

PROFESSIONAL DEVELOPMENT BY SENIOR HIGH SCHOOL ENGLISH TEACHERS IN PAMEKASAN

Kuzairi

STKIP PGRI Banjarmasin

spirit.ahmadkzr@gmail.com

Abstract

This study aims to investigate the professional development carried out by senior high school English teachers in Pamekasan. The general research problem of this study is “How is the professional development of senior high school English teachers in Pamekasan?”. This general question is specified into three questions. (1) How do the senior high schools English teachers in Pamekasan conceive themselves on being professional teachers? (2) Which activity for professional development do the senior high schools English teachers in Pamekasan get involved in common? (3) How frequently do the English teachers of senior high schools in Pamekasan get involved in the professional development activities?. This study applies survey design. It uses questionnaires in collecting the data from 30 certified English teachers of senior high school in Pamekasan. The result shows that (1) They conceive themselves as very professional teachers. (2) The most common professional development activity carried out is self reflection whereas the least common one is conducting research. (3) They are fairly frequent in getting involved in professional development activities. Dealing with these findings, it shows that the professional development of senior high school English teachers in Pamekasan is fairly implemented.

Key words: Professional Development, Frequency of Professional Development Involvement.

Teacher as one of the element of education has crucial responsibilities and roles to improve the quality of education. Janawi (2012:10) argues that one of the important components needed to concern seriously is the teacher because he or she has a strategic role in educational contexts. Teacher is “a front guard” who directly interact with students in implementing the policy designed by the government. In Addition, Tilaar (2002:88-89) argues there are three main roles of teachers. The first is professional settings which cover teaching, educating, training and conducting research on educational issues. The next is human dimension in which teachers have parenting roles. They become the students’ parents in the school who facilitate students’ talents and potential especially to improve the students’ intellectual competence. The last is social dimension in which teachers are getting involved in the implementation of the national aims of education to create educated and qualified human resources of this nation.

Being a teacher is a process that spans many years of preparation and experience. Teachers have to meet various social and intellectual demands in long period of time. People who graduate from an educational institution and decide to be teachers will pursue their career for possibly more than 30 years before they retire. During the time, teachers

need to always improve their professionalism. The developmental process typically begins with a period of concentrated studies in a teacher certification program and continues through an often meandering path of success and failures, enthusiasm and despair, growths and stagnation, confidence and doubt (Fachrurrazy, 2012:1; Fessler & Christensen, 1992:40-42).

The term “Professionals” or “Profession” is quite frequently used in daily communication. The word “professional” refers to anyone who does his or her job with skills and understanding (Parkay & Stanford, 1992:410). The term can be addressed to the professional truck driver, professional magician, professional athlete and other professional occupations including teaching.

Tomlinson (2004:90-91) argues that teaching as a profession and teachers as professionals, teachers are responsible for their career development and self-improvement. Professional teachers are those who have appropriate educational background fields. They have high self-initiation and willingness of working. They have experienced a long period of time in teaching and training, and they upgrade their skills and knowledge in continued ways. Besides, they should be proud of their profession so that the societies will trust them.

Brown (2007:491) describes the good language teachers’ characteristics. As a language teacher, English teacher should have technical knowledge, pedagogical skills, interpersonal skills, and personal qualities. These attributes are in lines with the main competences designed by Indonesian Government through educational ministry regulation of Republic of Indonesia number 16, 2007 in which a teacher should have four main competences. Those are pedagogical, personal, professional, and social competences (Parkay & Stanford, 1992:423; Brown, 2007:491; Permendiknas, 2007 No. 16).

Professional development deals with a lifelong learning which means that it should be conducted continuously. It refers to teachers’ ongoing learning process. It means that teachers may not stop learning to develop their professionalism. Continuous learning must be conducted for the whole life. This lifelong learning will lead them to enhance the development of their professions. The fast era development which brings new things demands teachers to always learn in up dating their knowledge particularly relating to English Language teaching as their fields (Harmer, 2007:344).

The professional development should be continuing since professional teachers need to keep updated in line with the changing of era development. As Cahyono (2008) proposes a program called as *Continuous Improvement Learning* or CIL. It aims to help teachers in developing their professional duties. This program is divided into four stages covering the training and workshop session, the real teaching, paper presentation, and conference. As professional teachers, it is necessary to conduct the continuing professional development. In this case, it can be implemented through individual initiative attempts and institutional initiative attempts. Teachers’ initiative activities can be carried out through reading books, articles, journals, self reflection. Another step is institutional initiative activities which include learning community such as MGMP or *Musyawah Guru Mata Pelajaran* (Payong, 2011:19-20).

Richards and Farrell (2005:6-7) frame the developmental process in terms of four conceptualizations of teacher learning. The first is skill learning which deals with developing a range of the basic skills in designing lessons, managing classrooms, and

assessing performance. The second is cognitive process which relates to teachers' background, experience, knowledge and beliefs. The third is personal construction which emphasizes on active knowledge construction in an ongoing process of reorganization and reconstruction as new learning and experiences from a personal view. The fourth is reflective practice which focuses the reflection and critical examination of teachers' teaching experiences.

TALIS or *Teaching and Learning International Survey* (2009:49) defines professional development as activities to develop individuals' skills, knowledge, expertise and other characteristics as a teacher. Regarding this definition, it can be recognized that development can be provided in many ways, ranging from the formal to the informal. It draws several ways about professional development in which teachers are required to get involved. Those are through courses / workshops such as on subject matter or methods and other related topics, education conference or seminar. Another way is through qualification programs which mean that teachers take a higher degree program to support their professionalism. Besides, observation visits to other schools and participation in a network of teachers, the other ways are Individual or collaborative research, mentoring, peer observation and coaching.

Harmer (2007:411) provides various ways of professional development. The first way deals with reflection paths. In this case, the teachers need to hold up mirror which means that they must be reflective teachers. The reflection relates to a matter of thinking what is happening in the classroom and outside the classroom. Another way of reflecting is through recording the teaching and learning process. Teachers can maximize their reading through several literatures such as books, journals, articles, magazines and other relevant reading sources. The second attempt is through action research which deals with a series of procedures that teachers can engage in to improve aspects of their teaching activities. The following effort is that the teachers develop with others in which teachers can conduct some activities such as peer teaching, peer observation with their colleagues. Besides, teachers need to involve in teachers' group, associations, and other virtual community. They can attend conferences and seminars, meetings, or workshops. (Harmer, 2007:414-423).

Anugerahwati (2009) investigated the profile of an exemplary teacher through an ethnographic study. The results showed that the exemplary teachers try to improve and develop their professional competence through getting involved in conferences, workshop for in-service training, giving training, and active participation in MGMP. Mustofa (2011) carried out a study which investigated the professional development of EFL teachers at vocational schools. Her study focused on how the teachers develop their professionalism including the mastery of subject matter they teach. She found that some strategies have been applied by the subjects to cope with their professional activities such as reading books, listening to the cassettes, interacting with native speakers, utilizing the internet facilities, like online learning, *YouTube*, and other websites provided English materials. In addition, Kusumawardhani (2013) investigated the professional development of certified English teachers in a junior high school. She found that the English certified teachers develop their pedagogical and professional competences by joining seminars, workshops and training. They have regular sharing and discussion dealing with their teaching and

learning. Some of them also utilize internet to upgrade information relating to English language. They develop their personal competences through learning on what they experienced and what occurred surrounding them. They make harmonious communication with colleagues, students' parents and participate actively in community and activities in their neighborhoods to develop social competence.

Regarding the explanation above, this study frames several attempts of professional development which are illustrated as table follows:

Table 1 Framework on Professional Teachers Attributes

No	Professional Teachers Attributes
1	Mastering the standard competences and basic competences of the subject matter
2	Developing teaching and learning materials of the subject matter creatively
3	Developing the profession continually through reflective action
4	Utilizing technology, information and communication for self development.
5	Understanding the roles of teachers
6	Having passion in teaching
7	Understanding the importance of professional development activities

(Sources: Brown, 2007:491; Permendiknas, No.16 tahun 2007)

Table 2 Frameworks on Professional Development Activities

No	Professional Development Activities
1	Having self reflection or evaluation after teaching
2	Reading printed or online sources
3	Conducting research either independent research or collaborative one.
4	Taking or giving courses
5	Attending seminars, workshops, training and conferences.
6	Interacting with native speakers directly (face to face interaction) or indirectly (online communication).
7	Having peer teaching
8	Having discussion with colleagues
9	Getting involved in learning community.
10	Conducting visits to other schools

(Sources: Payong, 2011; TALIS, 2009; Harmer, 2007; Kusumawardhani, 2013; Mustofa, 2011 Anugerahwati, 2009)

These activities are investigated for senior high schools English teachers in Pamekasan since many teachers in this town encourage themselves to develop their competences by participating in teacher certification program held by the government. They join the teacher certification program to improve their quality and also to increase their prosperity. However, based on the information gained in the preliminary study which was conducted to find out some information on teacher professional development through unstructured interviews and informal talks with some English teachers of senior high schools in Pamekasan, it was found out English teachers professional development is not actively made. For example, some teachers said that MGMP of English Subjects is like "apparent death" because it is not held since two years before. They argued that some

reasons for these are the fund and coordination among English teachers of senior high schools in Pamekasan. Another case is that *Musyawah Guru Bidang Studi* is not so actively made. However, they had such kinds of weekly meeting to evaluate and plan the instructions before, but recently it is not conducted. They just conducted incidental meetings to cover it. Dealing with this explanation, this study is interested to investigate and explore more on the professional development carried out by English teachers of senior high schools in Pamekasan.

METHOD

This study aims to investigate the professional development activities conducted by professional English teachers of senior high schools in Pamekasan. In conducting this study, a survey design is employed in which it provides numerical description of trends, attitudes or opinions of a population generalized by investigating a sample of the population (Creswell, 2007:145). In this case, this study is going to investigate the teachers' conception on being professional teachers, involvement in professional development activities and the intensity of the involvement in their professional development activities.

The population of this study is the English teachers of Senior high schools in Pamekasan. The sample is selected through nonprobability purposive sampling since the samples are already selected based on recommendation list of certified English teachers from the Educational and Cultural Department of Pamekasan. Based on the list of 43 certified English teachers names proposed, this study selects 30 English teachers certified from 2008 to 2012. They are 23 teachers from senior high school and 7 teachers from vocational ones.

This study used questionnaires in collecting the data. The questionnaires cover a close-ended questionnaire in which it is presented on a four point Likert-type scales answers ranging from "strongly disagree" to "strongly agree" and ranges from "never" to "always". It also provides a close and open ended questionnaire to find out information on the frequency and the way how the English teachers carry out the professional activities. This study uses percentage in analyzing the data. As Latief (2012:129) states that there are some simple basic statistical techniques in survey research such as mean to show the average scores, medians to show the middle point, modes to show the a point which the scores are most get, standard deviation to show the average deviation of each score form the mean, and percentage which shows proportion of the group in population.

FINDINGS AND DISCUSSION

Teachers' Conception on Being Professional Teachers

Table 3 Average Score of Teachers' Conception on Being Professional

No	Indicators	TI	TIS	TRA	RAA	AP (%)
1	Mastering the standard competences and basic competences of the subject matter	3	12	318	10.60	88.33
2	Developing teaching and learning materials of the subject matter creatively	2	4	197	6.57	82.08
3	Developing the profession continually through	4	16	373	12.43	77.71

	reflective action						
4	Utilizing technology, information and communication for self development.	4	16	344	11.47	71.67	
5	Understanding the roles of teachers	4	16	412	13.73	85.83	
6	Having passion in teaching	3	12	312	10.40	86.67	
7	Understanding the importance of professional development activities	5	20	497	16.57	82.83	
Total / Average		25	100	2453	81.77	81.77	

TI : Total Items

TIS : Total Items Scores

TRA : Total Respondents' Answers

RAA : Respondents' Answers Average = $TRA / Total\ Respondent$

AP : Average in Percentages = $RAA / TIS \times 100\%$

Based on the information in Table 3 above, the average score on the teachers' conception on being professional teacher is 81.77%. This result can be interpreted that the English teachers of senior high schools in Pamekasan conceive themselves as very professional teachers. The result shows that 88.33% of them consider that on being professional teachers should master the standard competences and basic competences, be able to develop teaching and learning materials creatively with 82.08%, develop the profession continuously with 77.71%, be able to utilize the technological medias with 71.67%, understand the roles of teachers with 85.83%, have passion in teaching with 86.67% and understand the importance of professional development with 82.83% of respondents.

Professional Development Activities

Table 4 Average Score of Professional Development Involvement

No	Indicators	TI	TIS	TRA	RAA	AP (%)
1	Having self reflection	5	20	439	14.63	73.17
2	Reading	8	32	675	22.50	70.31
3	Conducting research	10	40	551	18.37	45.92
4	Taking or giving course	5	20	286	9.53	47.67
5	In-service trainings	6	24	475	15.83	65.97
6	Native Speaker Interaction	7	28	412	13.73	49.05
7	Having peer teaching	5	20	356	11.87	59.33
8	Having discussion with colleagues	5	20	406	13.53	67.67
9	Getting involved in Learning community	7	28	521	17.37	62.02
10	Conducting visits to other schools	5	20	310	10.33	51.67
Total / Average		63	252	4431	147.70	58.61

Table 4 shows that self reflection is the most common professional development conducted by the English teachers in Pamekasan in which 73.17% of them get involved in this activity. The ranks of the professional development activities are clearly illustrated as figure shows below:

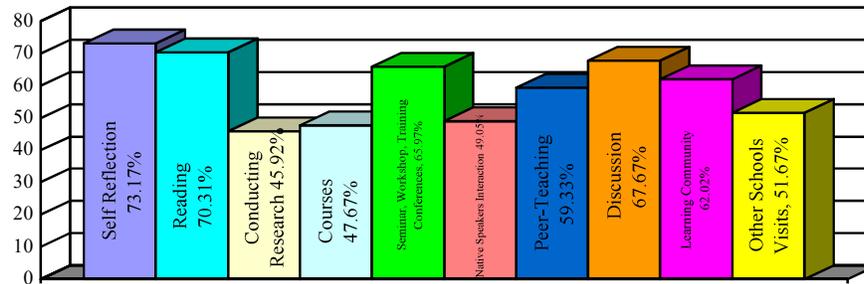


Figure 1 Teachers' Professional Development Activities

Self Reflection

Regarding the result of this study, self reflection is the most common professional activity carried out by English teachers of senior high schools in Pamekasan. It shows that 73.17% of them conduct this activity. In this study, self reflection deals with how the English teachers learn based on their teaching and learning process. This reflection is in line with Richards & Farrell (2005: 7) who recommend teachers to engage in self-reflection and evaluation as their professional development to update their professional knowledge and skills. Another way of reflection is by recording the teaching and learning process. As Harmer (2007:411) stated that one of the self reflection way is through recording the teaching and learning process. Teachers might record their teaching and learning activities. They can learn a lot from the video recording to evaluate their teaching.

Reading

The second rank of the professional development activity conducted by senior high schools English teachers in Pamekeasn is through reading. In this study, it covers printed and online reading sources. Based on the findings, it shows that 70.31% of the respondents conduct this activity as their professional activity to develop their profession. They read books to enrich their professional knowledge. They also read English newspapers or magazines to update recent issues on English or instructions. Another source is the online references. Teachers might download or just read various files on English to develop their subject mastery such as journals, articles, blogs, webs provided in the internet. This is in line with Mustofa (2011) who found on her research that teachers develop their professional knowledge through reading books. Another way is through utilizing the internet in which there are a lot of English materials provided at blogs or websites in the internet. Together with development era in which information is easily gained from any sources, the students sometimes know something earlier than their teachers.

Discussion

The following grade of professional development activity carried out by senior high schools English teachers in Pamekasan is discussion. Based on the findings, 67.67% of the respondents get involved in this activity. In this case, discussion deals with the formal meeting and informal discussion. The findings of study are in line with previous study conducted by Kusumawardhani (2013) who argues that English teachers develop their professional and pedagogical competences through having regular sharing and discussion.

It is helpful for teachers to develop their professions since they might get other perspectives on a certain issues especially dealing with English as their subject matters.

In-Service Trainings

The fourth stand of professional development activity carried out by senior high schools English teachers in Pamekasan is getting involved in in-service trainings such as seminars, workshops, trainings, and conferences. This package of professional development activities average result is 65.97%. The findings of this study have some relevant result with previous studies. Some professional activities carried out by senior high schools English teachers in Pamekasan are through having discussion and attending seminars, workshop, training or conferences. These professional activities are relevant with Kusumawardhani (2013) who investigated teachers' professionalism based on the four main competences covering pedagogical and professional, personal and social competences. Getting involved in seminars, conferences and workshops are also in line with Anugerahwati (2009) who found that one of the exemplary teacher criteria is getting involved in this activity.

Learning Community

The following activity which is commonly carried out by senior high schools English teachers in Pamekasan to develop their professions is through learning community. It deals with the teachers' involvement in an organization or forum such as subject matter teacher forum such as MGMP. Based on the results, 62.02% of the respondents get involved in learning community through an organization in their schools. They also get involved in subject matter teacher forum although it is not actively held in two recent years. Unfortunately, most of them rarely get involved in online group of teachers association in social media. This learning community involvement is in line with previous study conducted by Anugerahwati (2009) who found that one of the attribute of exemplary teacher is active participation in MGMP. Learning community involvement is essential when the teachers really take advantages from the community meaning that they not only come and listen and they do not get any advantages from the community or forum but also give and take contribution from the community.

Peer-Teaching

The next common professional development activity is peer-teaching. The result shows that 59.33% of the respondents develop their profession through this activity. In this case, peer-teaching might be implemented by the teachers collaboratively at the same time, or they just teach when a teacher is not available to teach. Another way of peer-teaching is when there is a program of PPL or *Praktek Kerja Lapangan* of university students. At this moment, the teachers might collaboratively teach with the university students who take teaching practice in the institutions where the teachers work. This peer-teaching activity is in line with peer coaching proposed by Richards & Farrell (2005:143) who argue that a teacher and colleague design a plan to explore the teachers' teaching collaboratively through peer coaching. At this opportunity, the teacher and colleague or teaching partner work together, share ideas, evaluate, solve problems collaboratively.

Visits to Other Schools

Another way of professional development is through school visitation. It deals with visitation of teachers both on duty or self initiatively. Based on the findings, this activity is carried out by 51.67% of senior high schools English teachers in Pamekasan. This visitation aims to get recent issues or information on instructions of English as their subject matter or to observe the teaching and learning process in the visited schools. This activity is helpful for teachers to enrich the references for example on what and how other schools deliver the English to the students. This activity is in line with several professional activities for professional growth as proposed by TALIS (2009:49) which are conducting research and schools visits. These two activities might be conducted by English teachers when they are in duty. It means that they will do these activities when their institutions require them to conduct these activities.

Native Speakers Interaction

The next activity is native speakers interaction. In this study, it deals with the interaction between English teachers of senior high schools in Pamekasan and native speakers which covers both directly or face to face interaction and indirectly or online communication. Based on the findings, it shows that 49.05% of English teachers of senior high schools in Pamekasan carry out this activity. Native speakers interaction has little portion of involvement since the English teachers are rare to see native speakers directly and so for online communication, most of teachers seldom to communicate with native speakers through social medias. However, this interaction was conducted when there was volunteer of native speakers came to their schools. This activity is in line with Mustofa (2011) who investigated professional development of vocational schools teachers. Some relevant findings are reading activities and native speakers' interaction. The findings of this study show high percentage in reading activities as explained previously. However, it shows small percentage in native speakers' interaction.

Courses

The next activity is taking or giving course. Based on the findings, it shows that 47.67% of them get involved in this activity. Taking course is helpful for teachers to develop their knowledge and skills especially the expertise on their subject matters. This activity is also helpful for teachers to improve their professional knowledge as proposed by TALIS (2009:49) in which courses contributes on teachers' expertise. It is also recommended by Harmer (2007:423) who argues that another professional development way is through getting involved in supplementary skills and training. However, the result shows low involvement of this activity. They just give course for the last grade of students to prepare the final national examination held by government.

Research

The next activity of professional development is through conducting research covering the independent research and the collaborative one. Based on the findings, it is only 45.92% of senior high schools English teachers in Pamekasan carry out this activity. This result shows that the teachers' preference in conducting research as their professional development is not as high as previous professional activities. Whereas, this activity is helpful for teachers' professional development as TALIS (2009:49) and Richards & Farrell

(2005:171) argue that research can be conducted individually or collaboratively such as action research. This professional development activity contributes a lot for teachers since the primary goal is to improve teaching learning process.

Frequency of Professional Development Involvement

In relation to the findings of this study, it shows that average of the teachers' involvement in professional development activities is 58.61%. Based on this result, it can be interpreted that the English teachers of senior high schools in Pamekasan are fairly frequent in getting involved in professional development activities. They are fairly frequent in having self reflection, reading activities, discussion with colleagues, joining in-service trainings, getting involved in learning community, having peer-teaching and conducting visits to other schools. However, they are poorly frequent in having interaction with native speakers, taking or giving courses and conducting research. The frequency of teachers' involvement is clearly illustrated in this table below:

Table 5 Frequency of Professional Development Involvement

No	Professional Development Activities	Percentages (%)	Categories
1	Having Self Reflection	73.13	Fairly Frequent
2	Reading printed or online sources	70.31	Fairly Frequent
3	Conducting research	45.92	Poorly Frequent
4	Taking or giving course	47.67	Poorly Frequent
5	Getting Involved in in-service trainings	65.97	Fairly Frequent
6	Interacting with native speakers	49.05	Poorly Frequent
7	Having peer teaching	59.33	Fairly Frequent
8	Having discussion with colleagues	67.67	Fairly Frequent
9	Getting involved in learning community	62.02	Fairly Frequent
10	Conducting visits to other schools	51.67	Fairly Frequent
Average		58.61	Fairly Frequent

Regarding the average results of the indicators, it can be accumulated into averages based on the dimensions as follows:

Table 6 Average Score of Teachers' Professional Development

No	Dimensions	TI	TIS	TRA	RAA	AP (%)
1	Teachers' Conception on Being Professional Teachers	25	100	2453	81.77	81.77
2	Teachers' Professional Development Involvement	63	252	4431	147.70	58.61
Total / Average		88	352	6884	229.47	65.19

Table 6 shows that the average score based on the three dimensions covering the ideas of being professional teachers and professional activities involvement is 65.19%. Based on this result, it can be interpreted that professional development of senior high schools English teachers in Pamekasan is fairly implemented. It means that they fairly get involved in professional development. However, they always need to develop continuously since there are some professional activities which are needed to be carried out more frequently such as courses, native speakers interaction and conducting research.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Dealing with the findings of this study, the conclusions are drawn as follows. The first is that senior high schools English teachers in Pamekasan conceive themselves as very professional teachers. Secondly, it deals with the teachers' involvement professional development activities in which the most commonly professional development activity carried out by them is self reflection. The following activities are reading, discussion and getting involved in in-service trainings while the least commonly activity is conducting research. The third deals with the frequency of professional development involvement which shows that English teachers of senior high schools in Pamekasan are fairly frequent in getting involved in professional development activities. Based on the three specific research questions, it is concluded that professional development of senior high schools English teachers in Pamekasan is fairly implemented.

Suggestions

In relation to the result of this study, it is suggested for senior high schools English teachers in Pamekasan, although the result shows that their professional development is fairly implemented but it is suggested for them to always develop their competences as English teachers through getting involved in various professional development activities since professional teachers are those who always develop their professionalism continuously.

References

- Anugerahwati, M. 2009. *Professional Competence for Teachers of English in Indonesia. A Profile of an Exemplary Teacher*. Unpublished Dissertation. Malang: State University of Malang.
- Brown, H.D. 2007. *Teaching by Principles. An Interactive Approach to Language Pedagogy. (Third Edition)*. White Plains, NY: Pearson Education.
- Cahyono, B.Y. 2008. *The Continuous Improvement Learning Programme for English Language Teachers: An Indonesian Experience*. (www.geocities.ws/eltindonesia/cahyono/speechbyc.htm)
- Creswell, J. W. 2007. *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches. (Third Edition)*. London: SAGE.
- Departemen Pendidikan Nasional. 2007. *Undang – Undang no 16 tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. Jakarta: Depdiknas.
- Fachrurrazy, 2012. *Teaching English as a Foreign Language in Indonesia*. Malang: State University of Malang.
- Fessler, R. & Christensen, J.C. 1992. *The Teacher Career Cycle. Understanding and Guiding the Professional Development of Teachers*. Nedham Heights: Allyn and Bacon.
- Harmer, J. 2007. *The Practice of English Language Teaching. Fourth Edition*. Harlow, Essex: Pearson Education.
- Janawi. 2012. *Kompetensi Guru: Citra Guru Profesional*. Bandung: Alfabeta
- Kusumawardhani, A.P. 2013. *The Professional Development of Certified English Teachers at SMPN I Tulungagung*. Unpublished Thesis. Malang: State University of Malang.

- Latief, M.A. 2012. *Research Methods on Language Learning. An Introduction*. Malang: State University of Malang.
- Mustofa, M. 2011. *Professional Development of EFL Teachers at Vocational Schools*. Unpublished Dissertation. Malang: State University of Malang
- Parkay, F. W. & Stanford, B. H. 1992. *Becoming a Teacher. (Second Edition)*. Boston: Allyn and Bacon.
- Payong, M.R. 2011. *Sertifikasi Profesi Guru. Konsep Dasar, Problematika dan Implementasinya*. Jakarta: Indeks.
- Richards, J.C. & Farrell, T.S.C. 2005. *Professional Development for Language Teachers. Strategies for Teachers Learning*. New York: Cambridge University Press.
- TALIS (Teaching and Learning International Survey). 2009. *Creating Effective Teaching and Learning Environments: First Results from TALIS*. OECD.
- Tilaar, H.A.R. 2002. *Membenahi Pendidikan Nasional*. Jakarta: Rineka Cipta.
- Tomlinson, H. 2004. *Educational Leadership. Personal Growth for Professional Development*. London: SAGE.