

Chapter One

Introduction

In this chapter, there are seven subchapters covered by the researcher. The first subchapter is the background of the study. The second subchapter is the statement of the problem. The third subchapter is the delimitation of the problems. The fourth subchapter is the research questions of the study. The fifth subchapter is the objective of the study. The seventh subchapter is significant of the study, and the last subchapter is the organization of the chapters.

Background of the Research

In recent years, an array of research has been conducted about teacher professional development. Professionalism is the ability to act professionally (KBBI, 2020). Professionalism has been set in Teacher and Lecturer Law No. 14 of 2005 paragraph 1 which states, “The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education” (Prihatin, 2020). Professional teachers are required to have four competences that are pedagogical, personality, professional, and social competence. Professionalism is regulated through Teacher and Lecturer Law No. 14 of 2005 article 28 concerning teacher professionalism which must at least meet the competency requirements, including pedagogical competence, personality competence, professional competence, and social competence (Prihatin, 2020).

In the National Education Standards, the explanation of article 28 paragraph 3, the definitions of the four competencies describe as below: (a) pedagogical competence is the ability to manage learners' learning which includes students' understanding, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have; (b) personality competence is a steady, stable, mature, wise, and authoritative personality ability and is an example for students and noble ones; (c) professional competence is the ability to master extensive and in-depth learning material that enables it to guide students to meet the competency standards set out in National Education Standards; and (d) social competence is the ability of educators as part of the community to communicate and socialize effectively with students, fellow educators, education personnel, parents/ guardians of students and surrounding communities.

Teacher Professional Development (TPD) is activities to upgrade the teachers' skills in teaching to give the best education for students in this era. A study was done by Darling-Hammond, Hyler, and Gardner (2017) stated that teacher professional development is one way to enhance four skills that students need to learn for further educational level. Teachers must continue their studies and write both scientific and popular works for seminars and publications in the mass media as a form of professional development (Daryanto, 2013). Efforts to improve the quality of education must be balanced with efforts to improve the quality of teachers, the government has done several ways including through talk shows, dissemination, workshop, certification, equalization education, training or training, quality programs, KKG (Teacher Working Group), and MGMP (Hidayati, 2012).

At the beginning of 2020, a pandemic called COVID-19 has emerged. COVID-19 is a dangerous virus that attacks the human immune system and attacks the respiratory organs. One form of social distancing that is implemented by the government in the realm of education is to do online learning and other educational activities such as tests, examinations, school/campus registration, teaching, and learning activities are also conducted online. A study conducted by Mansyur (2020) found that the reality shows that the learning dynamics in Indonesia are currently being disrupted by the COVID-19 which has implications including; 1) schools are transferred to homes through an online learning process; 2) there is a transformation of technology-based learning media through the use of WhatsApp Group, Zoom, Google Classroom, WebEx, YouTube, and TV channels (TVRI); 3) adjustment of learning methods; 4) adjusting the learning evaluation to determine the standards for class promotion and graduation; and 5) demands collaboration between parents of students at home as a substitute for teachers to control children's learning.

Concerning TPD, the impact of the COVID-19 pandemic has resulted in the termination of all activities at schools including teaching and learning activities, so that, teachers cannot convey their knowledge directly in class because of the government's suggestion to carry out social distancing, as well as all TPD activities such as workshops, seminars, classes, and research must be conducted online. However, although there are many studies concerning the activities of Teacher Professional Development, the issue of opportunities and challenges discovered by English language teachers on conducting TPD during the COVID-19 pandemic has not been sufficiently addressed. This study focuses on the opportunities and challenges discovered by the English language teachers at Secondary Schools in

Yogyakarta which the English language teachers at the chosen schools are conducting the TPD activities during this COVID-19 pandemic.

Statement of the Problems

Coronavirus disease (COVID-19) has recently become a very serious problem handled all over the world, especially in Indonesia. The emergence of COVID-19 has an impact on several aspects of life, especially education. Teachers and students are encouraged to do online learning and are prohibited from doing face-to-face classes, as well as all social activities which are very limited in their scope of movement by the government to prevent the acceleration of the spread of COVID-19. In the aspect of education, the government recommends that all teachers and students continue to carry out online teaching and learning activities, as well as teacher professional development activities which previously could be done face-to-face and now may only be conducted online.

The immediate need for an emergency condition in education forced teachers and educators to consume the numerous professional development opportunities provided to them by their institutions (Donitsa-Schmidta and Ramota, 2020). The government's decision to carry out all activities from home (WFH) requires teachers to carry out TPD activities online as well. On other hand, there are some opportunities for the teachers while doing the online TPD activities such as the teachers learn how to design the online learning, the teachers have a wider opportunity of knowing the technology like e-learning and other online tools to support the learning process. Yet, there were some opportunities and challenges experienced by the English language teachers on conducting TPD online. The

researcher by this study wanted to explore the opportunities found by the teachers on conducting TPD online and explore the challenges found by the teachers while conducting TPD online.

Delimitation of the Study

This study limited to an investigation of the opportunities and challenges experienced by the English language teachers in conducting the activities of TPD during the COVID-19 pandemic. The participants were four English teachers at two Secondary Schools in Yogyakarta who have been conducting the activities of TPD during the COVID-19 pandemic. This study applied only descriptive qualitative design and interview as the research method.

Research Questions

Based on the problem discussed above, the research question will be:

1. What are the opportunities experienced by the English language teachers at Secondary Schools in Yogyakarta in conducting TPD during the COVID-19 pandemic?
2. What are the challenges experienced by the English language teachers at Secondary Schools in Yogyakarta in conducting TPD during the COVID-19 pandemic?

Objective of the Study

The objective of this study was to explore the opportunities and challenges discovered by the English language teachers on conducting online TPD at Secondary Schools in Yogyakarta during the COVID-19 pandemic.

Significance of the Study

Significance for the teachers. The findings of this study provided information to teachers in general, as well as prospective future educators related to the opportunities and challenges experienced by the English Language Teachers on conducting TPD. Therefore, teachers can take advantage of the COVID-19 pandemic period to hone their skills in teaching, learning, and conducting online TPD activities.

Significance for the stakeholders. The researcher expected this research can be beneficial for the stakeholders of the school, the principal of the school, and other staff to prepare the best preparation and provide complete facilities for the teachers to conduct the online or offline activities of TPD.

Significance for other researchers. It is hoped that this study would encourage further related research to investigate the activities of teacher professional development of English language teachers. Hence, this study can also be an encouragement to conduct further research on TPD with a different focus and methodology.

Organization of the chapters

Chapter one is explaining the general description of the definition of TPD include explanations from previous research and quoting several teacher and lecturer laws. Chapter one also covers several research objectives and the formulation of the problem to be examined. Chapter two explains the literature of the previous research which is a reference for the researcher in conducting this research equipped with the reasons for the researcher chose the study as a research

reference. Chapter three contains a description of the method used in this study, the data collection procedure, coding the result of the interview, the data analysis method, and trustworthiness. Next, chapter four contains the findings and discussions of this study with related previous studies. The last, chapter five contains the conclusion of this study and recommendation for teachers, stakeholders, and other researchers.