

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Teacher Professional Development

Development encompasses various processes that aim to improve different aspects to achieve positive and sustainable progress. Correspondingly, Development serves a longer-term goal and seeks to facilitate the growth of teachers' understanding of teaching and themselves as teachers (Çetin & Bayrakçı, 2019 & Richards & Farrell, 2005). Teacher professional development refers to continuous learning opportunities for teachers and other education personnel to improve their skills, knowledge, and competencies. Professional development is activities to support teachers in improving their needs related to their work as teachers (El Islami et al., 2022). In addition, according to Avalos (2011) professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Sancar et al. (2021) also defined that professional development is generally a process that begins in teacher education, continues throughout the teacher's professional life, and is influenced by teacher characteristics, teaching content (what they teach), and teaching strategies/methods/approaches (how they teach). Furthermore, based on previous definitions, we can state that professional development is a series of activities that begins in teacher education, continues throughout the teacher's professional life to support teachers in improving their professionalism related to their work as teachers for the benefit of their students' achievement.

As the statement above, teacher professional development also has a positive impact on students' achievement. According to Çetin and Bayrakçı (2019) professional development affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better understanding and skills improve classroom teaching. Third, improved teaching and raises student achievement. In this case, for example, in the first stage,

teachers can improve their skills by participating in webinars, workshops and seminars on improving their skills and knowledge as teachers. Afterward, teachers can implement the knowledge and skills gained in the classroom. Thus, learning activities in the classroom will become more effective. Ultimately, these effective learning activities will improve quality and student learning achievement.

2.1.2 Model of Teacher professional Development

There are a number of models that have been developed and implemented in different countries to promote and support teachers' professional development. In many countries, a combination of different models to undertake certain parts of different models and new innovations arise, different from the other model, of course, complies with the conditions and possibilities for implementation in a specific country (Jovanova-Mitkovska, 2010). According to Sparks & Loucks-Horsley (1989); Rauf et al. (2017); Çetin & Bayrakçı (2019) there are eight models of teacher professional development:

- 1) Individually guided development: teachers design their own professional learning goals and select the activities that will result in the achievement of those goals such as professional portfolios, reflective journaling, and video or audio self-assessment. This model of professional development provides for a variety of flexible options that enable teachers to individualize their professional growth experiences.
- 2) Observation and assessment: this model of professional development is based on the feedback the teacher receives from the other teacher's observations. This model may be used as a support measure following workshops or periodically throughout the school year as a form of peer coaching.
- 3) Involvement in a development or improvement process: teachers are often asked to be involved in schools' development programs such as curriculum planning, drafting the program, and in the process of school improvement.

- 4) Training: this model is typically presented in the form of a workshop, seminar, or some other form of large group presentation.
- 5) Inquiry: this model is also known as the action-research model. In the inquiry or action research model, participants use a structured method to investigate how a change in a particular practice impacts teaching and learning.
- 6) Mentoring: in this model older or more experienced teachers guide and assist younger or novice teachers in all areas of teaching around activities such as classroom observations, coaching, feedback, and collaborative teaching.
- 7) Critical Friends Group: this model aims to promote student learning through collaboration. Members focus on factors affecting students' achievement such as examining curriculum, and students' work.
- 8) Professional Development School: this model often takes the form of a partnership between a school and a local teachers college. The model of professional-development schools varies from setting to setting.

In this study I focused on my professional development as a prospective teacher. I use several development models in building my professionalism. I used weekly notes containing my own stories of preparation in the teaching process in the English Zone program during the sixth bath of the *Kampus Mengajar* program.

2.1.3 Components of Teacher Professional Development

The components of effective teacher professional development are multifaceted and can be categorized into several key elements. These elements are essential for enhancing teacher knowledge and practices, which in turn improve student learning outcomes. According to Darling-Hammond et al. (2017) there are seven elements that have the potential to streamline and enhance professional development programs for educators such as:

- 1) Content-focused: professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an

intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.

- 2) Incorporates active learning: active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.
- 3) Support collaboration: high-quality of professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and district.
- 4) Uses models of effective practice: curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- 5) Provides coaching and expert support: coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
- 6) Offers feedback and reflection: high-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
- 7) Sustained duration: effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

In addition, a study conducted by Bayar (2014) also revealed that any effective professional development activity should consist of the following

components: 1) a match to existing teacher needs, 2) a match to existing school needs, 3) teacher involvement in the design/planning of professional development activities, 4) active participation opportunities, 5) long-term engagement, and 6) high-quality instructors. Those components from Darling-Hammond et al. (2017); Bayar (2014) served as the basis for maximizing teacher professional development. They collectively aim to enhance teacher professional development, leading to improved teaching practices and better students' outcomes. Therefore, teachers should consider those components to build an effective teacher professional development.

2.1.4 Teaching Experience

Experience refers to knowledge or skills acquired through participation in a particular job or activity. According to Uddin and Nwachokor (2019), experience is not just limited to various certificates acquired by teachers but also the knowledge of pedagogy. Teaching experiences give students-teachers a chance to experiment and test their knowledge and skills in the profession of teaching (Mubita et al. 2022). This can include experience as a teacher, instructor, tutor, mentor, or facilitator. So, it can be concluded that teaching experience gives the teachers or prospective teachers the opportunity to gain knowledge, skills, and insights through the process of teaching and guiding others in a formal or informal educational setting.

Teaching experience has an important role for a teacher. According to Ulfa et al. (2022), teaching experience can increase the qualifications and professionalism of teachers. The more experienced the teacher is in teaching, the wider the subject matter is mastered so that it is possible to improve his professional competence (Hidayat and Patmisari, 2023). According to Burden (2000) in Susan and Imonje (2019), there are three stages of a teacher's career. The first stage is the survival stage, which occurs in the first year of teaching, where teachers do not know the teaching-learning environment. At this stage, teachers' confidence levels are also low, as most of them are unwilling to try different teaching strategies. The second stage occurs in the first four years of

teaching as an adjustment stage, where teachers adapt a lot to readiness in terms of planning and organization. At this stage, teachers have built up their confidence and now view students as human beings. The third stage is the maturity stage, which starts with five years of experience and above, a stage where teachers have understood and discovered their work. At this stage, a teacher has found an identity in the teaching profession that result in improved learner performance. Therefore, teaching experience indirectly plays an important role in the development of skills or abilities for student teachers or prospective teachers.

2.1.5 Phase of Teaching

Teaching is the process of facilitating learning by imparting knowledge, skills, values, and attitudes to students. According to Rajagopalan (2019), teaching is a cooperative activity, and teachers should involve students in different classroom activities, such as organization, management, discussion, recitation, and evaluation of results. Teachers employ different techniques, such as lectures, group discussions, and technology-enhanced learning, to accommodate diverse learning styles and objectives. According to Bordia (2023), there are three main phases in teaching:

- 1) Pre-active phase of teaching

This phase includes all activities that a teacher needs to perform before the classroom session as the lesson preparation step.

- 2) Inter-active phase of teaching

This phase is about executing the plans made in the first phase. The teachers offer a learning experience to the students through different teaching modes. The prime purpose of this phase of teaching is to encourage constructive interaction between the teacher and the students. So, whether it is a classroom, library, or laboratory, the teaching environment is already planned and designed by the teacher.

- 3) Post-active phase of teaching

This phase occurs when the teacher is done with the classroom session and looks back to assess the entire process. It includes evaluation

activities and summarizing the teaching session. The teacher will ask the students a few questions to evaluate their knowledge achievement.

Each phase is crucial in ensuring that the teaching process is comprehensive and effective in achieving the desired outcomes. By understanding these phases, teachers can develop a structured approach to teaching that enhances student learning and engagement.

2.1.6 The *Kampus Mengajar* Program

Kampus Mengajar is one of the programs derived from the *Merdeka Belajar Kampus Merdeka* (MBKM) policy that provides opportunities for students to learn outside of classroom activities. The MBKM program was launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to seek the transformation of higher education to keep up with increasingly complex times. In addition, the *Merdeka Belajar Kampus Merdeka* (MBKM) program is expected to answer the challenges of higher education to produce graduates who are in accordance with the times, advances in science and technology, and the industrial world, as well as the dynamics of society (MBKM Guidebook, 2020). The MBKM itself includes various programs that help prepare students to face social changes, culture, the world of work, and rapid technological advances. One of them is the *Kampus Mengajar* program. According to Hidayat et al. (2023), *Kampus Mengajar* invites students to help develop learning, especially significant literacy and numeracy competencies, adapt technology, and actualize interests and potentials according to their respective fields of study in elementary and Junior High Schools. In conclusion, the *Kampus Mengajar* program was launched to provide students with the opportunity to hone their soft and hard skills by directly assisting schools to improve literacy and numeracy skills.

The participants of the *Kampus Mengajar* program batch 6 will get the opportunity to become agents of change for Indonesian Education and get a conversion of 20 credits of courses so that students who take part in this program can still get decent grades in several courses in the semester. In addition, participants of the *Kampus Mengajar* will also be provided with monthly living

expenses worth one million two hundred thousand rupiahs and tuition fee assistance of two million four hundred rupiahs in the following semester with a note that for students who have received living expenses from other government scholarships, the fee received is the difference from the money received from the scholarship (*Kampus Mengajar* Information Centre, 2023). This privilege is intended as a form of appreciation for the contribution of students in helping to improve the quality of education in Indonesia by serving in schools that are the target of the *Kampus Mengajar* program.

2.1.7 English Zone

The English Zone program was designed by my team and me as a work program in one of the primary schools in Tasikmalaya Regency, West Java, Indonesia, during the *Kampus Mengajar* program. This program aims to promote English to the sixth-grade students in that school. The English Zone program was created as a fun learning environment for students to learn English. According to Septiyana et al. (2020), English Zone (EZO) is an activity where learners or participants use English in a certain place all the time. In the English Zone activities, I encourage students to learn to listen, read, write, and memorize simple vocabulary related to their daily lives. By participating in this program, students are expected to be able to understand the concept of English as an international language and master basic vocabulary related to daily life.

In implementation, the English Zone program is held once a week. This program was conducted outside the classroom and targeted grade 6 students because they needed to know English before entering junior secondary education. This program provides students with an insight into English vocabulary related to everyday life. According to Apriani et al. (2019), English Zone is able to improve students' English-speaking skills and can increase their confidence in speaking English with their friends. In addition, Septiyana et al. (2020) stated that English Zone is able to increase young learners' confidence in using English to communicate with their friends and teachers. English Zone is able to create a pleasant learning environment for students so that students can enjoy the learning

process even though they make many mistakes and do not feel pressured by the tutor (Septiyana et al., 2020). In conclusion, English Zone (EZO) was a fun program to help young learners in learning English.

2.2 Study of the Relevant Research

Several empirical studies have been conducted regarding student-teachers experience in teaching English and teachers' professional development. So, I studied the research before deciding to conduct this research. Some of the relevant studies will be discussed in the following order.

Septiyana et al. (2020) conducted a study that aimed to describe the implementation of English Zone (EZO) activities in learning English speaking skills for young learners. The research used a qualitative descriptive study that included observation of the teaching and learning process and interviews given to 10 students from Kampung Sawah, Hadimulyo Barat. The findings show the powerful ways in which EZo is able to improve students' speaking skills. The students had fun in the classroom which made them actively participate in speaking exercises with their friends or teachers. The findings further highlighted that EZo showed good results in increasing students' confidence during speaking exercises.

Hidayat and Patmisari (2023) conducted a study aimed to determine the effect of students' participation in the *Kampus Mengajar* and teaching experience on the understanding of teachers' professional competence. The study uses quantitative research methods with correlation design. The sample in the study consisted of 195 respondents from the students of the Faculty of Teacher Training and Education with quota purposive random sampling. The results of the study show that students' participation in the *Kampus Mengajar* and teaching experience affected the understanding of the professional competence of teachers by students because in their duties students hone soft skills, one of which fulfills the professional competence of teachers so that the level of students' understanding of the professional competence of teachers is influential.

Suyatno et al. (2023) conducted a research that aims to determine how the *Kampus Mengajar* program can be used to improve the professionalism of pre-service teachers to bridge the gap between theory and practice. The research used open interview questions to collect data from eleven pre-service teachers, two supervisors, and two principals involved in the *Kampus Mengajar* program with 3 months of professional experience placements in primary schools spread across Indonesia. This research successfully revealed how the *Kampus Mengajar* program provides real experiences to pre-service teachers by sharing their experiences to enhance their professionalism. The findings further highlighted that *Kampus Mengajar* program gave pre-service teachers opportunity to improve themselves by experienced real school life and acquire real experience, including learning from their mentors.

Thus, the previous study tends to identify the use of English Zone to improve students' speaking skills. In contrast, the last two studies tended to determine the effect of students' participation in the *Kampus Mengajar* program and teaching experience to improve students' professionalism competence. Previous studies used qualitative and quantitative research designs that focused on data obtained from other people with more than one participant. In addition, few studies address the student-teachers' experience in teaching English at the primary school level during the *Kampus Mengajar* program to support teacher professionalism development. To fill the gap, this study highlights my teaching English experiences gained from conducting language instructions in English Zone as a student-teacher while participating in the sixth batch of the *Kampus Mengajar* program at a primary school level to support my teachers' professional development.