

ABSTRACT

Indraswari, Veronica Noviatri. (2020). *Delving into the Implementation of Teacher Professional Development: Voices of English Teachers from State Vocational Senior High Schools*. Yogyakarta: English Language Education Master's Program, Sanata Dharma University.

Vocational Schools in Indonesian contexts are expected to contribute to the demography bonus in which people in a productive age dominate the country. Vocational schools are supposed to produce productive young people for they are focusing on particular practical skills based on their majors. As the improvement of vocational schools becomes the Indonesian government's concern, the importance of teacher professional development to enhance the professional growth of vocational English teachers is undeniable. Vocational English teachers support and prepare students to compete in the globalized world. This study aimed to delve into the implementation of teacher professional development. The participants of this study were two English teachers from state vocational high schools in Yogyakarta.

The objectives of this study are to unravel two research problems: 1) What are the factors influencing vocational English teachers' participation in teacher professional development? 2) How do vocational English teachers implement teacher professional development?

This study was a case study that employed a qualitative approach. A case study was selected because the researcher conducted an in-depth study of teacher professional development implementation. In gaining the data, the researcher used questionnaires, interviews, and classroom observations for the triangulation.

The results of the study exhibit that vocational English teachers' participation in teacher professional development is influenced by two factors: personal beliefs and communities. Furthermore, vocational English teachers implement teacher professional development inside and outside the classroom. The characteristics of teacher professional development perceived by the participants are also explored in this study. Those characteristics of teacher professional development are 1) focusing on the content, 2) incorporating active learning and models of effective practice, 3) supporting collaboration, 4) offering coaching and expert support.

In conclusion, vocational English teachers need teacher professional development to grow their professionalism. In addition, personal beliefs and communities promote great influences in the participation of teacher professional development. The researcher encourages further inquiries related to the impacts of teacher professional development to students. Moreover, future studies can explore more motives in implementing teacher professional development.

Keywords: *Teacher professional development, Vocational schools, English teachers*

ABSTRAK

Indraswari, Veronica Noviatri. (2020). *Delving into the Implementation of Teacher Professional Development: Voices of English Teachers from State Vocational Senior High Schools*. Yogyakarta: Magister Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Sekolah Menengah Kejuruan (SMK) di Indonesia diharapkan berkontribusi terhadap bonus demografi dimana masyarakat di usia produktif mendominasi negara ini. SMK diharapkan menghasilkan anak muda yang produktif karena mereka telah belajar keahlian lapangan berdasarkan jurusan yang dipilihnya. Karena perbaikan SMK menjadi fokus pemerintah Indonesia maka pentingnya diadakan pengembangan profesi guru bagi guru-guru SMK. Guru-guru SMK terutama guru bahasa Inggris menyiapkan murid-muridnya untuk berkompetisi di dunia internasional. Penelitian ini bertujuan untuk menginvestigasi implementasi pengembangan profesi guru. Responden penelitian ini adalah dua guru bahasa Inggris dari dua SMK negeri di Yogyakarta.

Tujuan dari penelitian ini adalah menjawab dua rumusan masalah: 1) Faktor apa yang mempengaruhi partisipasi guru dalam pengembangan profesi guru? 2) Bagaimana guru-guru SMK mengimplementasikan pengembangan profesi guru?

Penelitian ini adalah studi kasus yang menerapkan pendekatan kualitatif. Studi kasus dipilih karena peneliti melakukan penelitian mendalam tentang pengembangan profesi guru. Dalam mengumpulkan data, peneliti menggunakan kuisisioner, wawancara, dan observasi kelas sebagai triangulasi.

Hasil dari penelitian ini menunjukkan bahwa partisipasi guru Bahasa Inggris SMK dalam pengembangan profesi guru dipengaruhi oleh dua faktor: keyakinan pribadi dan komunitas. Lebih lanjut, guru Bahasa Inggris SMK mengimplementasikan pengembangan profesi guru di dalam dan di luar kelas. Karakteristik dari pengembangan profesi guru yang diterima oleh responden juga diinvestigasi di penelitian ini. Karakteristik tersebut adalah 1) fokus terhadap isi, 2) menerapkan pembelajaran aktif dan model, 3) mendukung kolaborasi, 4) memberikan pelatihan dan dukungan dari ahli.

Dalam kesimpulan, guru bahasa Inggris SMK membutuhkan pengembangan profesi guru untuk meningkatkan profesionalitas mereka. Di sisi lain, keyakinan pribadi dan komunitas memberikan pengaruh yang signifikan terhadap partisipasi mereka dalam pengembangan profesi guru. Peneliti mendorong penelitian selanjutnya untuk menginvestigasi efek dari pengembangan profesi guru terhadap murid-murid. Selain itu, penelitian selanjutnya dapat menginvestigasi tentang lebih banyak sebab dalam mengikuti pengembangan profesi guru.

Keywords: Pengembangan profesi guru, smk, guru bahasa Inggris.