

THE RELATIONSHIP BETWEEN EFL TEACHERS' PARTICIPATION IN PROFESSIONAL DEVELOPMENT PROGRAM AND TEACHING BEHAVIOUR*Adinda Putri Ayu¹, Sri Kusuma Ningsih²*^{1, 2} Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia² Email: sri_kusuma@uhamka.ac.id**ABSTRACT**

Professional Development Program (PDP) is essential for effective education, especially for teachers. This study aimed to determine the relationship between PDP and teaching behaviour. 101 EFL teachers were involved in the study. This study used a quantitative method approach, and the data were collected by using Teaching and Learning International Survey (TALIS) questionnaire from Organization for Economic Co-operation and Development (OECD). They were analyzed with descriptive and correlational statistics approach to finding out about PDP activities that EFL teachers had engaged in and Pearson product-moment correlation test to determine the relationship between PDP and teaching behaviour. This study found that EFL teachers had engaged in various PDP activities, such as participating in workshops and seminars, taking part in induction programs and mentoring activities, and many more. In addition, this study showed a positive relationship between PDP and teaching behaviour by having a 0.557 correlation value and 0.000 significant value. This study also included implications for future researchers.

Keywords: *professional development program, teaching behaviour, EFL teacher professional development*

Introduction

EFL Teachers in Indonesia have participated in various professional development activities from the formal or informal professional development program (henceforth PDP). Seminars, webinars, and workshops are the most popular professional development activities and are usually engaged by teachers since they are extensively available. However, those activities from a formal PDP are considered less impactful and ineffective because they do not consider teachers' interests, goals, and needs. As a result, the efficacy of the learning process decreases and potentially impacting students' academic performance and overall well-being. That demonstrates the importance of effective professional development for teachers, as it enables them to enhance their professionalism in various aspects, including attitudes, behaviour, teaching performance, and other relevant areas, through active engagement in a well-designed PDP. According to Bachtiar (2019), an effective PDP is the foundation for achieving educational success. Furthermore, in order to maintain and improve the quality of education with continuing changes due to evolving pedagogies, it is

essential for teachers to engage and participate in PDP (Mohammadi & Moradi, 2017; Priajana, 2017). Thus, it is crucial for teachers to take part and involve in an effective PDP to improve their quality which can positively affect their classroom performance and teaching behaviour.

Teachers who are lacking in teaching behaviour tend to lead to severe issues. To begin with, teachers who show inadequate teaching behaviour negatively impact their students' academic performance. A large-scale study conducted by André et al. (2020) across several countries (Netherlands, South Africa, South Korea, Turkey, Spain, and Indonesia) revealed that the lack of learning climate, classroom management, and teacher instruction clarity included in the components of teaching behaviour, were identified as factors contributing to students' low academic performance. Furthermore, it is possible that students' achievement may be negatively impacted by teachers' lousy behaviour, and in a research study conducted in Pakistan, Anwar & Nawaz (2020) discovered that aggressive behaviour exhibited by teachers in the classroom, including slapping,

yelling, or even physically striking students resulting a negative impact on students' academic performance. As a result, students experience a decline in their motivation to engage in learning activities, leading to a decreased overall quality of education. Therefore, it is evident that teachers need to have excellent teaching behaviour in order to achieve positive and proficient educational outcomes. Thus, PDP comes out as one of the ways to enhance and develop teaching behaviour, which results in an improvement in the overall quality of education.

Teachers must improve their professionalism and continue learning in order to adapt effectively to the current era (Huang & Shih, 2017). They should become better teachers to have a successful education system, leading to the topic of teacher professional development. As mentioned by Peers et al. (2003), engagement in professional development encourage teachers to change and adapt or modify their teaching practices as a result of learning new concepts and strategies. Nevertheless, the level of teachers' participation in the PDP is relatively low because of various factors, including excessive workload, inadequately designed programs, financial limitations hindering their participation, and a general lack of awareness among teachers regarding the significance of engaging in PDP (Weli & Ollor, 2021). Ultimately, the quality of their quality remains poor as a result of their lack of enhancements. The importance of professional development for teachers is evident. Thereby, they must participate and engage in such activities to improve their teaching quality since it heavily influences their students' performance. According to (Mizell, 2010), The achievement of effective teaching can be supported through the processes of reflection, study, and practice, which can occur when teachers are aware and participate in professional development. That way, the enhancement of teaching practices will undoubtedly lead to an improvement in the learning process. Therefore, teachers must improve their teaching practices and quality by participating in PDP to achieve good learning.

PDP contains a diverse range of activities that are designed to increase teachers' competency. It can be taken in various forms, from brief, informal, and informal individual activities, such as reading professional papers, as well as active involvement in well-organized and large-scale activities organized by organizations and institutions (Borg, 2018). Furthermore, a PDP must be formed according to various factors,

including backgrounds, contexts, and needs. This consideration is crucial as it enables teachers to recognize the potential benefits of the program and experience a sense of satisfaction. Teachers can join a formal or informal PDP. The formal approach includes workshops, conferences, seminars, webinars, and many more, while the informal consists of coaching, peer observation, mentoring, and more (Khulaifayah, 2017). According to Cirocki & S.C.Farrell (2019), Most of the formal PDP comes from educational institutions. The activities usually focus on exploring teaching methodologies, classroom management methods, and the use of technology in teaching. On the other side, informal professional development activities are usually more relevant to the teachers' interests, needs, and motivations to participate in PDP. Those include various activities such as having a discussion to share new insights with other teachers, reflecting on their teaching experience, and learning from others by doing.

On top of all that, teachers can engage in offline and online PDP. In offline settings, teachers are usually involved by becoming members of professional organizations, participating and presenting in a PDP, pursuing degrees in higher educational institutions, and doing self-studies informally (Alibakhshi & Dehviri, 2015). Moreover, they also participate in training, seminars, and workshops to help them improve their class activities (Nugroho & Mutianingrum, 2020). On the other hand, in online settings, teachers also engage in several PDP activities, namely participating in online courses and presenting in webinars, joining professional development communities, browsing and reading articles through websites, and also adapting their teaching materials (Utami & Prestridge, 2018). In addition, a study by Utami (2019), revealed that EFL teachers choose web browsing, sharing with their colleagues, reading books, experiencing reflection, and conducting research as their professional development activities. Those PDP activities can improve teachers' various skills, such as their performance, attitudes, efficacy, instructional practices and teaching behaviour (Ismail, 2019; Novozhenina & Pinzón, 2018; Ortaçtepe & Akyel, 2015; Qablan, 2019; Sokel, 2019).

Teachers must have effective teaching behaviour since it is associated with the well-being, engagement, performance, and achievement of their students. It is undoubtedly crucial because teachers play significant roles in

education, especially for their students. As mentioned (Fauth et al., 2019), teaching behaviour positively and significantly impacts students' outcomes. Students who receive effective teaching behaviour tend to have better outcomes than those who do not. Teaching behaviour can be analyzed through six areas, as follows: First, Classroom Management which describes about the overall order in the classroom. Second, Learning Strategies that describe about teachers' strategies and methods to teach the students. Next, Learning Climate which explains about the interaction or communication pattern between teachers and students as well as students and students. Then, Clarity of Instruction expresses the explanation quality of lesson materials, the whole lesson framework, as well as the connections between lesson parts. Activating Teaching, which is a situation when students actively participate in the learning that makes them get a deep understanding of the topic and materials. Last, Differentiation that explain about teachers' approach to the differences and problems of their students (Maulana & Helms- Lorenz, 2016). Teaching behaviour can be assess via classroom observations or teacher reports that have their own strengths and weaknesses. Classroom observation by professional observers is top-notch for assessing teaching behaviour. However, that assessment requires tons of time and money. Meanwhile, using teacher reports as teaching behaviour assessments is much less expensive and does not take lots of time than doing a classroom observation, but the results may be biased since it is a self-rating assessment (Pössel et al., 2013). Hence, it is necessary to consider the effective and efficient assessment for teaching behaviour.

Considering all of those things, it is evident that PDP is evident for teachers and they need to participate in PDP to continue improving their professionalism. Additionally, teaching behaviour is also important for teachers and by having good behaviour, teachers can positively impact their students. However, a lot of studies mainly focused on the teachers' performance and there has not been much research about the relationship between PDP and teaching behaviour, especially in Indonesia. Thus, this study is conducted to know about EFL teachers' participation in PDP and the relationship between PDP and teaching behaviour.

Method

The study used a quantitative research design with a descriptive approach. A total of 101

EFL teachers who had engaged in PDP from various private and state elementary schools (13,9% teachers), junior high schools (23,8% teachers), and senior high schools (62,4% teachers) in Indonesia, especially Jakarta had participated in this research. There were 28 male EFL teachers (27,7%) and 73 female EFL teachers (72,3%) who filled out the questionnaire about their participation in PDP and its effect on their teaching behaviour. Their age is ranged

Table 1
Demographic Data

| Demographic type | Category | Total Respondens | % |
|-----------------------------|------------|------------------|-------|
| Gender | Male | 28 | 27,7% |
| | Female | 73 | 72,3% |
| Age | 21-30 | 9 | 8,9% |
| | 31-40 | 15 | 14,9% |
| | > 40 | 77 | 76,2% |
| School level | Elementary | 14 | 13,9% |
| | Junior | 63 | 23,8% |
| | Senior | 24 | 62,4% |
| Year of teaching experience | < 1 | 2 | 2% |
| | 1-10 | 19 | 18,8% |
| | > 10 | 80 | 79,2% |

from 21 years old to more than 40 years old. Most of them (79,2%) were experienced with more than ten years of teaching experience. Meanwhile, there were 19 teachers (18,8%) have been a teacher for one to ten years, and two teachers (2%) have a teaching experience of less than a year.

Close-ended questionnaire is used to collect the data in this study. This study used A Teaching and Learning International Survey (TALIS) questionnaire from Organisation for Economic Co-operation and Development (OECD). The adaptation is done by taking some points from the questionnaire to adjust the research topic. The questionnaire was distributed through online platforms, such as WhatsApp, Telegram, and Facebook, with a Google form as the tool. In addition to this, the questionnaire was also distributed offline by visiting EFL teachers at some schools. There were 40 items from the questionnaire that were used to collect the data, of which 28 questionnaire items were related to PDP, while 12 questionnaire items were related to teaching behaviour. The PDP questionnaire is contained Yes/No questions, and the teaching behaviour questionnaire is contained four-point scales, which are "not at all", "to some extend", "quite a bit", and "a lot". Based on the validity and reliability test results, the questionnaire used in this study was declared valid and reliable. The

value of each item is greater than the table value r.

Table 2.
Reliability Statistics

| No | N of Item | Reliability Value |
|----|----------------------------------|-------------------|
| 1 | Professional Development Program | 0.832 |
| 2 | Teaching Behaviour | 0.950 |

As for reliability, the Cronbach's Alpha value is greater than 0.6 for both instruments, which are 0.832 for PDP and 0.950 for teaching behaviour.

The time needed to collect the data from all participants was about two months, from January 2023 until February 2023.

After all the data were collected, they were analyzed through Statistical Program for Social Science (SPSS) software. Furthermore, this study used a descriptive statistics and Pearson product moment correlation test to examine the relationship between EFL teachers' professional development and their teaching behaviour.

Findings and Discussion

Findings

Table 3
Descriptive statistics of the variable

| Variables | N | Mean | SD |
|----------------------------------|-----|-------|-------|
| Professional Development Program | 101 | 47,47 | 4,666 |
| Teaching Behaviour | 101 | 40,34 | 7,052 |

According to the descriptive statistics result, it can be seen in the table 3 that the Professional Development Program variable with 28 questionnaire items has 47.46 for the average value and 4.666 for the standard deviation value. Furthermore, the teaching behaviour variable obtained 40.34 for the average value and 7.052 for the standard deviation value.

The first three items of the questionnaire related to the PDP are about induction activities (see Table 4).

Table 4
Descriptive Statistics based on all items in the induction activities category

| No | Item | Frequency and Percentage Yes | Mean | SD |
|----|--|------------------------------|------|-------|
| 1 | I took/take part in an induction programme | 70 (69.3%) | 1.69 | 0.464 |
| 2 | I took/take part in informal induction activities not part of an induction programme | 37 (36.6%) | 1.37 | 0.484 |
| 3 | I took/take part in a | 25 (24.8%) | 1.26 | 0.439 |

general and/or administrative introduction to the school

Based on the result, a total of 69.3% of EFL teachers with the mean score (M=1.69) and (SD=0.464) had participated in an induction program. A total of 36.6% of EFL teachers had participated in informal induction activities with a mean score (M=1.37) and (SD=0.484) and 24.8% of EFL teachers with a mean score (M=1.26) and (SD=0.439) took part in a general or administration introduction to the school.

Furthermore, according to the result in Table 5 about mentoring activities.

Table 5
Descriptive Statistics on Mentoring Activities

| No | Item | Frequency and Percentage Yes | Mean | SD |
|----|--|------------------------------|------|-------|
| 1 | I presently have an assigned mentor to support me | 43 (42.6%) | 1.43 | 0.497 |
| 2 | I serve as an assigned mentor for one or more teachers | 58 (57.4%) | 1.80 | 0.400 |

Table 6
Descriptive Statistics on PDP Activities

| No | Item | Frequency and Percentage Yes | Mean | SD |
|----|---|------------------------------|------|-------|
| 1 | Courses/workshops (e.g. on subject matter or methods and/or other education-related topics) | 81 (80.2%) | 1.80 | 0.400 |
| 2 | Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues) | 72 (71.3%) | 1.71 | 0.455 |
| 3 | Observation visits to other schools | 33 (32.7%) | 1.33 | 0.471 |
| 4 | Observation visits to business premises, public organisations, non-governmental organisations | 29 (28.7%) | 1.29 | 0.455 |
| 5 | In-service training courses in business premises, public | 26 (25.7%) | 1.26 | 0.439 |

| | | | | | |
|---|---|------------|------|-------|--|
| | organisations, non-governmental organisations | | | | |
| 6 | Qualification programme (e.g. a degree programme) | 20 (19.8%) | 1.20 | 0.400 | |
| 7 | Participation in a network of teachers formed specifically for the professional development of teachers | 73 (72.3%) | 1.72 | 0.450 | |
| 8 | Individual or collaborative research on a topic of interest to you professionally | 28 (27.6%) | 1.38 | 0.487 | |
| 9 | Mentoring and/or peer observation and coaching, as part of a formal school arrangement | 44 (43.6%) | 1.44 | 0.498 | |

it can be seen that 57.4% of EFL teachers with a mean score ($M=1.43$) and ($SD=0.497$) have an assign mentor to support them. Meanwhile, served as a mentor for one or more teachers with a mean score ($M=1.80$) and ($SD=0.400$). In addition, based on the result from responses in PDP activities (see Table 6), it shows that as many as 80.2% of EFL teachers had participated in a qualification program with a mean score ($M=1.80$) and ($SD=0.400$). It is the highest percentage of all the items. Then, 71.3% of EFL teachers had presented in education conferences or seminars with a mean score ($M=1.71$) and ($SD=0.455$). On the third item, 67.3% of EFL teachers 32.7% of EFL teachers with a mean score ($M=1.33$) ($SD=0.471$) and did observation visits to other schools. In addition, a total of 28.7% of EFL teachers did observation visits public organizations. On the item six, 19.8% of EFL teachers participated in a qualification program with a mean score ($M=1.20$) and ($SD=0.400$). Furthermore, 72.3% of EFL teachers also participated in a network of teachers. It is the second highest percentage. Then, the last two items are 27.6% of EFL teachers did research individually or collaborative and 43.6% of EFL teachers did a mentoring or peer observation and coaching.

The last category from the questionnaire about PDP is about the topic in PDP. This category has the highest item percentage than the other category.

Table 7
Descriptive Statistics based on all items in the PDP activities category

| No | Item | Frequency and Percentage Yes | Mean | SD |
|----|--|------------------------------|------|-------|
| 1 | Knowledge and understanding of my subject field(s) | 94 (93.1%) | 1.94 | 0.256 |
| 2 | Pedagogical competencies in teaching my subject field(s) | 96 (95.0%) | 1.96 | 0.219 |
| 3 | Knowledge of the curriculum | 94 (93.1%) | 1.94 | 0.256 |
| 4 | Student evaluation and assessment practices | 95 (94.1%) | 1.95 | 0.238 |
| 5 | ICT (information and communication technology) skills for teaching | 94 (93.1%) | 1.94 | 0.256 |
| 6 | Student behaviour and classroom management | 96 (95.0%) | 1.96 | 0.219 |
| 7 | School management and administration | 93 (92.1%) | 1.93 | 0.272 |
| 8 | Approaches to individualised learning | 94 (93.1%) | 1.94 | 0.256 |
| 9 | Teaching students with special needs | 86 (85.1%) | 1.86 | 0.358 |
| 10 | Teaching in a multicultural or multilingual setting | 79 (78.2%) | 1.79 | 0.415 |
| 11 | Teaching cross-curricular skills (e.g. problem solving, learning-to-learn) | 86 (85.1%) | 1.88 | 0.266 |
| 12 | Approaches to developing cross-occupational competencies for future work or future studies | 82 (81.2%) | 1.84 | 0.402 |
| 13 | New technologies in the workplace | 92 (91.1%) | 1.92 | 0.297 |
| 14 | Student career guidance and counselling | | | |

| | | | |
|---|------------|------|-------|
| Student career guidance and counselling | 80 (79.2%) | 1.80 | 0.408 |
|---|------------|------|-------|

As seen in Table 7, the result in the first, third, fifth, and eighth items show that 94 (93.1%) of EFL teachers with a mean score (M=1.94) and standard deviation score (SD= 0.256) had a knowledge and understanding of their subject field, knowledge of the curriculum, Information and Communication Technology (ICT) skills for their teaching, approached to individualised learning topics in the PDP they had participated in. Moreover, the second item, which is pedagogical competencies in teaching and the sixth item that is student behaviour and classroom management topics have the highest percentage which is 95% or a total of 96 EFL teachers with a mean score (M=1.96) and standard deviation score (0.219). for the fourth item, the result shows that a total of 95 (94.1%) EFL teachers with a mean score (M=1.95) and standard deviation score (0.238) had participated in PDP with the topic students evaluation and assessment practices. Besides, for the seventh item, 92.1% (93 EFL teachers) with a standard deviation score (SD= 0.272) and mean score (M= 1.93) had participated in PDP with the topic of school administration and management. Furthermore, based on the result in the ninth item, show that 86 EFL teachers (85.1%) with a mean score (M= 1.86) and standard deviation score (SD= 0.348) had teaching students with special needs as the topic from the PDP that they had engaged. On the other hand, the tenth item has the lowest percentage among the items from this category. 78.2% (79) of EFL teachers had a topic of teaching in a multicultural or multilingual setting from the PDP that they had attended. Then, according to the result in the eleventh item, it can be seen that 86 (85.1%) of EFL teachers had a topic of teaching cross-cultural skills such as problem solving and learning to learn from the PDP they had engaged with a standard deviation score (SD= 0.266) and mean score (M= 1.88). Moreover, for the twelfth item, the result show that 82 (81.2%) of EFL teachers had participated in PDP with the topic approaches to developing cross-occupational competencies for future studies or work. For the thirteenth item, as many as 92 (91.2%) of EFL teachers had new technologies in their workplace as the topic of PDP they had attended with a mean score (M=

1.92, SD= 0.297). Based on the last item of this category, as many as 80 (79.2%) of EFL teachers had learned about student counselling and career guidance from the PDP they had engage with a mean score (M= 1.80, SD= 0.408).

In order to find out whether or not there is a relationship between PDP and teaching behaviour, a product moment correlation test was carried out. Table 8 showed the Pearson-product-moment correlation to determine whether there was a relationship between PDP and teaching behaviour.

Table 8
Pearson product-moment correlataion test

| | | Professional Development Program | Teaching Behaviour |
|----------------------------------|---------------------|----------------------------------|--------------------|
| Professional Development Program | Pearson Correlation | 1 | .557 |
| | Sig (2-tailed) | | .000 |
| | N | 101 | 101 |
| Teaching Behaviour | Pearson Correlation | .557 | 1 |
| | Sig (2-tailed) | .000 | |
| | N | 101 | 101 |

Variables with correlation value ranging from 0.80 to 1.00 can be considered as very strongly correlated, then the correlation value from 0.60 to 0.799 is considered strongly correlated, meanwhile the value that ranging from 0.40 to 0.599 can be considered as moderately correlated. Furthermore, a correlation value can be indicated as a low correlation if the value is ranging from 0.20 to 0.399, and also the lowest correlation is when the significant value is less than 0.20. Based on the result, the significant value of PDP and teaching behaviour was 0.557, which is included in the moderate correlated category. Additionally, the result of the significant value is 0.000, it is less than 0.05. Therefore, in can be said that there is a positive relationship between PDP and teaching behaviour.

Discussion

The overall results of this study can be seen in Table 4 to 8. From the descriptive statistics result, it can be seen that EFL teachers have participated in various professional development activities. In the induction activities category, the highest percentage is obtained from the first item, " I took/take part in an induction programme," with 70 (69.3%) EFL teachers. It

shows that many EFL teachers engage in induction program since they are essential for teachers' professional development. It aligns with what (André et al., 2020) stated, that teacher induction is a matter of concern in professional development and teacher education. As for the mentoring activities category, the second item, "I serve as an assigned mentor for one or more teachers," has the highest percentage, which is 57.4% (58) of EFL teachers.

Meanwhile, for the PDP activities category, "Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)" has the highest percentage, which is 80.2% (81) of EFL teachers. The result shows that EFL teachers like participating in courses or workshops to improve their skills. It is related to the study conducted by (Wahyuni & Ningsih, 2023), who stated that professional workshops are evident to improve teachers' professionalism and quality, achieving their goals and enhancing students' academic achievement. In addition, for the PDP topic category, the highest percentage of the topics that are in the PDP participated by EFL teachers are the second item, "Pedagogical competencies in teaching my subject field(s)," and the sixth item, "Student behaviour and classroom management" with a total of 96 (95%) of EFL teachers. On the other hand, the results from the correlation test that had been conducted show that both of the variables, PDP and teaching behaviour have a correlation value of 0.557, which is included in the moderate correlation category, and a significant value of 0.000, which is less than 0.05. According to the results, it can be concluded that there is a positive relationship between professional development program and teaching behaviour. Hence, EFL teachers have to participate in a professional development program with various topics such as knowledge of the curriculum and their subject field, classroom and school management, student assessment practices, evaluation, and many more in order to have effective teaching.

Conclusion

The objective of this study is to discover the relationship between PDP and teaching behaviour. Based on the descriptive statistics and Pearson product moment correlation test, it was found that EFL teachers in Indonesia, especially Jakarta have participated in various PDP

activities such as induction program, mentoring activities, participating in workshops or seminars, pursuing qualification programs, doing observation visits and doing individual or collaborative researches. There is a positive relationship between both of the variables, which are professional development program and teaching behaviour. It is clear that professional development is essential for improving teaching behaviour, so teachers should engage and participate in an effective PDP. The findings of this study may motivate EFL teachers engage and participate in professional development programs seriously since it has a positive relationship with teaching behaviour and improves their overall skills so that the learning activities become better. However, this study has some limitations because it only had limited participants and only found out relationship between PDP and teaching behaviour. Therefore, future studies could find out deeper such as finding out the impact of a specific activity or topic from PDP on teaching behaviour or even the other teachers' skills with more participants from various regions.

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