

ABSTRACT

Avillanova, Anchieta Ave. (2018). *Understanding Teacher Professional Development Programs in Fostering Teacher Agency of Junior High School English Teachers in Cilacap Regency*. Yogyakarta: Indonesia.

Teacher professional development (TPD) programs are believed to improve the quality of teachers (OECD, 2016). In Indonesia, the government provides a program named teacher certification as a means to improve teachers' quality and produce qualified teachers. In fact, people often focus on the teacher certification as the only way to improve the quality of teachers. However, there are some other TPD programs which are provided to develop teachers' quality. This study aims to describe TPD programs in Cilacap Regency, Indonesia. In addition, to improve the quality of teachers, it is important to view the issue not only from the TPD programs (external aspect) but also the teacher agency (internal aspect) of the teachers. Therefore, this study is also set to understand whether TPD programs foster teacher agency or not in relation to teacher professional development.

In this study, two research questions are discussed. The first research question focuses on how TPD programs which are followed by junior high school English teachers in Cilacap Regency are best described. The second research question is about how the TPD programs foster teacher agency of junior high school English teachers in Cilacap Regency.

Mixed methods design was used in this study to better understand the answers of the problems formulated. The quantitative data were obtained from the results of questionnaires. While the qualitative data were obtained from the in-depth interviews and classroom observations. Then, the data of this study were collected mostly from 145 junior high school English teachers in Cilacap Regency.

As the results of the first research question, there were seven TPD programs which were conducted in Cilacap Regency. The programs were technical training, workshop, teacher network (MGMP), conference, individual research, collaborative research, and peer teaching. In the implementations, there were also found seven major challenges by the junior high school English teachers as the participants. The challenges were the conflicting work schedule, family responsibility, no pre-requisites, lack of employer support, too expensive, no suitable program offered, and lack of information. Moreover, the answer to the second research question, the teacher network (MGMP), individual research, collaborative research, and peer teaching were found to foster teacher agency.

Keywords: *teacher professional development, teacher agency, junior high school English teachers, Cilacap Regency*

ABSTRAK

Avillanova, Anchieta Ave. (2018). *Understanding Teacher Professional Development Programs in Fostering Teacher Agency of Junior High School English Teachers in Cilacap Regency*. Yogyakarta: Indonesia.

Program pengembangan profesionalisme guru (TPD) diyakini dapat meningkatkan kualitas guru (OECD, 2016). Di Indonesia, pemerintah menyediakan program bernama sertifikasi guru sebagai sarana untuk meningkatkan kualitas guru dan menghasilkan guru yang berkualitas. Faktanya, orang-orang seringkali hanya fokus pada sertifikasi guru sebagai satu-satunya cara untuk meningkatkan kualitas guru. Namun, ada beberapa program pengembangan profesionalisme guru lain yang disediakan untuk mengembangkan kualitas guru. Penelitian ini bertujuan untuk mendeskripsikan program pengembangan profesionalisme guru di Kabupaten Cilacap, Indonesia. Selain itu, untuk meningkatkan kualitas guru, hal tersebut penting untuk dilihat tidak hanya dari program pengembangan profesi guru (aspek eksternal) tetapi juga dari agensi guru (aspek internal). Oleh karena itu, penelitian ini juga bertujuan untuk memahami apakah program pengembangan profesionalisme guru dapat meningkatkan agensi guru atau tidak dalam kaitannya dengan pengembangan profesionalisme guru.

Dalam penelitian ini, ada dua pertanyaan penelitian yang dibahas. Pertanyaan pertama berfokus pada bagaimana program pengembangan profesionalisme guru yang diikuti oleh guru Bahasa Inggris SMP di Kabupaten Cilacap dijelaskan dengan baik. Pertanyaan kedua mengenai bagaimana program pengembangan profesionalisme guru dapat meningkatkan agensi guru Bahasa Inggris SMP di Kabupaten Cilacap.

Metode penelitian campuran digunakan dalam penelitian ini untuk lebih memahami jawaban dari masalah yang telah dirumuskan. Data kuantitatif dalam penelitian ini diperoleh dari hasil kuesioner. Sedangkan data kualitatif diperoleh dari wawancara mendalam dan observasi kelas. Selain itu, data dalam penelitian ini dikumpulkan sebagian besar dari 145 guru Bahasa Inggris SMP di Kabupaten Cilacap.

Sebagai hasil dari pertanyaan penelitian pertama, ada tujuh program pengembangan profesionalisme guru di Kabupaten Cilacap. Program tersebut adalah pelatihan teknis, lokakarya, MGMP, seminar, penelitian individu, penelitian kelompok, dan mengajar sesama rekan. Dalam pelaksanaannya, ada tujuh tantangan utama yang ditemukan. Tantangan tersebut adalah jadwal kerja yang bertabrakan, tanggungjawab dalam keluarga, tidak memenuhi syarat, kurang dukungan dari atasan, program terlalu mahal, tidak ada program yang sesuai dengan kebutuhan guru, dan kurangnya informasi. Kemudian untuk jawaban atas pertanyaan penelitian kedua, MGMP, penelitian individu, penelitian kelompok, dan mengajar sesama rekan merupakan program yang dapat meningkatkan agensi guru.

Kata kunci: *teacher professional development, teacher agency, junior high school English teachers, Cilacap Regency*