

ABSTRACT

Monica, Santa. (2018). *Discovering Teacher Agency Through Teacher Professional Development Programs in Yogyakarta*. Yogyakarta: Sanata Dharma University.

This study focuses the research on Teacher Professional Development (TPD) program implementation in Yogyakarta and the influence of TPD program towards teacher agency formation at individual and social level. This study is conducted since the relation between TPD programs and teacher's agency is highly important to examine. Yogyakarta was chosen as research setting because Yogyakarta is known as city of education, obtained many achievements in education especially for professional development. In social context, Yogyakarta known as a multicultural city in which can help researcher to provide rich information data. Researcher fully admitted that teachers had their own agency before undertake TPD program, but this research focuses on teacher's agency that are emerged from TPD programs implementation.

This study provides two research questions as the study guideline. First, how are teacher professional development programs in Yogyakarta best described? Second, how did teacher professional development programs influence teacher agency? There are two main objectives in this research in response to the research questions. First, this research is intended to describe teacher professional development programs implementation in two regencies in Yogyakarta. Second, this research is also expected to discover teacher agency based on teacher professional development programs implemented by the English teachers.

Researcher used both quantitative and qualitative method in data gathering technique. Researcher employs quantitative method to investigate the first research question and also qualitative method to investigate the second research question. In order to understand the personal experiences, opinions, and beliefs of the participants, the researcher uses purposive sampling in determining the participant groups. The participants of this research are 73 senior high school English teachers from both Yogyakarta City and Sleman Regency that are participated in quantitative research and 6 senior high school English teachers that are participated in qualitative research: in-depth interview. This research is using survey as data gathering technique. In survey, researcher conceptualizes theories or variables into questions. Therefore, this research manifested survey by using questionnaire as the research instrument. Not only questionnaire that was used as instrument, researcher also used interview in digging out deeper information or in-depth investigation.

The findings in this research show there are three categories to describe TPD implementation in Indonesia, they are perceived benefits by the English teachers from TPD program, material needs of TPD program, and perceived challenges after undertaking TPD programs. Moreover, there are four TPD areas that influence teacher agency formation, they are organization, skill and knowledge development, government's mandatory program, and teacher's personal awareness. Therefore,

teacher agency emerged from TPD involvement are purpose, competence, autonomy, and reflexivity.

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Studi ini meneliti tentang implementasi program Pengembangan Profesionalisme Guru (PPG) di Indonesia dan pengaruhnya terhadap pembentukan agensi guru dalam tataran individu dan sosial. Bagi peneliti, hubungan program PPG dengan agensi guru sangat penting untuk diteliti. Peneliti memilih Yogyakarta sebagai wilayah penelitian karena Yogyakarta dikenal sebagai kota pendidikan, meraih cukup banyak prestasi dalam bidang pendidikan terutama dalam pengembangan profesionalisme. Dalam konteks sosial, Yogyakarta dikenal sebagai kota yang multikultur sehingga dapat membantu peneliti mendapatkan data informasi yang cukup kaya. Peneliti sepenuhnya memahami bahwa guru memiliki agensi mereka masing-masing bahkan sebelum mengikuti program PPG. Namun, penelitian ini terfokus pada agensi para guru yang muncul dari adanya implementasi program PPG.

Terdapat dua rumusan masalah dalam penelitian ini. Pertama, bagaimana deskripsi program pengembangan profesionalisme di Yogyakarta? Kedua, bagaimana program pengembangan profesionalisme guru mempengaruhi agensi guru? Oleh karena itu, terdapat dua tujuan dari penelitian ini. Pertama, penelitian ini bermaksud untuk mengemukakan implementasi program pengembangan profesionalisme guru di dua wilayah di Yogyakarta. Kedua, penelitian ini diharapkan mampu menemukan agensi guru berdasarkan implementasi program pengembangan profesionalisme guru.

Peneliti menggunakan metode kuantitatif dan kualitatif dalam pengumpulan data. Peneliti menggunakan pendekatan kuantitatif untuk menginvestigasi rumusan masalah pertama dan pendekatan kualitatif untuk menginvestigasi rumusan masalah kedua. Untuk memahami pengalaman, pendapat, dan keyakinan dari partisipan, peneliti menggunakan purposive sampel untuk menentukan partisipan. Terdapat 73 partisipan yang terlibat dalam penelitian kuantitatif dan 6 partisipan yang terlibat dalam penelitian kualitatif, yaitu wawancara mendalam. Survei digunakan dalam penelitian ini sebagai teknik pengumpulan data. Dalam survei, peneliti mengonsepkan teori atau variabel menjadi pertanyaan. Survei direalisasikan menjadi kuesioner sebagai instrumen dalam penelitian. Wawancara juga digunakan sebagai instrument kedua setelah menyebarkan kuesioner.

Temuan dari penelitian ini menunjukkan bahwa terdapat tiga kategori dalam penjabaran implementasi PPG di Indonesia, yaitu manfaat program PPG yang diperoleh guru, kebutuhan atas materi-materi dari program PPG, dan tantangan/hambatan yang dialami dalam mengikuti program PPG. Selain itu terdapat juga empat area yang mempengaruhi pembentukan agensi guru, yaitu organisasi, pengembangan pengetahuan dan kemampuan, program wajib dari pemerintah, dan kesadaran personal guru. Lalu jenis agensi yang muncul dari