

Chapter One

Introduction

This chapter contains a description consisting of sub-chapters which are the background of the study that explains why the researcher is interested in conducting this research. This chapter also provides a statement of the problem and the delimitation of the problem. Besides, this chapter explains research questions, the objective of the research, and the significance of the research as well as the organization of the chapters.

Background of the Study

Education is the most significant factor in a country's ability to progress quickly and great country will prioritize education above all else (Megawanti, 2015). Indonesian government creates an approach to improve teacher quality by establishing requirements in Teacher and Lecturer Law No. 14/2005 on teachers and lecturers' article 10 section 1 (2005) which mentions various requirements that must be fulfilled by a teacher, or lecturer in a higher education context, to be called professional. According to Wardani (2012), there are four competencies that a professional lecturer must have such as pedagogic competence which focuses on the lecturer's ability to understand the learning process, personality competence which focuses on lecturer's attitude and personality, professional competence which focuses on lecturer's ability to manage the class, and social competence which focuses on lecturer's ability to communicate and interact with students. Those four competencies listed above do not stand alone, but are linked and impact one another. They also have a hierarchical relationship, indicating that one competency underpins the others (Gultom, 2017).

Teacher professionalism based on the PP No 18 of 2007 concerning lecturers stated that one of the competencies that must be possessed by lecturers is professional competence. Furthermore, professional competence can be defined as the ability of the lecturer in mastering the subject matter broadly and deeply. Research by Sinambela (2017) stated that teacher professionalism is someone who does the job teaching and educating quality so that the goals set can be optimally achieved. According to Bayar (2014), many studies, educators, policymakers, and teachers' unions have discussed and recognized the benefits of high-quality teachers on student learning and accomplishment during the last several decades. Furthermore, recent studies have revealed that the quality of a teacher has a significant impact on student accomplishment (Meister, 2010; Opfer & Pedder, 2011, as cited in Bayar, 2014, p. 320). Since the quality of teaching has such a significant impact on student learning and accomplishment, effective teacher professional development is key for any educational institution to remain competitive in the global marketplace. Furthermore, it can be concluded that from those competencies above, teachers' quality take a big part in professionalism.

In higher education, lecturers have big responsibility in implementing professionalism. According to Law No. 12 of 2012, those responsibilities called the Three Pillars of Higher Education which consists of three points: education and training, research and development, and community service. According to Wibawa (2017), education can be defined as a planned effort to realize the learning environment and process so that students actively develop their potential to have religious, controlling, spiritual power, personality, intelligence, noble character, and necessary skills, community, the nation needs, and the country. Next, research

is an activity that is carried out according to norms and methodical scientific techniques in order to acquire information, data, and information for the purpose of studying and/or testing a field of science knowledge and technology. Last, community service is *civitas academica* that uses science and technology to enhance society's welfare and enrich a nation's life. As a result, through implementing teacher professional development, higher education activities based on the Three Pillars must continue to be adapted to keep up with the demands, achievements, and needs of the era.

Teacher professional development (TPD) itself is a field with constant change which contains knowledge and skills of lecturers that need enhancement and lecturers need the TPD (Gu et al., 2012). In addition, according to Redjeki (2015), TPD can be interpreted as a broad effort to improve lecturer's competence, learning quality, and the academic role of teaching staff in higher education. Teacher professional development also includes horizontal exchange of ideas and perspectives, active involvement in programs, or knowledge of issues that need solutions (Avalos, 2011). According to Ferrer and Poole (2018), TPD has various professional necessities such as: Updating the learning practice, in particular with regard to instruction on skills, sharing good practice with colleagues in the classroom and reflecting as a professional resource. More precisely, lecturer development is considered to be "a phase in which the qualifications and professionalism of lecturers can be assumed to be improved" (Evans, 2002, as cited in Ferrer & Poole, 2018, p. 251).

Based from the information above, lecturers who conduct a professional development will have many activities that need to be done since lecturers must

apply those professional principles through self-development to support the advancement of education. The activities that the lecturers can do are joining the workshop, seminars, research, and classes. However, at the beginning of 2020 lecturers and students faced many obstacles because of the Covid-19 pandemic. There is also special situation where people are affected by Covid-19 plague which make people are banned to go outside and having contact with others.

Focusing on education, the effects of the Covid-19 pandemic directly hit the lecturers which cause academic activities are postponed, students and lecturers are banned to do activities in school while lecturers cannot give lecture in campus which make them are having difficulty in implementing Three Pillars of Higher Education for lecturer professionalism. Thus, the Covid-19 pandemic has caused lecturers to find problems in conducting teacher professional development activities due to government restrictions such as social and physical distancing. While Covid-19 pandemic affected teacher professional development, however, at the same time, benefits can be found during this condition in implementing teacher professional development during pandemic.

From the discussion above, conducting TPD can be categorized as important matter. However, although there are a lot of TPD activities lecturers can conduct, uncompromising, and unmotivated lecturers pose a significant obstacle for professional development and service training (Ryan & Deci, 2000, as cited in Al Jabri et al., 2018, p. 86). In addition, lecturers need to be able face the issues or challenges and be prepared with proper strategies when implementing TPD (Ono & Ferreira, 2010). Therefore, based from the statement above, the researcher wants to investigate whether this case also happens in the university level. Particularly,

the study is intended to seek lecturers' challenges and benefits in relation to their professional development activities during Covid-19 pandemic since the researcher believes there are many challenges and benefits from this situation. As already mentioned in the previous paragraph, Covid-19 pandemic has hindered many activities of teacher professional development, however, from those challenges, there are benefits for lecturers in higher education by conducting many online activities from teacher professional development. The researcher believes this topic has not been broadly researched yet. Therefore, this is the reason why the study should be conducted.

Identification of the Problem

Based on Lecturer and Lecturer Law No 14/2005, it has been stated that the law mentions various requirements which must be fulfilled by a lecturer. However, some problems emerge such as the lack of the time to do research and attending workshops is prohibited especially during Covid-19 pandemic.

The fact from Indonesia's education stated that the low standard of graduates is the evidence that Indonesia's education also has not yet been developed excellently. The value of education in terms of significance to the needs of the society is still perceived as small. Therefore, lecturers and lecturers know the importance to do self-development. Additionally, TPD delivers good outcomes for lecturers. Research by Komba and Nkumbi (2008) suggested that lecturers agree with professional development in assisting them to fulfill the high educational expectations and maintain them up-to-date in teaching, increase self-esteem, encourage them to devote time to grow, and permit in responding appositely to the

struggles of advances in science and technology, also to be elevated to next levels of their professions as well.

Preliminary study in one of private school in Yogyakarta mentioned some of the teachers were aware of professional development. The examples for self-development done by English Language Education Department (ELED) lecturers were joining seminars, workshops, and training. It is not only from the lecturers' awareness, but also an obligation from the institution to implement TPD since the reason why the lecturers were attending those activities because reward and punishment existed. However, as previously mentioned, Covid-19 pandemic has hindered lecturers from carrying out TPD activities. Therefore, it is interesting to investigate the challenges that lecturers faced in implementing TPD during Covid-19 pandemic.

In addition, since the government recommended that all lecturers and students continue to carry out online teaching and learning activities because of Covid-19 pandemic, many activities such as seminar, workshop, and lecturer's research should also be done online. Not only because the government forbids the activities, but also to prevent the acceleration of the spread of Covid-19. These online activities done by the lecturers bring benefits for lecturers to conduct their professional development activities using online platform. By doing workshops and seminars online, it has saved lecturers' budget since lecturers do not need to go overseas and pay a lot of money to join the workshop since the lecturers only need to focus on the internet fee which is considered affordable. Also, for doing school-online-based-learning helped lecturer to be creative to apply new learning instruments such as Microsoft Teams, Zoom, and many more which make other

benefits arise in this pandemic condition. Based on this phenomenon, the researcher is going to conduct this research to investigate the challenges that lecturers faced when implementing TPD and also the benefits lecturers get when implementing TPD in higher education during Covid-19 pandemic.

Delimitation of the Problem

Based on the identification of the problems explained in the previous section, this research focused on lecturers' challenges and benefits the lecturers get when implementing TPD programs during Covid-19 pandemic which the focus was in a private university, especially at English Language Education Department (ELED). Meanwhile, from several choices of the research design, the study employed qualitative using descriptive qualitative. Furthermore, among several choices of data collection methods, this study used in-depth interviews with six participants.

Research Questions

In this study, the researcher chose three research questions to be investigated based on the background and problem of the study, such as follows:

1. What are the activities conducted by ELED lecturers in implementing TPD programs during Covid-19 pandemic?
2. What are the challenges faced by ELED lecturers in implementing TPD programs during Covid-19 pandemic?
3. What are the benefits ELED lecturers get when implementing TPD programs during Covid-19 pandemic?

Purpose of the Study

Based on the research question above, the purpose of the study are:

1. To know the activities conducted by ELED lecturers in implementing TPD programs during Covid-19 pandemic.
2. To investigate the challenges faced by ELED lecturers in implementing TPD programs during Covid-19 pandemic.
3. To know the benefits that ELED get when implementing TPD programs during Covid-19 pandemic.

Significance of the Study

Lecturers. This study can show how lecturers faced the challenges in implementing TPD programs during Covid-19 pandemic and find benefits about what lecturers can do when implementing TPD during Covid-19 pandemic. Researcher hopes that this study can be their reference to identify the challenges and benefits which lecturers might have while conducting TPD programs during online learning. This study also helps lecturers develop their professional development in order to achieve the aim of educating students.

Pre-service lecturers. When lecturers become more active, develop their knowledge, and up-to-date with recent learning techniques in TPD, pre-service take that as references and inspiration to learn more about this research. Furthermore, after reading this study, pre-service lecturers become interested in learning more about TPD.

Institution. This study can help the institution to give stimulus and facilitation for the lecturers as a motivation to support the lecturers. This study also

helps the lecturers so they can get financial support in implementing TPD. Furthermore, the institution get the reputation since it supports the lecturers to develop their professionalism.

Future researchers. This study can be used as a reference for future researchers that are interested in discussing the same subject. Additionally, other researchers may use the findings from this study as a comparative study for them.

Organization of the Study

This study consists of five chapters. The first chapter talks about the background of the study. Then, why the researcher interests to investigate the problems. The researcher also talks about the identification of the problem and delimitation of the problems. In addition, the researcher also provides the questions of the research, the purpose of the study, the significance of the study, and organization of the study. The second chapter explains about the literature review that is related to the theories of TPD. It also delivers information that related to the study. Then, the conceptual framework also included in this chapter.

In the third chapter, the researcher discusses the methodology. Also, the researcher chooses the appropriate research design for this study. Then, where this study is conducted. In addition, it also presents research participants of the study. The researcher also describes about data collection method, data collection procedure, and data analysis. In the fourth chapter, the researcher explains the findings and discussion based on the data collecting and data analysis. The fifth chapter includes the conclusion and recommendation for the lecturers, pre-service lecturers, institution, and future researchers.