

ABSTRACT

Dhae, Maria Delfina. (2013). **English Teachers' Professional Development: Lived Experiences**. Yogyakarta: Sanata Dharma University.

Nowadays, teachers' professional development continues to remain high on the agenda of the government since it has made significant contributions to the field of Education, especially in language studies. In Indonesia, the government has even formulated some programs related to professional development to improve teachers' quality in constructing and construing the nature of their work. It requires teachers to take a role as professionals and as humans. Related to that, this thesis aims to investigate how teachers situate themselves in relation to making effective judgments for their development as professionals and humans. To get a meaningful description of the phenomenon of teachers' lived experiences regarding their professional development, the researcher has formulated a question which can help get a clear description. The question is: *what is the lived-experience of Senior High School English teachers like in relation to their professional development?*

Since the research intends to assess the participants' lived experience, the phenomenological approach is used. It describes the meaning of the participants' lived experience. It covers describing and interpreting the essence. The process is done through collecting texts from people who have experienced the phenomenon and developed compositions containing essences from these experiences. The research was based on a triangulation process that was done with in-depth interviews, re-interviews, and member checking. Three High school teachers are the participants of this research. The illuminating participants provide invaluable input for this research. They were selected based on their expertise and school rank where they teach. The experiences were processed by transcribing the text, coding, identifying the elements of theme development, and determining the emergent themes.

The interpretations lead to an understanding of teachers' lived experiences regarding professional development. They provide rich descriptions about teachers' self-control, determination, personal activities, and positioning as living beings and humans and how teachers respond to the existing system. All teachers build high motivation and commitment as teachers to be improved and understand their work well. They try hard to see what they need to do and how to make it optimal. Three main themes are identified as a meaningful construction from their lived experiences: (1) self-construction, (2) professionalism, (3) a facilitator for students. Those are concerned with how teachers construct their "self" to improve their professional development, deal with expanding knowledge and understanding, and examine their belief, principle and value as a facilitator for their students.

Keywords: *professional development, lived experience, phenomenology research*

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Pada saat ini, pengembangan profesi guru menjadi perhatian khusus pemerintah karena berkontribusi penting di dalam bidang pendidikan, khususnya bahasa. Di Indonesia, pemerintah telah membuat program yang berkaitan dengan pengembangan profesional untuk meningkatkan kualitas guru dalam hal membangun dan merekonstruksi karakter pekerjaan mereka. Berkaitan dengan itu, thesis ini dibuat untuk melihat bagaimana guru menempatkan dirinya sebagai seorang profesional dan makhluk social. Untuk mendapatkan deskripsi yang berharga dari fenomena pengalaman guru berkaitan dengan pengembangan keprofesian, peneliti telah merangkum sebuah pertanyaan yang akan membantu memberikan deskripsi yang jelas. Pertanyaannya adalah bagaimana gambaran pengalaman dari Guru SMA terkait dengan pengembangan keprofesian mereka.

Dalam rangka mengakses pengalaman narasumber, pendekatan fenomenologi digunakan pada studi ini. Pendekatann ini membantu mengeksplorasi makna berharga dari pengalaman narasumber. Ini mencakup menjelaskan dan menginterpretasikan hal penting. Penelitian ini menggunakan teknik fenomenologu yang digunakan untuk menjelaskan arti dari pengalam hidup individu dari setiap guru pada sebuah konsepatu fenomena. Proses ini dilakukan dengan pengumpulan teks dari narasumber yang memiliki pengalaman tentang fenomena yang berkaitan, kemudian dilanjutkan dengan pengembangan komposisi yang berisi hal-hal penting dari pengalaman tersebut. Penelitian dilakukan berdasarkan proses triangulasi yang terdiri dari interview awal, interview mendalam, dan konfirmasi ulang bersama narasumber. Narasumber dalam penelitian ini adalah tiga guru bahasa inggris SMA. Narasumber yang bersedia memberikan informasi seputar fenomena sangat berguna bagi penelitian ini. Narasumber tersebut diseleksi berdsarkan keahlian. Pengalaman tersubut diproses melalui penerjemahan data, menandai, mengidentifikasi element dari pengembangan tema, dan menentukan tema-tema penting.

Penguraian mengarah pada pemahaman para guru tentang pengalaman hidup yang berkaitan dengan pengembangan profesi. Hal ini berkaitan dengan karakter guru, kekuatan guru, bagaimana mereka merespon sistem dan posisi guru . 3 tema berhasil ditemukan, (1) konstruksi diri, (2) profesionalisme, dan (3) menjadi fasilitator. Hal tersebut berfokus pada bagaimana guru mengkonstruksikan diri mereka untuk meningkatkan pengembangan profesionalisme mereka, bagaimana

mereka mengembangkan ilmu pengetahuan dan pemahaman, menentukan kepercayaan, prinsip, dan nilai sebagai pendamping bagi murid-muridnya.

Kata kunci: pengembangan profesi, pengalaman hidup, teknik fenomenologi

