

EXPLORING HIGH SCHOOL ENGLISH LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT IN BANDA ACEH

Thesis

Submitted in Partial Fulfillment of
the Requirement for the Degree of
Education Bachelor (S1)

By :

Muhammad Akmal Luthfi

1811060029



**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BINA BANGSA GETSEMPENA UNIVERSITY**

2023

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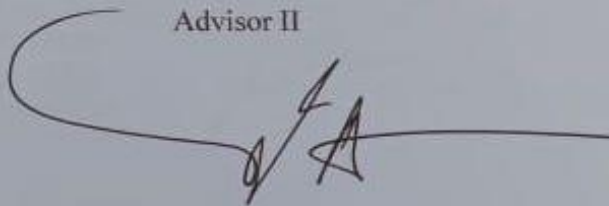
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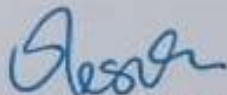
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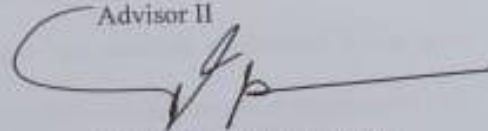
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All praise and gratitude of the author convey the presence of Allah Swt. and hope ridho who has bestowed His mercy so that the author can complete a thesis entitled "Exploring High School English Language Teachers' Professional Development At Banda Aceh" This thesis is compiled as one of the requirements for obtaining a Bachelor of Education degree in the English Language Education Study Program, Faculty of Teacher Training and Education. Shalawat and greetings are sent to the lord of Prophet Muhammad Saw.

This research was raised as an effort to find out the self-development programs that English teachers most often participate in in high schools in Banda Aceh to improve their ability to teach in schools.

The author certainly experienced many obstacles so that it was inseparable from the help and guidance of various parties in completing this thesis. For this opportunity, the author would like to express his highest gratitude and appreciation to:

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Banda Aceh, 3 January 2023

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ABSTRACT

The development of the teacher profession is basically an improvement in the quality of teacher competence. Some of the main dimensions in teacher competence are pedagogical competence, personality competence, social competence, and professional competence. This research was raised as an effort to find out the self-development programs that English teachers most often participate in in high schools in Banda Aceh to improve their ability to teach in schools. The source of data in this study came from a questionnaire distributed to 30 respondents (English teachers at the high school level in Banda Aceh). The method used is a descriptive quantitative method, with a solving sample method. Based on the results of the analysis from the research that has been carried out, it can be concluded that 6 activities or self-development programs for high school English teachers have been identified, where the dominant one that has been included by respondents is training activity P2 (Cascading)) shows all respondents or 30 people (100%) have participated in this activity, P3 (Workshop) also shows all respondents or 30 people (100%) have participated in this activity, and P1 (Program Pengembangan Keprofesian Berkelanjutan (PKB)) shows 26 (87%) people have participated in this activity and 4 people (13%) have not participated, In non-training activities, the dominant activities that have been participated in by respondents include P4 activity (Seminar) shows that 22 people (73%) of respondents have participated in this activity while another 8 people (27%) have never participated, and P6 activity (Workshop) shows that 26 people (87%) have participated in this activity and 4 people (13%) have never participated in this activity.

Keywords: *English, Teachers, Programs, Development*

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Developing students' imagination, supportive condition is needed. That are creative and professional teachers who are consolidating innovative lesson, innovative leadership, and innovative climate as one. The advancement of innovation in our state is useful to preparing strong, smart, and independent society to confronting the extremely alteration in the world. In connection with education, creative power development is being prospected as a creation to get quality and training characteristic.

In the pertinent literature, there are several studies and presentations of teachers' professional development. But the idea that professional development is about instructors learning, learning how to learn, and putting their knowledge into practice for the advancement of their students is always at the center of such efforts. A complex process, teacher professional learning necessitates the cognitive and emotional participation of teachers both individually and collectively, as well as their capacity and willingness to examine their convictions and beliefs and to read about and put into practice appropriate alternatives for change or improvement. All of this takes place within certain contexts of educational policy or school cultures, some of which are more suitable and encouraging of learning than others.

Education especially at school takes the most important part in students' quality during the working time on human resources characteristic. Apprehend the important value of human resources, the teachers are together and still efforting to understand this issue by many ways such as upgrading or raising instructively effort the quality through improvement and completing education program and assessment framework, increasing learning tool, increasing and achievement exhibition substance, and also arrangement the instructors and the other traning staffs.

The performance of professional teachers becomes one of the determinants of high and low achievement student learning and the quality of education. Indonesia's low achievement in education sector is necessary be looked at more deeply. Education can run optimally if the components in it work properly optimal. Therefore, in order to increase the quality of education in Indonesia, is needed improvement on all components education. One of the effort that The Indonesian government's try to fixing the low quality of teachers is through a certification program. This program is a form of attention and government struggles to achieve goals national education through awards and recognition of the status of teachers as profession. Certification is standardization for the teaching profession, that a teacher professional who have qualifications and competence to provide services education for students.

The most important global trend in the development of education is to improve its quality, as well as the recognition of the need for lifelong learning Beregovaya and Radomskaya (2017) in this regard, one of the most important areas

of education modernization is the professional development of teachers as a factor in improving the quality of education. The results of university graduates' training, that is, the socio-economic and socio-cultural development of society, largely depend on the level of teachers' professional development.

Status of the problem's elaboration allows us to conclude that General patterns of teachers' professional development are reflected in the research of V.G. Gimaliev and N. Barinova (2018) the issues of professional ethics of the teacher and culture of his/her work, the possibility of improving the intellectual and teachers business soft skill teachers are revealed, the need to expand the professional competence necessary to perform professional and pedagogical functions are analyzed. At the same time, the existing approaches aimed at retraining and advanced training of teachers are not fully capable of comprehensively solving the tasks of developing mechanisms for an adequate and flexible response of education to socio-economic changes, which are significantly complicated by the multidimensionality, dynamism, and activity of the considered education system itself. As a result there is a decrease in the potential of innovation, low adaptability of education to the reforms, difficulties in implementing systemic transformations for the continuous professional development of teachers and significant update of the content of training programs for their professional development.

Besides that, for school and the policy creator, they need to implement a program that is more sustainable that can increase the quality and ability of teachers.

This can contribute for better comprehension and thoughtful exploration about the important character of teachers, and professional development in Banda Aceh.

1.2 Research Question

Based on the background of the problem above the researcher identified several problems that can be studied are:

1. How do the English language teachers increase their professionalism?
2. What are the professional development program that the teacher ever took?

1.3 The Objective of Study

1. To reveal the professionalism development program that the teacher ever took.
2. To find out how the English language teachers increase their professionalism.

1.4 The Significant of Study

This research is supposed to deliver benefits for some stakeholders such as teachers or lecturers, students, and other researchers as follows:

1. Teachers

Teachers can use this research to know about the amount of English Language Teachers in High School Banda Aceh who had followed the professional development activities/programs. That way teachers will know that teacher development is important for them now and forward.

2. Head Master

This research is useful for the principal so that they know the professional development activities in order to improving the English language teachers' skill with their school.

3. Decision Maker

This research is very useful for Decision Makers as a mean of information to determine the activiness of English teachers at the high school in Banda Aceh in participating in professional development activities.

1.5 The Scope of Study

The scopes of the research are:

1. This research will be conducted at some senior high school in Banda Aceh.
2. Respondents of this research is English language teachers of Banda Aceh high schools.
3. This research is only to identify the professional development programs in senior high school in Banda Aceh

CHAPTER II

LITERATURE REVIEW

This chapter provides explanations about the theories of high school English language teachers' professional development programs. Which consist the definition of teacher centered learning, teacher's behavior, good teacher, teacher's professional development benefits and programs.

2.1 Teachers Learning

Teacher Learning is a one-way learning method during the learning process, which is a learning model with more listening to materials by lecturers in the classroom. Teacher learning method is a teacher explains science more from his point of view through the form of lectures (lecturing), while students are more silent, listening to or recording material by taking notes in class Santrock (2015).

Intrinsic learning motivation is a person's desire to be active or functioning does not wait for stimuli from outside the self, because in each student there is already a strong will to do something for something itself. Santrock (2015) explains intrinsic motivation arises when there is an internal desire to do something for the goal itself.

More recently, many schools of training and insntitutions for educator training began to give practice a focal spot in their educational programs

(Lunenberg, Dengerink, and Korthagen, 2014) and the center moved towards working environment learning (Avalos, 2012).

It is progressively recognized that instructor learning and improvement incorporates more than learning topic, educational substance information, speculations of instructing and learning, and abilities to transform that all into functional activity. Figuring out how to educate is a personality making process: there are loads of different elements that - as communicated and represented in the papers of this part - shape educators' originations of and activities in instructing and that ought to be integrated into educator proficient learning systems. Every one of the variables that are important for this system, including subsequently acquiring information and abilities, concern educators' general origination of their identity as instructors, who they accept they are, and who they need to be as educators - educator characters (Capps, Crawford, and Constas, 2012). Instructor learning, hence, can and ought to be conceptualized as educator personality learning (Geijssels and Meijers, 2005).

Every one of the four commitments address various issues pertinent for accomplishing normal 'personality work' in (understudy) educators' expert learning and advancement. The significance of this kind of work in educator training is progressively underlined in the writing (for example Beijaard and Meijer, 2017; Rogers and Scott, 2008). Two papers underscore that personality learning is a complicated cycle and spotlight on structures to catch this intricacy, the two different papers delineate and make sense of important parts of character learning by.

2.1.1 Teacher Behavior

Attitude has a very important meaning in the state of human life. Hemisevis and Hodzic (2011) explain attitudes as factors that exist in the individual, this is what can cause a tendency to do for certain behaviors, towards the object at hand, in this case as the object of the learner, while the subject is the teacher. Teachers should be role models for students. So it is enviable his attitude and behavior, compared to other figures such as artists. Teachers with their skills are a plus as educators, in addition to mastering their knowledge (Rahman, 2011). The teacher is a well-respected figure, because he has a very large contribution to the success of student learning in schools. Teachers are very instrumental in helping the development of students to realize their life goals optimally. When a parent enrolls his child in school, at that time he also puts his hopes on the teacher, so that his child can develop optimally (Mulyasa, 2005; Gourneau, 2012).

The teacher as an educator figure, is highly respected because he has a great role in the formation of character and success of future students. The teacher is a figure who will be admired and imitated, exemplary and modeled in all aspects of his life, especially in the learning process. According to Gourneau (2012) there are five attitudes of teachers towards students in the learning process, namely:

- 1) Showing Concern and Kindness;
- 2) Sharing Responsibilities;
- 3) Sensitive to Accepting Diversity;

4) Improving Individual Instructions; and

5) Encourage Creativity.

The teacher, who can be exemplary and imitated, is a highly respected educator. Recently it has been problematic. It would not be ideal if a teacher shows a bad attitude and behavior. Such as cases of teachers slapping and kicking and students, sexual harassment, there are even teachers containing their students and other cases of violence, as well as the high rate of violence in schools committed by teachers.

Even the case of mass cheating that deeply smeared the world of Indonesian education in Surabaya, was initiated by the teacher/principal. Some schools obtained data that was quite concerning, such as teachers being negative or being impropriety, as educators. Such as sitting on a desk while teaching, receiving phone calls during class hours, smoking in class while teaching, status updates on social media while teaching, and getting angry for no apparent reason. When dissected with the opinion of Gourneau (2012), the teacher's problem is related to: the teacher does not care about the learners and has not shown kindness, has not been able to share responsibility, is not sensitive to accepting the diversity of his students, has not been able to improve individual instruction in learning, and has not been able to encourage the creativity of students well. Gourneau (2012) explains that the attitudes and actions that teachers use can ultimately build positive self-confidence in the learning activities of their learners.

The attitudes of teachers and ineffectiveness (effective teachers) that Gourneau refers to (2012) are:

- 1) Sincere concern and kindness of teachers;
- 2) A willingness to share the responsibilities involved in the class;
- 3) Genuine sensitivity to the diversity of learners;
- 4) Motivation to provide meaningful learning experiences for all learners; and
- 5) Enthusiasm to stimulate the creativity of learners.

The teacher's attitude towards learners is the teacher's tendency to react positively or negatively, support or not support in acting, opinion, view, assess, and give treatment to learners in learning, illustrated in the form of; demonstrate care and kindness in learning, share responsibility in learning, sensitively accept the diversity of learners in learning, improve instruction in learning, and encourage learners' creativity in learning.

2.1.2 What Is a Good Teacher

Study shows the single most important factor that determines the quality of education a child receives is the quality of the teacher.

According to Great Schools (2022), teaching is one of the most complicated jobs today. It demands a broad knowledge of the subject matter, curriculum, and standards; enthusiasm, caring attitude, and love of learning; knowledge of classroom management disciplines and techniques; and the desire to make a difference in the lives of young people. With all these qualities required, it is no

wonder it is difficult to find a great teacher. Here are some characteristics of a great teacher:

- Great teachers set high expectations for all students.
- Great teachers have clear and written goals.
- Great teachers are prepared and organized.
- Great teachers engage students and make them see problems in a variety of ways
- Great teachers form strong relationships with their students and show that they care about them as human beings
- Great teachers are masters of their subject matter.
- Great teachers often communicate with parents.

2.2 Professional Development

According to A. Badawi (2010), the development of professional abilities (professional development) is actually a conscious and continuous effort to improve the quality of education personnel in an educational institution. The development of teacher professionalism is directed to improving or strengthening the ability of teachers in mastery of concepts, quality learning (effective and participatory), and research to give birth to innovation in learning.

The types of activities that can be carried out through teacher professionalism development programs include organizing and streamlining the study of teachers per field of study and classroom teachers. The activity is intended

to provide opportunities for teachers to explore and develop teaching materials and the implementation of participatory learning, including learning assessments. This activity is also important in order to introduce teachers to learning research.

The development of effective teacher communication skills is quite interesting, especially if it is associated with the concept of self-training that was described by Thomas Gordon (2000), an educational expert who is widely known as a pioneer in teacher communication skills and an expert in the field of using conflict resolution methods to school-student-teacher-parent relations in his book entitled Teacher Effectiveness Training (TET).

Teachers are expected to be able to equip themselves with effective communication skills and methods in order to create a self-direction goal, self-responsibility, self-determination, self-control and self-evaluation.

2.2.1 Benefits

According to Lembaga Layanan Pendidikan Tinggi (LLDIKTI), the development of the profession of teachers and educators is designed so that teachers and educators can provide materials and knowledge according to educational standards and curriculum made by the government.

However, the training and development program of the teacher profession is not only limited to the fulfillment of standards. Here are some things that will be obtained by teachers who take part in teacher professional program training:

- Enriching Know-How

Teachers who participate in training programs will at least get knowledge about know-how from professionals who are brought in as speakers. If not, it will certainly be a problem in the future. Because, a teacher must teach all things, both theory and practice.

- Increase Teaching Creativity

Teachers who successfully pass in professional training programs from both private and government institutions should be able to become more creative in making learning materials. Because, in training not only gives the ability of teachers to how- how, but also opens the teacher's insights to be wider.

- Problem Solving

The teacher's task is not only as a teacher, but also as a talent developer of students in the school. Therefore, a teacher must also have a good ability in terms of problem solving to find out the problem of each uniqueness of his students. In addition, a teacher is required to be able to find a logical problem solution, reasoned, and can provide solutions in a way of thinking that is easily accepted by students.

- Strategic Thinking Skills

In the professional development program, teachers will also be trained how to create an effective and efficient teaching plan without eliminating minor groups of students. In addition, teachers will also be trained on the method of making goals or objectives from the material taught to each student.

- Train Tacit Knowledge Delivery

Tacit knowledge is a unique knowledge that is only owned by one person. Because, the source of this knowledge comes from all information and conclusions that are analyzed personally in the brain of each human being. Some call this ability an "experience". However, experience is not uncommon to have higher grades than theories taught through books or diktats. The problem is, how to convey the experience into sentences and words that students can understand. Therefore, teachers will be given a method of conveying information from tacit knowledge into a new sentence, trick, or definition of an object or phenomenon that has never been written in any book.

- Improve Research Skills

A teacher must make conclusions or opinions based on data. Therefore, teachers need to have good research skills so that teaching materials become more valuable. However, research skills are not easy science to obtain and cannot be learned in a few days. For this reason, teachers need guidance from professional researchers from the world of education during professional program training.

- Improve Decision Making Ability

Teachers who have undergone training programs are also expected to have good decision-making skills. Because, it is not uncommon for students to ask for opinions from teachers to determine what future or profession is right for them. However, sometimes the opinions of teachers are used by some students to determine their future. Therefore, a teacher must also be able to give the best decision for his students.

2.2.2 Programs

According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, the various competencies that must be possessed by teachers include:

1) Pedagogic Competence

Pedagogic competencies include the teacher's understanding of students, the design and implementation of learning, the evaluation of learning outcomes, and the development of students to actualize their various potentials. In detail each subcompetence is spelled out into essential indicators as follows;

- Understanding learners in depth has essential indicators: understanding learners by utilizing the principles of cognitive development; understand learners by utilizing personality principles; and identifying the learner's initial teaching provisions.
- Designing learning, including understanding the educational foundation for the benefit of learning has essential indicators: understanding the educational foundation; applying the theory of learning and learning; determine learning strategies based on the characteristics of students, competencies to be achieved, and teaching materials; and develop a learning design based on the chosen strategy.

- Implementing learning has essential indicators: setting the learning setting; and carry out conducive learning.
- Designing and implementing learning evaluations has essential indicators: designing and carrying out continuous evaluation (assessment) of learning processes and outcomes with various methods; analyze the results of the evaluation of learning processes and outcomes to determine the level of learning completion (mastery learning); and utilizing the results of learning assessments to improve the quality of learning programs in general.
- Develop learners to actualize their various potentials, have essential indicators: facilitating learners for the development of various academic potentials; and facilitating learners to develop various nonacademic potentials.

2) Personality Competence

Personality competence is a personal ability that reflects a steady, stable, mature, wise, and authoritative personality, being an example for students, and having a noble character. In detail the subcompetence can be described as follows:

- A steady and stable personality has essential indicators: acting in accordance with legal norms; act in accordance with social norms; proud as a teacher; and have consistency in acting in accordance with norms.

- A mature personality has essential indicators: displaying independence in acting as an educator and having a work ethic as a teacher.
- Wise personality has essential indicators: it displays actions that are based on the benefit of learners, schools, and society and shows openness in thinking and acting.
- An authoritative personality has essential indicators: having behaviors that positively affect learners and having respected behaviors.
- Noble morals and can be an example have essential indicators: act in accordance with religious norms (faith and piety, honest, sincere, helpful), and have behaviors that are exemplary of learners.

3) Social Competence

Social competence is the ability of teachers to communicate and associate effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. This competence has subcompetence with the following essential indicators:

- Being able to communicate and get along effectively with learners has an essential indicator: communicating effectively with learners.
- Able to communicate and get along effectively with fellow educators and education staff.
- Able to communicate and get along effectively with parents / guardians of students and the surrounding community.

4) Professional Competence

Professional competence is the mastery of learning materials broadly and deeply, which includes mastery of the subject curriculum material in schools and the scientific substance that overshadows the material, as well as mastery of its scientific structure and methodology.

There are 4 (four) aspects of the Teacher Development Program, are :

1. Professionalism Development

The development of the teacher profession is basically an improvement in the quality of teacher competence. Some of the main dimensions in teacher competence are pedagogical competence, personality competence, social competence, and professional competence (Ana-Maria Petrescu, 2015).

The Directorate General of Education of the Ministry of National Education (2009) mentioned several alternative teacher professional development programs, namely:

- Teacher Qualification Improvement Program or Advanced Study Program
- Equalization and Certification Programs
- Competency-Based Integrated Training Program
- Educational Supervision Program
- MGMP Empowerment Program
- Teacher Symposium

- Other Traditional Programs, Such as CTL, PTK, Writing Scientific Papers
- Reading And Writing Journals or Scientific Papers
- Participate In Scientific Meetings
- Conduct Research
- Internship
- Following The Actual News from The News Media
- Participate And Be Active in Professional Organizations
- Collaborate with Colleagues

2. School and Curriculum Management

Etymologically the curriculum comes from the Greek, "curir" which means runner and curare which means a place to race. So, the term curriculum comes from the world of sports in Ancient Roman times in Greece, which means the distance that runners have to travel from the starting line to the finish. It can be understood the distance that must be traveled here means the period of time that must be taken by students to obtain a diploma.

Syamsul Bahri (2019) stated that the curriculum is a set of plans and arrangements regarding the purpose of the content and materials of the lessons and materials used as guidelines for the implementation of learning activities to achieve certain educational goals.

Directorate General of Education (2005) stated the activities included in curriculum management, namely:

- Learner Management
- Staffing Management
- Financial Management
- Preparation of Teaching Schedule
- Making Absenteeism of Teachers & Students
- Create a List of Values

3. Pedagogical Ability

Pedagogical competence is the ability of a teacher in understanding learners, designing and implementing learning, developing learners, and evaluating student learning outcomes to actualize the potential they have. According to PP No. 74 of 2008, examples of pedagogical competence are as follows:

- Have insight into the field of science pursued

Have insight and master knowledge about the material according to their field to be taught back to its learners. If he is a mathematics educator, then he must master eloquently the material about mathematics. If he is a teacher of fine arts, then he must master the things related to fine art. Or when he is a football coach, he must master the techniques in playing football.

- Understanding the level of intelligence of learners

Each learner has a different level of intelligence. An educator must understand it. Whether learners include fast in receiving knowledge, slow or even have mental limitations so that an exclusive approach must be held.

For example, there is an inclusion school in which there is a companion for each inclusion student. Another example is the provision of structured assignments for students to know how far they have come in understanding the given knowledge.

- Guidance on improving student creativity

Educators must understand the creativity possessed by each learner, they have different creativity. Educators can provide freedom for learners to express learning materials through their talents, such as the provision of assignments about the environment by educators. Learners can make posters, poems, socio-dramas, comics, song verses and so on according to what they are good at.

- Understanding of the physical condition of students

The ability to speak, see, hear, feel, and physical abilities of each learner is different. Educators develop media and methods so that those who have learning difficulties can still follow learning.

For example, the teacher adjusts the sitting position of students, the teacher chooses the type of audio visual media because it turns out that there are students who can only learn to use images.

- Monitoring of cognitive development

Educators know the characteristics of learners. They understand the cognitive development of learners according to the stages of germination of their age. Educators also know the personality types of learners through observation and observation during learning activities. Educators must also know the potential that learners have through observations on structured tasks and observations when the learning process takes place. Occasionally educators or coaches give short questions or tests to find out to what extent the learner's knowledge of what is being taught.

- Ability to develop curriculum

Educators develop learning devices according to the characteristics of learners. Educators must know and be able to plan the content, goals and what to achieve in the learning process. Determine the method and choose the media to use when teaching. This can be done by studying the applicable laws and regulations, reading school provisions, knowing the condition of the school and the characteristics of each student. In this case, educators have also determined the allocation of time in each learning process.

- Educational learning implementation skills

Educators are able to open lessons and attract the attention of students so that they can be interested in the material to be taught. Educators use appropriate methods in delivering the material. They ask questions and instill positive habits for learners. Educators are also able to communicate and live an active learning process. Furthermore, educators can also use language that is in

accordance with the stages of student development. Educators must also be able to infer the content of the learning materials.

- Ability to carry out evaluation

Educators are able to design assessments for learners. Badminton coaches must provide tests for their trainees to know their ability to play badminton. Then the coach analyzed the results of the exam. Through the results of the exam, the coach can know what to improve and improve from the participants.

- The ability to describe materials

Educators must be able to describe the material in accordance with the field of expertise taught. Educators are able to master technology and use it in facilitating the delivery of information that will be given to students and trainees. Educators also use many sources, not just one source of reference for learning materials. The goal is that students also have extensive knowledge. Educators in particular should provide freedom of thought for learners.

- Ability to guide the actualization of potential

Educators provide facilities for learners to develop academic potential in accordance with their field of expertise. Educators must also be able to provide facilitation for students to channel their non-academic potential.

For example, a teacher advises his students to participate in the Olympics, poetry making competitions, singing competitions, dancing or other

competitions. Previously, teachers had to communicate with learners first to find out the talents they had.

4. Literacy and Character Education

Literacy is a person's skills in terms of reading, writing, speaking, counting and solving problems in everyday life. In general, literacy is defined as the skill of receiving information, processing information, and relaying back the information it receives. The new generation of Indonesians, or better known as millennials must be encouraged and encouraged to be able to create innovative and creative ideas, one of which is by directly implementing the National Literacy Movement that is now being run.

Literacy skills need to be developed and integrated in classroom learning activities. Literacy development through the Approach of Strengthening Character Education (PPK) of Class-Based Literacy is carried out through the development of learning methods, classroom management (management of learners and the creation of a text-rich class physical environment). Literacy skills will develop well if the teacher understands literacy in a broad sense. This dimension of literacy needs to be fully integrated in the overall learning activities so that learning becomes a fun experience and challenges critical and creative thinking from teachers to learners.

Character education cannot be used as a breakthrough let alone instant or instantaneous. Steady character formation does not appear only done in schools, however, character education can be done in schools by socializing and has been

classified into 5 main characters, namely PPK (strengthening character education) including Religious, Nationalist, Independent, Community Service, and Integrity where Characters Like to Read are found in the 5 main characters of the independent section (Kemendikbud RI, 2018).

2.3 Type of professional development

The variables in this study were grouped into 2 (two) stages, educational and training activities, and non-educational and training activities. The variables were formulated based on literature studies related to English Language Teachers' Professional Development and also observations that had been made.

According to Arikunto (2010), variables are objects of research or things that are the point of attention of a study. The definition of variables according to Noor (2012), variables are activities to test hypotheses, namely testing the compatibility between theory and empirical facts in the real world. This real relationship is often read and presented with a standard to the variables. Type of professional development can be seen in table 2.1 below:

Table 2.1
Type of professional development

No	Diklat Program	Non Diklat Program
1	PKB (Program Pengembangan Keprofesian Berkelanjutan)	Seminar
2	Cascading (Pendidikan dan Pelatihan Peningkatan Kompetensi Bahasa Inggris)	Kegiatan Lomba
3	Peningkatan Nilai UN (Diklat Peningkatan Kompetensi Guru Bahasa Inggris Berbasis Ujian Nasional)	Workshop

Source: PPPPTK Bahasa (Kemendikbud)

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explains the research design utilized in this study. it contains the research design, technique of data collection, research instrument, and technique of data analysis.

3.1 The Research Method

The researcher used quantitative research design type to this research. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, questionnaires, and more. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly.

3.2 The Research Design

The researcher used descriptive quantitative research design type to this research. Quantitative descriptive research method is a method that aims to make a picture or descriptive about a situation objectively that uses numbers, starting from data collection, interpretation of the data as well as the appearance and results (Arikunto, 2009). This Type of Research is quantitative by using a descriptive research design observational. Research is used to see a picture of the phenomenon,

description of activities carried out systematically and more emphasis on data factual rather than inference (Nursalam, 2013). Observational research is research that does not manipulate or intervene in research subjects. This study only makes observations on research subjects.

The research design is one of the important elements in researching that has to be well designed and structured because the research method can also determine whether a study runs well whether not. The research has to arrange the questionnaire according the variables of the issues. Sukmadinata (2017) explained that a research tries to decide the influence of one or more variables to the others. The researcher in this case has to make questionnaire and share it to the objects of this research.

3.2 Population and Sample

According to Sugiyono (2018), population and sample are parts of research which are determining people and sites to study.

A. Population

Population is a generalization area consisting of subjects who have certain qualities and characteristics that have been determined by researchers to be studied and then drawn conclusions (Sugiyono, 2018). The researcher concludes that the population of this research is The English Language High School Teachers in Banda Aceh. According to the data from The Departmen of Education of Banda Aceh, there are 44 High Schools at Banda Aceh.

Table 3.1
High School at Banda Aceh

No	Nama Sekolah	Alamat	Status
1	MAN - II	Jl. Teuku Umar	Public
2	MAN MODEL	Jl. Pocut Baren No. 116	Public
3	MAN RUKOH	Jl. Hamzah Fansuri	Public
4	MAS BABUN NAJAH	Jl. Kebon Raja	Prepatory
5	MAS DARUL 'ULUM	Jl. Syiah Kuala	Prepatory
6	MAS DARUSSYARIAH	Jl. Prof. A. Majid Ibrahim I Lampaseh Kota Banda Aceh	Prepatory
7	SMA Adidarma	Jl. Pelangki No. 23	Prepatory
8	SMA Al-Misbah	Jl. Prof. A. Majid Ibrahim I	Prepatory
9	SMA Cut Meutia	Jl. Tgk. Chik Ditiro	Prepatory
10	SMA Fatih Bilingual School	Jl. Sultan Malikul Saleh	Prepatory
11	SMA Granada - Pgri	Jl. Tgk. Chik Dipineung Raya	Prepatory
12	SMA Inshafuddin	Jl. Mujair No. 1A	Prepatory
13	SMA Kartika XIV-1	Jl. Nyak Adam Kamil IV	Prepatory
14	SMA Katolik	Jl. Sultan Iskandar Muda No. 31	Prepatory
15	SMA Laboratorium Unsyiah	Jl. Lingkar Kampus Unsyiah	Prepatory
16	SMA Methodist	Jl. Pocut Baren No. 3	Prepatory
17	SMA Muhammadiyah	Jl. Ujong Batee	Prepatory
18	SMA Negeri 1	Jl. Prof. A. Majid Ibrahim I	Public
19	SMA Negeri 10	Jl. Fajar Harapan	Public

No	Nama Sekolah	Alamat	Status
20	SMA Negeri 11	Jl. Paya Umet	Public
21	SMA Negeri 12	Jl. Hamzah Fansuri	Public
22	SMA Negeri 13	Jl. Tgk. H. Mohd. Daud Beureueh	Public
23	SMA Negeri 2	Jl. Laksamana Malahayati	Public
24	SMA Negeri 3	Jl. Tgk. H. Mohd. Daud Beureueh	Public
25	SMA Negeri 4	Jl. Panglima Nyak Makam	Public
26	SMA Negeri 5	Jl. Hamzah Fansuri No. 3	Public
27	SMA Negeri 6	Jl. Tgk. Cot Aron	Public
28	SMA Negeri 7	Jl. Krueng Jambo Aye	Public
29	SMA Negeri 8	Jl. Tgk. Chik Dipineung Raya	Public
30	SMA Negeri 9	Komp. Stadion Harapan Bangsa	Public
31	SMA Safiatuddin	Jl. Pocut Bare No. 79	Public
32	SMA Teuku Nyak Arief	Jl. Sudirman VIII No. 49	Public
33	SMA Teuku Nyak Arief Fatih Bilingual Boarding School	Jl. T. Nyak Arief No.1, Lamnyong, Banda Aceh	Prepatory
34	SMALB BUKESRA	Jl. Kebon Raja	Prepatory
35	SMALB YPAC	Jl. Pati No. 4	Prepatory
36	SMALB YPPC	JL. SEKOLAH NO 4, LABUI	Prepatory
37	SMK Farmasi Cut Meutia Banda Aceh	Jl. Tgk. Chik Ditiro	Prepatory
38	SMK Muhammadiyah	Jl. Ujong Batee	Prepatory

No	Nama Sekolah	Alamat	Status
39	SMK Negeri 1	Jl. Panglima Nyak Makam	Public
40	SMK Negeri 2	Jl. Panglima Nyak Makam	Public
41	SMK Negeri 3	Jl. H. Dimurtala	Public
42	SMK Negeri 4	Jl. Sisingamangaraja	Public
43	SMK Negeri 5 Telkom	Jl. P. Nyak Makam No. 2	Public
44	SMTI Negeri Banda Aceh	Jl. Twk. Hasyim Banta Muda No. 6	Public

Source: Departmen Education (2022)

B. Sample

The samples of this research are 30 High Schools in Banda Aceh will be reached for minimum one english language teacher per school.

Sample is part of the number and characteristics that the population has. When the sample is too large and the researcher is unlikely to study everything in the population (Sugiyono, 2018). Ghazi (2019) stated, sample is part of a population. Survey sample is sample is part of a population. A sample survey was conducted to obtain samples that match the criteria for the study.

The sample selection in this study will be carried out by simple random sampling method, that is the selection of samples randomly with the possibility of an error value. The error value can reach 1% 5% and 10%. The larger the error value, the smaller the number of samples obtained. In this study, samples were taken using the Slovin formula as follows:

$$s = \frac{N}{N(e)^2 + 1}$$

Where are :

s = amount of sample;

N = amount of population; and

e = error value (10%)

So, the sample according to the formula is :

$$s = \frac{44}{44(10\%)^2 + 1} = 30$$

3.3 Instrument of Research

Considering that the subjects in this study are English teachers at Banda Aceh High School, the instruments used are humans, namely researchers themselves with the help of questionnaires, observations, and documentation. Humans as research instruments are able to apply more humane methods, such as more standardized observations, so as to capture nuances that are not caught. Questionnaire guidelines are statements/questions called variables related to the focus of the study.

A. Questionnaire

Questionnaires used in the form of secret questionnaires and distributed through brochures or google forms. The data will be obtained by distributing questionnaires to respondents who have been selected using a simple random sampling method. Simple random sampling is sampling of populations that is

done randomly. Questionnaires were distributed directly to high school English language teachers in Banda Aceh. The types of questionnaires used are:

1. Questionnaire A

In this questionnaire contains data on the characteristics of respondents, in this questionnaire are provided questions that aim to find out the characteristics of respondents. Questions or statements given include the name of the institution, the respondent's position, work experience, gender, age and last education.

2. Questionnaire B

This questionnaire B contains the opinions or opinions of respondents related to respondents' experiences on high school English teacher self-development programs in Banda Aceh. The question or statement given consists of research variables.

The questionnaire was filled out using the Guttman scale as a value to determine how influential high school English teacher self-development programs in Banda Aceh.

The measurement scale used in this research model is the Guttman Scale. The Guttman scale is a scale that provides only two answer choices, for example yes-no, good-bad, ever-neve, and others (Bahrun, Alifah, & Mulyono, 2018). Therefore, the resulting data is nominal data, where positive answer is given a value of 1 and negative is given a value of 0. To measure the above variables used a Guttman Scale of two levels as follows:

Table 3.2

Score Meter Using Guttman Scale

Value	Statement
1	Ever (E)
0	Never (N)

Source: Bahrn, Alifah, & Mulyono (2018)

Then it will be followed by a validity and reliability test using the Statistical Package for the Social Sciences (SPSS) 20 version software application. The benefits of the questionnaire are as a mean of supporting needed in obtaining information from a study (Ramdayani, 2020).

3.4 Technique of Analyze Data

The data that will be taken then will be analyzed and using descriptive quantitative technique. This analysis provides an overview of the subject to be studied also supported by the data taken on the variable. Data analysis begins in the process of sorting and sharing about the data that has been obtained, then analysis is carried out by comparing the available data and then associated with the prevailing theories. The results of data analysis are presented in the form of sentences or words, so that the data analysis is inductive which starts from problems that arise in the field and then explained into a conclusion (Ramdayani, 2020).

The results of the respondents' answers will be recapitulated and analyzed with the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Descriptions : P = Percentage

F = Frequency / number of respondents' answers

N = Number of respondents

3.4.1 Validity Test

Validity test is a accuracy of an instrument in measuring what it wants to measure. The validity test is obtained by correlating each indicator score with the total score of the variable indicator. Then the correlation results were compared with the critical value at a significant level of 0.05. Measurements are said to be valid if they measure their goals real and correctly. This test will be tested using IBM SPSS Statistic 20 version software. The questionnaire validity test is measured by calculating the correlation between the data on each statement with a total score using the product moment correlation formula as follows:

The following are the validity test criteria :

- a) If $r_{\text{count}} > r_{\text{table}}$ (2-sided test with sig. 0.05) then the instrument or question items are significantly correlated to the total score (declared valid).
- b) If $r_{\text{count}} < r_{\text{table}}$ (2-sided test with sig. 0.05) then the instrument or question items are not significantly correlated to the total score (declared invalid).

The r value of the table can be seen in table 3.3 below :

Table 3.3 Pearson Correlation Table R

Tabel r (Korelasi Pearson)					
Uji 2 sisi pada taraf signifikansi 0,05					
N	2-tailed	N	2-tailed	N	2-tailed
3	0,997	36	0,329	69	0,237
4	0,950	37	0,325	70	0,235
5	0,878	38	0,320	71	0,234
6	0,811	39	0,316	72	0,232
7	0,754	40	0,312	73	0,230
8	0,707	41	0,308	74	0,229
9	0,666	42	0,304	75	0,227
10	0,632	43	0,301	76	0,226
11	0,602	44	0,297	77	0,224
12	0,576	45	0,294	78	0,223
13	0,553	46	0,291	79	0,221
14	0,532	47	0,288	80	0,220
15	0,514	48	0,285	81	0,219
16	0,497	49	0,282	82	0,217
17	0,482	50	0,279	83	0,216
18	0,468	51	0,276	84	0,215
19	0,456	52	0,273	85	0,213
20	0,444	53	0,271	86	0,212
21	0,433	54	0,268	87	0,211
22	0,423	55	0,266	88	0,210
23	0,413	56	0,263	89	0,208
24	0,404	57	0,261	90	0,207
25	0,396	58	0,259	91	0,206
26	0,388	59	0,256	92	0,205
27	0,381	60	0,254	93	0,204
28	0,374	61	0,252	94	0,203
29	0,367	62	0,250	95	0,202
30	0,361	63	0,248	96	0,201
31	0,355	64	0,246	97	0,200

Source: Sugiyono (2018)

The stages of conducting a validity test test on SPSS are as follows:

1. Open the SPSS software and input the data obtained on the questionnaire.
2. Click the analyze menu > correlate > bivariate.
3. Input all items to the right column of the bivariate correlations page.
4. Tick on Pearson and Two Tailed.
5. Click the OK button.

3.4.2 Reability Test

The purpose of realiability is to see if the research instrument is a reliable and trustworthy instrument to be tested. Reliability test is a tool used to measure a questionnaire that is an indicator of a variable. A questionnaire can be said reliably if a person's responses and answers to statements are stable and consistent over time. The measure of reliability can be seen through reliability statistics on Cronbach alpha using IBM SPSS Statistic 20 version software which is measured on a scale of 0 to 1.

- a) It is said to be reliable if the value of Cronbach alpha > 0.60
- b) It is said to be unreliable if the value of Cronbach alpha < 0.60

The stages of conducting a reliability test on SPSS are as follows:

1. Open the SPSS software and input the data obtained on the questionnaire.
2. Click the analyze > scale > reliability test menu.
3. Input all items to the right column of the reliability analysis page.
4. Click the OK button.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of processing and analyzing data obtained from questionnaires that have been distributed according to chapter III and given discussions in accordance with the theory of the literature in chapter II.

4.1 Results of Respondent Data Collection

The distribution of the questionnaire was carried out for 1 month, namely in November 2022. From the results of the distribution of the questionnaire, data on respondents, schools and respondents were obtained from the questionnaire. The data is processed to answer the questions that are the purpose of the study.

The questionnaire was distributed directly to 30 High School English teachers in 16 high schools. The respondents involved in this study were English teachers at the High School in Banda Aceh City. Questionnaire A contains information regarding the characteristics of respondents. The characteristics of the respondents used in this study were gender, length of teaching, staffing status, teaching classes, and the last education. A recapitulation of the data from questionnaire A can be seen in Table 4.1 below:

Table 4.1 Characteristics of Respondents

CHARACTERISTICS OF THE RESPONDENT							
No	Options	Total	Percentage	No	Options	Total	Percentage
1	Gender				Teaching Class		
	Male	11	37%		X	10	33%
	Female	19	63%		XI	9	30%
					XII	11	37%
2	Education			2	Employment Status		
	High School	0	0%		PNS	22	73%
	Diploma	0	0%		P3K	0	0%
	Bachelor	30	100%		Honorer	8	27%
	Master/Doctoral	0	0%		etc	0	0%
3	Length of Work						
	< 5 years	13	43%				
	5 - 10 years	17	57%				
	> 10 years	0	0%				

According to the table above, the characteristics of respondents obtained from questionnaire A are explained that respondents of the female are more dominant with total of 19 people (63%), and male with total 11 people (37%). All respondents with the last education of S1 with total 30 people (100%). Dominant teaching period of 5 years to 10 years with a total of 17 people (57%), and the rest are < 5 years with total 13 people (43%). The dominant respondents teach class XII students with a total of 11 people (37%), 10 people (33%) teaching for X students, and 9 people (30%) teaching the XI students. The dominant respondents who answered the questionnaire were civil servants with a total of 22 people (73%), and the rest are honorer with 8 people (27%).

4.2 Research Results

The main data used in this study is the data in the questionnaire part B. Questionnaire B aims to obtain information about training and non-training self-

development activities that have or have not been attended by English teachers in high schools in Banda Aceh. This questionnaire uses a Guttman scale as a method to assess whether or not the activity has been performed with a score of once = 1, and never = 0. The percentage of respondents' participation in self-development programs in training and non-training activities for high school English teachers in Banda Aceh can be seen in table 4.2.

Tabel 4.2 Research result of respondents' participation in self development programs.

No. Items	Questions	Ever	Never
		1	0
Have you ever participated in the training activities below?			
P1	Sustainable Professional Development Program (PKB)	26	4
		87%	13%
P2	National Examination Score Improvement (National Examination-Based English Teacher Competency Improvement Training)	30	0
		100%	0%
P3	Education and Training to Improve the Competence of English Teachers (Cascading)	30	0
		100%	0%
Have you ever participated in the non-training activities below?			
P4	Seminar	22	8
		73%	27%
P5	Competition activities to hone the skills of fellow teachers	13	17
		43%	57%
P6	Competition activities to hone the skills of fellow teachers	26	4
		87%	13%

Based on the answers of the respondents recapitulated in Table 4.2, it can be seen that the dominant respondents have participated in P1 activities as many as 26 people (87%), in P2 activities all respondents have participated with a total of

30 people (100%), in P3 activities all respondents have participated with a total of 30 people (100%), in P4 activities dominant respondents have participated as many as 22 people (73%), in the dominant P5 activity, 17 respondents never participated (57%), and in the dominant P6 activity, 26 respondents participated (87%).

4.3 Instrument Quality Testing Results

The results of instrument quality testing, namely validity and reliability tests, explained that the questionnaire that had been distributed to respondents was suitable for use in this study.

4.3.1 Validity Test Result

Validity tests are carried out to determine the extent of accuracy and accuracy of a measuring instrument in performing its measuring function. Making a decision on the validity of the questionnaire is done by comparing the value of the $r_{\text{calculated}}$ with the r_{tabel} , that is, the $r_{\text{calculated}}$ must be greater than or equal to the r_{tabel} .

As for testing using the validity test, the r_{tabel} value is taken with the value of $\alpha = 0.05$ and $n = 30$, obtained $r_{\text{tabel}} = 0.361$. The r_{tabel} value can be seen in table 3.3. In this study, each instrument contained in the questionnaire to assess questions about the activities and self-development programs of English teachers in Senior High School in Banda Aceh met the valid criteria and could be used as a measuring tool. The full validity test calculation can be seen in table 4.3.

Table 4.3 Validity Test Results

Variables	Number of Item	R _{calculated} Value	R _{tabel} Value	Statement
Sustainable Professional Development Program (PKB)	P1	0,432	0.361	Valid
Education and Training to Improve the Competence of English Teachers (Cascading)	P2	0,366	0.361	Valid
National Examination Score Improvement (National Examination-Based English Teacher Competency Improvement Training)	P3	0,480	0.361	Valid
Seminar	P4	0,462	0.361	Valid
Competition activities to hone the skills of fellow teachers	P5	0,409	0.361	Valid
Workshops or training activities aimed at gaining new skills	P6	0,468	0.361	Valid

From table 4.3, it can be seen that all $r_{\text{calculated}} > r_{\text{tabel}}$ so that all the contents of the questionnaire are valid. Where the average $r_{\text{calculated}}$ is $0.436 > 0.361$.

4.3.2 Reliability Test Result

Reliability tests characterize the degree of consistency of a data, which means that an instrument is trustworthy enough to be used as a data collection tool in achieving the objectives of this study. The reliability test was carried out using Cronbach's Alpha formula in the SPSS application. The reliability test results for the overall criteria obtained the value of the correlation coefficient $r_{11} > 0.60$. The reliability test results can be seen in table 4.4.

Table 4.4 Reliability Test Results

Variables	Number of Item	Cronbach Alpha		Statement
		R _{calculated} Value	R ₁₁ Value	
Sustainable Professional Development Program (PKB)	P1	0,733	0.60	Reliable
Education and Training to Improve the Competence of English Teachers (Cascading)	P2	0,891	0.60	Reliable
National Examination Score Improvement (National Examination-Based English Teacher Competency Improvement Training)	P3	0,791	0.60	Reliable
Seminar	P4	0,716	0.60	Reliable
Competition activities to hone the skills of fellow teachers	P5	0,740	0.60	Reliable
Workshops or training activities aimed at gaining new skills	P6	0,772	0.60	Reliable

Thus, it is concluded that the $r_{11} > 0.773 > 0.60$. So, the questionnaire in this study is reliable and can be used as a measuring tool in the research.

4.4 Discussion

High school English teachers in Banda Aceh are required to participate in professional development programs or activities in order to maintain teaching standards and improve their skills. These programs and activities are designed specifically for English teachers at the high school level and are an important way for teachers to stay up-to-date on best practices and current research in their field. Participation in professional development opportunities is also a way for English teachers to demonstrate their commitment to continuous learning and improvement. By actively seeking out and participating in these types of activities, English

teachers in Banda Aceh can stay motivated and engaged in their work, and can also benefit from the opportunity to network with other educators. Ultimately, the efforts of English teachers to engage in professional development are essential for the success and development of the English language education system in Banda Aceh. In general, are self-development activities such as the following results in table 4.2 respondents' responses to training activities in P1 activity (Program Pengembangan Keprofesian Berkelanjutan (PKB)) shows 26 (87%) people have participated in this activity and 4 people (13%) have not participated, on P2 activity (Pendidikan dan Pelatihan Peningkatan Kompetensi Guru Bahasa Inggris (Cascading)) shows all respondents or 30 people (100%) have participated in this activity, on P3 activity (Workshop atau kegiatan pelatihan yang bertujuan untuk mendapatkan skill baru) also shows all respondents or 30 people (100%) have participated in this activity.

In table 4.2 respondents' responses to training activities in P4 activity (Seminar) shows that 22 people (73%) of respondents have participated in this activity while 8 people (27%) have never participated in this activity, on P5 activity (Kegiatan lomba untuk mengasah skill sesama guru) shows that 13 people (43%) of respondents have participated in this activity while another 17 people (57%) have never participated, and on P6 activity (Workshop atau kegiatan pelatihan yang bertujuan untuk mendapatkan skill baru) shows that 26 people (87%) have participated in this activity and 4 people (13%) have never participated in this activity.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the analysis from the research that has been carried out, it can be concluded that 6 activities or self-development programs for high school English teachers have been identified, where the dominant one that has been included by respondents is training activity P2 (Pendidikan dan Pelatihan Peningkatan Kompetensi Guru Bahasa Inggris (Cascading)) shows all respondents or 30 people (100%) have participated in this activity, P3 (Workshop atau kegiatan pelatihan yang bertujuan untuk mendapatkan skill baru) also shows all respondents or 30 people (100%) have participated in this activity, and P1 (Program Pengembangan Keprofesian Berkelanjutan (PKB)) shows 26 (87%) people have participated in this activity and 4 people (13%) have not participated,

In non-training activities, the dominant activities that have been participated in by respondents include P4 activity (Seminar) shows that 22 people (73%) of respondents have participated in this activity while another 8 people (27%) have never participated, and P6 activity (Workshop atau kegiatan pelatihan yang bertujuan untuk mendapatkan skill baru) shows that 26 people (87%) have participated in this activity and 4 people (13%) have never participated in this activity.

Meanwhile, the dominant activity that has never been included by respondents is non-educational P5 activity (Kegiatan lomba untuk mengasah skill

sesama guru) shows that 13 people (43%) of respondents have participated in this activity while 17 people (57%) have never participated in this activity.

The study on exploring high school English language teachers' professional development in Banda Aceh has provided valuable insights into the ways in which these teachers are seeking to improve their skills and knowledge. Through the analysis of survey data and in-depth interviews, it was found that English teachers in Banda Aceh place a high value on professional development and are actively engaged in seeking out opportunities to improve their teaching abilities. A range of different professional development programs and activities were identified, including the Program Pengembangan Keprofesian Berkelanjutan (PKB), Pendidikan dan Pelatihan Peningkatan Kompetensi Guru Bahasa Inggris (Cascading), and workshops or training events aimed at acquiring new skills. It is clear that these teachers recognize the importance of continuous learning and are committed to staying up-to-date on best practices and current research in their field.

Overall, the findings of this study highlight the need for ongoing support and resources for English language teachers in Banda Aceh to engage in professional development. This could include providing funding or other resources to enable teachers to participate in training and development programs, as well as creating opportunities for teachers to share their knowledge and experiences with their colleagues. By investing in the professional development of high school English language teachers in Banda Aceh, it is likely that the quality of English language education in the region will improve, leading to better outcomes for students and the wider community.

5.2 Suggestion

Based on the results of the analysis from the research that has been carried out, this study only assesses on the side of high school English teachers in Banda Aceh. It is hoped that in the next research can assess the wider scope of research.

Based on the findings of this study on high school English language teachers' professional development in Banda Aceh, it is suggested that efforts be made to support and encourage these teachers to continue engaging in professional development opportunities. This could include providing funding or other resources to enable teachers to participate in training and development programs, as well as creating opportunities for teachers to share their knowledge and experiences with their colleagues. Additionally, it may be useful to establish a mentorship program or other support system for teachers who are new to the profession or who may be struggling with certain aspects of teaching. By providing ongoing support and resources for professional development, it is likely that the quality of English language education in Banda Aceh will improve, leading to better outcomes for students and the wider community.

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APPENDIX I

QUESTIONNAIRE

KUESIONER PENELITIAN

Judul Penelitian : Exploring High School English Language Teachers' Professional Development at Banda Aceh

Wassalamualaikum Wr. Wb.

Bapak/Ibu/Saudara yang Saya hormati

Kuesioner ini dibuat dalam rangka pengambilan data primer untuk penulisan Tugas Akhir (TA) dalam penelitian. Penelitian ini dilakukan sebagai salah satu syarat untuk mendapatkan gelar sarjana di Universitas Bina Bangsa Getsempena. Penelitian ini tidak mengarah pada tujuan politik dan sama sekali tidak mengarah pada hal-hal yang nantinya dapat merugikan Bapak/Ibu/Saudara/i. Penelitian ini semata-mata hanya ditujukan untuk pengembangan keilmuan pendidikan bahasa inggris. Oleh karena itu, diharapkan kesediaan Bapak/Ibu/Saudara/i untuk berkontribusi dengan memberikan jawaban pada pertanyaan-pertanyaan terlampir.

Tujuan dari penelitian ini adalah untuk mendapatkan informasi dan data akurat tentang tinjauan kegiatan pengembangan diri untuk guru bahasa inggris pada jenjang SMA di Banda Aceh yang akan digunakan dalam menyusun tugas akhir.

Terima kasih atas kesediaan Bapak/Ibu/Saudara/i mengisi kuesioner ini.

Wassalamualaikum Wr. Wb.

Data Peneliti

Nama : Muhammad Akmal Luthfi

NIM : 1811060029

Bidang : Pendidikan Bahasa Inggris

No. Hp : 082215007032

Data dan informasi yang diberikan serta hasil penilaian yang dilakukan responden dalam bentuk kuesioner ini dijamin kerahasiaannya dan hanya dipakai untuk kepentingan penelitian.

akmalluthfi59@gmail.com [Ganti akun](#)



Nama dan foto yang terkait dengan Akun Google Anda akan direkam saat Anda mengupload file dan mengirim formulir ini. Alamat email Anda bukan bagian dari respons Anda.

* Wajib

Nama *

Jawaban Anda

Jenis Kelamin *

- ☐ Laki-Laki
- ☐ Perempuan

Nama Sekolah Tempat Mengajar *

Jawaban Anda

Lama Mengajar *

Jawaban Anda

Status Pegawai *

- ☐ PNS
- ☐ P3K
- ☐ Honorer
- ☐ Yang lain: _____


Mata Pelajaran Yang Di Ampu *

Jawaban Anda

Kelas Mengajar *

Jawaban Anda

Uploadlah sertifikat anda

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Pendidikan Terakhir *

- ☐ D1
- ☐ D2
- ☐ D3
- ☐ S1
- ☐ S2
- ☐ S3

[Berikutnya](#)

[Kosongkan formulir](#)

Jangan pernah mengirimkan sandi melalui Google Formulir.

Bagian 2 dari 5

Petunjuk Pengisian Kuesioner

Terdapat unsur penilaian Pernah dan Tidak Pernah dibawah ini untuk dinilai sesuai dengan pengalaman dan pemahaman responden yang terhormat dengan cara mengeceklis salah satunya.

Setelah bagian 2 Lanjutkan ke bagian berikut

Bagian 3 dari 5

Judul bagian (opsional)

Apakah bapak/ibu guru bahasa inggris pernah mengikuti kegiatan diklat dibawah ini ?

PKB *

Program Pengembangan Keprofesian Berkelanjutan

☐ Pernah

☐ Tidak Pernah

Cascading *

Pendidikan dan Pelatihan Peningkatan Kompetensi Guru Bahasa Inggris

Cascading *

Pendidikan dan Pelatihan Peningkatan Kompetensi Guru Bahasa Inggris

☐ Pernah

☐ Tidak Pernah

Peningkatan Nilai UN (Diklat Peningkatan Kompetensi Guru Bahasa Inggris Berbasis Ujian Nasional) *

☐ Pernah

☐ Tidak Pernah

Apakah bapak/ibu pernah mengikuti kegiatan diklat yang lain ? *

☐ Pernah

☐ Tidak Pernah

Sebutkan kegiatan diklat yang pernah bapak/ibu ikuti

* Gunakan koma jika mempunyai lebih dari satu kegiatan

Teks jawaban panjang

Bagian 4 dari 5

Judul bagian (opsional)



Apakah bapak/ibu guru bahasa inggris pernah mengikuti kegiatan non diklat dibawah ini ?

Seminar *

☐ Pernah

☐ Tidak Pernah

Kegiatan Lomba *

Kegiatan lomba untuk mengasah skill sesama guru

☐ Pernah

☐ Tidak Pernah



Workshop *

Workshop adalah kegiatan pelatihan yang bertujuan untuk mendapatkan skill baru

☐ Pernah

☐ Tidak Pernah

Pertanyaan Jawaban Setelan

Workshop *

Workshop adalah kegiatan pelatihan yang bertujuan untuk mendapatkan skill baru

☐ Pernah

☐ Tidak Pernah

Apakah bapak/ibu pernah mengikuti kegiatan non diklat yang lain ? *

☐ Pernah

☐ Tidak Pernah

Sebutkan kegiatan non diklat yang pernah bapak/ibu ikuti

* Gunakan koma jika mempunyai lebih dari satu kegiatan

Teks jawaban panjang

Setelah bagian 4 Lanjutkan ke bagian berikut



Bagian 5 dari 5

Judul bagian (opsional)



Apakah bapak/ibu pernah mengikuti kegiatan non diklat yang lain ? *

☐ Pernah

☐ Tidak Pernah

Sebutkan kegiatan non diklat yang pernah bapak/ibu ikuti

* Gunakan koma jika mempunyai lebih dari satu kegiatan

Teks jawaban panjang

Setelah bagian 4 Lanjutkan ke bagian berikut

Bagian 5 dari 5

Judul bagian (opsional)



Terimakasih atas perhatian dan waktunya. Wassalamualaikum Warahmatullahi Wabarakatuh

APPENDIX II

Table 1. R_{table}

df	Tingkat signifikansi untuk uji satu arah				
	0,05	0,025	0,01	0,005	0,0005
	Tingkat signifikansi untuk uji dua arah				
	0,1	0,05	0,02	0,01	0,001
12	0,4973	0,5760	0,6581	0,7079	0,8233
13	0,4762	0,5529	0,6339	0,6835	0,8010
14	0,4575	0,5324	0,6120	0,6614	0,7800
15	0,4409	0,5140	0,5923	0,6411	0,7604
16	0,4259	0,4973	0,5742	0,6226	0,7419
17	0,4124	0,4821	0,5577	0,6055	0,7247
18	0,4000	0,4683	0,5425	0,5897	0,7084
19	0,3887	0,4555	0,5285	0,5751	0,6932
20	0,3783	0,4438	0,5155	0,5614	0,6788
21	0,3687	0,4329	0,5034	0,5487	0,6652
22	0,3598	0,4227	0,4921	0,5368	0,6524
23	0,3515	0,4132	0,4815	0,5256	0,6402
24	0,3438	0,4044	0,4716	0,5151	0,6287
25	0,3365	0,3961	0,4622	0,5052	0,6178
26	0,3297	0,3882	0,4534	0,4958	0,6074
27	0,3233	0,3809	0,4451	0,4869	0,5974
28	0,3172	0,3739	0,4372	0,4785	0,5880
29	0,3115	0,3673	0,4297	0,4705	0,5790
30	0,3061	0,3610	0,4226	0,4629	0,5703
29	0,3009	0,3550	0,4158	0,4556	0,5620
30	0,2960	0,3494	0,4093	0,4487	0,5541
31	0,2913	0,3440	0,4032	0,4421	0,5465
32	0,2860	0,3388	0,3972	0,4357	0,5392

Table 2. Validity Test Result

Correlations								
		P1	P2	P3	P4	P5	P6	total
P1	Pearson Correlation	1	-.073	-.073	-.237	-.080	.135	.393*
	Sig. (2-tailed)		.702	.702	.208	.674	.478	.432
	N	30	30	30	30	30	30	30
P2	Pearson Correlation	-.073	1	-.034	-.112	.152	-.073	.266
	Sig. (2-tailed)	.702		.856	.556	.424	.702	.366
	N	30	30	30	30	30	30	30
P3	Pearson Correlation	-.073	-.034	1	-.112	.152	-.073	-.053
	Sig. (2-tailed)	.702	.856		.556	.424	.702	.480
	N	30	30	30	30	30	30	30
P4	Pearson Correlation	-.237	-.112	-.112	1	-.123	-.237	.345
	Sig. (2-tailed)	.208	.556	.556		.517	.208	.462
	N	30	30	30	30	30	30	30
P5	Pearson Correlation	-.080	.152	.152	-.123	1	-.480**	.468**
	Sig. (2-tailed)	.674	.424	.424	.517		.007	.409
	N	30	30	30	30	30	30	30
P6	Pearson Correlation	.135	-.073	-.073	-.237	-.480**	1	.056
	Sig. (2-tailed)	.478	.702	.702	.208	.007		.468
	N	30	30	30	30	30	30	30
total	Pearson Correlation	.393*	.266	-.053	.345	.468**	.056	1
	Sig. (2-tailed)	.032	.156	.780	.062	.009	.768	
	N	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3. Reliability Result

Case Processing Summary		
	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

Reliability Statistics	
Cronbach's Alpha ^a	N of Items
.773	6

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	4.0000	.276	.190	.733 ^a
P2	3.8667	.326	.000	.891 ^a
P3	3.8667	.326	.000	.791 ^a
P4	4.1333	.326	.794	.716 ^a
P5	4.4667	.326	.736	.740 ^a
P6	4.0000	.414	.765	.772 ^a