikir yang berkembang, mendorong partisipasi PKB secara mandiri atau berbasis sekolah, melaksanakan program tindak lanjut, memberikan dukungan moral dan fasilitas yang diperlukan, mencari sponsor eksternal, meningkatkan diseminasi hasil PKB, mendorong keterlibatan siswa secara aktif, dan mendorong refleksi diri setelah sesi PKB. Temuan ini memberikan kerangka kerja yang berharga untuk meningkatkan efektivitas program PKB bagi guru bahasa Inggris di Aceh, yang melibatkan tiga pemangku kepentingan utama: Fasilitator PKB, kepala sekolah/administrator, dan peserta PKB.

Kata kunci: *Delphi, Guru Bahasa Inggris, Pengembangan Profesi Guru, Pelatihan Guru*

I. INTRODUCTION

1.1. Research Background

Teacher professional development (PD) is one program that compulsorily engages EFL teachers to keep updating their knowledge and skills in their professional careers. It is any activities that teachers engage in to develop their individual skills, knowledge, expertise, and other characteristics as teachers. PD has been a distinctive discussion in education because it is associated with educational prospects tailored to meet the varying needs of educators, including differences in their backgrounds, confidence levels, and desire to enhance their skills. (Whitworth & Chiu, 2015). In this sense, the concept of PD relates to developing professionalism. Besides, well-implemented PD is closely associated with improving the quality of education in a country or an institution (Darling-Hammond et al., 2017).

In Indonesia, PD activities have been part of educational practice throughout the history of Indonesian education from the 1970s to the present day. The PD model in Indonesia over the past four decades has changed from the PKG (*Pemantapan Kerja Guru*) model to the current PKB (*Pengembangan Profesi Berkelanjutan*) model (Revina et al., 2020). Since the enactment of the Teacher and Lecturers Law in 2005, the Indonesian government, through the Ministry of Education and Culture (MoEC), has been working to enhance teachers' competencies through a range of PD programs. These programs include teacher professional education, teacher training, teacher workshops, teacher working groups, and subject-teacher support groups (MGMP).

However, the significant impact of PD in Indonesia has not been evident to teachers and students (Kusanagi, 2022). A study by Wulyani et al. (2019) revealed that in-service EFL teachers tend to exhibit lower levels of academic vocabulary, reading proficiency, and writing proficiency than novice teachers. A significant number of EFL teachers in Indonesia lack fluency and confidence in their communication skills in English, both within and outside the classroom (Renandya et al., 2018). The findings are in line with the report of the World Bank

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(2015) that certified teachers linked to an in-service PD program show consistently limited knowledge of pedagogy and the subject matter. At the same time, the report from MoECD (2019) shows that the average score for the English subject of junior high school students in the Computer-Based National Examination (UNBK) 2019 was 50.96 out of 100.00 The score is still below the minimum standard set at 55.00.

Several studies also criticize the implementation of EFL PD in Indonesia. Atmoko and Kuswandono (2021) mention that EFL teachers' MGMP as an integral program of PD still pays little attention to EFL teachers' needs in conducting reflecting research and following up post-training supervision. PD's weakness lies in policies that differ from the practical needs (Kusanagi, 2022) and do not provide the knowledge needed to produce quality teachers (Carpenter & Linton, 2018), which resulted in a limited impact on teachers' teaching practices (Asih et al., 2022).

Research on PD for EFL teachers is considered very important because English is changing rapidly, and new trends in English language teaching are emerging. This affects how teachers teach, assess, and reflect on learning. To date, studies about PD have mostly been conducted to give insights from teachers' views. A study by Cirocki and Farrell (2019) examined the perspectives of EFL teachers in Indonesia on the concept of PD. It revealed that EFL teachers held diverse perspectives on PD programs, such as school-based PD, out-of-school learning, higher academic education, government-initiated, and teacher-self-directed learning. A study by Sudiran and Vieira (2017) suggested that EFL teachers in PD programs are supported in developing student-centered materials and are encouraged to conduct classroom action research autonomously. Another study by Avillanova and Kuswandono (2019) investigated the challenges and opportunities faced by junior high school English teachers in PD in Indonesia. The findings show that PD challenges relate to implementation time and the lack of information on PD activities, especially for schools in remote areas.

There are limited studies on the important roles of PD facilitators. A study by MacPhail et al. (2019) describes that PD facilitators are essential figures

within the education system as they are responsible for guiding, organizing, and conducting various teacher professional development activities such as workshops, programs, and courses. Their role shapes educators' professional growth and enhancement (Perry & Booth, 2021). Unfortunately, the study also reveals that there is little learning opportunity for PD facilitators to improve their skills as facilitators.

To deal with the problem, Tack et al. (2018) suggest a structural need for PD facilitators to engage in PD activities directly connected to their practices as facilitators, including long-term, sustainable, and recognized activities. Given the complex roles of PD facilitators, there are diverse practices employed by PD facilitators in fulfilling their roles (Ince, 2017). These practices involve PD facilitators establishing equitable relationships with PD participants, utilizing adult learning principles. They prioritize the exchange of values and the mutual understanding of goals and beliefs between facilitators and participants while also promoting peer-to-peer learning. However, there is little research on EFL PD facilitators using the Delphi model at the secondary school level. The views of PD facilitators are crucial in improving PD programs. Some Delphi studies related to PD, such as those conducted by Mohr and Shelton (2017) and Parmigiani et al. (2022), solely focused on PD at the higher education or university level.

Considering the vital roles of PD facilitators in coaching and developing PD programs and the limited sources of facilitator views in developing EFL PD programs, particularly at secondary-level schools, this study will focus on PD facilitators' views using the Delphi method to gain a consensus regarding the challenges encountered by EFL PD facilitators and the ideas they propose to improve the PD program in PKB-Madrasah Education Quality Reform (MEQR), Ministry of Religious Affairs (MoRA). Hence, the overarching research questions are:

1) What are the challenges faced by professional development (PD) facilitators during the program?

2) What are the ideas proposed by facilitators to improve the professional development (PD) delivery for English teachers in Aceh?

By addressing the two research questions above, this study is expected to positively impact MoRA in developing PD programs based on the ideas proposed by PD facilitators. In addition, the researcher believes that improving PD programs will significantly affect EFL teachers' teaching performance and students' achievement in the classroom.

II.   LITERATURE REVIEW

2.1.   Teacher Professional Development

Teacher professional development (PD) has emerged as a significant component of educational reforms worldwide, playing a crucial role in shaping and improving educational systems across the globe. Different definitions of PD from the perspective of experts have been reported in several literature sources. For instance, Birman et al. (2000) define teacher PD as short courses that educational institutions plan and offer to update teachers' knowledge throughout their careers. Such activities may include workshops, presentations, or graduate programs.

According to Guskey (2000), a PD program aims to reform the professional practices, beliefs, and understandings of school members to achieve clear goals. PD is the process through which teachers learn for professional development, aiming to improve their knowledge, beliefs, and practices, ultimately benefiting learners by improving learning achievement. Therefore, the effectiveness of PD activities should be evaluated based on the enhancement of teachers' knowledge and performance, as well as the improvement of students' academic achievement.

Comprehensively, the Organization for Economic Co-operation and Development (OECD) defines PD as "activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher" (OECD, 2009, p. 49). The OECD outlines various components that comprise PD program development, such as selecting teacher candidates, providing pre-service and in-service training, offering teacher training practicum, providing awards, institutional resources and support, and monitoring and evaluating the program.

These definitions clarify that PD can be implemented in both formal and informal settings. Formal PD, also known as mandatory PD, involves participating in structured educational programs that adhere to a predetermined curriculum focused on specific topics. These programs can be in the form of academic conferences, seminars, or workshops. They are specifically designed for members of a work team and typically take place at educational institutions such

as universities, colleges, or training centers (Harfitt & Mei Ling Chow, 2018). In contrast, informal PD, or voluntary PD, is typically initiated and driven by teachers themselves (Kyndt et al., 2016). They choose training topics based on their needs, personal interests, and actual classroom experience. Alternatively, they may do so through informal discussions with accomplished colleagues. (Thacker, 2017; Wilden & Porsch, 2017).

2.1.1. Teacher Professional Development in Global Context

PD programs offer educators a significant opportunity to enhance their learning and promote their professional growth (Darling-Hammond et al., 2017). Current research suggests that participating in professional development has the potential to significantly enhance student learning outcomes (Merchie et al., 2018). The effectiveness of PD is closely connected to teachers' identified priorities in supporting students' needs, improving student learning, and positively impacting related student outcomes (Campbell et al., 2022). However, it also provides quality, relevant content, active professional development, and learning processes (Desimone & Garet, 2015).

Several effective PD models have been implemented in countries like Singapore, Australia, Finland, and the United States (U.S.) to meet the needs of teachers and their impact on student learning (Bautista & Ortega-Ruiz, 2017). In Singapore, teachers participate in a variety of PD activities for 100 hours per year. Novice teachers are provided with various opportunities to attend in-service training, including courses offered by the National Institute of Education and the Ministry of Education, as well as conferences, forums, and seminars through teacher networks (Tonga et al., 2022). The program also ranges from formal to informal, including action research and lesson studies that are tailored to meet the needs and interests of teachers (Bautista et al., 2015). The PD features are subject-specific and emphasize practical context, intensive and ongoing programs, active learning, and collaborative work among teachers. Schools in Singapore play a crucial role in the success of PD programs by designing school-based PD programs (Tias & Tongjean, 2022).

In Australia, PD is conceptualized by involving multi-stakeholders and is driven by governments and other external groups (Ling & Mackenzie, 2015). Illustrative examples are given to teachers in various fields and levels of education as part of the PD initiative. The government provides PD sessions that focus on policies affecting curriculum decisions, teaching approaches, learning outcomes, assessment practices, and prescribed programs. These sessions typically last for a day or a day and a half, with the expectation that teachers will disseminate the ideas and strategies throughout their school. Other forms are offered by universities or private providers. These programs challenge teachers to try new teaching approaches and provide support tailored to their needs.

In Finland, teachers are allowed to work in settings that promote autonomy and agency. Their professional development is prepared through pre-service training programs (Tonga et al., 2022). Finnish teachers receive in-service training through training days and short courses. However, there is a new trend towards a more holistic and integrated approach, where teachers are viewed as developers within the entire school community (Niemi, 2015). Prior to employment, teachers receive education with a research-based orientation, and they are expected to utilize their knowledge as a resource. Teachers can create their own school-based and self-development projects that are connected to school development. Collaboration with the school community and external partners, particularly parents, is crucial for teachers' professional growth, especially at the start of their careers.

In the U.S., PD trends have notably shifted over the last two decades. Desimone and Garet (2015) note that the trend has moved away from the traditional 1–3-hour workshop PD model towards a continuous PD model that incorporates the five features of effective PD. The five features suggested are content focus, active learning, coherence, sustained duration, and collective participation (Desimone & Garet, 2015). The changes have linked PD to teacher evaluation. This has led principals to annually evaluate the knowledge and practices acquired by teachers through PD to be practiced in the classroom. Another method for teacher evaluation and coaching is the use of classroom

teaching videos as part of observation and coaching, which are then assessed remotely by facilitators. Some states have even created catalogs of teaching videos that teachers can access to improve teaching practices.

2.1.2. Teacher Professional Development in Indonesia Context

In Indonesia, PD has been a crucial part of education practices since the 1970s and continues to be a prominent feature in the country's educational system. In the 1970s, the initial form of local training aimed at improving teaching skills for teachers gradually evolved into a more structured and well-organized program, such as the Strengthening of Teachers' Work (*Pemantapan Kerja Guru - PKG*) in the 1980s and the Teacher Working Group (*Kelompok Kerja Guru KKG*) in the 1990s (Revina et al., 2020). With the enactment of the Teachers and Lectures Law in 2005, teachers became obligated to undergo 90 hours of teacher professional education and training *(Pendidikan dan Latihan Profesi Guru -PLPG)* for certification purposes (A. Rahman, 2016). As a subsequent measure to monitor the impact of teacher certification on teacher quality, the government introduced the Teacher Competency Test (*Uji Kompetensi Guru - UKG*) in 2015, followed by the implementation of the continuing professional development (*Pengembangan Keprofesian Berkelanjutan - PKB*) model as the current professional development initiative.

Despite multiple attempts to reform the design of PD, there has been no noticeable enhancement in the quality of the teaching workforce. Certified teachers still demonstrate limited expertise in subject matter and insufficient pedagogical skills (World Bank, 2015). Recent data from the Programme for International Student Assessment (PISA) highlights poor performance among Indonesian students, with their reading literacy level in 2018 remaining unchanged since 2000 (OECD, 2019). Additionally, the research discovered a decline in basic arithmetic skills among Indonesian children between 2000 and 2014 (Beatty et al., 2021).

The KKG, which aims to support teacher professional learning in the school cluster system, has been dysfunctional in numerous regions across

Indonesia (Chang et al., 2013). Several factors contribute to this problem, including inadequate support from local authorities and the demotivation of teachers to improve. As a result, introducing a new professional development program alone will not bring about the desired improvements unless systemic issues within the education system are addressed.

As the most recent version of the PD model, the PKB program brings two significant changes to the table (Revina et al., 2020). Essentially, the PKB program is designed to provide teachers with learning opportunities through a diverse set of activities. These opportunities include in-service training, collaborative work among teachers in working groups, writing classroom action research reports, and self-initiated development. This is in contrast to previous PD programs in Indonesia, which focused on a single activity. The PKB program, on the other hand, consists of 60 hours of in-service and on-service training sessions.

Another significant change in the PKB program is its integration with the individual teacher's score on the UKG. The UKG assesses teachers' professional and pedagogical competencies. By targeting the specific knowledge and skills that teachers were found to lack, the PKB program aims to enhance teachers' effectiveness. The program is predicated on the assumption that teachers who possess greater knowledge will perform better on the UKG test. On the contrary, the PKB has implemented a universal standard for all participants without considering the varying starting points of individual teachers in terms of their knowledge and skills.

2.2. Actors in Teacher Professional Development

2.2.1. Facilitators

Several terms appear in some PD literature, such as teacher educator, teacher trainer, coach, mentor, and facilitator, to describe people who train teachers. In this study, the term facilitator refers to this meaning. PD facilitators are essential figures within the education system as they are responsible for guiding, organizing, and conducting various teacher professional development activities such as workshops, programs, and courses (MacPhail et al., 2019). Their

role shapes educators' professional growth and enhancement (Perry & Booth, 2021).

PD facilitators play a distinct role from school administrators as they assist teachers. Instead of focusing predominantly on evaluation, they cultivate relationships that prioritize targeted guidance, content-specific strategies, and feedback (Whitworth & Chiu, 2015). PD facilitators can come from a range of professional backgrounds that are relevant to education, including teachers, lecturers, researchers, or education practitioners. In particular, PD facilitators who are also classroom teachers possess a unique ability to act as a bridge, connecting different subgroups within the broader educational system (Margolis & Doring, 2013).

An effective facilitator establishes an environment for teachers that encourages open discussion toward particular problems, reflection, and the opportunity to learn in concrete products (van der Want & Meirink, 2023). This space not only supports but also validates the process of teacher renewal. Therefore, the roles of professional development facilitators remain pivotal as they lead, strategize, and implement professional development activities.

Despite the magnitude of the responsibility that must be borne by the PD facilitators, the research that identifies the challenges faced by the facilitator pays little attention. Trent (2013) highlights the challenges that novice facilitators encounter when they shift from being teachers to facilitators. These difficulties span various stages of their professional growth, including reflecting on prior experiences, setting approaching goals, demonstrating competencies, empowering themselves, and addressing experiences of marginalization. On the other hand, the challenges and difficulties experienced by the facilitator in formal PD are also related to the heavy teaching workload demands, limited opportunities for PD activities, mentoring, and conducting research, and lack of access to resources (Van der Klink et al., 2017). Zein (2017) added that PD facilitators must have professional expertise in teaching to offer teachers new insights and paradigms that they may not be fully aware of. They are expected to be able to analyze teacher needs in PD based on teacher profiles and contextual factors.

2.2.2. Teachers

As professionals, teachers play essential roles in controlling classroom activities and deciding what to teach students according to students' needs (Van Den Branden, 2016). Their roles are often socially and culturally defined. Both roles thus influence differences in the concept of teacher roles in different cultures, societies, and regions. They are the whole person in the classroom, roles as professional experts, pedagogical experts, and psychological knowledge (Makovec, 2018).

Within the framework of PD, teachers are expected to change and develop pedagogical competence and behavior as educators. PD opportunities can enhance teacher quality and productivity by refining character, sustaining knowledge, improving delivery, and maintaining professional standards (Abeywickrama, 2021). To gain optimal PD outcomes for teachers, Sancar et al. (2021) suggest a PD framework based on assessment, research scale, duration, comprehensiveness, dissemination, context, support and control, and collaboration.

Through the Teacher and Lecturer Law No. 14 of 2005, teachers in Indonesia develop four competencies through PD programs: pedagogical competence, personality competence, social competence, and professional competence. Pedagogical competence includes teachers understanding students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their potential. Personality competence reflects the characteristics of a teacher who is stable, mature, wise, and dignified, a role model for students, and has noble morals. Social competence includes the teacher's ability to communicate effectively with students, fellow teachers, parents, and the surrounding environment. Professional competence is related to the teacher's skills in mastering learning materials broadly and deeply, understanding the subject curriculum material, and understanding the scientific structure and methodology.

Teachers can participate in various types of PD, such as mandatory and voluntary. Both types of PD are followed by teachers simultaneously. In addition,

teachers can also participate in various PD models, such as collegial models, community-based PD, or even online models (Han & Wang, 2021; Ikhsanudin, 2021). Furthermore, according to Hayes (2019), an effective PD program is initiated by teachers themselves at the local level. It is crucial that PD is tailored to teachers' individual needs and that they collaborate in a learning community or community of practice.

Since English language teaching is undergoing rapid change and affects the way teachers deliver instruction (Murray & Christison, 2021), PD for English teachers is considered very crucial. Several works of literature highlight the way EFL teachers in Indonesia are involved in PD. Priajana (2017) mentions that the three main themes of EFL teachers engaging in PD are self-initiated, institutional, and non-institutional PD. Meanwhile, a study conducted by Cirocki & Farrell (2019) examined the engagement of EFL teachers in Indonesia in PD programs. The researchers identified several approaches to PD, such as school-based learning, learning outside the school setting, pursuing higher academic qualifications, participating in government programs, and engaging in self-directed learning. Most novice EFL teachers are more likely to engage in mandatory (institutional) PD, while experienced teachers (near retirement period) are more likely to engage in self-initiated (voluntary) PD (Aprianti et al., 2021).

2.2.3. Stakeholders/Policymakers

The primary aim of PD in the Indonesian context is to enhance the quality of educational services in schools. PD is focused on achieving teacher competency standards as outlined in the Regulations of Minister of the Administrative and Bureaucratic Number 16 of 2019. The teacher competencies cultivated through PD in Indonesia encompass pedagogical competence, professional competence, personality competence, and social competence (MoEC, 2016).

According to the guidelines for teacher professional development in Indonesia (MoEC, 2016), the stakeholders/policymakers of teacher PD in Indonesia are vertically integrated policies from the central government, local

governments, subject teacher support groups (MGMP), school units, and PD coordinators. At the central government level, the Ministry of Education and Culture (MoEC) is responsible, in partnership with the Ministry of Religious Affairs (MoRA), for *madrasa* teachers under the guidance of MoRA). At the local government level, the Provincial Education Board and the MoRA Regional Office are responsible. At the district level, the district education office and the MoRA District Office are administratively responsible, while the MGMP is practically responsible for planning, implementing, and reporting on the implementation of teacher PD. At the bottom level, school principals and PD coordinators are responsible for implementing PD activities at the school level.

The present research focuses on the PD's implementation framework under MoRA supervision following the Regulation of Minister of Religious Affairs No. 38/2018 on Teacher Continuing Professional Development. The implementation is carried out in the cascade model involving national instructors (*IN*), provincial facilitators (*Fasprov*), and local facilitators (*Fasda*).

2.3. Program of Teacher Professional Development

Effective teacher PD programs involve collaboration among teachers, and professionals and are school-based (Sadeghi & Richards, 2021). PD activities should not emphasize teacher training but focus on teacher learning. This emphasizes that the PD that EFL teachers participate in should focus on strengthening teacher competencies based on meeting teachers' teaching needs and students' learning needs in the classroom.

From the 1970s to the present, some PD programs in Indonesia have changed in line with the changing educational paradigm and student needs. The current teacher PD program is called PKB. Teacher PD programs are mandated by the Law No. 14 of 2005 on Teachers and Lecturers. The program is then explained through the Regulation of the Minister of the Administrative and Bureaucratic Reform No. 16 of 2009 and the Regulation of the Minister of National Education No. 35 of 2010. The activities included in the current teacher

PD are teacher self-directed development, research report writing, and teacher innovative work (MoEC, 2016).

In self-development activities, teachers attend training organized by the government. These activities are generally mandatory. In addition, teachers can also participate in in-house training (IHT) organized by MGMP (Wijaya, 2018), both at school and outside the school for 12 meetings a year (MoEC, 2016). In this activity, teachers discuss various topics such as curriculum development, the development of teaching materials or media, and other topics specific to student learning.

Another teacher PD activity is research report writing. Teachers carry out classroom action research or best practice reports to identify problems that occur in learning and try to improve learning to improve student abilities. The findings of the research may be disseminated and presented through teacher forums, such as *MGMP*, or published in indexed journals. The last is creating innovative work where teachers make teaching aids/practicums for learning or compile standards, guidelines, questions, and others that can be used by other teachers.

2.4. The Importance of Teacher Professional Development Program

A well-implemented PD program can significantly contribute to the reform of a country's education system. As noted above, countries with effective PD programs, such as Singapore, Australia, Finland, and the United States, have higher-quality education. In general, it can significantly impact improving the quality of teacher practice and student learning outcomes.

The primary impact of PD programs on teachers can be seen in changes in skills, knowledge, attitudes, and other characteristics inherent to the teaching profession (OECD, 2009). Aligning with this notion, Averina and Kuswandono (2023) elaborated more broadly on the impacts expected by EFL teachers from PD programs, including enhancing teacher self-efficacy, attitudes, beliefs, reflection competencies, teaching practices, and knowledge. Research conducted by Kasi et al. (2022) showed that PD programs, through partnership approaches and the use of technology, can improve teachers' technological pedagogical and

content knowledge (TPACK). Similarly, teacher self-regulation and TPACK were mentioned to have a significant relationship, which means that PD programs provide benefits for teachers to understand better the material they teach (Chen & Jang, 2018).

Additionally, participating in academic forum-based PD programs helps EFL teachers improve their target language skills, and teaching techniques, update language teaching theories and enhance social networks among fellow English teachers with different backgrounds (Sueb et al., 2020). It also has a significant impact on English teachers' beliefs and confidence (Drajati et al., 2023). After participating in the technology-based PD program, they were more confident in using technology in their teaching at school.

PD programs are also regarded as crucial for enhancing teachers' intercultural competence, especially for schools with diverse contexts. As suggested by Hajisoteriou et al. (2019), this can be achieved through participatory learning with collaborative activities between teachers. Moreover, research conducted by Hinojosa (2023) indicates that EFL teachers who participated in PD programs demonstrated enhanced awareness of their learners' diverse characteristics and the necessity of differentiated instructional strategies for English learners.

Not only for teachers, several previous studies have also reported the impact of PD programs on student learning outcomes. Zeng (2023) mentioned that sustainable PD programs can improve students' literacy development, reading skills, and other academic performance. Zeng noted that factors gained by teachers through PD programs, such as differentiated learning strategies, collaboration, autonomy, and reconstruction of teacher identity, contribute to student performance. Another study by Meissel et al. (2016) highlighted how PD programs can reduce student achievement gaps. The findings of the study revealed that PD programs can gradually improve writing skills in underserved students.

In conclusion, an effective PD program significantly affects teachers and students. Enhancing teachers' skills, knowledge, attitudes, expertise, and other

abilities can help them provide effective teaching to students. Consequently, it is expected to improve student learning outcomes.

2.5. Challenges in Implementing Teacher Professional Development

In each decade, the government has tried to improve the quality of teachers by implementing various PD programs. However, multiple challenges have arisen due to the ever-changing educational paradigm and new trends. Several previous studies have identified several challenges in implementing PD programs in Indonesia

Avillanova and Kuswandono (2019) mentioned seven challenges in implementing the PD program. The first is the implementation of PD activities during teachers' working hours at school, which prevents teachers from participating in PD activities. Second, teachers have limited time to complete PD activities due to their family interests. Third, certain requirements to participate in the PD program prevent teachers from being selected as participants. Fourth, there is a lack of support from principals or school administrators for teachers to participate in PD programs. Fifth, the cost of participating in PD programs, especially out-of-school programs, requires teachers to pay out of their personal expenses. Sixth, the programs offered are incompatible with teachers' needs. Finally, there is limited information from PD program organizers to school teachers.

Similarly, Tanang & Abu (2014) noted various challenges in PD programs, including challenges with time management, costs, bureaucratic systems, and internal factors such as teacher motivation and commitment. Additionally, Zein (2017) highlighted the common challenges encountered when implementing formal PD programs, which include inadequate program offerings, limited availability of teacher educators, and unclear participant selection methods. Furthermore, Whitworth & Chiu (2015) added that differences in the backgrounds and experiences of PD participants often pose additional obstacles as they can influence their perceptions of participating in PD programs.

2.6. Ideas to Improve Teacher Professional Development

A bottom-up approach is important to developing effective PD programs for teachers. According to Avillanova and Kuswandono (2019), this approach involves teachers in designing PD programs based on their needs. Thus, the program designed will be more relevant and can meet the specific needs of teachers in the field. This approach can also increase teachers' engagement and commitment to participating in the PD program, as they feel their roles are in the planning stages.

In addition, Cirocki and Farrell (2019) suggested six ideas involving the role of principals and educational administrators in developing PD programs for EFL teachers. First, principals should emphasize the importance of PD to teachers and encourage their participation. Second, they should promote high-quality training both inside and outside the school. Third, they need to provide adequate funding so that teachers can attend PD programs without being burdened by personal expenses. Fourth, they should integrate practical pedagogical training with language skills improvement, an important aspect of PD program development, especially for teachers who teach in schools where the language of instruction differs from their mother tongue.

Fifth, PD programs should also focus on action research, which can help teachers continuously improve their teaching practices through research reflection. This also allows teachers to get promoted, as conducting classroom research is required in Indonesia. Finally, building a collaborative community of practice is essential. This community will enable teachers to share experiences, give each other feedback, and work together to overcome various challenges in teaching. This collaboration can strengthen professional networks among teachers and create a dynamic and supportive learning environment. With a strong community of practice, teachers can continue to develop and innovate in their teaching practices, ultimately positively impacting the overall quality of education.

2.7. Delphi Studies in Teacher Professional Development

Over the past six decades, the use of the Delphi method in educational research has remained very low, with less than 4 percent (Khodyakov et al., 2023). In educational settings, Delphi studies have been used to form guidelines and standards and to predict trends in the future. Judd (1972) identifies five main ways in which the Delphi technique can be applied in the field of education. These applications include: (a) assessing cost-effectiveness, (b) conducting cost-benefit analysis, (c) aiding in curriculum and campus planning, (d) establishing educational goals and objectives at the university level, and (e) setting long-term educational goals and objectives.

A study conducted by Mohr and Shelton (2017) used the Delphi method with four round surveys and one panel of experts to obtain consensus on best practices in PD for lecturers who teach online. The results revealed 41 professional development best practices to consider which included organizational/institutional best practices and classroom contextual best practices. Donehower Paul et al. (2020) conducted a Delphi study to identify the key factors that contribute to effective simulation-based professional learning for teachers. The study utilized a two-round Delphi process in which 37 panelists participated in the first round, and 33 panelists participated in the second round to validate the ten most important teacher behaviors for learning and observation in the simulation.

Rahman et al. (2022) conducted research using the Fuzzy Delphi Method (FDM) to examine the components necessary in a self-initiated PD framework for vocational teachers. The study utilized a two-round process. In round one, 19 panelists were interviewed, and in round two, they were surveyed using a questionnaire. Rahman et al. argued that the use of a fuzzy model can reduce ambiguity and uncertainty during the analysis of panelists' opinions, potentially shortening the Delphi round of data collection. This study's findings reveal ten suggested elements for vocational teachers' self-initiated professional development (PD) learning. The top three elements are industry engagement opportunities, attitude, and understanding.

Additionally, Parmigiani et al. (2022) conducted a study to design and create a set of rubrics for teacher educators (facilitators) and preservice teachers to use as a self-assessment instrument in PD programs. The study employed a modified Delphi method, consisting of five rounds, to gather both qualitative and quantitative data. A purposive sampling technique was utilized to involve a panel of 31 experts from Europe, North America, and the Pacific area, ensuring a consensus was reached.

To date, the literature shows that research using the Delphi method in EFL teacher professional development facilitators is still lacking attention by researchers, especially in PD programs in Indonesia.

III. METHODOLOGY

3.1. Research Design

This study employed a modified Delphi method with a qualitative approach suggested by Avella (2016). The method was selected because it generates the maximum consensus among experts on a particular issue. The Delphi method provides various opportunities for experts to give and receive feedback. It is a process that involves gathering anonymous judgments and justifications from experts on a particular issue through a series of structured communication processes (Ab Latif et al., 2016; Green, 2014). Historically, Delphi research was first utilized by researchers at the RAND Corporation in the 1960s to anonymously solicit experts' opinions on future uses of nuclear science.

Delphi is predominantly qualitative research, but certain components will lead to quantitative and mixed-methods research (Avella, 2016). This is based on the process of collecting group opinions narratively, through a structured process, and the results of data analysis are explained quantitatively. This method is used in many disciplines including education. The characteristics of Delphi are anonymity, iteration, controlled feedback, and statistical "group response" (Rowe & Wright, 1999). The techniques used in Delphi allow researchers to gather expert opinions. Anonymity among panelists or experts aims to promote honesty and avoid the influence of high-profile members (Barrett & Heale, 2020).

To reach consensus in the Delphi study, the literature shows that consensus can be reached in one round, two rounds, or even up to three or five rounds (Sobaih et al., 2012). In general, two or three rounds are a sufficient number of iterations for qualitative research. The following figure is the typical Delphi process:
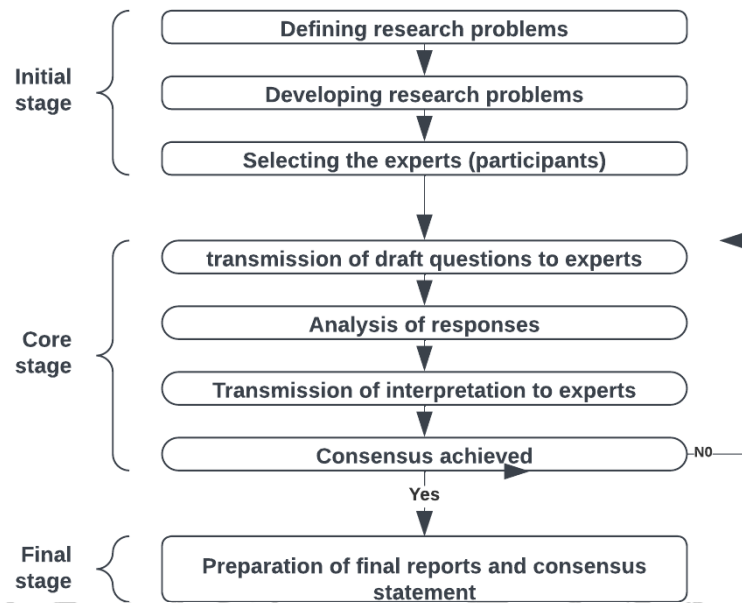
Figure 1 The Typical Delphi Process (Sobaih et al., 2012)

This recent study utilized the Delphi method as an iterative procedure to collect expert opinions and analysis, notably for predicting trends in the future or the consequences of changes to existing systems (J. J. Murray, 2014). The flowchart of the two-round modified Delphi used in this study can be seen in Figure 2.
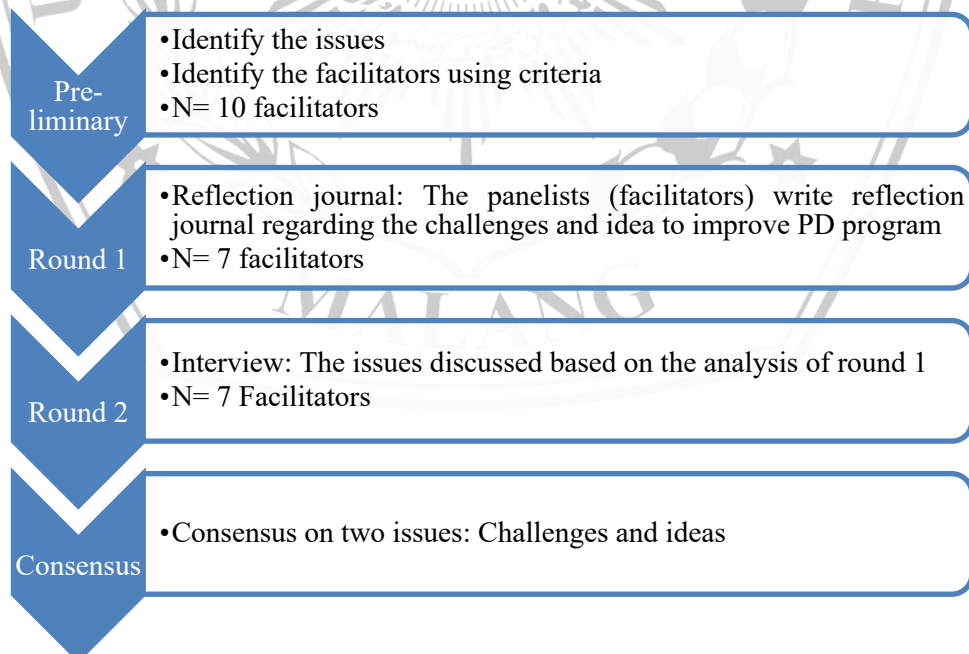
Figure 2 Two-round Modified Delphi Flowchart

However, the two-round modified Delphi was used in this study to achieve consensus among EFL PD facilitators in Aceh regarding the facilitators' challenges during the PD program and the ideas suggested by PD facilitators to improve the implementation of the EFL teacher PD program in Aceh.

3.2. Research Site

This study took place in Aceh under the PKB-Madrasah Education Quality Reform (MEQR) program, The Ministry of Religious Affairs, in 2020-2024. This is component 3 of MEQR, which aims to support the Ministry of Religious Affairs' policy in developing teachers' PD. The program strengthens and develops teachers' competencies through MGMP in the cascade model that is spread across 34 provinces in Indonesia. This study solely focused on EFL teachers' PD program in Aceh.

3.3. Research Subject

There is no definitive agreement on the maximum number of participants in a Delphi study (Sekayi & Kennedy, 2017). The Delphi studies emphasize group decision mechanisms and rich and in-depth information on a particular topic from participants who are considered experts, so there is no need for a large statistical sample (McMillan et al., 2016; Robertson et al., 2017). However, several studies suggest around seven to fifteen, even up to a maximum of thirty participants to be involved in the expert panel of the Delphi study (Sekayi & Kennedy, 2017; Sobaih et al., 2012).

Therefore, to select the participants as the panelists in this Delphi study, the researcher established the following criteria:

1) Facilitators have completed the training program organized by MoRA and have been certified as PD facilitators under the MEQR program since 2021;

2) Facilitators work in Aceh; and

3) Facilitators (*IN, Fasprov,* and *Fasda*) based on the highest number of programs they facilitated at each of their levels based on data on the MoRA website.

The subjects are EFL facilitators in the PKB-Madrasah Education Quality Reform (MEQR) program, The Ministry of Religious Affairs, in 2020-2024. The facilitators were identified through the Ministry of Religious Affairs website *(https://kkgtk-madrasah.kemenag.go.id)*. Ten facilitators were identified based on the criteria and contacted via *WhatsApp*. Seven of the ten facilitators agreed to be panelists in these two rounds of Delphi research. The remaining three facilitators did not respond and were considered to have declined.

Table 1 Percentage of Panelists' Participation in Each Round

Delphi Round	Panelists Enlisted	Completed Participation	Percentage
I	10	7	70%
II	7	7	100%

The seven facilitators as panelists in this study consisted of 1 national instructor (*IN*), 2 provincial facilitators (*Fasprov*), and 4 Regional Facilitators (*Fasda*). All EFL facilitators in the PKB-MEQR program are recruited by the General Directorate of Islamic Education (GDoIE) from various backgrounds in educational settings; school teachers, school supervisors, university lecturers, trainers, and curriculum developers. To encourage a high response rate, panelists who completed the two rounds received a monetary honorarium equal to the one-time cost of transportation within the city, following the minimum cost standard outlined in Minister of Finance Regulation No. 49 of 2023.

3.4. Data Collection

A two-round Delphi model was used to collect data from the panelists. Round 1 collected data from the panelists' reflection journals, and Round 2 employed a semi-structured interview.

3.4.1 Round 1: Journal Reflection

The panelists wrote the journal reflection based on the question template in the journal regarding their challenges while being facilitators and the ideas proposed by facilitators to improve the EFL PD program. The questions' template is adapted based on Guskey's critical levels of PD evaluation (Guskey, 2002). This level of evaluation was employed because it is the most pertinent to participants and facilitators engaged in PD. This contrasts with the perspectives offered by other experts, such as Desimone, Darling-Hammond, and Popova, who tend to prioritize the design, content, and practice of PD. The following are five critical levels of PD evaluation:

1) Participants' reaction
2) Participants' learning
3) Organization support and change
4) Participants' use of new knowledge
5) Student learning outcomes

Of the 5 level items, the researcher only used 4 items (excluding the student learning outcomes) in constructing the question template for the reflection journal. The reflection journal was returned to the researcher anonymously using the online Google Worksheet. Anonymity is one of the characteristics of the Delphi technique to allows the participants to convey their ideas freely without being influenced by the group members (Green, 2014).

3.4.2 Round 2: Semi-Structured Interview

In Round 2, data was collected through the online semi-structured interview between the researcher and the panelists. They were invited to online discussions using the *Zoom Meeting app*. The guidelines for the interview were sent to the panelists before the session. The opened questions and the number of questions were formed and decided after analyzing the data in Round 1. The average duration of the interview was 20-30 minutes. To ensure that language barriers will not hinder communication, the interview was conducted in the Indonesian language.

3.5. Procedure of Data Collection

The following are the procedures that are used to collect data for this study:

1) Preparing the instruments for collecting data

   The researcher designed the instruments for the two-round Delphi model. The two instruments are question templates for journal reflection for Round 1, and protocols for interviews for Round 2.

2) Identifying the panelists

   The researcher identified EFL PD Facilitators in the PKB-MEQR program, MoRA in the year 2020-2024, to serve as panelists in this study. The selection of panelists is based on predetermined criteria.

3) Requesting panelist approval

   The researcher requested the approval of the panelists to be involved in this study. Then, the researcher explained to the selected panelists about the research procedure, and the rights and responsibilities of the panelists while involved in this study.

4) Inviting panelists to write a facilitator reflection journal

   The researcher invited the panelists via email to write a reflection journal about the challenges they face as EFL PD facilitators, and the ideas they offer to improve the EFL teacher PD program. The reflection journals then were returned to the researcher anonymously.

5) Interviewing the panelists

   In this round, researchers conducted semi-structured online interviews with panelists using the *Zoom Meeting app*. Interview sessions were scheduled at times convenient to the panelists. The average duration of an interview is about 20-30 minutes. The list of questions in the interview session is the result of the analysis from Round 1. All interview sessions were recorded to facilitate the researcher to transcribe and analyze the results of the interviews.

3.6. Data Analysis

A series of data analyses was used to analyze the data from the two-round Delphi model in this study. The textual data obtained from the panelists' reflection journals in Round 1 and the qualitative data from the interview sessions in Round 2 were analyzed using thematic analysis. According to Braun and Clarke (2006), 6 stages must be carried out by researchers when analyzing data using thematic analysis. The following is a six-phase Braun and Clarke's thematic analysis framework.
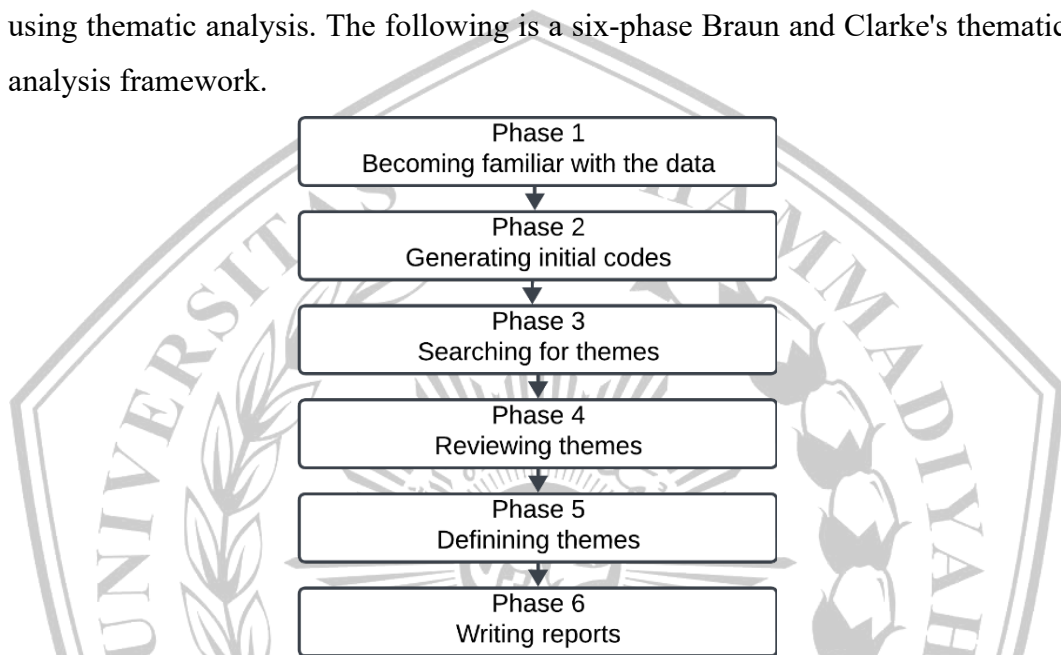
Figure 3 The Framework of Thematic Analysis

First, the text is analyzed to identify the challenges experienced by the panelists during their time as EFL PD facilitators and to explore the ideas they proposed to improve the PD program. The results of Round 1 of the analysis were used to form a follow-up interview protocol. Second, the results of Round 2 of the analysis showed the consensus among the panelists regarding the most dominant challenges faced by EFL PD facilitators and the ideas they proposed to improve the PD program for EFL teachers.

IV. FINDINGS AND DISCUSSION

4.1. Findings

This section presents the findings of the study that addressed two research questions, they are 1) What are the challenges faced by professional development (PD) facilitators during the programs? and 2) what ideas are proposed by the facilitators to improve the delivery of professional development (PD) for English teachers in Aceh?

In Round 1, seven out of ten facilitators agreed to serve as panelists and provided their reflections. The panelists completed the reflection form provided by the researcher. The template of the reflection form was designed by the researcher based on the adaptation of 4 out of 5 items from Guskey's Critical Evaluation of Professional Development (Guksey, 2002). The four items are (1) participant response, (2) participants' learning, (3) organizational support, and change, and (4) participant use of new knowledge.

In Round 2, the seven panelists who participated in Round 1 consented to be invited to the interview session. The primary objective of the interview session was to reach a consensus among the panelists regarding the challenges faced by PD facilitators and the ideas they proposed to develop a PD program for English teachers in Aceh. The interview questions were developed based on the findings of Round 1. The complete list of the interview items can be seen in Appendix IV.

In this section, several terms are used interchangeably to describe parts of the research findings. The term "panelists" refers to the facilitators involved in this study. The term "PD participants" refers to the EFL teachers who participated in the PD program and are the subjects of this study.

4.1.1. Facilitators' Challenges during the Implementation of the Teacher Professional Development Program

This sub-section discusses the findings for the first research question. The findings are based on Round 1, during which challenges were identified through an analysis of facilitators' reflection journals. In Round 2, these identified challenges were further validated through interviews, leading to a consensus

among the panelists. The challenges that reached a consensus in Round 2 were considered as the findings to answer the first research question.

4.1.1.1. Round 1

From the analysis of the facilitators' reflections as panelists on the first item, it was found that all the panelists gave similar reflective answers, indicating the PD participants' agreement that they liked the program. The following excerpts are panelists' answers that illustrate the above explanation:

> *"All of the English teachers enjoyed the TPD program. This can be seen from the enthusiasm with which they participated in the program"* (It1/Q1. P1/App.2)

> *"I believe that many English teachers support MoRA's teacher PD program. This is because the program is designed to improve their capabilities and competencies in carrying out their professional duties as English language teachers"* (It1/Q1. P7/App.2)

From the transcriptions above, it can be seen that the panelists' agreement is reflected in the responses of the PD participants who were enthusiastic and actively participated in participating in the activities and cooperated in completing each activity carried out in this program. They also revealed that the PD participants considered this program to be a forum to increase their knowledge and share their experiences as English teachers with other participants.

Other findings in the first item also identified the panelists' agreement with the materials contained in the learning modules used in the PD program. In general, the panelists indicated that the modules were useful and made sense for the facilitators to use in assisting the participants in developing the instructional materials. However, the reasons for their agreement varied. The following are excerpts from the panelists' reflective responses regarding these reasons:

> *"The prepared TPD modules are very useful for participants and in every TPD activity, we ask for feedback from participants regarding the modules that have been made. Feedback from the participants is used as material to revise the module that has been made to perfect the module"* (It1/Q3. P1/App.2)

"This PD module is also very flexible. It can be used directly in theory and existing designs. The designs can also be modified according to the needs of teachers in schools" (It1/Q3. P3/App.2)

"It is very useful because it is in line with the materials taught in schools" (It1/Q3. P5/App.2)

The excerpts above demonstrate that *IN* believes the usefulness of the module is contingent upon the input of the participants, who serve as a reference for revising the module. The *Fasprovs* argued that the module was flexible and could be modified by the PD participants. In contrast, *Fasdas* emphasizes the suitability of the module content with the material taught to students in the classroom.

The analysis of the first item of the facilitators' reflection journals revealed that there was only one challenge that the facilitators faced. This challenge was related to the low motivation of some PD participants during the PD program in Aceh.

On the second item of facilitator reflections, it was found that all panelists agreed that the program provided knowledge and skills for PD participants. The types of knowledge and skills acquired by the participants varied slightly among the panelists. Among this knowledge and skills are the development of teaching materials, methods, assessments, evaluations, preparation of lesson plans, selection of learning media, integration of gender, equality, and social inclusion learning (GEDSI), and the Emancipated Curriculum development. The following excerpts are responses from the facilitators' reflections.

"We also facilitate the teachers to understand teaching methods, assessment, evaluation and lesson plan preparation" (It2/Q2. P1/App.2)

"In this program, teachers are assisted with the ability to diagnose students' abilities according to basic competencies, how to choose teaching models/methods, how to design learning activities, how to assess and evaluate, and how to integrate learning based on gender, disability and social inclusion" (It2/Q2. P3/App.2)

"Teachers gain knowledge about the Emancipated Curriculum, starting from the preparation of ATP to teaching module" (It2/Q2. P5/App.2)

Analyzing the facilitators' reflections on the second item, it was found that there was a challenge that the facilitators faced in implementing the PD program. This challenge is the misinformation in the implementation of the facilitator training, as stated by a panelist *"Maybe because the PD model is tiered, there is information that is left behind"* (It4/Q2. P2/App.2). The misinformation happened because the PD program implemented a tiered training model. Where the main source of the PD program material is from *IN*, which is taught to *Fasprov*, *Fasprov* to *Fasda*, and then *Fasda* provides training to English teachers in *MGMP* working groups.

In the third item, the panelists gave consistent responses regarding support from the schools; principals and teachers. All of the panelists said that the principal supported the participants' participation in the PD program. This was evidenced by the principal's permission for participants to attend the PD program outside of school.

> *"I observed that principals encourage teachers to complete all competency development activities in MGMP through PD programs or online through the MOOC Pintar platform of the Ministry of Religious Affairs"* (It3/Q1. P3/App.2).

> *"Most schools, including principals and other teaching staff, usually support English teachers in applying new knowledge and skills in school teaching, ... For principals who do not support the program, they also have reasonable reasons. For example, some schools have a small number of teachers, then they go out to join the training at the same time, so teaching and learning activities are disrupted. This factor sometimes makes principals not permit their teachers to join the training"* (It3/Q1. P7/App.2).

The above excerpts indicate that principals and school administrators support the participants to take part in the PD program to develop their competence as English teachers. However, some principals as mentioned by P7 were less supportive of the participants' involvement in the program, and this was considered as one of the challenges in this item. Yet, this was noted by the panelist as reasonable. The lack of support was because the school had an

insufficient number of English teachers, thus disrupting the learning process when the teachers left the school to join the PD program.

Another challenge faced by facilitators is also identified through the analysis of this item. It is the availability of facilities for English teachers to apply the knowledge and skills gained from the PD program. The following excerpts illustrate the challenge:

> *"There are some schools that have adequate facilities for the continuity of the teaching and learning process, but some others have very minimal facilities" (It3/Q2. P1/App.2).*

> *"Schools under the Ministry of Religious Affairs in Aceh are still inadequate in terms of facilities and even tend to be poor. Some of them do not have access to the internet, projectors or computers. During the on-service, I observed that this greatly hindered teachers from innovating to implement the knowledge they gained from the PD program" ((It3/Q2. P3/App.2).*

From the transcriptions above, it is evident that most schools have limited facilities for participants to apply the knowledge and skills gained from the PD program. Unfortunately, the lack of facilities included basic facilities such as electricity, internet access, and projectors for learning support in some of the schools observed during the on-service sessions. The lack of these key facilities is considered to greatly hinder PD participants in applying innovations in their teaching.

On the last item, which relates to participants' use of the knowledge and skills they have gained from the PD program, the panelists suggested that most participants have applied the knowledge and skills they have gained from the PD program to their place of teaching, especially when participants engage in on-service activities. This was stated by the panelists based on their observations while monitoring the program. However, there was one panelist who gave a non-specific response in this regard. This was because the panelist did not facilitate at the subject-teacher working group level.

> *"I am Fasprov, so for direct observation in the classroom, I don't know, because those who observe are of course Fasda. However, if you look at*

the number of proposals that come in for each school, I think many teachers apply it" (It4/Q1. P2/App.2)

However, the analysis of the final item revealed four challenges expressed by the participants. The following excepts present the challenges encountered in the final item:

"Most of the participants who have taken part in this PD have applied what they have learned. However, there are still teachers who have not been able to change their old teaching styles even though they have attended PD training" (It4/Q1. P1/App.2).

"The challenges that teachers often face are the lack of experience and skills in organizing, managing and supervising the class to make the class dynamic. In addition, teachers do not understand the learning steps according to the syntax in the chosen learning model" (It4/Q2. P3/App.2).

The excerpts above explicate two challenges specifically faced by facilitators when conducting on-service sessions with PD participants. The first challenge is that some teachers are reluctant to incorporate the knowledge and skills gained from the PD program into their classrooms. This is because PD participants are hesitant to alter their traditional teaching style. The second challenge is that some PD participants lack the requisite skills and experience to organize, manage, and supervise their classrooms in a manner that fosters greater dynamism. This is because they are uncertain and lack an understanding of the learning path following the syntax of the method they have chosen.

Two other challenges were expressed by panelists in the following excerpts:

"During on-service, teachers tried to prepare various components to practice as much as possible and adjust to the design that had been made before. Surely some technical and non-technical obstacles occurred. So, the ability and experience of teachers in using learning models and dealing with media also greatly influences the success of learning which sometimes does not go according to plan" (It4/Q1. P3/App.2).

"The lack of learning resources available to teachers" (It4/Q2. P1/App.2).

The last two challenges are identified in the excerpts above. In the first excerpt, the panelists reported that there were technical and non-technical constraints that occurred during the in-service sessions. These constraints relate to the capacity and experience of participants in using certain models and media during teaching. Therefore, when these obstacles occur, they can affect the success of PD participants in teaching according to the initial plan. In the second excerpt, the panelist revealed that the learning resources that can be accessed by PD participants are still lacking, without mentioning further types of learning resources.

In conclusion, the following table presents the challenges faced by the facilitators during the implementation of the PD program as identified through the analysis of the facilitators' reflection journals.

Table 2 Challenges Identified from Facilitator Journal Reflection

No	Items	Challenges
1	Participants' reaction	Lack of motivation among some PD participants
2	Participant's learning	The PD cascade model creates misinformation
3	Organizational support and change	Inadequate facilities
		Some principals are less supportive
4	Participants use of knowledge and skills	Some participants have not yet integrated the knowledge and skills acquired through the PD program into their teaching practices, and are reluctant to change their old style of teaching.
		Some participants lack the requisite skills to organize activities following the selected learning model.
		There are technical and non-technical barriers to implementing on-service activities
		Limited learning resources for PD participants

Moreover, the findings presented in the preceding table were utilized to inform the development of the interview questions in part 2 utilized by the researcher during the individual interviews conducted with each panelist in round 2 of this Delphi study.

4.1.1.2. Round 2

In part 1 of the interview, the questions relate to the challenges faced by facilitators. Questions 1 to 3 are to recall the challenges highlighted by the panelists in Round 1. Questions 4 and 5 are intended to seek the panelists' agreement with the challenges faced by the facilitators. Panelists were individually shown the list of challenges from the Round 1 analysis. The researcher then asked for the panelists' agreement and why they agreed with the challenges.

The findings in part 1 of the interview revealed that all panelists referenced the challenges they had identified in the previous round of data collection. Further analysis of questions 4 and 5 of the interview revealed that 3 of 8 challenges reached a consensus among the panelists. The remaining 5 challenges did not achieve consensus among the panelists. The following table presents the challenges based on the panelists' consensus.

Table 3 Panelists' Consensus on Challenges Faced by Facilitators

PANELIST CHALLENGES	P1	P2	P3	P4	P5	P6	P7	CONSENSUS
Lack of motivation among some PD participants	✓		✓		✓		✓	Not achieved
Misinformation due to the cascade model of PD	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Inadequate facilities	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Some principals are less supportive	✓							Not achieved

Some participants have not yet integrated the knowledge and skills acquired through the PD program into their teaching practices, and are reluctant to change their old style of teaching.	✓	✓				✓		Not achieved
Some participants lack the requisite skills to organize activities following the selected learning model.	✓	✓	✓	✓	✓	✓	✓	**Achieved**
There are technical and non-technical barriers during on-service activities	✓	✓				✓		Not achieved
Limited learning resources for PD participants								Not achieved

The table above indicates three challenges faced by facilitators that reach a consensus. The first consensus reached was that the use of the cascade model in PD causes misinformation among facilitators at each level. Panelists described their experiences with this challenge and provided reasons for their agreement.

> *"We cannot deny that this misinformation has occurred in the field. So, in 2023, there was an adjustment of the scheme from IN directly to Fasda. There were many complaints from Fasda from various regions that what they got from Fasprov did not match their expectations. There were reports too that Fasprov tended to patronize, instead of facilitating Fasda" (P1-Int/Part1/Con.1/App.5).*

In the excerpt above, one of the panelists stated that misinformation occurred because *Fasprov* did not provide facilitation following what was expected by *Fasda* at the lower level. Therefore, after receiving the report, the PD program organizers evaluated in the following year by reducing one of the levels of facilitators because it was considered ineffective.

In line with the excerpt above, another panelist also gave an experience related to the misinformation that occurred in the PD program, as excerpted below:

> *"Yes. This may have happened at the beginning of the program. Yes, I agree that this misinformation happened. In the implementation, I saw a misunderstanding when participants were designing lessons. Many*

participants thought that they did not need to design lesson plans for this program. When this was conveyed to the participants, the participants had a different understanding. They thought that lesson plans were made from what already existed. During the process, we learn to design learning according to what we want to create for learning. So, this does happen, even this misinformation occurs not only at one level to another, but even among facilitators there was an argument at the beginning of this program. Aside from being an IN, I am also a participant, because my background is as a teacher, I saw many Fasda at the beginning confused about how to design facilitation activities for PD participants at MGMP" (P3-Int/Part1/Con.1/App.5)

From the excerpt above, the panelist is in line with the previous panelist who said that misinformation occurred at the beginning of the program. However, it mentions more specifically how this misinformation occurred between participants and facilitators, specifically in the task of designing lesson plans. The excerpt proves that misinformation also occurred between facilitators within the same level regarding the tasks that should be given to PD participants. Furthermore, a panelist stated that the cascade model often results in a shift between the initial objectives of the program and what is expected at the end of the program. He then gave an analogy in the following excerpt *"Often this happens when at the top level the elephant is released, but when it comes to the lower level what appears is an ant" (P7-Int/Part1/Con.1/App.5).*

The second consensus was the lack of facilities for PD participants to apply the knowledge and skills gained from the PD Program. The opinions among the panelists on this consensus seemed to be consistent. The inadequacy of facilities to apply the knowledge and skills is generally related to the learning media and other supporting devices available in some schools. The following excerpts illustrate the panelists' opinions:

"Of course, as teachers, we must be creative. But, in East Aceh, I see that there are still many schools with inadequate facilities. For example, many schools do not have adequate projectors for teachers to use in learning" (P7-Int/Part1/Con.2/App.5).

"Yes, I totally agree. Especially now that we are expected to have technology-based learning. Very necessary things are electricity, laptops, and projectors. However, in some schools where I supervise PD

participants, there is no electricity in the classroom and no internet network. Some schools also only have one or two projectors with a large number of classes. And the average school also only has one laboratory, and sometimes it is not adequate for language learning activities, such as for listening" (P3-Int/Part1/Con.2/App.5.

The two excerpts above indicate that the learning media and supporting facilities are generally inadequate for participants to practice what they learn from the PD program in their schools. Some schools have such facilities, such as projectors and language laboratories, but they are inadequate, forcing participants to share when they want to carry out on-service activities, which is one part of the PD program. In the second excerpt, unfortunately, there are still schools that do not have electricity and internet access in the classrooms where students are learning. These two facilities are the main needs that must be provided by schools.

The last consensus regarding the challenges faced by PD facilitators is the lack of necessary skills among some participants to organize learning activities with their chosen learning model. The panelists expressed the opinion that participants were still confused about organizing the learning steps based on the learning model or method they chose. This confusion is generally due to the participants' lack of familiarity with the learning model. This makes some participants organize the learning steps not following the syntax and hypothesis of the model they choose. Furthermore, the lack of familiarity with certain media among some participants also contributed to the observed challenges. The following excepts provide illustrative examples of the opinion:

"I agree with this. Because some participants after participating in the PD program did not apply the model they got. First, some teachers cannot use certain learning media and they are also confused when compiling learning steps with the model they chose. Sometimes the steps are reversed, it should be the second step, but they put it in the third step. Usually like that" (P5-Int/Part1/Con.3/App.5).

"This may be because teachers have not had enough opportunities for self-development and may not learn independently through various platforms. In addition, they lack understanding when designing learning, for example between discovery learning and problem-based learning, the

stages, syntax and hypothesis are different. Therefore, when designing learning with a lack of understanding, this makes the design chaotic. That's just the design stage, not to mention the practice stage which requires proper experience" (P3-Int/Part1/Con.2/App.5).

In the second excerpt, the panelist provided contextual examples of the confusion observed when monitoring PD activities. Participants were still uncertain about the distinction between discovery learning and problem-based learning. According to the panelist, this is very crucial and makes the lesson plan not suitable for the method. Furthermore, the panelist added that this happened because the participants did not have sufficient knowledge of the method they chose. This is because they had not had the opportunity to participate in the PD program before this.

In conclusion, three of the eight challenges identified by the facilitators were found to have reached a consensus among the panelists. These were misinformation due to the use of the cascade model, a lack of facilities in schools for applying knowledge and skills gained from the PD program, and the lack of skills possessed by some teachers in organizing learning steps according to their chosen methods. The remaining five challenges were eliminated because they did not reach a consensus.

4.1.2. Ideas Proposed by the Facilitators to Improve the Teacher Professional Development Program

This sub-section focuses on the findings for the second research question, which are similar to those discussed in the previous sub-section. The findings are based on Round 1, where ideas for developing PD programs were identified from the facilitators' reflection journals. In Round 2, these ideas were validated through interviews, resulting in a consensus among the panelists. The number of ideas that reached a consensus in Round 2 is considered the findings to answer the second research question.

4.1.2.1 Round 1

As in the previous sub-section on identifying challenges in Round 1, the analysis of the facilitators' reflection journals revealed a range of ideas offered by

panelists on each reflection item. In contrast, the ideas put forth by the facilitators in the first item were multifaceted. Six ideas suggested by panelists are identified and illustrated in the following excerpts.

> *"When presenting material, don't patronize the teachers too much, but give examples and assignments so that they can develop their knowledge. Divide them into groups so they can discuss designing new material in their own ways"* (It1/Q5. P1/App.2)

> *"Already very active [participants], additional hours to train participants may be considered"* (It1/Q5. P2/App.2)"

> *"Teachers must be flexible and adapt to the times. One way to do this is by incorporating technology-based learning into the classroom"* (It1/Q5. P3/App.2)

> *"Creating a comfortable and non-monotonous space, creating fun activities and requiring teachers to be directly involved in the activities"* (It1/Q5. P4/App.2)"

> *"... there are certainly many factors that increase and decrease the enthusiasm of the participants. In this case, I advise teachers to focus and change the mindset that PKB does not increase performance but helps teachers develop their competence.*

Based on the excerpt above, the ideas put forth by the panelist included the recommendation to refrain from patronizing the participants, ensuring sufficient time for them to work on the tasks, allocating more time for the activities, utilizing video learning media in the learning process, fostering a comfortable, active, and interactive training atmosphere, and changing the mindset of the participants when participating in the program.

Meanwhile, the ideas offered by the panelists for developing the PD program in the second item are evidenced by the following excerpts:

> *"It is suggested, that this teacher PD program should be continued"* (It2/Q3. P4/App.2).

> *"Teachers must also continue to learn by exploring various related information according to their needs by utilizing various platforms that have been provided online, either through web pages or social media"* (It4/Q3. P3/App.2).

"There is a need for practical dissemination of the results obtained from the PD program, and continuous follow-up on the development of teacher skills" (It2/Q3. P5/App.2)

The preceding excerpts illustrate three ideas put forth by the panelists in the second item. The ideas include the suggestion that the PD program should be continued in the future through government funding programs, that English teachers should be encouraged to continue attending voluntary PD or school-based PD, and that there should be follow-up activities in the form of assessments or evaluations after attending PD.

The analysis of the facilitators' reflections on the third item also revealed some ideas for the development of the PD program. The ideas are presented in the following excerpt:

"Please provide support regarding this PD program, allow teachers to develop their competence and facilitate them with the infrastructure needed by teachers in teaching and learning activities" (It3/Q3. P1/App.2)

"My suggestion for the principal as the person in responsibility for the success of education should seek external support to advance education and seek donor funds" (It3/Q3. P4/App.2)

Three ideas in the third item have been identified in the above excerpts. The first idea is related to the principal's role in providing moral support and facilities for participants. The second idea is related to the allocation of sufficient funds from the school for the continuation of the PD program. The third idea relates to the principal's initiative to seek funding from external parties to sponsor the school-based PD program.

In addition, the panelists presented some ideas related to the fourth item. Based on the analysis of the responses to the facilitator's reflection, three ideas proposed were illustrated in the following excerpts:

"There is a need for practical dissemination of the results obtained from the PD program, and continuous follow-up on the development of teacher skills" (It2/Q3. P5/App.2).

"... Involve students so they play a more active role in every learning activity and the teacher only acts as a facilitator" (It4/Q3. P1/App.2).

The two excerpts above present two ideas from the panelists regarding the development of PD programs. First, there is a need to enhance the dissemination of the results of the PD program to the schools where teachers teach. Strengthening the dissemination of results can be a solution to the previous challenge where there are still some teachers who are reluctant to apply the knowledge and skills they have gained from the program. Subsequently, in the second idea, participants in the PD program are expected to act as facilitators, thereby encouraging students to become more actively involved in learning activities.

One final idea proposed by the panelists was the implementation of self-reflection by participants after completing the PD program, as illustrated in the following excerpt:

"My suggestion is that teachers should get used to reflecting on the learning that has been carried out. This reflection is an activity that aims to understand the response of students in a lesson or delivery of material. In addition, teachers can also understand what are the weaknesses and shortcomings of the learning that has been done in the classroom. So that in the next lessons will be more perfect" (It4/Q1. P3/App.2).

The extract above emphasizes engaging in self-reflection following their participation in the PD program. The purpose of self-reflection is to enable participants to identify their strengths and weaknesses following their participation in the PD program. The results of self-reflection can be used by participants to develop their competencies following their individual needs, one of which is through self-initiated PD.

To conclude, the identified ideas through the analysis of the facilitators' reflection journals proposed by panelists to improve the PD programs are presented in the following tables:

Table 4 Ideas Identified from Facilitator Journal Reflection

No	Items	Ideas
1	Participants' reaction	The facilitator does not patronize participants
		Providing sufficient time to complete PD assignments
		Additional time for the PD program (yearly)
		Utilizing video learning media
		Fostering a comfortable, active, and interactive training atmosphere
		Cultivate a growth mindset among participants
2	Participants' learning	The PD program should continue through funding
		Teachers are encouraged to participate in voluntary PD or school-based PD
3	Organizational support and change	Follow-up activities for teachers after PD (assessment and evaluation)
		Providing moral support and facilities
		Allocate budget for sustainable PD program from school budget
		Seeking external sponsors for the PD program
4	Participants use of knowledge and skills	Strengthening the dissemination of knowledge and skills gained from the PD
		Encouraging active student involvement in classroom learning
		Engaging in self-reflection after participating in program PD.

Furthermore, the above ideas suggested by the panelists served as a guide for formulating the interview questions in part 3. These questions were subsequently utilized by the researcher in conducting individual interviews with each panelist during Round 2 of the Delphi study.

4.1.2.1 Round 2

In part 2 of the interview, the panelists were asked to respond to the ideas presented based on the findings of the facilitator's reflection (see Table 3). Following part 1, questions 1-3 in this part were designed to recall the ideas presented in the facilitator's reflection. Subsequently, questions 1-5 were posed to ask the panelists' agreement with the 15 ideas proposed to develop a PD program for English teachers and the rationale behind their agreement.

Interview results revealed that 10 of the 15 ideas proposed had reached a consensus among the panelists. The following table presents the panelists' agreement with the previously offered ideas.

Table 5 Panelists' Consensus on Ideas for Developing PD Programs

PANELIST IDEAS	P1	P2	P3	P4	P5	P6	P7	CONSENSUS
Facilitators do not patronize participants	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Providing sufficient time to complete PD assignments			✓			✓	✓	Not achieved
Additional time for the PD program (yearly)			✓	✓		✓	✓	Not achieved
Utilizing video learning media	✓	✓	✓				✓	Not achieved
Fostering a comfortable, active, and interactive training atmosphere	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Cultivate a growth mindset among participants	✓	✓	✓	✓	✓	✓	✓	**Achieved**
The English Teacher PD program should continue through funding		✓	✓	✓		✓	✓	Not achieved
Teachers are encouraged to participate in voluntary PD or school-based PD	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Follow-up activities for teachers after PD (assessment and evaluation)	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Providing moral support and facilities	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Allocate budget for sustainable PD program from school budget	✓		✓	✓		✓	✓	Not achieved
Seeking external sponsors for the PD program	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Strengthening the dissemination of knowledge and skills gained from the PD	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Encouraging active student involvement in classroom learning	✓	✓	✓	✓	✓	✓	✓	**Achieved**
Engaging in self-reflection after participating in program PD.	✓	✓	✓	✓	✓	✓	✓	**Achieved**

The table above shows 10 ideas that reached consensus among the panelists, namely (1) facilitators should avoid patronizing PD participants, (2) the training atmosphere should be comfortable, active, and interactive, (3) participants should be encouraged to adopt a growth mindset, (4) teachers should be encouraged to participate in PD voluntarily or in school-based PD, (5) a follow-up

program for teachers after PD should be implemented (assessment and evaluation), (6) Providing moral support and facilities, (7) Seeking external sponsors for the PD program, (8) strengthening the dissemination of PD program outcomes, (9) Encouraging active student involvement in classroom learning, (10) conducting self-reflection after participating in the PD program.

The first idea is that the facilitator should not patronize the PD participants. The panelists indicated that the PD program should be based on andragogy design principles. The primary responsibility of the facilitator is to facilitate the participation of the participants in the PD program, as stated by one panelist: "*Our role is to facilitate, not to patronize. The participants have their own ideas, and it is, therefore, necessary to discuss what they want to discuss*" (P6-Int/Part2/Con.1/App.5).

Another panelist offered a similar perspective but proposed a distinct approach to facilitating participants:

"During training, there is a course named facilitation techniques. So, the facilitator must use the andragogy learning model. Of course, the participants will not like to be patronized, because the characteristics of adults should not be patronized. That's why facilitators are taught to be able to utilize participants' experience as teachers to design and choose methods. So, we start from that point. We apply experience sharing between participants and facilitators" (P3-Int/Part2/Con.1/App.5).

The panelist's perspective in the excerpt above suggests that one of the strategies that facilitators may employ in facilitating PD participants is to leverage the participants' experience as English teachers. This experience can be utilized as a reference in the design of lesson plans and the selection of teaching methods and media, which are part of the activities in the PD program.

The second idea is to foster a comfortable, active, interactive training environment. The panelists suggested that the implementation of PD activities should prioritize the creation of a conducive environment for interaction and discussion among participants and facilitators to share their knowledge and experience. To facilitate the expected atmosphere, the panelists employed several techniques, as evidenced by the following excerpt:

"Because the purpose of this program is not only to provide new knowledge but also to reactivate existing experiences and knowledge to be manifested during on-service activities with students in their respective classes. So, the facilitator must make the activity more comfortable, active and interactive. Don't let any participants feel uncomfortable. We know that participants have different characteristics, some are very active and some are passive. So, the facilitator must be interactive with this. Maybe one of them is with games that can help enable active and passive participants to get involved" (P3-Int/Part2/Con.2/App.5).

In the excerpt above, the panelist clarified that another purpose of the PD program is to reactivate the participants' knowledge and experience as teachers. Such experiences and knowledge are then discussed in the forum. In such cases, the facilitator must be able to create the desired atmosphere among participants with varying characteristics, including those who are active and passive. The panelist proposed the use of games to engage participants with passive characteristics in PD activities. In contrast, another panelist employed a variety of techniques, including icebreaking and guessing games, at each turn of the PD session, to enhance participants' motivation. This is exemplified by the following excerpt:

"With comfortable, active and interactive PD activities, participants will be energized and motivated. If the activities are fun, they will be more enthusiastic. To make it fun, I usually give ice breakers, games or guesses at each session change" (P5-Int/Part2/Con.2/App.5)

The third idea is to cultivate a growth mindset among PD participants. All panelists stated that a growth mindset is the most important thing in developing a PD program. This is the first step that the facilitators must instill in the participants when they first start the program.

"When I am a facilitator, I assure the participants that as teachers they must have a growth mindset. No more fixed mindset" (P6-Int/Part2/Con.3/App.5).

"Totally agree. Because changing the mindset of participants is the main thing that must be done in this program. Only with this mindset change can we succeed in this program" (P7-Int/Part2/Con.3/App.5).

"If the mindset changes, surely everything will change. Because in this digital era, if we don't want to change our mindset, other things will be difficult to change. On several occasions, when I was invited to give the Emancipated Curriculum workshop, this was the first thing I made sure of. I asked the participants; do we continue the activity or do we just go home? Because if they don't want to change their mindset, whatever the new regulations are, it will be very difficult for them" (P1-Int/Part2/Con.3/App.5).

The excerpts above demonstrate the crucial importance of shifting one's mindset towards growth, a fundamental aspect that every facilitator should prioritize. The first excerpt mentions that if there are still participants who have a fixed mindset, it is a challenge that must be changed. The second suggests that a growth mindset is a prerequisite for a successful PD program. The third excerpt presents the experiences of another panelist in instilling a change mindset in participants, as well as the importance of growth for participants as teachers in the 21st-century learning era.

The fourth idea is to encourage participants to engage in voluntary PD and school-based PD. In addition to participating in PD programs organized by the government through funding, such as the PD program in this study, participants are also encouraged to engage in voluntary PD according to their own needs. This allows them to update and sharpen the knowledge and skills that they have already acquired.

"If it is no longer funded, teachers must continue to participate in self-directed PD, because teachers do not only gain knowledge in this program. They must follow PD voluntarily from various platforms according to their own needs, for example on the PINTAR online platform" (P4-Int/Part2/Con.4/App.5).

"After completing this program, teachers continue to study independently to develop themselves. Recently, teachers have also been participating in self-directed PD through the Ministry of Religious Affairs' PINTAR platform" (P7-Int/Part2/Con.4/App.5).

The two excerpts above illustrate the panelists' perspectives on the significance of participants engaging in voluntary PD. As an alternative solution, the panelists proposed that participants could engage in voluntary PD by selecting

topics according to their needs through the *PINTAR* Platform, an online training program initiated by MoRA.

> *"Yes, I totally agree. Even in my own school, we have implemented a school-based PD program. We have coordinators according to the subject clusters, for example, language, science and art. In its implementation, we use in-house training. So, this is a must, not just PD with the current model, there must be self-directed and school-based so that development is sustainable. The results and perspectives will also differ between self-directed PD and the government-initiated PD model"* (P3-Int/Part2/Con.4/App.5.

The preceding excerpt suggests that participants should also be included in school-based PD. The PD model applied in schools can be tailored to the specific needs of teachers within the school, for instance, through in-house training. In this scheme, teachers are divided into three clusters based on their subject matter expertise: language, science and art. Furthermore, the panelists emphasized that the impact of voluntary PD will differ from that of government-initiated PD.

The fifth idea is the need for a follow-up program for participants after completing the PD program. The follow-up program may take the form of assessments or evaluations designed to assess the knowledge and skills acquired by participants after completing their participation. To date, the panelists have expressed the view that the PD program still lacks participant evaluation. The explanation provided in the previous section, concerning the first idea, only mentioned the evaluation of facilitators in the second year of the PD program.

> *"Evaluation activities are needed so that we can know the results and impact of this program. For the facilitators themselves, there is usually an evaluation of each activity in the training"* (P5-Int/Part2/Con.5/App.5).

> *"As I said earlier, evaluation is needed for the development of this program. To date, the evaluation is still very lacking in this program"* (P7-Int/Part2/Con.5/App.5).

Another panelist proposed the following follow-up program:

"After this activity, participants practiced in their classrooms, and the facilitator evaluated the participants' performance. When there are obstacles, we can review and provide feedback. Thus, the practice becomes better. Related to this, I agree that it is the practice that is evaluated, not the knowledge of the participants. Maybe it can be done with supervision" (P4-Int/Part2/Con.5/App.5).

In the above excerpt, the panelist proposed that the evaluation of participants should be conducted by the facilitator following the on-service session. The panelist considered that performance evaluation in the form of teaching practice is more crucial than evaluation of participants' knowledge after completing the PD program. One of the evaluations of teaching practice performance offered by the panelist was supervision. The response was given by the panelist after the researcher asked for clarification regarding the Teacher Competency Assessment (*Asesmen Kompetensi Guru/AKG*) to be held in June-August 2024, which is the final part of the national assessment for teachers after completing the PD program at the Ministry of Religious Affairs.

The sixth idea is to provide moral support and facilities at school to the participants through the school principal. The participants require the support of the school principal to participate in the PD program. Without such support, it will be challenging for them to engage fully in the program. One of the forms of support that can be provided is by granting permission for teachers to participate in the PD program. This was expressed by the panelist, who stated that "*without the support of the principal, the teacher PD program will be difficult to succeed; the support from the principal can at least be in the form of permitting teachers to participate in the PD program*" (P4-Int/Part2/Con.6/App.5).

Additionally, the panelists emphasized the necessity for school principals to provide adequate teaching facilities for participants to apply the knowledge and skills acquired through the PD program. As previously stated in Part 1, inadequate facilities present a significant challenge for participants in the implementation of their knowledge and skills, both during on-service sessions and during real

teaching sessions. Consequently, the panelists deemed it crucial to provide support and facilities for participants, as evidenced by the following excerpt:

> *"Yes, this must be done by the school principal. Not only support but also provide facilities. If it's just moral support, it's not enough for teachers. They get new skills, but they can't apply them to students because of the lack of facilities. So, both must be granted." (P6-Int/Part2/Con.6/App.5).*

A panelist also noted that support from the principal can also be manifested in tangible action. What the panelists meant by "action" was the reinforcement of regular classroom supervision by the principal. With supervision, teachers will feel cared for and encouraged to continue to update their pedagogical and professional competencies by participating in various PD programs. This support is exemplified in the following excerpt *"...school principals should encourage and observe teachers' development through regular supervision; otherwise, teachers are reluctant to improve their skills because they feel they are not being" (P3-Int/Part2/Con.6/App.5).*

The seventh idea is associated with the funding of PD programs. The panelists agreed that principals or school administrators should pursue external funding for PD, not only using government funds. Sponsorship can be in the form of collaboration with various interested parties, such as NGOs, and private companies engaged in education and empowerment. However, some panelists emphasized the requirement that it should be mutually beneficial and not interfere with the school's academic activities, as highlighted in the following excerpt:

> *"I agree as long as it does not interfere with other activities at school. If it does, government funding is sufficient" (P5-Int/Part2/Con.7/App.5).*

On the other hand, another panelist shared an example based on his observations of PD funding through sponsorship. He mentioned that schools can work with book publishers and stationery companies, such as *Erlangga, Masmedia* and *Artlink*. The statement is evidenced in the following excerpt:

> *"I agree with that. From my observations, several schools in several districts have implemented PD programs in collaboration with sponsors.*

These sponsors include Erlangga, Masmedia and Artlink" (P1-Int/Part2/Con.7/App.5)

The eighth idea is to strengthen the dissemination of PD outcomes to classrooms where participants teach students. The outcomes of PD can be classified as either knowledge, skills, or products. The panelists concurred that the knowledge and skills gained should be implemented by participants continuously, not only during on-service sessions.

> *"This is the participants' task after the PD, which is to apply what they have learned to their classrooms. But after this program ended, we didn't know much because there was no monitoring anymore. But we hope this dissemination can be sustained" (P7-Int/Part2/Con.8/App.5).*

The PD modules that have been developed during the PD activities can also be used by participants when teaching.

> *"Because all modules designed follow the curriculum content at school, there are also student worksheets, material design, and many other things that can be used. Perhaps, the only thing that needs to be considered is the adjustment to the characteristics of each student" (P3-Int/Part2/Con.8/App.5)*

The above excerpt indicates that the module that has been developed through discussions among participants during the PD program is a product that can be used when teaching. It contains materials, student worksheets, and various alternative assessments that participants can use. The panelist emphasized adapting the product to the characteristics of the students being taught in the classroom.

The ninth idea is that participants are expected to encourage their students' participation during active learning activities after completing the PD program. This is in line with what the participants wanted to reinforce during the PD activities. Therefore, the panelists agreed that it is necessary to encourage participants to get used to using methods, media, and teaching materials that can actively involve their students in learning.

"… If teachers are familiarized with using the right methods, media, and learning materials with the characteristics of students, this will directly involve students' activeness in learning. However, in many cases, teachers are sometimes confused about the learning model they choose. In this case, participants as teachers must be aware of their role as facilitators who facilitate students in the classroom to be actively involved" (P3-Int/Part2/Con.9/App.5).

In the excerpt above, the panelist explained that in the PD program, participants must be initiated and habituated to active involvement. This will encourage participants to employ methods, materials, and media that align with the principles of active learning, which is a key pedagogical approach in the classroom.

The last idea proposed that reached consensus among the panelists is the recommendation for participants to engage in self-reflection. Conducting self-reflection enables participants to identify the shortcomings and strengths they have acquired as a result of their participation in the PD program.

"Of course, they must know their abilities through self-reflection, so that in the future they can develop what needs to be developed" (P6-Int/Part2/Con.10/App.5).

"This is mandatory. Not just evaluation, self-reflection must be done by a teacher. This is not only done after completing this program, but every day after teaching activities the teacher must do this self-reflection" (P7-Int/Part2/Con.10/App.5).

Both excerpts indicate the importance of self-reflection by participants after completing the PD program. It aims to find out what has been achieved and what remains to be done. Thus, they can develop their competencies through self-directed PD at a later time. The second excerpt specifically confirms the importance of self-reflection, which participants as teachers need to do every time after teaching, not only after completing the PD program.

In conclusion to the results of the interview part 2, 10 of the 15 ideas offered to develop PD programs for English teachers in Aceh have reached a consensus among the panelists. The ten ideas are avoiding patronizing participants, ensuring a comfortable, active, and interactive training atmosphere,

promoting a growth mindset, encouraging voluntary or school-based PD participation, implementing follow-up assessment and evaluation, providing moral support and facilities, seeking external sponsors, strengthening dissemination of outcomes, encouraging active student involvement, and engaging self-reflection after PD. The remaining five ideas were subsequently eliminated from further consideration as they did not achieve a consensus.

4.2. Discussion

This study discusses the research findings based on the previously posed research questions: (1) What are the challenges faced by professional development (PD) facilitators during the program? and (2) What are the ideas proposed by facilitators to improve the professional development (PD) delivery for English teachers in Aceh? Based on the research findings related to the first research question, three challenges have reached consensus through interviews with panelists and are considered as challenges faced by PD facilitators, and ten recommendations have been garnered from the Delphi analysis to answer the second research question.

The first challenge is that there is misinformation in the implementation of PD programs due to the application of the cascade model of PD. The cascade model is a training model in which information is disseminated in a top-down manner. Facilitators at different levels receive knowledge and skills and change their roles as participants at one time and as trainers at another (Abeysena et al., 2016). This finding is consistent with the previous research that has criticized the model findings for diluting knowledge from program originators to target teachers, not meeting the needs of PD participants, and rarely involving PD participants in PD program planning (Bett, 2016; Leong & Rethinasamy, 2023). However, this model also offers benefits in terms of cost-effectiveness and the ability to reach a large number of participants in a short period (Bett, 2016). To address the limitations of the cascade model, the government is expected to provide robust support to the key elements involved in the PD program (A. Rahman, 2021). One potential avenue for improvement is to enhance the quality

of PD facilitators, who serve as the primary information agents in the PD program.

In the second challenge, participants in the PD program encounter a lack of facilities in schools that adequately support the application of knowledge and skills gained from the PD program. The findings of this study indicated that limited access to the internet, electricity, and other electronic learning support tools were the primary obstacles encountered by PD participants when carrying out on-service and real teaching in schools. This is consistent with the findings of Abonyi et al. (2020), who explicated that inadequate facilities hinder the transfer of training knowledge into the classroom. The availability of adequate school facilities can improve teacher teaching performance (Hakim et al., 2020), teacher motivation (Susanti et al., 2022), and teacher development in conducting research (Sarbunan, 2021).

The final challenge faced by PD facilitators is the lack of the participants' ability to organize learning steps based on the model they choose. The findings of this study revealed that some PD participants were confused in distinguishing learning steps and syntax between discovery learning and problem-based learning. Consequently, they organized learning steps that were not in line with the learning objectives. The findings of this study are consistent with those of a school action research study conducted by Yunarti Farida et al. (2022), which reported that the low implementation of the discovery learning model in schools was due to teachers' limited understanding of the model. Another study also indicated that teachers in Indonesia only occasionally utilize this model because it requires highly motivated students and adequate learning technology facilities (Iskandar & Patak, 2021). This remains a significant challenge in many Indonesian schools.

As for the answer to the second research question, the facilitators have proposed ten ideas; they are avoiding patronizing participants, ensuring a comfortable, active, and interactive training atmosphere, promoting a growth mindset, encouraging voluntary or school-based PD participation, implementing follow-up assessment and evaluation, providing moral support and facilities,

seeking external sponsors, strengthening the dissemination of outcomes, encouraging active student involvement, and engaging self-reflection after PD. Notably, these recommendations likely develop a PD program practice for EFL teachers. Groundbreaking findings that are fundamental for bottom-up policy are evidenced to be more effective for teacher empowerment with proper support (Al Darayseh et al., 2021; Wyatt & Ager, 2017)

Firstly, in the implementation of professional development (PD) programs, facilitators should refrain from patronizing PD participants. The design of the PD program should be based on the principles of adult learning, or andragogy, where the trainers act as facilitators, not as teachers. Several previous studies have also indicated that the incorporation of adult learning principles into PD programs is a crucial factor in fostering participants' professional growth (Alo et al., 2018; Darling-Hammond et al., 2017). The findings of this study indicate that, to utilize adult learning principles, facilitators incorporate participants' knowledge and experience in the design of activities and the selection of learning methods and media. This is consistent with the findings of Popova et al. (2022), which indicated that PD programs based on the experience of the participants will provide higher results.

Secondly, participants in PD programs should be provided with an atmosphere that is conducive to active engagement and interaction. A comfortable and interactive atmosphere will encourage participants to interact with one another and with the facilitator, sharing their knowledge, skills, and experiences as EFL teachers. This finding aligns with one of the key features of effective PD as outlined by Darling-Hammond et al. (2017), Borko et al. (2010), and Desimone (2009). These sources emphasize the principle of active learning and participants' involvement in PD activities. Unfortunately, some previous studies have revealed that government-initiated PD programs, such as the PD program in this study, tend to be *"highly structured"* and limit participant interaction (Alonzo et al., 2024; Asih et al., 2022). Therefore, it is essential to ensure effective coordination between PD facilitators and participants to facilitate collaboration and participation, as suggested by (Al Asmari, 2016).

Third, it is essential to cultivate a growth mindset among the participants. The instilling of a growth mindset is a fundamental requisite for the successful implementation of a PD program. Teachers who adopt a growth mindset will view PD as a lifelong learning process rather than an administrative obligation. Previous research indicates that a growth mindset is positively correlated with teacher self-efficacy and professional development (Lin et al., 2022), as well as work engagement (Liu et al., 2023). Teachers with a growth mindset tend to focus on how students acquire learning, and they employ a range of learning strategies to meet students' needs (Rissanen et al., 2019). Consequently, they exhibit greater optimism and motivation to continuously develop their professional and pedagogical competencies through various engagement in PD programs.

Fourth, participants in the PD program are not only required to participate in mandatory or government-initiated PD programs but they are also encouraged to engage in voluntary PD or school-based PD. The findings of this study indicate that PD participants are encouraged to engage in independent PD and school-based PD to reinforce the knowledge and skills they have acquired through the mandatory PD program. This finding is consistent with the findings of previous studies indicating that voluntary PD and school-based PD have a significant impact on meeting teachers' needs, improving collaboration, and impacting teaching practices (Cirocki & Farrell, 2019; Rodesiler, 2017; Thacker, 2017). The results of an international survey indicated that teachers should spend approximately 10.5 days per year on average engaged in various PD programs to develop their competencies (Sellen, 2016). However, it will be challenging to achieve this goal if they rely solely on mandatory PD programs.

Fifth, the implementation of a follow-up program after participants complete the PD program. This follow-up program can be conducted in the form of an assessment or evaluation of participants after completing the PD program. The findings of this study also highlight that facilitators tend to agree that the follow-up program is conducted by measuring the teaching performance of PD participants rather than by measuring their knowledge. This finding is consistent

with the findings of Asih et al. (2022) and Rahman (2021), who proposed a follow-up mentoring program for participants following the completion of the mandatory PD. Several previous literatures have highlighted the importance of follow-up programs with various forms of activities that have been offered by experts. These include cycles of teaching practice and reflection (Borko et al., 2010), regular meetings (Veen et al., 2012), coaching and expert support (Darling-Hammond et al., 2017), and follow-up visits (Popova et al., 2022).

Sixth, it is essential to provide moral support and adequate facilities for PD participants to apply the knowledge and skills gained from programs. The findings of this study indicate that the principal's support can be manifested in the form of granting permission for participants to engage in PD activities. It can be argued that principals and school administrators play an important role in the success of PD activities. They can provide moral support and facilities for PD participants to transfer training to students (Macleod, 2020; Tanang & Abu, 2014), especially in mandatory PD programs (Alonzo et al., 2024). Colleagues (other teachers) are also considered to provide support to PD participants (A. Rahman, 2016). Cirocki and Farrell (2019) posit that colleague support can be provided through peer observation. A study by Harris et al. (2024) demonstrated that peer observation has a positive impact on changing teachers' instructional practices in schools. The present study also revealed that support from school principals can be provided through the implementation of supervision on teachers' teaching practices after participating in PD. This is consistent with what Alonzo et al. (2024) identified as the *"post-engagement"* element that needs to be considered in the development of PD programs.

Seventh, school principals and administrators seek external funding for the implementation of PD programs in schools. The findings of this study indicate that a limited number of schools have been able to collaborate with external parties to implement PD programs at the school level. The provision of external funding for the development of PD programs for teachers at the school level is considered to be of great importance, given that there are still significant disparities in budget, facilities, and access in several schools in Indonesia,

particularly in those located in remote areas. Previous literature indicates that in the past decade, several external parties have consistently allocated their budgets to develop PD programs in schools in remote areas in Indonesia. For example, the Tanoto Foundation has been a notable contributor (Harjanto et al., 2018; Sutomo & Siregar, 2022). Additionally, the findings of this study suggest that external assistance is not solely financial; it also encompasses the sending of experts to train teachers in schools. This is consistent with the assertion of Cirocki and Farrell (2019) that schools should collaborate with professional institutions such as TEFLIN, RELO and other related institutions.

Eighth, the dissemination of PD program outcomes to schools where participants teach should be enhanced. The outcomes of the PD program may be expressed in terms of knowledge, skills, and teaching materials in the form of modules developed by PD facilitators and participants during in-service sessions. One method for enhancing the outcomes is to grant PD participants autonomy and agency to experiment with the outcomes of the PD program in their classroom practice (Grace et al., 2015). Furthermore, dissemination of outcomes at the school level can be achieved by sharing knowledge with other teachers through collegial learning (Harvey & Teledahl, 2019). This objective can only be achieved if the school culture is supportive of collaboration between teachers within the school (Jafar et al., 2022). In this instance, the role of the principal is of critical importance, as elucidated in the sixth idea.

Ninth, the PD participants encourage students to be more actively involved in their learning. The primary objective of PD programs is not only to improve teacher competence but also to have an impact on students. This is in line with the opinion of Darling-Hammond et al. (2017) that effective PD programs should demonstrate a positive link between teaching practices and student outcomes. The findings of research conducted by Powers et al. (2015) indicate that teachers who participate in PD programs have a more significant impact on student engagement. Another study suggests that teachers who enhance their pedagogical competencies through PD programs effectively enhance student engagement through cooperative learning methods. Therefore, this concept should

be reinforced in PD programs, as Cirocki and Farrell (2019) found that EFL teachers in Indonesia tend to be relatively weak in pedagogical competence.

The last idea is recommended that PD participants engage in self-reflection following the completion of the PD program. The findings of this study indicate that facilitators concur that the participants should engage in self-reflection following the completion of the PD program to ascertain the extent to which they have gained from the program. However, the findings did not indicate whether this reflection was part of the PD activities. The significance of self-reflection for participants is consistent with the findings of numerous previous studies that have identified reflection as a crucial element in the effectiveness of PD program development (Darling-Hammond et al., 2017; Farrell, 2015). Asih et al. (2022) identified self-reflection as one of the sources of teacher self-efficacy in the development of PD programs. Harvey and Teledahl (2019) identified self-reflection as one of the elements of change in practice. Another study indicated that teachers' self-reflection in professional development can influence their personal identity, facilitate problem-solving, and inform their understanding of institutional provisions for professional development (Hidayati, 2018). In contrast, Akhter and Fatima (2016) observed that in-service teachers are unlikely to engage in self-reflection due to their independence. Consequently, school leaders play a crucial role in designing activities that may evoke in-service teachers to engage in self-reflection.

In light of the preceding discussion, the framework of ideas proposed by the facilitators, which reached consensus through the Delphi analysis, is presented in the following figure. This framework outlines the development of a PD program for EFL teachers in Aceh.
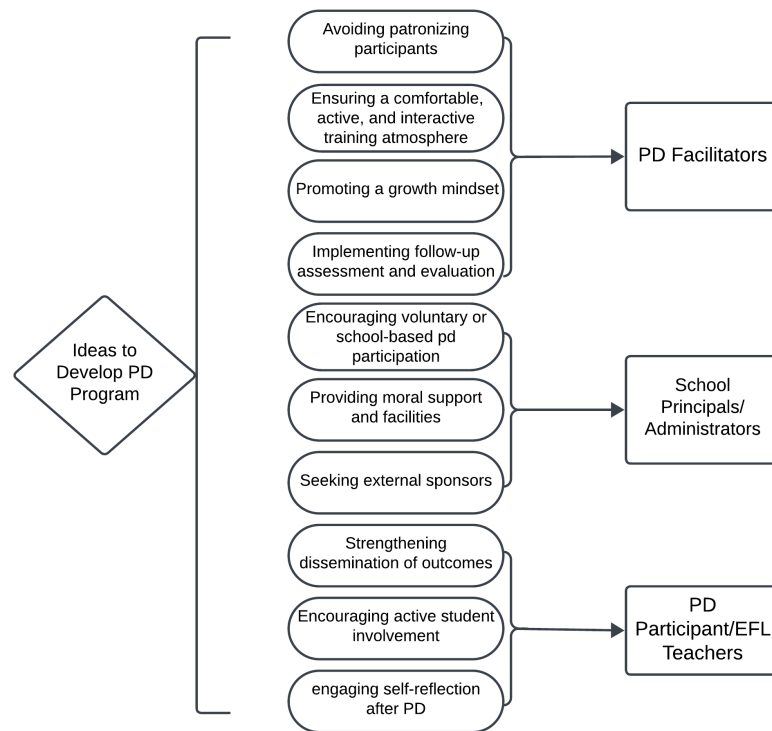
Figure 4 The Framework of Ideas for PD Program Development

The figure above illustrates ten ideas proposed by the facilitator for the development of a PD program for English teachers. These ideas can be developed through the authority of the three stakeholders involved in the PD program: the PD facilitator, the principal or school administrator, and the English teachers as PD participants. The first three ideas, namely avoiding patronizing participants, ensuring comfortable, active, and interactive training, and implementing follow-up programs, can be realized by the facilitators when the program is running. Encouraging voluntary or school-based PD participation, providing moral support and facilities, and seeking external sponsorship can be implemented by principals and administrators because these ideas are part of institutional policies. In contrast, the final three ideas—strengthening the dissemination of outcomes, encouraging active student involvement, and engaging self-reflection—can be realized by the participants themselves as they relate to teachers' practice in the classroom after completion of the PD program.

In conclusion, the preceding discussion has presented the findings of this study and has responded to the two questions posed in this study regarding the challenges faced and the ideas offered by the facilitators to develop a professional development program for English teachers. The three key challenges described include misinformation, limited facilities in schools, and limited teacher skills. Additionally, the potential ideas to develop the PD program include the avoidance of patronizing approaches to participants, the fostering of a comfortable and interactive training atmosphere, the promotion of a growth mindset, the encouragement of voluntary or school-based PD participation, the conduct of follow-up assessments and evaluations, the provision of moral support and necessary facilities, the seeking of external sponsors, the increase in the dissemination of PD results, the encouragement of active student involvement, and the promotion of self-reflection after PD sessions. A framework for implementing the aforementioned ideas was also presented, involving the facilitators, principals/administrators, and participants as stakeholders involved in developing PD programs.
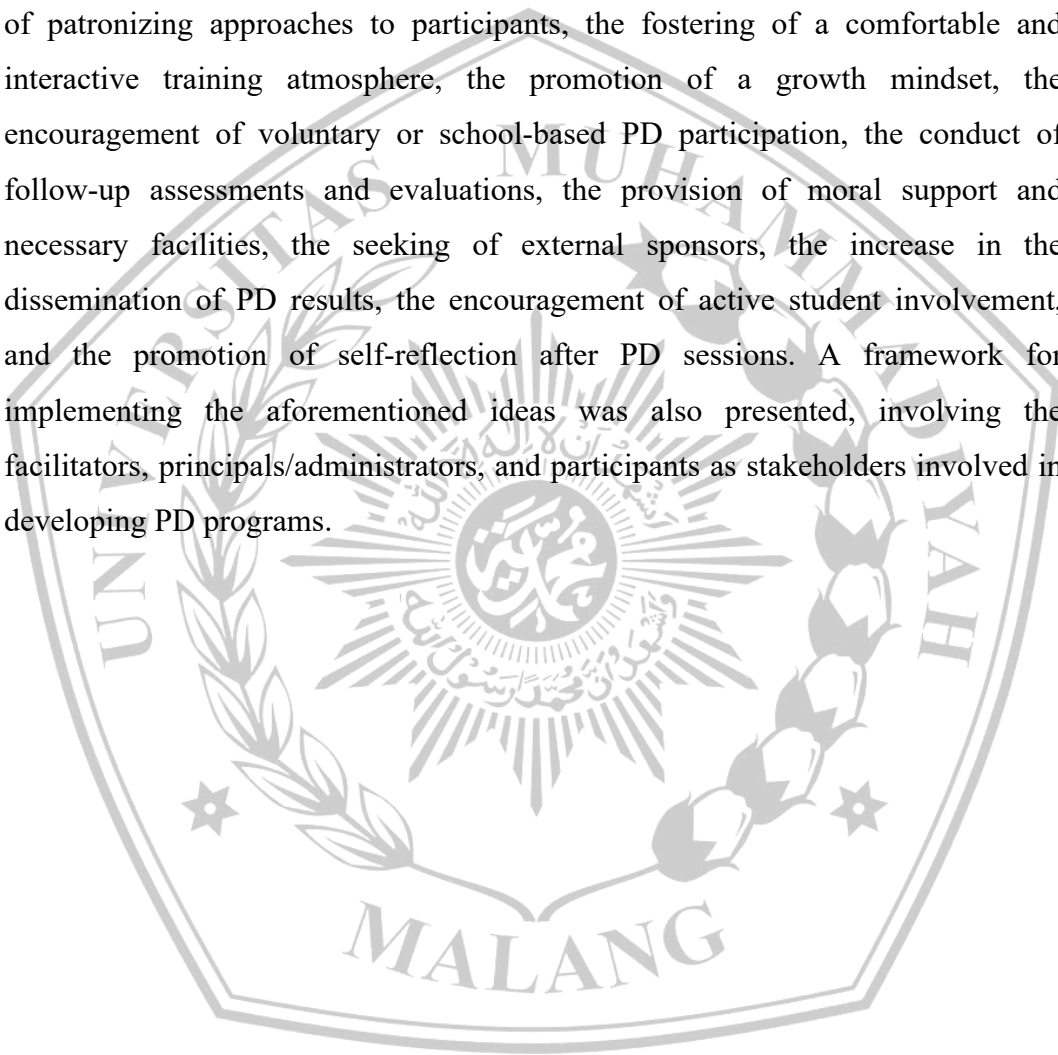
V. CONCLUSION AND SUGGESTION

5.1 Conclusion

This study explores the challenges faced by PD facilitators during the teacher PD program for EFL teachers in Aceh and the ideas proposed by facilitators to improve the EFL teacher PD program through the MEQR program at the Ministry of Religious Affairs. This study addresses two primary questions: What are the challenges faced by PD facilitators? And what are the ideas they propose to enhance the PD program for EFL teachers?

The Delphi 2-round method was employed in the study, which revealed several key challenges. This included misinformation stemming from the cascade PD model, inadequate facilities in schools that hinder the practical application of knowledge and skills gained from PD, and participants' difficulties in organizing learning steps based on the chosen model. To improve the effectiveness of the PD program, the facilitators proposed ten ideas based on the consensus reached among the facilitators. These ideas include avoiding a patronizing approach to participants, fostering a comfortable and interactive training atmosphere, promoting a growth mindset, encouraging voluntary or school-based PD participation, conducting follow-up assessments and evaluations, providing moral support and necessary facilities, seeking external sponsors, increasing dissemination of PD results, encouraging active student involvement, and promoting self-reflection after PD sessions. This research also presents a framework for implementing these ideas, based on the authority of the three stakeholders involved in the PD program: the PD facilitators, school principals and administrators, and PD participants.

The findings of this study demonstrate the multifactorial nature of PD for EFL teachers and underscore the necessity for a multifaceted approach to address the identified challenges. The implementation of the proposed ideas will enable facilitators, principals, administrators, and EFL teachers to enhance the quality of continued PD programs for EFL teachers, which will, in turn, lead to enhanced teacher practices and student learning.

5.2 Suggestion

This study reveals important challenges and potential ideas for developing PD programs for EFL teachers. Practically, the research findings can be used as bottom-up policy suggestions and recommendations in the Ministry of Religious Affairs through strengthening collaboration between PD facilitators, principals, administrators, and PD participants to implement ideas to improve the quality of PD programs for EFL teachers in Aceh, which will lead to improved teaching practices and student learning outcomes.

Limitations of this study include the number of panelists involved and the type of data used. As the nature of Delphi research is to use expert opinions to reach a consensus, it often results in biased information. In addition, the research data used in this study consisted only of practical report data from the panelists, with no observational data, which is a common component of practical research. Despite the research's limitations, this study's findings provide valuable insights and a framework for future research. Expanding the scope of the study by involving more panelists and integrating qualitative and quantitative data through Fuzzy Delphi analysis will further refine the understanding of PD challenges and potential improvements, ultimately contributing to the development of more effective PD programs for English language teachers.

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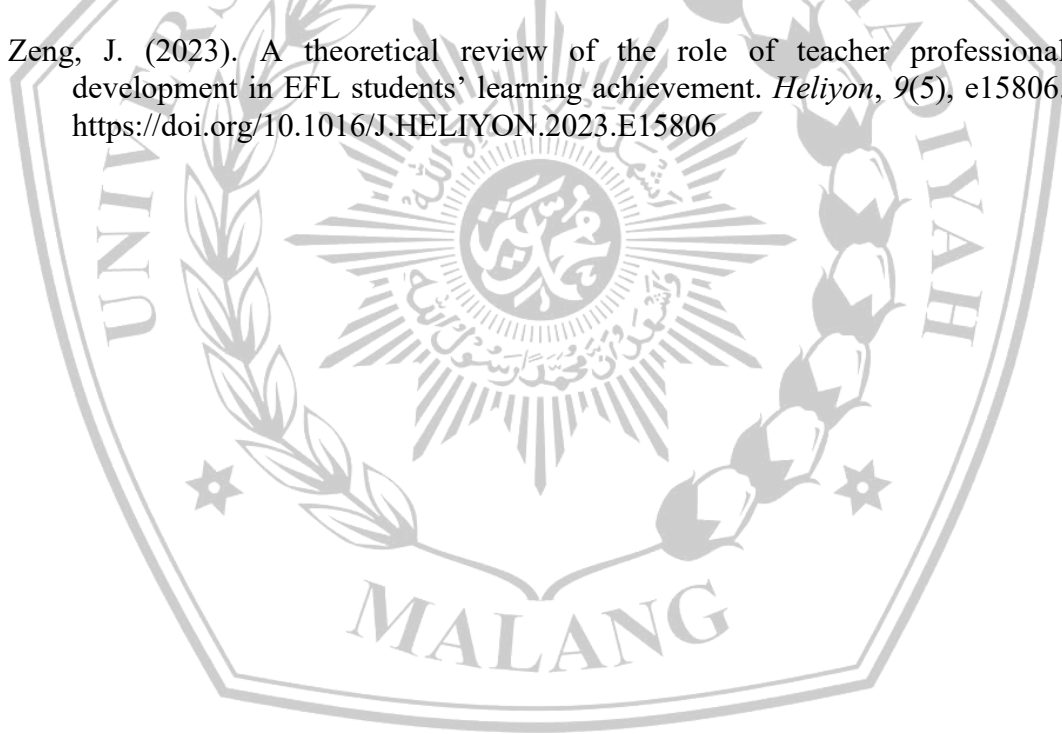
Appendix 1
Facilitator Reflection Journal

Are you an Instructor/Facilitator of the PD Program for English Teachers in MoRA?	: *Yes/No**
What is your position in the PD program?	: *IN/Fasprov/Fasda**
Have you been assigned as an instructor/facilitator since 2021?	: *Yes/no**
Are you currently active as an instructor/facilitator?	: *Yes/No**

Instructions:

Read each question carefully and provide detailed answers by reflecting on your experience as an instructor/facilitator of the English Teacher PD program at MoRA.

A. *Participants' Reaction*

1. Do you think English teachers like the MoRA's PD Program for English teachers? (Give reasons)

2. How do English teachers participate in the MoRA's PD Program?

3. Do the materials in the English Teacher PD Program module at MoRA make sense and are useful for English teachers? (Give your reasons)

4. What is your strategy in developing the materials in the module when providing facilitation to English teachers?

5. What advice do you have for English teachers to take an active role in the PD program?

B. *Participants' Learning*
1. Do you think that English teachers gained new knowledge and skills through the MoRA's PD program?

2. Can you explain what skills English teachers gained through this program? (teaching methods, assessment, evaluation, lesson plan development, etc.)

3. What are your suggestions for English teachers to gain maximum knowledge and skills through the MoRA's PD program?

C. *Organization Support and Change*

1. Do you think the principals and school administrator supports English teachers in applying the new knowledge and skills gained from the PD Program to their teaching? Explain what kind of support they provide!

2. Are the facilities in schools sufficient for English teachers to implement new knowledge and skills gained from the PD Program in their teaching at schools?

3. What do you suggest the principals and school administrators should do to increase the participation of English teachers in the MoRA's PD program?

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D. *Participants' Use of Knowledge and Skills*

1. Do you think English teachers apply the new knowledge and skills gained in the PD program when teaching in the classroom? (Through your observations during on-service sessions)

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2. Can you address the challenges that English teachers often face when applying this knowledge and skills?

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3. What advice do you have for English teachers on optimizing the application of new knowledge and skills when teaching in the classroom?

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Appendix 2
The Recapitulation of Facilitators' Reflection Journals

ITEM 1: Participants' Reaction

Q1: Do you think English teachers like the MoRA's PD Program for English teachers? (Give reasons)

P1	All of the English teachers enjoyed the TPD program. This can be seen from the enthusiasm with which they participated in the program.
P2	They liked it, and the enthusiasm of the participants was quite high.
P3	Seeing the enthusiasm and attendance of the teachers during this program, I think the teachers like this PKB program, because teachers in the Ministry of Religious Affairs rarely get training accommodated by the religious education and training center (*BDK*) in their respective provinces. The PD program is channelled through district *MGMPs* facilitated by *Fasda/Fasprov/IN*, which eventually becomes a "sharing" forum for teachers to gain new knowledge or skills that they have not been able to obtain. There may be MGMPs in the regions, but they do not run properly due to funding constraints. Sometimes they have to use their own money to make the activities happen. So, this PD program is a kind of thirst-quenching well for thirsty teachers.
P4	They like this program. The reason is to develop knowledge and methods following current educational developments.
P5	Yes, it could be seen from the enthusiasm of the teachers in participating in every PD activity.
P6	I believe that when I do something seriously, there is nothing that I feel should be considered again. In my opinion, this PD program helps teachers to develop their potential. In this case, I see that the teachers are happy and often ask about the sustainability of this program.
P7	In general, I believe that many English teachers support MoRA's teacher PD program. This is because the program is designed to improve their capabilities and competencies in carrying out their professional duties as English language teachers. With the PD program, teachers have the opportunity to continuously update their knowledge on the latest teaching methods, curriculum developments, and relevant educational technologies.

Q2: How do English teachers participate in the MoRA's PD Program?

P1	Teacher participation in this PD was very active. All of them did the assignments well and were very enthusiastic when presenting the assignments given.
P2	Participate well, taking part in every activity offered.
P3	Teacher participation was very good based on the attendance rate, as the PD program for teachers also (almost) coincided with the PD program for principals and school supervisors. So, principals have already been notified of the schedule of each subject teacher who will participate in the PD program. Therefore, in some schools, teaching schedules were made flexible on certain days so that teachers were facilitated and able to attend the PKB program without any obstacles.
P4	Good. And actively involved in participating in the training.
P5	Very active and enthusiastic
P6	Very active and enthusiastic. Sometimes they were happy if their work on creating media and learning materials was given feedback.

P7	English teachers' participation in the MoRA teacher PD program could be considered positive. The majority of English teachers actively participated in the activities organized under the program. They engaged in various trainings, workshops, seminars and other learning activities designed to improve their ability to teach English. In addition, many of them also contributed to sharing their knowledge and experiences with fellow teachers, thus creating a collaborative and supportive learning environment.

Q3: Do the materials in the English Teacher PD Program module at MoRA make sense and are useful for English teachers? (Give your reasons)

P1	The prepared TPD modules are very useful for participants and in every TPD activity, we ask for feedback from participants regarding the modules that have been made. Feedback from the participants is used as material to revise the module that has been made to perfect the module.
P2	It makes sense, it is useful because the knowledge provided is related to current developments.
P3	This PD module has gone through various stages of review and revision. The Directorate of GTK as the supervisor also ensures that the theories and books used as references in the preparation of the module must be based on the latest research and science. Based on this, I can say that this PKB module is very reasonable and useful for teachers in madrasahs as a reference to innovate in learning.
	This PD module is also very flexible, it can be used directly in theory and existing designs. The designs can also be modified according to the needs of teachers in schools. Even in 2023, many schools will be piloting the Emancipated Curriculum, while the PD module at that time was developed based on the 2013 curriculum. However, the PD module is still very relevant and can be adapted to the Emancipated Curriculum. This already done during the refreshment of *fasda* and *fasprov* in 2023 where the PKB module developed with the 2013 curriculum was then modified using the Emancipated Curriculum, which then continued to school teachers through several MGMPs that received block grant funds.
P4	Very useful, and it could be applied in the implementation of the Emancipated Curriculum.
P5	It is very useful because it is in line with the materials taught in schools.
P6	As a teacher who is still exposed to modules, either those provided in the PD program or modules that I create myself, this is certainly very familiar and makes sense. However, for some teachers, a deeper understanding of the modules must be given.
P7	The MoRA's PD Modules for English teachers make sense and are very useful. The materials are designed with the needs and challenges faced by English teachers in carrying out their daily tasks. The modules cover a wide range of topics, from innovative English teaching methods to effective strategies for evaluating student progress.

Q4: What is your strategy in developing the materials in the module when providing facilitation to English teachers?

P1	Instructors are given the freedom to develop the teaching material in the module according to the topic/material to be taught. We always coordinate with the National Instructor team when developing teaching materials and we present them to fellow INs before we teach them to teachers to get input from other IN friends.
P2	A scaffolding form has been provided to develop the material.

P3	The strategy that I have used when facilitating is to make adjustments to the characteristics of adult learners (andragogy) by utilizing the experiences of teachers as learning resources. Of course, it is adjusted to the material that is expected to be mastered by each teacher following the contents of the module. The main skills that must be possessed by a facilitator are the ability to ask questions / dig deeper information in addition to making an overview, linking statements and comments, observing, and listening. I use the ORIK Method (Objective, reflective, interpretive, decision). It is very reliable and can be used in a wide range of situations. It allows for structured, focused and meaningful conversations in almost any situation. It explores multiple perspectives on a topic in a non-coercive way. It gathers the deepest opinions of a group which leads to new ideas, conclusions and actions to be taken. And you'll find that you get much more out of the discussion than before and in less time. The ORIK method is a way of constructing a series of questions that lead the group through four stages of knowledge. There are four groups of questions used in this method. This flow allows the group to experience the discussion process from the beginning to the deepest stages. Establish the purpose of the discussion in advance (rational and/or emotional purpose). Clarity on the purpose of the discussion is the basis for preparing questions and facilitating. The questions asked will help the group identify necessary actions or decisions. The point is that the materials in the module are integrated with teachers' personal experiences related to learning so that teachers feel more relatable.
P4	The strategies implemented are: 1) Basic Concepts of English Learning Strategies, 2) English Learning Procedures, 3) English Learning Models, 4) English Teaching Skills Techniques, 5) English Teaching Methods for Primary and Secondary Schools, 6) English Learning Media, 7) Community Language Learning Method (CLL), 8) Grammar Translation Method (GTM), 9) Audio Lingual Method, 10) Communicative Language Teaching (CLT), 11) Total Physical Response (TPR), 12) English Assessment Techniques, 13) English Learning for Children with Special Needs, 14) Tenses and Vocabulary Mastery Techniques, 15) English Learning Evaluation. Evaluation of English Learning.
P5	To read more from various sources and make important points that must be conveyed, and use effective sentences that make participants easy to understand.
P6	I used simple language according to the context. Then, I scaffolded the teachers by providing straightforward and clear concepts. After that, I raised the excitement of the teachers by asking authentic questions. The result was that the teachers would be trigged with the topic of the concept which made them more confident in developing the material in the module.
P7	In developing the materials in the module when providing facilitation to English teachers, I will apply the following strategies: 1) Needs Analysis: this means an in-depth analysis of the needs and challenges faced by English teachers in their teaching practice. This involves listening to feedback from teachers, conducting surveys, or making direct classroom observations. 2) Material Curation: After understanding the teachers' needs, I will select and curate the most relevant and useful materials. 3) Content Adaptation: I will ensure that the selected materials can be adapted according to the experience level and specific needs of each group of teachers. 4) Interactive and Collaborative: I will use interactive and collaborative approaches in delivering the materials, such as group discussions, case studies, role plays, or learning simulations. 5) Assessment and Feedback: During the facilitation process, I will assess the teachers' understanding and application of the material. I will also provide constructive feedback to help them improve their teaching skills and strategies.

Q5: What advice do you have for English teachers to take an active role in the PD program?

P1	When presenting material, don't patronize the teachers too much, but give examples and assignments so that they can develop their knowledge. Divide them into groups so they can discuss designing new material in their own ways. Give time for the teacher to work on and present all the assignments given,

and the instructor only directs them.

P2	Already very active, additional hours to train participants may be considered.
P3	Teachers have a huge responsibility. Be a teacher who is eager to learn and keep up with the latest technology. Don't make students feel bored with the same old methods. Teachers must be flexible and adapt to the times. One way to do this is by incorporating technology-based learning into the classroom. This will make students more interested in school and help them succeed.
P4	Teachers must improve their teaching skills to ensure students are more effective in learning.
P5	Creating a comfortable and non-monotonous space, creating fun activities and requiring teachers to be directly involved in the activities.
P6	It is an honor for me, who is still relatively young, to be able to help English teachers. However, in the field, there are certainly many factors that increase and decrease the enthusiasm of the participants. In this case, I advise teachers to focus and change the mindset that PKB does not increase performance but helps teachers develop their competence.
P7	Provide contextualized materials: Ensure that the materials presented in the PD program are relevant to the needs and interests of English language teachers. This will increase their interest to engage and take advantage of the learning opportunities given. Engagement-based Learning: Design learning activities that encourage the active involvement of participants, such as group discussions, case studies, or learning simulations. Selection of Competent Facilitators: Ensure that PD facilitators are well-versed in facilitating learning and have a deep understanding of the material presented. Providing Incentives and Rewards: Provide incentives and rewards to English teachers who actively participate and show achievement in the PD program. This could be in the form of transport fees and certificates of appreciation in recognition of their contribution to the discussion sessions, or the opportunity to share their best experiences.

	ITEM 2: Participants' Learning

Q1: Do you think that English teachers gained new knowledge and skills through the MoRA's PD program?

P1	Yes…all English teachers gain new knowledge and skills through the MoRA's TPD program.
P2	Yes, because the training material offered is following the MoRA's latest program
P3	Of course, it's not a secret as the Director of GTK said that teachers within the Ministry of Religious Affairs rarely get training opportunities because the institution (BDK) has a limited quota to reach all teachers in the school. So, the queue for teachers to be trained is very long, and many teachers who have been teaching for more than 20 years have never attended training at all. You can imagine the lack of knowledge and skills of teachers in schools. Therefore, the MoRA PD program is very useful as a forum for teachers to gain and develop knowledge that they have never reached. During this program, teachers' working groups in each district can submit funding proposals for block grants. Thus, teachers in the regions can be facilitated to develop themselves either through *fasda/fasprov/IN* in their respective regions.
P4	Yes. With the PD program, teachers can increase their knowledge.
P5	Yes, the materials presented are in line with the current needs of teachers.
P6	Of course, in all seriousness, it should be.
P7	I believe that English teachers can gain new knowledge and skills through MoRA's Teacher PD Program. The program is designed to provide training, workshops, seminars, and various other learning activities aimed at improving teachers' abilities and competencies in carrying out their professional duties. Through active participation in the various activities organized under the PD program, English teachers have the opportunity to deepen their understanding of innovative teaching methods, relevant educational technologies, as well as the latest curriculum developments.

Q2: Can you explain what skills English teachers gained through this program? (teaching methods, assessment, evaluation, lesson plan development, etc.)

P1	English teachers learned a lot of new things in this CPD program, especially in developing teaching material to make it more interesting and how to encourage students to be enthusiastic about learning new material and not get bored. We also facilitate teachers in understanding teaching methods, assessment, evaluation, and development of lesson plan preparation.
P2	Teaching methods, assessment

P3	The main capability that teachers get is how to design good learning, which can spark curiosity and following the needs of the interests or talents of students. Of course, in designing a good learning design, teachers must have a variety of qualified knowledge that must be mastered. So, in the PD program teachers are equipped with: 1) The ability to diagnose students' abilities according to the KD (basic competencies) to be learned (initial assessment) 2) How to choose the appropriate model, method, learning media, etc. complete with the syntax in it and even how to modify the model according to the results of the analysis of students' initial abilities, 3) How to design the beginning, core and end stages of a lesson 4) How to assess and evaluate learning 5) Ability to integrate gedsi (gender, disability and social inclusion) in learning. 6) How to teach (practice) a whole design in front of the class. 7) etc
P4	Skills gained from the PD program: teaching methods, module preparation assessment evaluation and development of teaching administration
P5	Teachers gain knowledge about the Emancipated Curriculum, starting from the preparation of ATP to teaching modules, and teachers directly practice how to learn based on the Emancipated Curriculum.
P6	Some of the things that I observed while facilitating, I am sure that with the enthusiasm that the teachers shared, behind their complaints, they certainly got the essence of the things that I shared.
P7	They will gain an understanding of: 1) Innovative teaching methods: English teachers can gain knowledge about various innovative and effective teaching methods to teach English to their students. 2) Assessment and evaluation: English teachers can learn various assessment techniques that can be used to measure students' understanding and progress in English. 3) Development of lesson plan preparation: English teachers can gain skills in developing lesson plans that suit the needs and characteristics of their students. 4) Effective classroom management: Through training in the PD program, English teachers can gain skills in managing the classroom well, including time management, student behavior management, the creation of a conducive learning environment, and handling conflicts in the classroom.

Q3: What are your suggestions for English teachers to gain maximum knowledge and skills through the MoRA's PD program?

P1	Develop the knowledge you have gained in this PKB activity and make the material that will be taught as interesting as possible (start with brainstorming) such as playing interesting videos related to the material that will be taught.
P2	Perhaps by providing more hours to train facilitators, or by implementing a school-based TPD program.
P3	The PD program aims to improve teachers' knowledge, skills, and professional attitudes in carrying out their duties as educators. My great hope is that every teacher will have the self-awareness to upgrade their competencies on an ongoing basis, both independently and through professional organizations such as MGMP or other forums, to improve their competence in carrying out their duties responsibly and professionally. One form of self-awareness is to become a lifelong learner, by not stopping learning to keep up with the times, especially the use of technology in learning. It cannot be denied that teachers (especially old teachers) in the Ministry of Religious Affairs of the Republic of Indonesia are still very limited in their abilities. If teachers have this self-awareness, the PD program will run optimally by utilizing various information sharing and innovations owned by teachers. This is very important to improve the quality of education in schools in the future.

P4	It is suggested, that this teacher PD program should be continued.
P5	There is a need for practical dissemination of the results obtained from the PD program, and continuous follow-up on the development of teacher skills.
P6	Learning is the process of achieving lifelong goals, as long as we live, we must learn. Not being complacent is the spirit of learning to develop ourselves. So, teachers should improve their knowledge, experience and expertise as much as possible. Of course, this must continue to be kept in mind.
P7	My suggestions for English teachers are: 1) Actively participate: Encourage English teachers to be actively involved in every activity organized in the PD program. 2) Utilize resources: Ensure that English teachers make use of all the resources available in the PD program, including learning materials, reading materials, learning tools and technologies, as well as opportunities to discuss and share experiences with fellow teachers. 3) Reflecting and continuous learning: Encourage English teachers to reflect regularly on their learning experiences in the PD program. 4) Mentoring and support: Provide support and guidance to English teachers during and after the ESC program. Provide opportunities for them to consult with facilitators or mentors for advice and feedback on how to implement new concepts in their teaching. 5) Evaluate and provide feedback: Evaluate the effectiveness of the PD program periodically and ask English teachers for feedback on their experience of the program.

	ITEM 3: Organization Support and Change

Q1: Do you think the principals and school administrators support English teachers in applying the new knowledge and skills gained from the PD Program to their teaching? Explain what kind of support they provide!

P1	Very supportive
P2	Of course, by granting permission to join the PD program
P3	Very supportive. As a teacher, I observed that principals encourage teachers to complete all competency development activities in MGMP through PD programs or online through the MOOC Pintar platform of the Ministry of Religious Affairs. Some schools also develop school-based PD following the subject clusters as a means of transferring knowledge learned by teachers from various teacher forums. Input and collaboration from school principals through the principals' forum in the PD program to meet the needs of teachers related to competency development is also carried out. Teachers also seem enthusiastic to apply the lesson plans they make according to the knowledge of designing that they get in the PD program they design. It can be seen when they carry out on-service sessions, either individually or in groups in their respective schools. They not only collaborate with teachers who have participated in the program but also with teachers who have not participated in the program. And certainly, in each school, supervision of learning is routinely carried out following the principal's work program, at least once a year. These are the forms of support from the principal to be able to apply the various knowledge gained from various teacher forums, especially the PD Program.
P4	Very supportive. Because this program can expand the teachers' knowledge, especially English teachers.
P5	Very supportive. It can be seen from the provision of learning facilities.
P6	Yes. In terms of facilitating space and motivating teachers to consider this program important, there is certainly a role for the principal.
P7	Most schools, including principals and other teaching staff, usually support English teachers in applying new knowledge and skills in school teaching. However, some school principals are not fully supportive for certain reasons. For those who are supportive, it is evident by the provision of facilities. Schools provide the necessary facilities for English teachers to implement the new knowledge and skills they have gained. Schools are also happy to even ask PD participants to disseminate in their schools. There are even schools that provide special recognition and rewards from the school to English teachers who successfully apply the new knowledge and skills in their teaching. This could be in the form of an award for achievement in improving the quality of learning or a certificate of appreciation. For principals who do not support the program, they also have reasonable reasons. For example, some schools have a small number of teachers, then they go out to join the training at the same time, so teaching and learning activities are disrupted. This factor sometimes makes principals not permit for their teachers to join the training.

Q2: Are the facilities in schools sufficient for English teachers to implement new knowledge and skills gained from the PD Program in their teaching at schools?

P1	Some school schools have adequate facilities for the continuity of the teaching and learning process, but some others have very minimal facilities.
P2	Of course, it all depends on the teacher's skills in utilizing what is around them.

P3	Schools under the Ministry of Religious Affairs in Aceh are still inadequate in terms of facilities and even tend to be poor. Some of them do not have access to the internet, projectors or computers. During the on-service, I observed that this greatly hindered teachers from innovating to implement the knowledge they gained from the PD program. For example, some schools do not have projectors and internet access, so teachers are creative in using pictures, but the results are not optimal because they tend not to be interesting for students. Some schools have internet access but other facilities such as projectors are only 1 or 2 with a large number of classrooms and subjects.
P4	Some schools have adequate facilities, while others do not.
P5	Our school facilities are very adequate.
P6	Inadequate, sometimes very inadequate.
P7	In general, it can be said to be adequate. However, some schools still lack facilities. The availability of facilities in schools to support English teachers in implementing new knowledge and skills in teaching can vary depending on the conditions of each school. One example is learning support technology. The availability of technology such as computers, projectors and internet access can help English teachers integrate technology into their teaching, for example by displaying multimedia learning materials, interactive learning resources or video lessons. However, some schools do not have these facilities. The same goes for the library. A library equipped with a collection of English books, journals and learning materials can assist English teachers in designing relevant learning materials and obtaining references for classroom research and development. However, not all schools have a complete library.

Q3: What do you suggest the principals and school administrators should do to increase the participation of English teachers in the MoRA's PD program?

P1	Please provide support regarding this PD program, allow teachers to develop their competence and facilitate them with the infrastructure needed by teachers in teaching and learning activities.
P2	The school principal has provided maximum support.
P3	As far as I have observed, the principal and the principals' forum have been very active in encouraging teachers to participate in the PD program. My suggestion is that principals continue to provide support and fulfill the needs of teachers to participate in PD programs. To be more optimal, the principal must provide (allocate funds) to provide facilities that can support to maximize the practice of new knowledge obtained in on-service in each school, not just limited to theory or design alone whose application becomes limited or not following the demands of innovation expected by the program.
P4	My suggestion for the principal as the person responsible for the success of education, should seek external support to advance education and seek donor funds.
P5	Providing moral support and adequate facilities.
P6	I don't have a problem with running an intense program without funding, but I feel sad that some teachers are only motivated by the incentive of PD participation.
P7	To increase English teachers' participation in the PD program, principals can take the following steps: 1) Effective communication: Principals need to actively communicate with English teachers about the importance and benefits of the PD program. 2) Provide support and encouragement: Principals should provide support and encouragement to English teachers to participate in the PD program. 3) Facilitating: Facilitating in this case may be facilitating permission for participation in activities including assisting with registration procedures. Principals can also assist in facilitating transportation and accommodation for teachers who need to attend training outside the school. 4) Organizing internal training and workshops: Principals can organize internal training and workshops for English teachers aimed at improving their skills and preparing them to join the PD program more readily.

ITEM 4: Participants' Use of Knowledge and Skills

Q1: Do you think English teachers apply the new knowledge and skills gained in the PD program when teaching in the classroom? (Through your observations during on-service sessions)

P1	Most of the participants who have taken part in this PD have applied what they have learned. However, there are still teachers who have not been able to change their old teaching styles even though they have attended PD training.
P2	I'm fasprov, so I don't know about direct observation in class, because the person observing is of course fasda. However, if you look at the number of proposals submitted for each school, I think many teachers are implementing this program.
P3	Teachers have tried their best to apply the new knowledge and skills gained in the PD program. Teachers have innovated by designing lessons following the knowledge and examples provided in the PD module during in-service. The designs were then applied in the classroom in their respective schools during the on-service session.

During on-service, teachers tried to prepare various components to practice as much as possible and adjust to the design that had been made before. Surely some technical and non-technical obstacles occurred. So, the ability and experience of teachers in using learning models and dealing with media also greatly influences the success of learning which sometimes does not go according to plan.

This is a challenge to innovate quickly to successfully carry out learning well. The more experience teachers have, the more innovations they make when obstacles occur. Conversely, if there is a lack of experience, panic will be very evident. |
P4	Yes, it is. With this program, they can enhance their knowledge and skills.
P5	yes
P6	Not all, but some of the participants were able to apply the results of PKB. I follow up with regular observations.
P7	Yes, in many cases, English teachers tend to apply the new knowledge and skills they acquire through MoRA's Teacher PD program when teaching in the classroom. This is especially the case if the PD program is well designed and the materials taught are relevant to their teaching needs and context.

Q2: Can you address the challenges that English teachers often face when applying this knowledge and skills?

P1	1) Facilities and infrastructure are still inadequate in madrasas 2) The lack of learning resources available to teachers 3) It is difficult to change the old teaching style 4) several school principals do not fully support the TPD program
P2	Maybe because it is tiered, there is information that is left behind due to the multi-level system.
P3	The challenges that teachers often face are the lack of experience and skills in organizing, managing and supervising the class to make the class dynamic. In addition, teachers do not understand the learning steps according to the syntax in the chosen learning model. Teachers are also less able to stimulate all students or direct certain students to be actively involved by working together in groups to discuss. Therefore, the process of implementing the learning model cannot run optimally in following the planned design.
P4	There were no obstacles in the implementation in the field.
P5	The challenge comes when there are schools that do not have adequate facilities.
P6	If teacher motivation is only based on incentives, then all will be in vain if not implemented. Then many schools lack adequate facilities for teachers to use technology-based media for teaching.

P7	The constraints that English teachers often face as they try to apply the new knowledge and skills they have gained through the MoRA Teacher PD program are limited resources, including the availability of textbooks, learning materials, technology, and adequate classroom facilities.
	The second is technological constraints. The use of technology in English language teaching can be challenging for some teachers, especially if they are unfamiliar with or do not have adequate access to IT devices. Technical issues, such as slow internet connections or malfunctioning devices, can also hinder the use of technology in learning.
	Additionally, time constraints are also an obstacle. English teachers often have busy schedules and limited time to plan and implement lessons. Time constraints can hinder their ability to develop innovative learning materials, provide detailed feedback to students, or participate in training and other professional development activities.

Q3: What advice do you have for English teachers on optimizing the application of new knowledge and skills when teaching in the classroom?

P1	Try to develop yourself, especially in looking for learning resources and involving students so they play a more active role in every learning activity and the teacher only acts as a facilitator.
P2	Attend workshops or related training to sharpen the knowledge gained.
P3	My suggestion is that teachers should get used to reflecting on the learning that has been carried out. This reflection is an activity that aims to understand the response of students in a lesson or delivery of material. In addition, teachers can also understand what are the weaknesses and shortcomings of the learning that has been done in the classroom. So that in the next lessons will be more perfect.
	In addition, teachers also through the PD program in each MGMP can exchange experiences on the application of learning models that have been carried out. This can be done by giving each other input to overcome various shortcomings encountered when implementing the learning model.
	Teachers must also continue to learn by exploring various related information according to their needs by utilizing various platforms that have been provided online, either through web pages or social media.
P4	My suggestion is that the principal should motivate and encourage teachers to develop their education and knowledge.
P5	I think that sufficient preparation is needed before conducting the learning process.
P6	Knowledge without practice is just a passing wind. Being a teacher is to nurture students so it needs a process of not being complacent and continuing to be motivated to learn.
P7	I recommend careful planning: take the time to plan your learning carefully, including adapting your learning plan to the new knowledge and skills you are learning. Then collaborate with colleagues. Establish cooperation and collaboration with other colleagues, whether within the teaching team or outside of school. Sharing experiences, ideas and resources with colleagues can help enrich your learning experience and provide support in overcoming challenges. Next, I suggest experimenting with teaching methods. Try out new and innovative teaching methods that you learn in the PD program. Dare to experiment with different approaches in your English teaching and evaluate the results regularly. Reflection and evaluation: Reflect on your teaching practice regularly. Evaluate the effectiveness of your teaching based on student response, achievement of learning objectives, and student skill development. Then use feedback from students, colleagues and mentors to continuously improve the quality of your teaching.

Appendix 3
The Analysis of Facilitators' Reflection Journal

ITEMS	QUESTION	P1	P2	P3	P4	P5	P6	P7
Participants' Reaction	Do you think English teachers like the MoRA's PD Program for English teachers? (Give reasons)	Enjoy and enthusiasm	Like and enthusiasm	Like, enthusiasm, and a place to get knowledge and skills	like and develop knowledge and methods	Like and enthusiasm	Happy	support and increasing competencies
	How do English teachers participate in the MoRA's PD Program?	Active, very enthusiastic, and well participated	Well participated	Very good participation	Good and actively involved	Very active and enthusiastic	Very active, enthusiastic, happy	Positive, actively engaged and collaborative
	Do the materials in the English Teacher PD Program module at MoRA make sense and are useful for English teachers? (Give your reasons)	Useful and feedback from participants is used to revise the module	make sense and useful	Makes sense, useful, flexible and	Very useful and Applicable	Very useful and in line with the teaching material	Very familiar and makes sense	plausible, useful, appropriate, diverse topics, innovative and effective
	What is your strategy in developing the materials in the module when providing facilitation to English teachers?	coordinating with peers, demonstration	Scaffolding form	Employing andragogy, utilize participants' experiences and the ORIK Method	No specific mention	Making key points and additional reading from other sources	using simple language scaffolded, and authentic question	Needs analysis, material selection, content adaptation, interactive and collaborative, and assessment and feedback.
	What advice do you have for English teachers to take an active role in the PD program?	Facilitators do not patronize participants, provide examples in	Additional hours for training session	don't make them bored, and incorporate technology-based learning	increasing teaching competencies	Creating a comfortable and non-monotonous space and creating fun	change in mindset	Providing contextual materials, active learning, competent facilitators,

		tasks, and involve group discussion.			activities			incentives and rewards.
Participants' Learning	Do you think that English teachers gained new knowledge and skills through the MoRA's PD program?	Knowledge and skills	training material offered is following the MoRA's latest program	of course, Of course, Teachers lack training opportunities.	Yes, increase knowledge	Yeah, the contents are appropriate	Of course,	English teachers can gain new knowledge and skills
	Can you explain what skills English teachers gained through this program? (teaching methods, assessment, evaluation, lesson plan development, etc.)	materials development, teaching methods, assessment and evaluation, preparation of lesson plans	teaching method and assessment	Diagnostic assessment, selection of teaching models, methods and media, learning design, and integration of *Gedsi*	Teaching methods, preparation of teaching modules, assessment and evaluation	Emancipated Curriculum design	No specific mentioned	Teaching methods, assessment and evaluation, lesson plan development, and class management.
	What are your suggestions for English teachers to gain maximum knowledge and skills through the MoRA's PD program?	Dissemination and use of videos that match the material	Additional hours for PD sessions and school-based PD	Continue to improve skills through Voluntary PD and school-based PD	MoRA's PD Program continues	Practical dissemination of PD results and continuous assessment of teacher competencies	Enhancing knowledge, skill and expertiseexpertise	Active participation, reflection, assistance and support, evaluation and feedback.

Organizati on Support and Change	Do you think the principals and school administrator supports English teachers in applying the new knowledge and skills gained from the PD Program to their teaching? Explain what kind of support they provide!	Support.	Of course, granting permission	Very supportive, encouragement from the principal to teachers, and There is regular supervision.	Really support.	Really support.	Support, provision of facilities and motivational encouragement	Most support the provision of facilities, infrastructure and rewards. Some schools did not support it because Disrupting teaching and learning due to teacher shortages.
	Are the facilities in schools sufficient for English teachers to implement new knowledge and skills gained from the PD Program in their teaching at schools?	Some schools lack facilities	Some schools lack facilities and need teachers' creativity to outsmart	Belum memadai. Menghambat guru dalam berinovasi.	Some schools do not have access to the internet, projectors or computers.	sufficient	Not sufficient	Partially inadequate media technology for teachers
	What do you suggest the principals and school administrators should do to increase the participation of English teachers in the MoRA's PD program?	Providing support, facilities and infrastructur e	No specific mentioned	Allocating funds for facilities to maximize teaching practice	Seeking external sponsorship for program implementatio n	Providing moral support and facilities	No specific mentioned	providing moral support and facilities, and implementing school-based PD

Participants' Use of Knowledge and Skills	Do you think English teachers apply the new knowledge and skills gained in the PD program when teaching in the classroom? (Through your observations during on-service sessions)	Some teachers have implemented it.	No specific mention. Some teachers have implemented it, based on the number of proposals submitted	Teachers have tried to implement it based on the PD module and found some technical and non-technical obstacles in its implementation.	Yes, it's true. No specific mention.	Yes. No specific mention.	Some teachers apply it regularly	Some teachers have implemented it.
	Can you address the challenges that English teachers often face when applying this knowledge and skills?	Lack of facilities, lack of learning resources, difficulty in changing old teaching styles, and some school principals' lack of support.	Misinformation due to cascade PD model	Teachers' lack of experience and skills in classroom organization and supervision based on the chosen learning model, and lack of stimulus in learning.	Tidak ada kendala	insufficient facilities	Lack of motivation and inadequate facilities (media)	Lack of learning resources, lack of media technology, time constraints.
	What advice do you have for English teachers on optimizing the application of new knowledge and skills when teaching in the classroom?	Teacher self-development, and involving students to play a more active role in learning	Attend workshops or related training to sharpen the knowledge gained	Teacher self-reflection, exchange of experience and knowledge among teachers through MGMP, participating in voluntary PD	motivational encouragement from the principal	sufficient preparation before conducting the learning process.	Teacher motivation	Lesson planning, collaboration, reflection and evaluation

Appendix 4
The List of Interview Questions

Questions
Introduction

1) Could you please state your name and your background in the Ministry of Religious Affairs?
2) What is your position in the PD program for English teachers in the Ministry of Religious Affairs? And briefly describe your journey as an Instructor/Facilitator in the program.
3) During your time as a facilitator, were you active in facilitating English teachers and MGMPs in Aceh?

Part I

1) During your time as a facilitator, did you face any challenges in facilitating a PD program for English teachers in Aceh?
2) Can you mention any challenges faced by the Instructors/Facilitators when facilitating this program?
3) In your opinion, what are the reasons why this happened?
4) Do you agree with the following challenges? *(The researcher mentions/displays the list of the challenges from the analysis of the facilitator's reflection in Round I)*
5) What are your reasons among those you agree with?

Part 2

1) Do you think the English teacher PD program should be developed in the future?
2) Can you mention any ideas that you can offer to develop the PD Program for English teachers in Aceh?
3) What is the rationale behind the ideas you offer?
4) Do you agree with the following ideas for developing English teachers' PD programs? (*The researcher mentions/displays the list of ideas offered from the facilitators' reflection analysis in Round I)*
5) What are your reasons among those you agree with?

The Recapitulation of Facilitators' Interviews

1. (P1)

INTRODUCTION

My name is "MI". I am currently assigned as a w*idyaiswara* at the Religious Education and Training Center, Aceh Province. I am also a National Instructor for the PD program. Alhamdulillah, I have been actively involved since 2021 as a National Instructor. So, the *IN*s are under the guidance of the Director General of GTK. National Instructors are assigned to mentor *Fasprov* in two zones. In 2023 there was also a change, apart from mentoring *Fasprov*, *IN* was also assigned to mentor *Fasda* due to several reasons that were not mentioned. Since last year, I have also been assigned to be a speaker at several MGMPs in Banda Aceh and Aceh Besar.

PART 1: CHALLENGES

If we look at their enthusiasm, they were very enthusiastic. There might be a small obstacle for teachers to search for different materials. I suggested that they look for different examples when they practice in class. But it can be solved easily. Because the motivation of these teachers is extraordinary, they can design the materials well. They also consult well. So, the obstacles are not significant in an era like this.

Consensus 1: Misinformation resulting from the cascade model of PD
We cannot deny that this misinformation has occurred in the field. So, in 2023, there was an adjustment of the scheme from *IN* directly to *Fasda*. There were many complaints from *Fasda* from various regions that what they got from *Fasprov* did not match their expectations. There were reports too that *Fasprov* tended to patronize, instead of facilitating *Fasda*.

Consensus 2: Inadequate facilities in schools
For some schools in Aceh, this was not a problem. I conducted visits directly to their classes. It was not a problem for them. They were prepared with everything. But in some other schools, it is still a problem related to inadequate facilities.

Consensus 3: Difficulties in organizing learning steps based on the chosen model)
They already understand. But some teachers are still confused about the recommended learning models in the classroom.

Part 2: IDEAS

The first is that they have to have the awareness that they have to change. This mindset must change; from a fixed mindset to a growth mindset through participation in a PD program. Then the knowledge of the teacher has to be updated. We have to change from 1.0 to 5.0.

Consensus 1: Avoiding to patronize PD participants
I agree, it's essential. That's why we, as facilitators, aim to make the PD participants friends or a team. This is crucial. So, my colleagues and I work on creating a sense of teamwork among the participants. Our approach is not to teach them but to facilitate their learning. The guiding principle here is andragogy.

Consensus 2: Creating a comfortable and interactive training atmosphere)
 I agree. To make the feel comfortable and enjoy the training session.

Consensus 3: Promoting a growth mindset
If teachers do not change their mindset, they will never develop. Teachers must be able to shift their mindset towards growth. If the mindset changes, surely everything will change. Because in this digital era, if we don't want to change our mindset, other things will be difficult to change. On several occasions, when I was invited to give the Emancipated Curriculum workshop, this was the first thing I made sure of. I asked the participants; do we continue the activity or do we just go home? Because if they don't want to change their mindset, whatever the new regulations are, it will be very difficult for them.

Consensus 4: Encouraging voluntary or school-based PD participation
Yes, I agree. There will be something new he wants to achieve through the voluntary PD program. Nowadays, many teachers participate in online training. If they don't, they will never be able to change themselves by simply participating in this PD. Moreover, teachers are now very aware, as 20 hours of training are required in

one year.

Consensus 5: Implementing follow-up assessment and evaluation
I really agree with this.

Consensus 6: Providing moral support and facilities
Yes, I agree. I want the principal to provide full support when teachers want to develop themselves. There are still some principals who become obstacles when teachers want to participate in self-development. For example, there are teachers who are willing to engage, but the principal is not willing to. On the other hand, there are also those who are very supportive and directly offer assistance by saying *"here is some funding, what do you want to do?"* So, the main point is that if there are teachers who want to change, the principal must also be willing to change.

**Consensus 7: Seeking external sponsors**
I agree with that. From my observations, several schools in several districts have implemented PD programs in collaboration with sponsors. These sponsors include *Erlangga, Masmedia and Artlink*

Consensus 8: Strengthening the dissemination of PD outcomes
I really agree with this.

Consensus 10: Engaging self-reflection
Yes. I agree. It is mandatory for teachers.
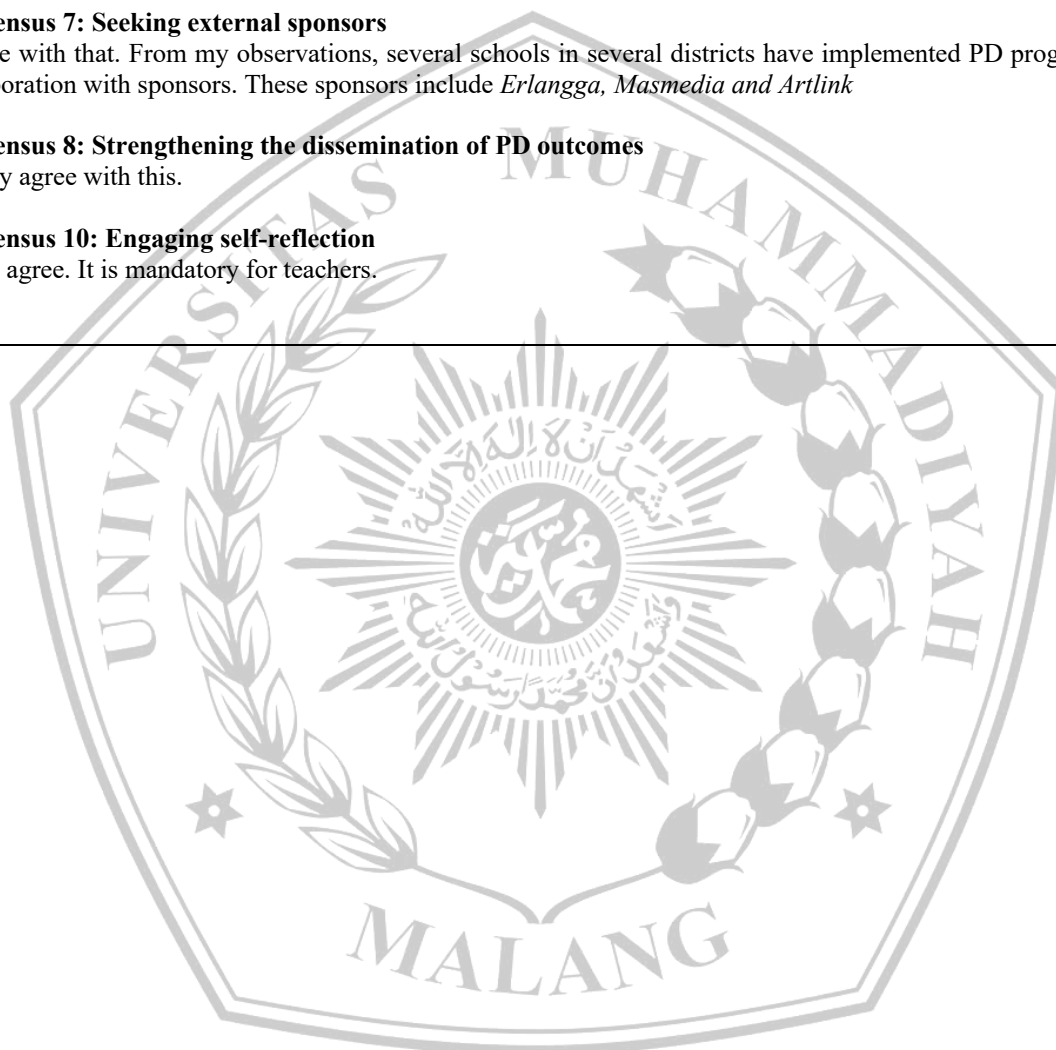
2. (P2)

INTRODUCTION

My name is NSR, I served as an English lecturer at IAIN Lhokseumawe. In the PD Program for English teachers at the Ministry of Religious Affairs, I served as a Fasprov. I live in North Aceh.

PART 1: CHALLENGES

I see that this program has too much material and too many lessons to cover. So, this is a challenge that must be faced by the facilitators. This is different from the PD program at the Ministry of Education and Culture, which focuses on an emancipated curriculum and emancipated learning. Another obstacle may be that the model is tiered and the number of facilitators is too large. Thus, it was rumored that some facilitators at certain stages did not get hours for facilitation.

Consensus 1: Misinformation resulting from the cascade model of PD

Totally agree. This happened because of the tiered PD model, as I said earlier. There was a miscommunication between the facilitators and the organizers. In addition, this also happens because there are too many lessons to be covered in this program.

Consensus 2: Inadequate facilities in schools

Yes. I agree. As for the facilities during the training, I think they are quite adequate. Because everything is provided. However, when it comes to the facilities in the schools, when the participants, the teachers, apply what they get from this training in the classroom, I think many schools still lack facilities.

Consensus 3: Difficulties in organizing learning steps based on the chosen model.

Oh, it happened. It happens anyway. As I said, there is too much material to learn and not enough focus on the learning units. As a result, participants are sometimes confused by certain learning models.

Part 2: IDEA

Consensus 1: Avoiding to patronize PD participants

Yes, I totally agree. This is based on the principles of adult learning.

Consensus 2: Creating a comfortable and interactive training atmosphere

I completely agree that the atmosphere is comfortable, active and interactive. Despite the fact that there are some facilitators who are not able to provide such atmosphere, and it seems that training activities such as TOEFL classes.

Consensus 3: Promoting a growth mindset

Yes, of course. A growth mindset can start with the simplest things. Just by teachers getting together and sharing their different experiences, you can say it is self-development. So, it can start with simple things.

Consensus 4: Encouraging voluntary or school-based PD participation

Theoretically, I agree that teachers should be encouraged to participate in PD independently. However, in practice, the motivation of teachers to engage in PD programs independently is still low. Nonetheless, if it is implemented by the school through a school-based PD, generally teachers want to participate because of the encouragement from the school principal.

Consensus 5: Implementing follow-up assessment and evaluation

Yes. I agree more when teachers in the MGMP are given tasks after completing the PD activities, which are part of the follow-up program. So, after this program ends, there are still ongoing activities in the form of follow-up activities. Perhaps, this can be accompanied by fasprov or fasda.

Consensus 6: Providing moral support and facilities

I agree that principals should provide full moral support to teachers participating in the PD program. However, when it comes to facilities, it is actually uncommon for principals to meet the needs of teachers in school. I agree with both points, but I'm not certain if principals can fulfill both roles, except in a few schools.

Consensus 7: Seeking external sponsors

I agree, that it might require the role of a visionary principal to be able to find sponsors from external parties to

hold PD programs for teachers at school.

Consensus 8: Strengthening the dissemination of PD outcomes
I agree that on-service sessions in teaching classes should be increased. Because the main task of the teacher is teaching. So on-service practice activities should be more than in-service in training. And training administration needs to be reduced.

Consensus 9: Encouraging active student involvement
This is very important. Not only in the PD program, but also in regular teaching, it needs to be emphasized by teachers. So, now the learning paradigm must be student-centered.

Consensus 10: Engaging self-reflection
Well, that's what I said earlier is very important. Self-reflection is included in the follow-up program. So far, this reflection is still very neglected.

3. (P3)

<div align="center">

INTRODUCTION

</div>

My name is ZF. I am a teacher at MTsN 4 East Aceh. I am also appointed as one of the instructors for the PD program at the Ministry of Religious Affairs. Since becoming an instructor, my main task has been to create a module, followed by training facilitators at both the provincial and regional levels. I have been actively involved in this role since 2021. I actively facilitate and speak at PD programs at the provincial and regional levels. In addition to being a teacher in East Aceh District, I also serve as the head of *MGMP*. During this time, I have also assisted *Fasda* in East Aceh in implementing this PD Program.

<div align="center">

PART 1: CHALLENGES

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At the beginning of this program, I encountered some obstacles at the provincial and regional levels. Perhaps this was due to the program's rarity within the Ministry of Religious Affairs, so the facilitators were initially confused and kept seeking confirmation from IN. At the district level, I notice that the obstacles are related to the lack of facilities in schools. Maybe the support from the school principal and administrators is good, but the facilities at the school are inadequate and hinder PD participants from applying the knowledge and skills they acquire from the PD program. For example, I discovered that some schools do not have electricity. This prevents teachers from using learning media such as videos in the classroom. In such cases, we find solutions by utilizing other simple media.

Consensus 1: Misinformation resulting from the cascade model of PD

Yes, I agree that this misinformation happened. In the implementation, I saw a misunderstanding when participants were designing lessons. Many participants thought that they did not need to design lesson plans for this program. When this was conveyed to the participants, the participants had a different understanding. They thought that lesson plans were made from what already existed. During the process, we learn to design learning according to what we want to create for learning. So, this does happen, even this misinformation occurs not only at one level to another, but even among facilitators there was an argument at the beginning of this program. Aside from being an IN, I am also a participant, because my background is as a teacher, I saw many Fasda at the beginning confused about how to design facilitation activities for PD participants at MGMP.

Consensus 2: Inadequate facilities in schools

Yes, I totally agree. Especially now that we are expected to have technology-based learning. Very necessary things are electricity, laptops, and projectors. However, in some schools where I supervise PD participants, there is no electricity in the classroom, and no internet network. Some schools also only have one or two projectors with a large number of classes. and the average school also only has one laboratory, and sometimes it is not adequate for language learning activities, such as for listening.

Consensus 3: Difficulties in organizing learning steps based on the chosen model

This may be because teachers have not had enough opportunities for self-development, and may not learn independently through various platforms. In addition, they lack understanding when designing learning, for example between discovery learning and problem-based learning, the stages, syntax and hypothesis are different. Therefore, when designing learning with a lack of understanding, this makes the design chaotic. That's just the design stage, not to mention the practice stage which requires proper experience

<div align="center">

Part 2: IDEA

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Consensus 1: Avoiding to patronize PD participants

Yes, I totally agree. During training, there is a course named facilitation techniques. So, the facilitator must use the andragogy learning model. Of course, the participants will not like to be patronized, because the characteristics of adults should not be patronized. That's why facilitators are taught to be able to utilize participants' experience as teachers to design and choose methods. So, we start from that point. We apply experience sharing between participants and facilitators.

Consensus 2: Creating a comfortable and interactive training atmosphere

I agree. Because the purpose of this program is not only to provide new knowledge, but also to reactivate existing experiences and knowledge to be manifested during on-service activities with students in their respective classes. So, the facilitator must make the activity more comfortable, active and interactive. Don't let any participants feel uncomfortable. We know that participants have different characteristics, some are very active and some are passive. So, the facilitator must be interactive with this. Maybe one of them is with games that can help enable active and passive participants to get involved.

Consensus 3: Promoting a growth mindset

Yes, this has to be done. If teachers have a fixed mindset, it cannot be improved. Therefore, at the end of this PD program, there is an effort to change the way teachers think. For example, today's students, Gen-Z, are technology-based. They don't like listening to lectures from teachers, and they won't be interested when they get lectures. Therefore, teachers have to change their own mindset. We should be able to use technology not only for play but also to motivate students to keep learning. Teachers' way of thinking should not only be limited to using one method but should also try other methods and innovate with various learning media.

Consensus 4: Encouraging voluntary or school-based PD participation

Yes, I totally agree. Even in my own school, we have implemented a school-based PD program. We have coordinators according to the subject clusters, for example, language, science and art. In its implementation, we use in-house training. So, this is a must, not just PD with the current model, there must be self-directed and school-based so that development is sustainable. The results and perspectives will also differ between self-directed PD and the government-initiated PD model.

Consensus 5: Implementing follow-up assessment and evaluation

Yes, this is very necessary. If necessary, make this an input for this PD program. I have also been a PD Instructor at the Ministry of Education and Culture. I noticed that before we discuss a module, we are tested at the beginning regarding what we will learn in the module. Then, after completing an activity, we are tested again. So, there is a pretest and posttest for each module. The results of these pretests and posttests are not only used to measure our initial and final abilities, but also serve as a reference for various purposes. For each module, we are awarded a certificate based on the test results. However, in this PD program, we, as facilitators, are only tested on the pretest and posttest to measure our initial and final abilities.

Consensus 6: Providing moral support and facilities

Very necessary. Without the moral support of the principal, this program will not work. Therefore, the principal's main duty is also to act as a supervisor. School principals should encourage and observe teachers' development through regular supervision; otherwise, teachers are reluctant to improve their skills because they feel they are not beingIn addition, facilities are needed specifically for technology-based learning. Along with our progress, teachers are required to implement technology-based learning. As I said before, at least there is electricity in the classroom, without it, teachers cannot do anything.

Consensus 7: Seeking external sponsors

Yes, I think it is good for the school to seek sponsorship for PD activities. For example, by recognizing alumni who have been successful or involved in related fields. This is very supportive. Suppose the school budget can be allocated for the PD program, especially if there are sponsors for the activities. In that case, this will be very beneficial for the sustainable development of the program.

Consensus 8: Strengthening the dissemination of PD outcomes

I agree and this is needed. Because all modules designed are following the curriculum content at school, there are also student worksheets, material design, and many other things that can be used. Perhaps, the only thing that needs to be considered is the adjustment to the characteristics of each student.

Consensus 9: Encouraging active student involvement

Yes, it should be. If teachers are familiarized with using the right methods, media and learning materials with the characteristics of students, this will directly involve students' activeness in learning. However, in many cases, teachers are still confused about the learning model they choose sometimes. In this case, participants as teachers must be aware of their role as facilitators who facilitate students in the classroom to be actively involved. So, it is not the teacher who solves the problem, for example, in problem-based learning. After every lesson, we have only two options: either our teaching succeeded or it failed. If it fails, we must self-reflect on whether the problem lies with us as teachers or with the students.

Consensus 10: Engaging self-reflection

In this program, what we do is implement it. Therefore, during the implementation, we make observations to see whether it is going according to plan or not by using observation sheets. This reflection can be done either individually or with input from friends. For example, a friend can identify missing materials or learning steps that have been overlooked. Often, we ourselves do not realize these shortcomings, so by using observation sheets from friends, we can identify and reflect on these shortcomings.

4. (P4)

INTRODUCTION

My name is RML, I work at MAS Darul Ulum in Lhokseumawe City. Currently, I am an English Language Facilitator for MTs in Lhokseumawe City. On my first journey as a facilitator, I participated in a selection organized by the Ministry of Religious Affairs. The selection process included a written test and an interview, and I passed. After that, I was accepted and underwent my first training in Banda Aceh. After being mentored by fasprov and IN, we were assigned to guide fellow teachers in the working group, especially English teachers, through training so that they could teach better. Since 2021 until now, I have been active in mentoring teachers in the English MGMP in Lhokseumawe and North Aceh.

PART 1: CHALLENGES

Actually, when talking about challenges, many things need to be considered. First, the problem is related to teachers' time constraints. Sometimes, some teachers cannot attend because they are teaching or because of other factors. For example, teachers are late or reluctant to attend for fear of being considered absent from teaching duties. Therefore, we can conclude that teachers are not always 100% present in every PD program activity.

Consensus 1: Misinformation resulting from the cascade model of PD

I agree. Because the Ministry of Religious Affairs has already been informed about this program, teachers have been informed to follow this program through MGMP. Sometimes, there is a miscommunication here. The Ministry of Religious Affairs itself and the principals are involved in this program. Usually, there are teachers who don't care about this program and don't want to find out about information from this program.

Consensus 2: Inadequate facilities in schools

Well, the training program may have provided the necessary facilities for the training. But what happens in the field is the lack of facilities. One of them is the lack of learning media. For example, there are schools that do not have media such as projectors as electronic media. However, if the teacher is creative, there will be no obstacles. In my opinion, the availability of these facilities really depends on the teacher.

Consensus 3: Difficulties in organizing learning steps based on the chosen model

I agree. Because some teachers participate in this program because they feel forced, not because they want to, so they pay less attention to the material provided. So, they became less skillful with the method. Sometimes when we form groups, there are some teachers who do not pay attention to what is discussed in the group.

Part 2: IDEA

In my opinion, the PD program needs to be developed to enhance teacher competence. With this program, we hope that teachers can gain knowledge and apply it directly to students. One of the ideas is that *INs* and *Faprov* should be able to work better together in providing materials to *Fasda.* Then, *Fasda* can provide the best to PD participants. I consider this cooperation important for optimal results.

Consensus 1: Avoiding to patronize PD participants

I agree because facilitators are there to facilitate. This means that participants do not need to be taught to be this way or that way. The methods and techniques are up to each participant. The most important thing is that the learning objectives are achieved. Yes, they do not need to be controlled like students.

Consensus 2: Creating a comfortable and interactive training atmosphere)

It is necessary to have a comfortable, active and interactive atmosphere so that they do not feel burdened. When they are overwhelmed, the results will be ineffective. With a comfortable atmosphere they will give good ideas, so they can share ideas with other participants.

Consensus 3: Promoting a growth mindset

I totally agree. It is very important to have a growth mindset so that teachers do not just focus on one method or idea. Through the PD program, we hope that there will be a change in the growth mindset of PD participants.

Consensus 4: Encouraging voluntary or school-based PD participation

I agree. If it is no longer funded, teachers must continue to participate in self-directed PD, because teachers do not only gain knowledge in this program. They must follow PD voluntarily from various platforms according to their own needs, for example on the PINTAR online platform.

Consensus 5: Implementing follow-up assessment and evaluation

Yes, follow up programs are needed. After this activity, participants practiced in their classrooms, and the facilitator evaluated the participants' performance. When there are obstacles we can review, and provide feedback. Thus, the practice becomes better. Related to this, I agree that it is the practice that is evaluated, not the knowledge of the participants. Maybe it can be done with supervision.

Consensus 6: Providing moral support and facilities

I really agree. Without the support of the principal, the teacher PD program will be difficult to succeed. The support from the principal can at least be in the form of permitting teachers to participate in the PD program.

Consensus 7: Seeking external sponsors

I agree. In order for the PD program to be sustainable, a sponsor must be found. Perhaps, the external sponsor could be from NGOs or institutions that care about education. As far as I have observed, there are currently no principals who utilize funding from external parties, usually they still use the school operation budget (BOS).

Consensus 8: Strengthening the dissemination of PD outcomes

I agree. New ideas or knowledge need to be developed and need to be reinforced to be practiced so that we can see the extent of the results we have achieved.

Consensus 9: Encouraging active student involvement

I agree. All this time we see teachers only acting as models in the classroom. The teacher only gives the material and the students receive and write the material. With this program, it is expected that students can play an active role and be directly involved in the classroom.

Consensus 10: Engaging self-reflection

I agree. Teachers should do self-reflection so that they know their shortcomings and strengths after participating in the PD program.
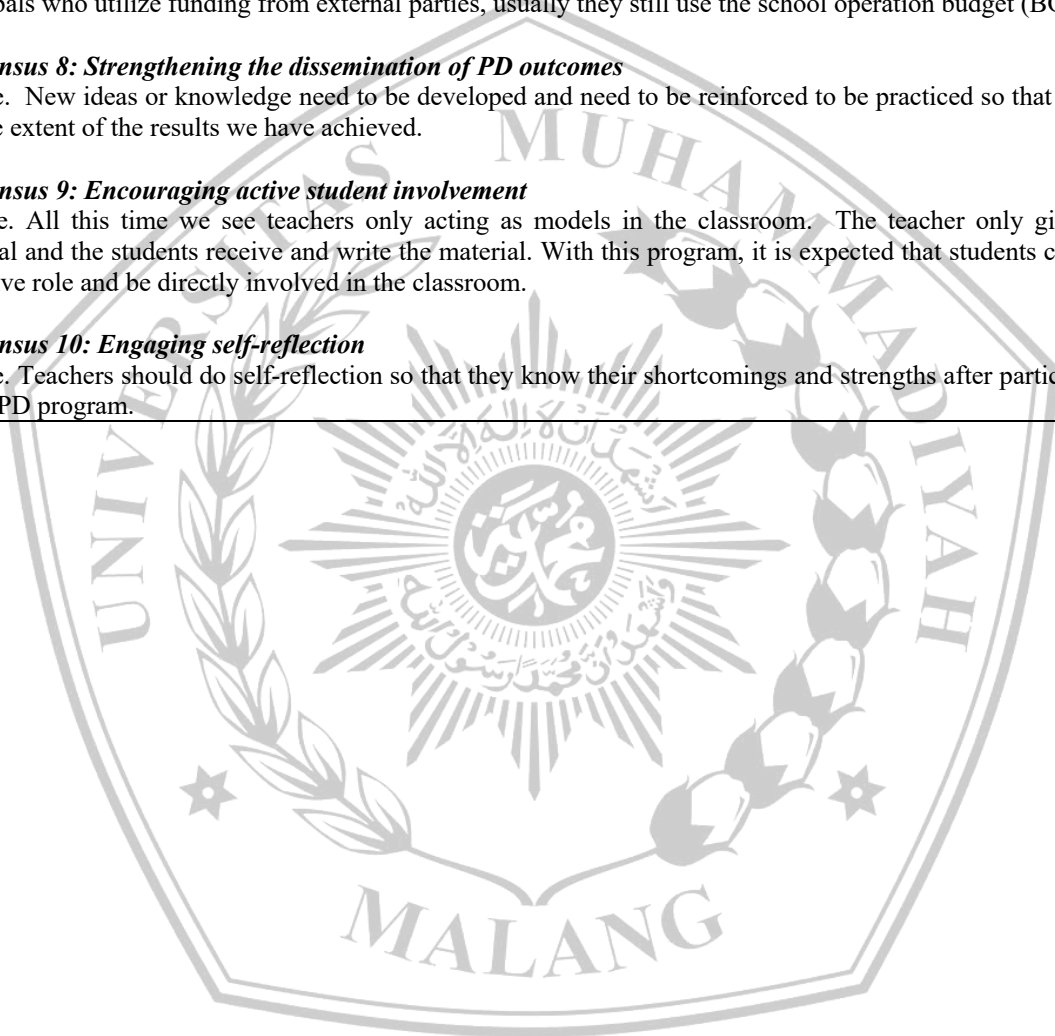
5. (P5)

INTRODUCTION

My name is YL. I am a teacher in MTsN 3 East Aceh. I serve as a local facilitator in the PD program. For the past two years, I have been a facilitator in MGMP in East Aceh. It is likely that I will continue to be a facilitator in East Aceh until 2024.

PART 1: CHALLENGES

In my experience over the past two years as a facilitator, the first challenge I faced was the lack of motivation of teachers to participate in the PD program. When I asked them about this factor, it was generally because many teachers were about to retire. They feel that they no longer need to attend training or get a training certificate. Another factor is that some teachers feel bothered because they have to take care of family matters, such as taking care of their toddlers. Another obstacle is related to being unaware of technological developments. As for the constraints in the program, usually the disbursement of the program budget occurs at the end of the year, and makes us rush to implement the program. This is based on my experience as MGMP secretary.

Consensus 1: Misinformation resulting from the cascade model of PD
I totally agree. I have felt this myself. Often, I am confused by what is conveyed by *Fasprov*. Usually, when this misinformation happens, I immediately communicate with *INs* via WhatsApp to ask for further clarification.

Consensus 2: Inadequate facilities in schools
Regarding inadequate facilities, I totally agree. When I communicated with teachers, some of them said that in their schools the facilities are still not available such as projectors, or other tools that support them to apply what they get from this PD program. However, the facilities in the facilitator training were very adequate because it was held in a hotel.

Consensus 3: Difficulties in organizing learning steps based on the chosen model)
I agree with this. Because some participants after participating in the PD program did not apply the model they got. First, some teachers cannot use certain learning media and they are also confused when compiling learning steps with the model they chose. Sometimes the steps are reversed, it should be the second step, but they put it in the third step. Usually like that

Part 2: IDEA

The idea that I offer in this PD program is not only to provide knowledge about learning models, but also about the curriculum. Because many teachers asked for training on the emancipated curriculum. Then they also expect training on how to create learning modules.

Consensus 1: Avoiding to patronize PD participants
I agree. We should not patronize the participants. We are learning and sharing together, not like in a classroom with our students. When we are too patronizing, they will feel offended. Sometimes, we as facilitators are younger than the participants. We have to respect each other. Our role is to facilitate, not to patronize. The participants have their own ideas, and it is, therefore, necessary to discuss what they want to discuss.

Consensus 2: Creating a comfortable and interactive training atmosphere
I really agree with this. With comfortable, active and interactive PD activities, participants will be energized and motivated. If the activities are fun, they will be more enthusiastic. To make it fun, I usually give ice breakers, games or guesses at each session change.

Consensus 3: Promoting a growth mindset
This is necessary. Because when we can change the mindset of the participants that the PD program is important, maybe they will be more motivated in participating in the training. Since their mindset states that the PD program is not important, their motivation will be low in attending the training. I strongly agree with this idea.

Consensus 4: Encouraging voluntary or school-based PD participation
I agree. Participating in PD programs independently is necessary, as is school-based PD. When school-based PD is not implemented, participants should undertake it independently. As far as I have observed, several participants also attended PD independently.

Consensus 5: Implementing follow-up assessment and evaluation

Evaluation activities are needed so that we can know the results and impact of this program. For the facilitators themselves, there is usually an evaluation of each activity in the training. Although in the near future, there will be AKG for participants, in my opinion, the test questions in the AKG cannot measure the capabilities of participants after participating in this program.

Consensus 6: Providing moral support and facilities

I agree. Because as I said earlier, many schools also have inadequate facilities and low teacher motivation to attend training due to various factors. Thus, the principal's support is needed in this regard.

Consensus 7: Seeking external sponsors

I agree as long as it does not interfere with other activities at school. If it does, government funding is sufficient.

*Consensus 8: Strengthening the dissemination of PD outcomes*

I agree. This PD program brings us new knowledge and experiences that can be applied to schools to make the learning process more enjoyable and motivate students to participate in learning. It is very important to reinforce this.

Consensus 9: Encouraging active student involvement

I agree. Our effort in this PD program is the implementation of learning models. We hope that through the application of learning models, students are actively involved in learning activities. Not focusing on the teacher, but focusing on student involvement.

Consensus 10: Engaging self-reflection

In my opinion, this is very necessary. In teaching, there is usually supervision. Through this supervision we can do self-reflection, whether there are shortcomings when we teach, or whether there are factors that influence so that learning does not go as we expect.
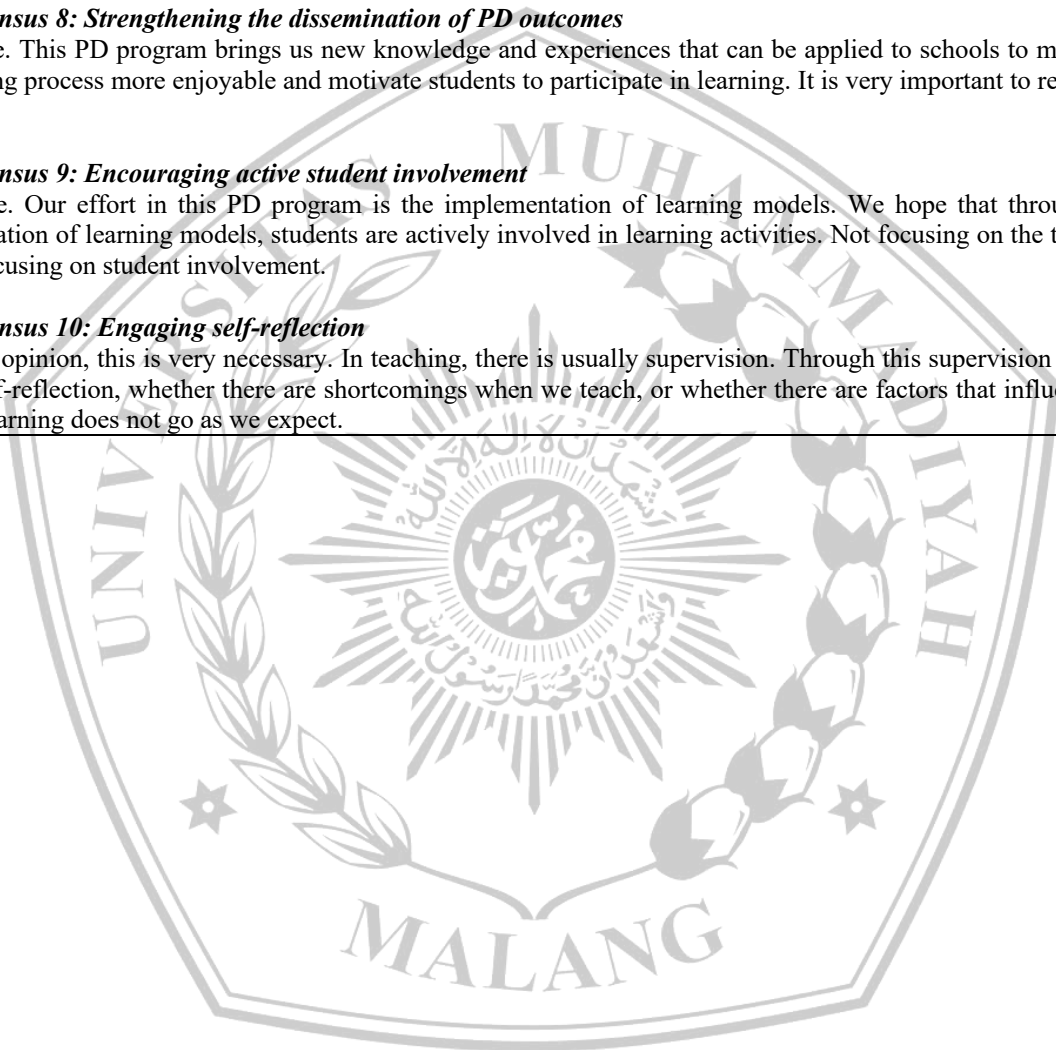
6. (P6)

INTRODUCTION

My name is MDA. I have just finished my master's degree recently. Currently, I am an English teacher, and also a local facilitator at the Ministry of Religious Affairs.

PART 1: CHALLENGES

Personally, perhaps the challenge I faced was when I first registered and took a series of tests to become a facilitator. Initially, this was very surprising for me because I was a fresh graduate, having just finished my undergraduate education. Regarding the implementation of the program, the challenge I felt the most was that I had to be able to deliver the material in a way that was easily understood by the PD teachers.

Consensus 1: Misinformation resulting from the cascade model of PD

I am happy to be asked about the tiered model. I find the tiered model troublesome because what is delivered is often not what is expected. I would prefer this model to be eliminated by one tier. For example, *Fasprov* should be eliminated and only *IN* should facilitate *Fasda*. This will be more effective in my opinion.

Consensus 2: Inadequate facilities in schools

I totally agree. I think the facilities are very inadequate. For example, sound speakers are still lacking in schools, where one school only has one sound speaker. In fact, there are many classes in one school.

Consensus 3: Difficulties in organizing learning steps based on the chosen model

As far as I was concerned, the PD participants were experienced teachers. However, some still feel confused in distinguishing between one learning model and another. Therefore, there is still a need for reinforcement of certain models.

Part 2: IDEA

think an important program development idea is related to providing feedback for participants, not just for documentation. Secondly, there should be an evaluation delivered. Then, PD participants whose evaluation results are good need to be rewarded.

Consensus 1: Avoiding to patronize PD participants

I strongly agree with this. Our role is to facilitate, not to patronize. The participants have their own ideas, and it is, therefore, necessary to discuss what they want to discuss. We also not only convey what is conveyed by *Fasprov*, but we also accommodate what is needed by PD participants.

Consensus 2: Creating a comfortable and interactive training atmosphere

I agree. The atmosphere during PD activities should be comfortable, active, and interactive to enable participants to communicate effectively with each other. Some participants were only active in communicating during the PD activities, but some remained active in communicating with me even after the program was over.

Consensus 3: Promoting a growth mindset

When I am a facilitator, I assure the participants that as teachers they must have a growth mindset. No more fixed mindset. Encouraging this mindset change to teachers must be done slowly. It cannot be done directly. I see that slowly during this program, they have developed a growth mindset.

Consensus 4: Encouraging voluntary or school-based PD participation

I strongly agree that teachers should keep up with PD even independently. If necessary, the teacher needs to be sworn in. Whether there is a budget or not, teachers should still improve their skills through independent PD programs. As far as I can see, the teachers participating in PD around me are still participating independently. In fact, some school principals have invited me to become a school-based PD facilitator.

Consensus 5: Implementing follow-up assessment and evaluation

There is, and there should be.

Consensus 6: Providing moral support and facilities

Yes, this must be done by the school principal. Not only support but also provide facilities. If it's just moral support, it's not enough for teachers. They get new skills, but they can't apply them to students because of the lack of facilities. So, both must be granted

Consensus 7: Seeking external sponsors
I think every school has a special budget, but it may be limited. I agree regarding the use of funds from external sponsors. But, we need to make sure that the external parties are trusted, and the cooperation must be mutually beneficial.

Consensus 8: Strengthening the dissemination of PD outcomes
You could say that. I think we have to determine whether the results are positive or negative. If the results are negative, then we need to find a solution. If the effect is positive, then maybe other teachers should use it. So, we have to look at both sides of the results that are being spread.

Consensus 9: Encouraging active student involvement
Of course. This is what I said at the beginning. As a facilitator I emphasize that the learning paradigm has changed. Teachers must involve students in their learning process.

Consensus 10: Engaging self-reflection
Of course, they must know their abilities through self-reflection, so that in the future they can develop what needs to be developed

7. (P7)

My name is HR. I am a teacher and a local facilitator in the East Aceh district, particularly in the Ministry of Religious Affairs. When the PD program was in operation, we were actively involved as we had been invited by the MGMP team in the East Aceh district.

PART 1: CHALLENGES

It's not just me, maybe other facilitators also often experience various challenges. The most important challenge is that sometimes the teachers do not respond well to this program. They think that this program is just an activity to prepare lesson plans, so they only ask to be taught to prepare lesson plans, not to learn. This may be due to teachers in East Aceh who still do not understand that this program is to improve teachers' ability to develop teaching media and good learning methods. Other challenges are related to inadequate facilities and teachers' ability to use technology-based teaching media.

Consensus 1: Misinformation resulting from the cascade model of PD

I agree about the misinformation. Sometimes there is some delivery from IN that is different from what is received by *Fasda*. It means that there is missing information conveyed by *Fasprov* to *Fasda*. For example, we often hear this kind of analogy, "Often this happens when at the top level the elephant is released, but when it comes to the lower level what appears is an ant"

Consensus 2: Inadequate facilities in schools

Of course, as teachers, we must be creative. But, in East Aceh, I see that there are still many schools with inadequate facilities. For example, many schools do not have adequate projectors for teachers to use in learning. In every facilitation, I always tell PD participants that we can utilize other simple media, such as cartoon paper and flipchart paper as alternative learning media.

Consensus 3: Difficulties in organizing learning steps based on the chosen model

When implementing the practice, I saw that some teachers were surprised because they had just found out that there was a learning model like this or like that. Some teachers were able to organize the learning steps well, although others were still confused about it. And as a facilitator, I certainly help them deal with these difficulties.

Part 2: IDEA

I think this program needs to be developed in the future. Actually, this program is very good, but in the implementation process there may be some technical obstacles that happen, there is still a lack of evaluation, or there is still a lack of reflection. in my opinion, an important idea in developing this program is the existence of a teacher learning community, continuous evaluation and supervision between teachers in the teacher learning community.

Consensus 1: Avoiding to patronize PD participants

I strongly agree with this first statement. The facilitator does not patronize the participants but the facilitator shares knowledge and experience with the PD participants because this program is based on andragogy learning.

Consensus 2: Creating a comfortable and interactive training atmosphere

I totally agree. Because with a comfortable, active and interactive atmosphere it really helps us in developing teacher abilities. What teachers gain during the PD program will also be applied to their students in the classroom with a comfortable, active and interactive atmosphere.

Consensus 3: Promoting a growth mindset

Totally agree because changing the mindset of participants is the main thing that must be done in this program. Only with this mindset change can we succeed in this program

Consensus 4: Encouraging voluntary or school-based PD participation

I agree with this. After completing this program, teachers continue to study independently to develop themselves. Recently, teachers have also been participating in self-directed PD through the Ministry of Religious Affairs' PINTAR platform. I often see teachers around me participating in this program.

Consensus 5: Implementing follow-up assessment and evaluation

As I said earlier, evaluation is needed for the development of this program. To date, the evaluation is still very

lacking in this program.

Consensus 6: Providing moral support and facilities
I think moral support is very important, but so are facilities. Because some schools do not have adequate facilities. This goes back to the teachers themselves; they must be more creative in using alternative learning media.

Consensus 7: Seeking external sponsors
I agree. Why not? Finding sponsors for PD program development is very beneficial. However, it must be mutually beneficial for the two parties: the school and the external parties.

Consensus 8: Strengthening the dissemination of PD outcomes
I agree. This is the participants' task after the PD, which is to apply what they have learned to their classrooms. But after this program is ended, we don't know much because there is no monitoring anymore. But we hope this dissemination can be sustained

Consensus 9: Encouraging active student involvement
Yes, I agree with this statement. We, as teachers after participating in this PD, should not allow students to be actively involved in learning. We must recognize what causes students to be less actively involved in active learning.

Consensus 10: Engaging self-reflection
This is mandatory. Not just evaluation, self-reflection must be done by a teacher. This is not only done after completing this program, but every day after teaching activities the teacher must do this self-reflection

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