Chapter One

Introduction

This chapter is divided into seven sub-chapters, which are research background that explains the reason the researcher is interested in doing this research, problem statements, delimitation of the problem, research questions, objective of the study, significances of the research and organization of the chapter.

Background of the Study

Teacher is one of the determinants of the success of education. In addition, teacher must be professional. However, according to Baharuddin & Canada (2017), teacher professionalism is one of the problems faced by our education world (pp. 3-4). Due to the lack of professional teachers, the quality of education in Indonesia is low. This is evidenced by data from UNESCO (2016) in Global Education Monitoring (GEM), the quality of education in Indonesia ranks 10th out of 14 developing countries. In fact, 75% of schools in Indonesia have not met the minimum education service standards.

The teacher quality as an important component in education is ranked 14th out of 14 developing countries in the world (UNESCO data 2016). Al-Jawi (2006) stated that most teachers in Indonesia are not yet qualified professionally in carrying out their duties. Indonesia needs teacher who have good competence and performance, involve knowledge, and demonstrate commitment or responsibility in teaching. A teacher is required to always be a professional teacher in teaching. As educators, teacher must have certain competencies in order to be able to educate their students well.

Therefore, teachers are required to improve their abilities to meet the needs of sustainable teacher professional development. The Indonesian government also supports this movement through the Teacher and Lecturer Law No. 14/2005 on Teachers and Lecturers Article 10 paragraph 1 (2005), there are four teacher competencies. First is pedagogy, teacher pedagogic competence is the ability or skill of teachers who can manage a learning process or teaching and learning interactions with students. Second is personal, personality competence is related to personal character. There are indicators that reflect a teacher's positive personality. Third is social, teacher social competence is related to communication skills, attitudes, and interactions in general, be it with students, fellow teachers, education staff, parents of students, to the wider community. Fourth is professional, teacher professional competence is the ability or skill that must be possessed so that teacher assignments can be completed properly. Because of that the government wants teachers to meet all competencies as a requirement for academic qualifications and need to carry out professional development.

In education systems where teacher education programs are well established, Teacher Professional Development (TPD) is described as a process embracing all activities that enhance professional career growth (Rogan & Grayson 2004; Tecle 2006 as cited in Komba & Nkumbi, 2008). The position of teachers as professional educational personnel aims to implement the national education system in realizing the goals of national education, which are the development of the potential of students to become people who are faithful and cautious, knowledgeable, competent, and creative. Johnson (2009b) as cited in Kagoda & Ezati (2014) argues that there are many

approaches to teacher professional development; including attending seminars, small-scale workshops, reading independently, and writing (from short papers to books).

However, there are many reasons that motivate teachers to do TPD. This reason is interesting to examine from the point of view of Deci and Ryan (2000) which is called as the theory of self-determination (SDT). Self-determination is a theory that focuses on the level of motivation that individuals have when carrying out activities and the reasons why individuals are motivated to do them. Someone who is enthusiastic and active in carrying out an activity is characterized as being motivated (Deci & Ryan, 2000). TPD is a relevant design for SDT considering how SDT is able to increase the willingness of teachers and motivate teachers to do TPD. TPD is an important program, especially to increase the effectiveness and quality of their future teaching by taking into account a set of tools, training sessions and resources. SDT allows teachers to be psychologically motivated to develop, as the goal of TPD and includes the independence and connection, competence and autonomy that are expected to be fulfilled by using SDT as the main idea (Basikin, 2020). Another relevance found in SDT and TPD is that PD provides a teaching experience using SDT-based learning in its design. In particular, when SDT designs are included in the TPD, there will be a more effective teaching experience and provide greater benefits to students so that they better understand the material being taught. A study from Chiu *et al.* (2021) demonstrated the relevance and proved it in his research in STEM Education. It is known that it provides benefits to students.

Given the importance of the teacher's reasons or the motivation that teachers have for the survival of the TPD, this research was conducted based on the theory of

self-determination. As far as researcher is concerned, the researcher argued that a similar topic has not been found in the researcher's English Education Department.

Problem Statement

In Indonesia, there are many teachers with low quality, who do not meet the qualifications of the required education standards. According to Murwati (2013), the quality of teachers in Indonesia is still low due to the lack of competence and qualifications of teachers as educational personnel. A teacher must be professional, and it can be said that a professional teacher must meet the competencies stipulated in the Teacher and Lecturer Law No. 14/2005, for these competencies have been described above. To achieve this competency, the teacher conducts TPD.

In implementing TPD, teachers will have both intrinsic and extrinsic motivation. The extrinsic motivation that teachers have in developing their professionalism is due to the demands of the Law on Teachers and Lecturers Number 14 of 2005 and school policies. However, teachers also have intrinsic motivation in doing TPD.

In conducting TPD teachers has a certain motivation such as extrinsic and intrinsic motivation. According to Deci & Ryan (2000), to achieve life satisfaction consists of three basic aspects that are used, which are competence, autonomy, and relatedness. These three aspects are an intermediary for the development of intrinsic motivation and was discussed in chapter two. Self-determination will arise when a person is influenced by motivation that grows from within him or it is also called intrinsic motivation. The intrinsic role of motivation is very important in determining

one's self-control, including one's efforts to get something one wants, such as the need for achievement.

Furthermore, based on the possibilities that arise which motivate teachers to implement TPD, the researcher was limited the TPD which is driven by internal/intrinsic motivation with Deci & Ryan's theory of self-determination. In addition, the researchers want to know the TPD activities are carried out by teachers.

Delimitation of the Study

From the delimitation of the study of the problems mentioned above, the researcher only focuses on TPD activities are carried out by teachers and the intrinsic motivation of teachers to do TPD by linking the theory of Self-Determination. This study just focused on English teacher Secondary schools from two different secondary schools in Yogyakarta. In addition, this study was conducted by using a descriptive qualitative research design using individual interviews.

Research Questions

There are two research questions in this research, based on both the background and the problem. The researcher formulates two questions as follows:

1. What Teacher Professional Development activities are conducted by secondary English teachers' schools?

2. What motivates teachers in conducting Teacher Professional Development based on Self-Determination Theory?

Objectives of the Study

Based on the research questions, the aims of this research are:

1. To find out various activities' English teacher in Secondary School in their teacher professional development.

2. To investigate the motives English teachers in Secondary School to conduct teacher professional development.

Significances of the Research

The researcher hopes that the findings of this research can provide significant value for:

The Teacher. The findings of this study provide information to teachers about activities to increase teacher professional development also the motivation. Furthermore, by reading this study, teachers can try out other activities and dig up their motivation to conduct teacher professional development.

The Institution. This study is useful for the institution as the information about the activities the activities that carry out by teachers in improving their professionalism. In addition, the research findings may help the institution to support teacher professional development.

The next researcher. This study can be used as a reference for the future research who are interested in discussing in the same topic. Moreover, this study could help other researchers to know the teacher professional development activities and teachers' motivation in conducting teacher professional development through Self-determination theory. Furthermore, the findings of this study can be their guidance or resource on their own research.

Organization of the Chapter

      This research is written in five chapters, which are an introduction, literature review, methodology, findings and discussions, as well as conclusions and recommendations. Chapter one is an introduction that discusses the background of the research, statement of the research, delimitation of the research, research questions, research objectives, significant of the research and the structure of the research itself.

      Chapter two is a literature review that discusses the theories of experts related to definition Teacher Professional Development (TPD), the importance of TPD, activities of TPD and teacher motivation. In this chapter, the researcher provides review of related studies and conceptual framework.

      Chapter three is the methodology. This chapter discusses the methods, the instruments, the participants, research setting and data gathering techniques this study. This study is used qualitative research design, the participants were three English teachers, and the research was conducted on two Secondary School in Yogyakarta. In this chapter, the researcher explained how to analyze the data.

      Chapter Four is findings and discussion. This chapter presents the result of the data which are about the TPD activities that conducted by the teachers and the teacher motives in conducting TPD. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five consist of the conclusions and recommendations. This chapter discuss what the conclusions are to summarize the studies that can be drawn from the previous chapter. In addition, there are the recommendations which are given to teachers, institution, and the next researcher.