

**ANALYZING AN EFL SENIOR HIGH SCHOOL TEACHER
CHARACTERISTICS AND DEVELOPMENT IN OPTIMIZING
THE 21ST CENTURY LEARNING**

A PAPER

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**ANALYZING AN EFL SENIOR HIGH SCHOOL TEACHER
CHARACTERISTICS AND DEVELOPMENT IN OPTIMIZING THE 21ST
CENTURY LEARNING**

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DECLARATION

The writer hereby grants that this paper, entitled “Analyzing an EFL Senior High School Teacher Characteristics and Development in optimizing the 21st Century Learning” is really written by the writer and acknowledges as her own intellectual property. In accordance with the use of references, the quotations, and the citations of the related literature, the researcher has conducted this research based on the rightfully legal and scientific procedures. Therefore, the contents of this paper are an original work of the researcher. In this case, if there are any complaints, she will be fully responsible for all the consequences given.

Garut, Februari 2021

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PERNYATAAN

Dengan ini penulis menyatakan bahwa skripsi yang berjudul “Analyzing an EFL Senior High School Teacher Characteristics and Development in optimizing the 21st Century Learning” benar-benar karya penulis sendiri berdasarkan pengetahuannya sendiri. Penggunaan referensi, kutipan, dan pengutipan dari sumber lain telah peneliti lakukan berdasarkan kaidah-kaidah pengutipan yang sesuai dengan etika keilmuan yang berlaku, sehingga isi serta kelengkapannya ini merupakan karya asli. Dalam hal ini, apabila kemudian terdapat keluhan, penulis akan bertanggung jawab penuh atas semua konsekuensi yang diberikan.

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ABSTRACT

Achieving optimal success in teaching English as a foreign language (EFL), requires teachers to demonstrate characteristics and developments which will be the basis for an EFL teacher in teaching language. Therefore, this study aimed to analyze the characteristics and developments of an EFL teacher in optimizing the 21st century learning. For this purpose, a qualitative approach in form of case study were applied. The participants of this study were three EFL senior high school teachers. Then, as the instruments of this study, a questionnaire and an interview also were employed. Hence, the data were analyzed using descriptive method proposed by Miles and Huberman (1992: 16). The technique of data analysis involved collecting the data, analyzing the data, and interpreting the data. The result showed there are four characteristics of an EFL teacher, there are technical knowledge, pedagogy skills, interpersonal skills and personal qualities. The result also showed the teacher developments are workshops, seminars and teacher networks. In order to optimize the 21st century learning, the study also found the result as using the current technology as the learning supporting system, having learning skills and teaching in 21st century content.

Key Words: *EFL Teacher Characteristics, Teacher Developments, Optimizing 21st Century Learning*

ABSTRAK

Untuk mencapai keberhasilan optimal dalam pengajaran bahasa Inggris sebagai bahasa asing (*EFL*), menuntut guru untuk menunjukkan ciri-ciri dan perkembangan yang akan menjadi landasan bagi seorang guru *EFL* dalam mengajar bahasa. Oleh karena itu, penelitian ini bertujuan untuk menganalisis karakteristik dan perkembangan guru *EFL* dalam mengoptimalkan pembelajaran abad 21. Untuk tujuan ini, pendekatan kualitatif dalam bentuk studi kasus digunakan. Partisipan penelitian ini adalah tiga guru sekolah menengah atas *EFL*. Kemudian, instrumen penelitian ini juga digunakan kuesioner dan wawancara. Oleh karena itu, data dianalisis menggunakan metode deskriptif yang dikemukakan oleh Miles dan Huberman (1992: 16). Teknik analisis data meliputi pengumpulan data, analisis data, dan interpretasi data. Hasil penelitian menunjukkan ada empat karakteristik seorang guru *EFL*, yaitu pengetahuan teknis, keterampilan pedagogi, keterampilan interpersonal, dan kualitas pribadi. Hasil pengembangan guru juga ditunjukkan melalui lokakarya, seminar dan jaringan guru. Untuk mengoptimalkan pembelajaran abad 21, penelitian ini juga menemukan hasil berupa pemanfaatan teknologi terkini sebagai sistem pendukung pembelajaran, memiliki keterampilan belajar dan pengajaran dalam konten abad 21.

Key Words: English Foreign Language (EFL) karakteristik, perkembangan guru, , optimalisasi pembelajaran abad 21.

MOTTOS

...إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ

**“If you do good, you are actually doing good for yourself
...” (QS al-Isrâ/ 17: 7)**

PREFACE

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The writer realizes that her paper is still far from being perfect. There are many things that should be corrected both its contents and its linguistic aspects. Therefore, the writer greatly appreciates all comments and critics. Finally, the writer hopes this paper would be useful to all readers.

Garut, Februari 2021

The writer

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May Allah bless you all gives Her kindness. The writer realizes that her paper actually has not been perfect yet, there are many mistakes in its contents. Finally, the writer hopes this thesis will be useful and guidance for the reader, library study, and those who are interested in it.

Garut, Februari 2021

The Writer

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: introduction that concerns with background of the study, reason of choosing the topic, objective of the study, research question, significance of the study, methodology, and definition of terminologies will be elaborated in the following section.

1.1 Background of the Study

Great students are born from great teachers. In the 21st century, teachers are required to have good competence to develop the learning process and to improve the students' ability. It is in line with Shishavan & Sadeghi (2009) that the improvement of the education system and the quality of learning are greatly influenced by good and high-quality teachers. It is also stated by Campbell, Kyriakides, Muijse & Robinsona (2004) that teacher quality plays a fundamental role in student achievement. It is also stated by Jan (2017) preparing students to face challenges in the future and calculating what they need is an ability that the 21st century teachers must have. In addition, the teacher also has a role in creating students with various skills. Therefore, teacher development and knowledge of teacher characteristics are very important in optimizing education in the 21st century.

However, complex problems are increasingly faced by some teachers. Teachers and learners of EFL may have overlapping and at times divergent perceptions of desirable qualities of a good language teacher (Sishavan & Sadeghi; 2009). The pressure faced by language teachers are the development of technology and new views on the evaluation of a teacher's self-development (Altan, 2006). Another problem is the teacher has difficulty in reflecting on teaching practices because the teacher does not have certain professional tendencies (Ball & Cohen; 1999).

Regarding teacher's characteristics, there are more than five characteristics found by several researchers. According to Jan (2017) a 21st century teacher has many characteristics that distinguish him from the traditional teacher such as a teacher has to think globally, develop sensitivity towards cross-cultural differences and

diversity, be technologically knowledgeable, build partnership and alliances beyond classroom and share learning inside four walls. Other characteristics of the 21st century teachers is an effective teacher who has five behaviour categories such as emotional environment, teacher skill, teacher motivation, student participation also rules and grades (Walls, Nardi, Minden & Hoffman; 2002). Churches (2009) claims that being the adaptor, the visionary, the collaborator, the risk taker, the learner, the communicator, the model and the leader are the characteristics of 21st century teachers. In addition, according to Lindvall & Ryve (2019) there are three characteristics of the teacher; (1) the teachers as an implementer; (2) the teacher as autonomous; (3) the teacher as an negotiator.

Not only the characteristics but also teacher professional development (TPD) must be known by teachers in the 21st century. Teacher professional development is defined as an activity that intended as a form of preparation for staff to get good performance going forward (Little, 1987, p. 491). It is in line with Wolf & Peele (2019) that TPD programs illustrate various approaches to improving teaching practice and evaluation, these programs are benchmarks of success based on whether the program improves student outcomes or not. It is also stated by Vermunt, Vrieki, Halem, Warwick & Mercer (2019) that Teacher PD points to a program, or a learning environment, which may have specific features. “Engaging in professional development can help teachers update their knowledge of a subject in the light of recent advances, and exchange information with other teachers, experts, and academics” (Organization for Economic Co-operation and Development, Santiago, & Source OECD, 2016). On the other hand, professional development consists of every career development activity that will enhance teaching abilities. Therefore, successful teachers depend on how they gain new skills by learning and updating previous practices.

Teacher professional development (TPD) has some advantages for English teaching and learning. TPD helps an EFL teacher to have the necessary foundation in teaching and responding to the needs of students (Cirokki & Farrel; 2019). It is in line with Yurtseven and Bademcioglu (2016) that TPD gives a positive effect on

teacher professional development and student learning as well as the role of teacher leaders and administrators in professional development, adjusting activities according to teacher needs, the need to change the structure of professional development activities.

Some studies about teacher characteristics and teacher professional development have been done. Yiu (2011) found that teacher's belief is one of the important characteristics for a teacher to deliver good learning outcomes by developing closer relationships with students. Another study found that there are two characteristics of teachers; perceived quality and career plans. Both of these characters make the teacher feel better prepared to teach and become a strong foundation for teachers to start their careers (Ronfeldt, Reininger & Kwok; 2013) . Iyidogan (2011) found that all teachers are required to have professional development because a teacher has a good image, where the teacher needs to realize who he is so that a teacher will act according to his profession. In addition, teacher professional development gives confidence to a teacher about teaching thought, involvement in learning and involvement in teaching practices, so as to produce a good teacher (Zhao, Yang & Long; 2019).

Based on the previous studies above, most studies in the field of teacher characteristics and development have only focused on the general teacher characteristics and professional development. Hence, this study will focus on an EFL senior high school teacher's characteristics and development in optimizing the 21st century learning. However, in this rapid changing world, language teachers are needed. Due to the fact, an EFL teacher must have a good characteristics and good professional development that will bring good outcome of learning.

1.2 Reason for Choosing the Topic

Based on the background of the study above, the researcher chose this topic according to some problems found. *First*, the teacher has difficulty in reflecting on teaching practices because the teacher does not have certain professional tendencies (Ball & Cohen; 1999). *Second*, teachers do not understand the qualities that must be possessed by a teacher especially a language teacher. It is in line with Sishavan

and Sadeghi (2009) EFL teachers and students may have perceptions that overlap and sometimes differ from the desired qualities of good language teachers. *Third*, the rapid development of technology has become a problem for a language teacher. It is accordance to Altan (2006) the pressure faced by language teachers is the development of technology and new views on evaluating teacher self-development.

1.3 Research Questions

Based on the reason of the study, the researcher formulates the research questions as follows:

1. What are the characteristics and development of an EFL senior high school teacher in 21st century learning?
2. How does an EFL senior high school teacher optimize the 21st century learning?

1.4 Objective of the Study

Based on the research questions above, the objectives of study are as follows:

1. To find out an EFL teacher's characteristics and development in the 21st century learning.
2. To analyze how an EFL teacher optimizes the 21st century learning.

1.5 Significance of the Study

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section:

1. Theoretically

The result of the study are expected to support theories dealing with the characteristics and development of an EFL teacher in optimizing the 21st century learning as discussed in chapter 2.

2. Practically

The result of this study is expected to give contribution for the teacher who is still less knowledge about an EFL teachers characteristics and development in optimizing the 21st century learning.

1.6 Reasearch Methodology

In conducting the research, the researcher used descriptive qualitative approach in form of case study that attempt to describe the characteristics and development of an EFL teacher. As the instruments of this study, an interview and questionnaire also are employed. The participant of this study were three an EFL senior high school teachers. This research is conducted in one of senior high schools in Garut.

1.7 Definition of Terminologies

The following definitions are provided to ensure and understanding of these terms throughout the research the key terms in as follows:

1. Teacher characteristics refers to qualities of teachers that can be measured with tests or derived from their academic or professional records.
2. Teacher professional development is defined as an activity that intended as a form of preparation for staff to get good performance going forward (Little, 1987, p. 491).

CHAPTER II

A REVIEW OF RELATED LITERATURE

2.1 General Remarks

The whole parts of this chapter discuss all of things related to the theories of the topic discussed in the research. This part consists of theoretical review including definition of teacher characteristics, definition of teacher professional development and strategies in optimizing the 21st century learning.

2.2 EFL Teacher Characteristics

2.2.1 Defining EFL Teacher Characteristics

In the literature, there is a variety of terms and definitions related to notions of teacher characteristics. The term “character” is a constant and lasting quality or quality which can be characterized to identify a person, an object or event (Chaplin, 1975:82). Arifah and Kusumarasyati (2013) stated that “teacher characteristic is typical feature or quality that has by a teacher as an educator”. Therefore, the term “teacher characteristics” typically refers to qualities of the teacher.

2.2.2 EFL Teacher Characteristics

A good teacher in teaching is a teacher who has several characteristics needed in the teaching process. It is in line with Brown (2004:230) that a good English teacher is a teacher who owns some characteristics. Furthermore, in teaching English, an EFL teacher with some characteristics is needed for the students mastering English.

The characteristics of an EFL teachers are classified into some characteristics. Brown (2014:430) had identified four characteristics of an EFL teacher; technical knowledge, pedagogical skills, interpersonal skills and personal qualities.

1. Technical Knowledge

Technical knowledge is a science that is often theoretical and not found in nature, in other words technical knowledge is related to certainty (Brook, 2013). In addition, technical knowledge of language consists of practical aspects of language

that can be incorporated into rules, such as rules of grammar, conventions, stock and formulaic expressions (O'Dwyer, 2006:8).

2. Pedagogical Skills

Besides, another characteristic that will support teachers in the classroom is their pedagogical skills. Curee (2012) states that pedagogy refers to the teaching strategies that teachers use to enable students to learn knowledge and skills related to different subject areas. Kohler and Mishra (2009) describe pedagogy skills as knowledge in depth related to the theory and practice of teaching and learning which includes objectives, processes, assessment learning methods, strategy and others. It is in line with Kyriacou (2009) that pedagogical skills involve the ability to a repertoire of teaching strategies. Therefore, the teacher should understand and focus on the pedagogy needed for students to understand and construct knowledge, attitudes and skills.

3. Interpersonal Skills

Interpersonal skills are individual's ability to communicate effectively with other people (Angeles, 2012). Interpersonal skills are goal-directed behaviors used in face-to-face interactions, which are effective in bringing about a desired state of affairs (Hayes, 1991:5). It is also defined by Klein, DeRuin and Sallas (2006) that interpersonal skills as an umbrella that refers to social skills, social competence, people skills, face-to-face skills, human skills, and soft skills

4. Personal Qualities

The last, teacher's personal quality is a characteristic that will support the teacher in the classroom. It is also said by Stronge (2007: 116-117) that the teacher's personality is one of the first sets of characteristics to look for in a teacher. Personality itself described as individual's behaviors, thoughts and feelings (Roberts & DeVecchio, 2000). It is also in line with Pervin (2005) that a person's personality refers to responsibility, thinking and behaving.

Teacher characteristics such as technical knowledge, pedagogical skills, interpersonal skills and personal qualities will consider as one of the aspects that researcher observe in this study.

2.3 Teacher Professional Development (TPD)

2.3.1 Defining Teacher Professional Development (TPD)

Teacher professional development (TPD) is a process for a teacher to obtain a high teaching quality. It is in line with TALIS that "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher". In addition, the teachers will find the way how to teach and meet the need of the students because the ultimate goal of teacher professional development should be the benefit of students' learning and achievement.

“[...] professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change.” (Avalos, 2010; p.10)

In the literature, there are many terms about the notion of teacher professional development. Bredeson (2002); Knapp (2003) have identified that one of the most developed concepts in the teaching is teacher professional development (TPD). Moreover, in Indonesia, TPD is a main part of education reforms concept. It is in line with Raihani & Sumintono (2010) that education policy is currently being focused on improving the quality of education through improving the quality of teachers (teacher professional development) after decades only focusing on the quantity and expansion of education. It is also stated that one of the success factors of educational change is the improvement of teacher performance through professional development (K.O. Aluko & R. A. Aluko, 2008).

With regard to teacher professional development as the focus of the current study, there are four different perspective classifications about TPD. The first, according

to some scholars, TPD is seen as an activity, event, or opportunity. Teacher development is defined as an activity provided to design progress in knowledge, skills and understanding of teachers by changing thought patterns and behavior by (Berlier, 1983: Hoyle, 1974). Bredeson (2002) considers professional development as “learning opportunities that engage educators’ creative and reflective capacities in ways that strengthen their practice” (p. 663). This view aims to make teachers able to formulate the types of learning that can provide knowledge and skills. In other words, the result of this perspective is to find out what types, forms and models of TPD are suitable for improving teacher teaching practices.

The second perspective is stated by Evans (2002) that TPD is a process of improving teacher. It also has been viewed by Day (1999) that professional development is “the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives” (p. 4). It is also pointed by Guskey 2002 that “professional development must be seen as a process to provide teachers with specific, concrete, and practical ideas that are directly related to day-to-day operations their classroom” (p. 382). The main concern in this perspective is to uncover the best processes for developing teacher knowledge and skills. Basically, we need to know and understand the processes involved: what must be done for the teacher to develop. Therefore, the focus is on "how" teacher quality is improved through the implementation of TPD properly. Thus, another focus in this perspective is whether the teacher will be sent to the course (workshops, seminars, etc.), or leave and challenge them to solve challenges that arise in their teaching practice.

The last perspective is a combination of the two previous TPD perspectives, activities "what" and processes "how". Theoretically, TPD activities and processes are interdependent. It is in line with Guskey (2000) defines TPD "as processes and activities designed to enhance professional knowledge, skills and attitudes of educators so that they can, instead, enhance student learning" (p. 16).

In summary, these three perspectives show that teacher professional development involves expanding learning to increase the knowledge and skills required during the learning process.

2.3.2 The Models of Teacher Professional Development

Various literature sources in education have explored a vast array of research addressing teachers' professional development. Recently, some focus on alternative approaches of addressing professional development can be observed. In this research, there are three models of teacher professional development.

1. Workshops

One of the most common and useful models of professional development activities usually held by an institution for teachers is workshop (Widodo et al., 2011). By attending the workshop, teachers are expected to learn the particular issues in English language teaching such as curriculum, teaching materials, methods that can be applied in the classroom, etc.

2. Seminars

Seminars is one program that give new knowledges for the participant who join it. According to Padgett, Keup and Pascarella (2013) seminars encourage critical reading and writing skills in order to serve the purpose of the seminar. In addition, the seminar held a discussion forum as a forum for teachers to present and receive feedback from other seminar participants. The output of seminars is to keep participants up-to-date with the current issues in the field of discussion and increase participants' knowledge and create intellectual atmosphere (Illinois, 2015).

3. Teacher Networks

Networks have been proposed to be an organizational answer to the diversity and complexity of educational needs (Bienzle, Gelabert, Jutte, Kolyva, Meyer, Tilkin, 2007). Hence, networking enable teachers to network and collaborate with other teachers from anywhere, at any time. According to Carrol and Resta (2010) the

network is a form of support and career means to access new research-based teaching practices and resources developed by teachers. In other word, networks have an important role in education in providing a structure for teachers' professional development and in integrating the diverse and fragmented lifelong learning landscape (Bienzle et al., 2017).

2.4 Twenty-First Century Learning

The term "21st century" has become an integral part of educational thinking and planning for the future. This 21st century education tried to adjust education with the future world. In other words, the 21st century learning takes traditional learning to a different level. Teachers and administrators are actively looking for ways to prepare students for the future, and the education system is developing faster than ever. Twenty-first century learning draws on the skills and technologies that require students to succeed in a world that increasingly requires collaboration, critical thinking and adaptability (Escabar, 2019). Therefore, the National Education Standards Agency (2017: 2) calls the 21st century as the era of knowledge where information is widespread and technology develops. Rapidly technological developments establish realistic insights in the development and improvement of knowledge, skills, and attitudes of students and teachers (Abao, Dayagbil & Boholano, 2015).

Students in the 21st century have grown up in a fast-paced world of technology. Technology has always been an essential piece of teaching and learning environment. Furthermore, Malik (2018) states that “technology has become an integral part of life and learning patterns in the 21st century”. It is also stated by Eady and Lockyer (2013) that technology is an integral part of the learning experience from the very beginning to prepare the learning experience through to teaching and learning process. In other hand, technology is being part of our everyday life.

Being a language teacher nowadays is different with being a language teacher in past because the world has changed. In the past, teachers stand in front of learners

and give lecture, explanation, and instruction through using blackboard or whiteboard. Regarding to the development of technology, these methods must be changed. It is in line with Solanki and Shyamlee (2012) state due to technology, language teaching method has also changed. Using technology will affect existing language teaching methods (Gilakjani, 2013). Therefore, transforming teachers' characteristics in the digital era in the 21st century is very important.

Accordingly, the use of technology in language learning is very important in facilitating teachers and students in quality learning, moreover in the 21st century learning. It is accordance with Clements and Sarama (2003) that the use of suitable technology will greatly affect student development. Since that technology offers unlimited resources to language teachers & students (Bull and Ma, 2001). In addition, the resources and experiences will be more widely available to teacher and students as teaching and learning resources which have no boundaries (Larsen-Freeman and Anderson, 2011).

When the technology is used in the learning, the students can learn meaningfully and it assist the students in developing their higher order thinking skills. It can be concluded that the true combination of technology and teaching methodology is very important to attract learners' attention towards English language learning.

2.4.1 Twenty-First Century Learning Skills

In this 21st century, preparing students for the society in which they live is an educational role. It is important for the teachers to equip students not only academic content knowledge, but also with general skills. Therefore, due to the rapid improvement of technology and the world is changing more quickly, students need to have more tools at their disposal. These tools are called 21st century skills.

Knowledge and skills are needed by students to succeed the 21st century in the world of education. The term "21st century skills" has been interpreted in many ways, but is generally considered to denote a combination of skills that are important in a modern society and workforce (Ercikan & Oliveri, 2016). The 21st century skills promote lifelong learning, which allows students to adapt and be more

responsive as the world around them changes and as they, themselves grow and change (OECD, 2005). Accordingly, the upcoming question to answer currently is which skills or competencies are needed by the 21st-century students.

The 21st century skills consist wide range of skills and abilities that are necessary for success in a technological world (Dede, 2010). According to Trilling and Fadel (2009:48), there are three set skills in the 21st century:

“the core subjects and interdisciplinary 21st century themes are surrounded by three sets of skills most in demand in the 21st century: (i) learning and innovation skills, (ii) information, media and technology skills, (iii) life and career skills”.

These three skills are summarized in a scheme called the 21st Century Knowledge-Skill Rainbow:

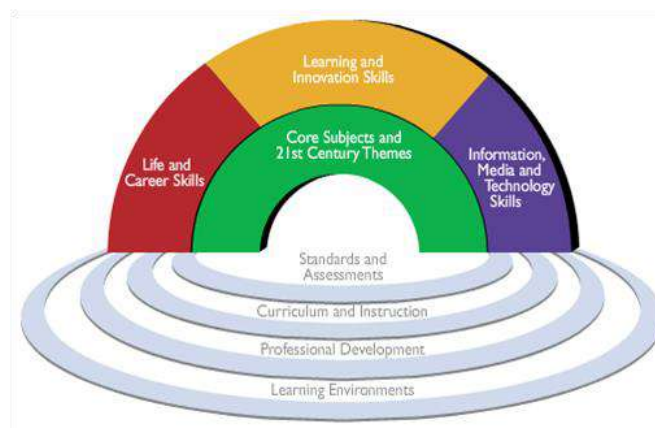


Figure 2.1

(1) *life and career skills*, skills to run life and career including flexibility and adaptability, initiative and self-regulation, socio-cultural interaction, productivity and accountability, and leadership and responsibility;

(2) *learning skills and innovation* represent learning and innovation skills including: thinking and solving problems, communication and collaboration, and creativity and innovation;

(3) *information media and technology skills* are information technology and media skills including information literacy.

Learning skills enable people to acquire new knowledge and skills, connect new information to existing knowledge, analyze, develop habits of learning and work with others to use information, among other skills. In addition, Voogt & Roblin (2012) point out that critical thinking, communication, collaboration, and creativity are the 21st-century set skills. These four skills are perceived to be valuable to supplement the fundamental subject of an educational program to prepare young generations to be part of global, informative, and insightful citizens. The following is the 4C skills proposed by some experts.

1. Critical Thinking Skill

Critical thinking has been defined in many different ways. Dobozy, Bryer and Smith (2012) in Kivunja (2014) define it as “being able to tell facts from opinions, to see holes in an argument, to spot illogic, to evaluate evidence and to tell whether cause and effect have been established” (p.4). It is in line with Nugent and Vitale (2008) that critical thinking is defined as is a learning process to think clear and rational before assessing specific issues and it is expected for students being independent to identify/ recognize, analyze, collect, interpret, assess/ evaluate and summarize information from observation, experience, reflection, reasoning, or interaction, in other word to establish or reinforce their beliefs and actions before taking a decision. Furthermore, critical thinking is important to be developed at any level of education (Karakoc, 2016).

2. Creativity Skill

One of the learning keys in 21st century is creativity skills (Selman and Jaedun, 2020). It is in line with Mumford & Mcintosh (2017) that creativity plays an important role related to knowledge and skill content throughout one's life. Furthermore, Zhuo (2016) defines creativity is “the production of critical thinking skills as well as personality traits, and the purpose is to generate new ideas and search for new and uncommon possibilities”.

3. Collaboration Skill

In the learning process, collaboration is defined as a form concept of cooperation among students to perform certain tasks and achieving the shared objectives (Brown 2015). He also tells some characteristics of students who can collaborate well are dividing task/work fairly, helping each other, understanding each other's activities, supporting each other, being responsible to achieve the set objectives, and appreciating each other's contributions. In addition, in 21st-century learning, students nevermore look other students as their rivals, but as mutually helpful mate to develop their potential.

4. Communication Skill

Communication skill is one of the important skills of the 21st century and it plays an important role in people's relationships. In the 21st century, these skills seen more important yet these skills have always been valued in the workplace and in public life (P21, 2014). The Partnership for 21st Century Skills also describes five sets of communication skills; the ability to articulate thoughts and ideas effectively, the ability to listen and make sense of what is being said, the ability to utilize communication effectively, the ability to utilize a wide range of media and related technologies and ability to communicate in different environments. It is in line with Roekel (2012) in Selman and Jaedun (2020) that "students with good communication skills are those who can formulate comprehensive and clear ideas which are easy to understand, receive any message conveyed by other communicators, provide information and ensure recipients being well-informed, perform oral and written communication through various media, be capable of selecting the most appropriate media and ways to communicate following the message recipient character and the purpose for which the message is delivered, be able to manage and use other digital technologies and resources to express ideas, and be able to interact cooperatively in group works".

2.4.2 Optimizing 21st Century Learning

The world in which students live has changed dramatically and schools must change as well, as they have in the past, to meet all the demands the world is rapidly changing and becoming a very different place, globalization and modernization which are widely recognized as a challenge for individuals and society. The development of the 21st century is marked by the use of information and communication technology in all aspects of life, including in the learning process. Since entering this century, teachers are expected to be able to carry out a learning process based on the four pillars of learning recommended by the UNESCO committee, namely: *learning to know, learning to do, learning to be, and learning to live together*. If we look closely at the four pillars, it requires a teacher to be able to be creative, work diligently and willing to improve their abilities.

Index achievement and the amount of value that students have obtained at examination is no longer a benchmark indicator of the success of education in the 21st century, but is seen from how ready and success of students in facing the real life. Hence, schools as educational institutions are expected to carry out the learning process appropriately to help nurture potential and competent students. This means that the learning process must be able to optimize the competency development of learners and ensure that they are capable live, work, and participate in the 21st century community (Chalkiadaki, 2018; Rose and Malcolm, 2014; Helmawati, 2019).

To prepare students to play their role in 21st century society, there are several ways to optimize the learning process in this century. Here are the six elements to optimize the 21st century learning according to the Partnership for 21st Century Skills:

1. Emphasize core subject

Knowledge and skills for the 21st century must be built on core subjects. No Child left behind identifies these as English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography. Further, the focus on core subjects must expand beyond basic

competency to the understanding of core academic content at much higher levels. Furthermore, core academic subjects remain the foundation of a good education.

2. Emphasize learning skills

To cope the demands of 21st century, students need to know more than core subjects. Consequently, teachers are expected to prepare virtually all students for higher order thinking and performance skills. It is intended for the students to know how to use their knowledge and skills by thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems, making decisions (Stoll, 2009). In addition, students enable to acquire new knowledge and skills, connect new information to existing knowledge, analyze, develop habits of learning and work with others to use information through learning skills. Therefore, students enable to acquire new knowledge and skills, connect new information with existing knowledge, analyze, develop study habits and work with others to use information through learning skills.

Table 2.1

Learning Skills	
Thinking and Problem Solving Skills	<i>Critical thinking skills.</i> Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems.
	<i>Problem identification, formulation and solution.</i> Ability to frame, analyze and solve problems.
	<i>Creativity skills.</i> Developing, implementing and communicating new ideas to others, staying open and

	responsive to new and diverse perspectives.
Communication skills	<i>Communication skills.</i> Understanding, managing and creating effective oral, written and multimedia communication in a variety of forms and contexts
Interpersonal and self directional skills	<i>Collaborative skills.</i> Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives.
	<i>Social responsibility.</i> Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace and community contexts.

Adopted from: The Partnership for 21st century Learning Skills

3. Use 21st century tools to develop learning skills

In the 21st century, technology will continue to be a strength in workplaces, communities and personal lives including in the education field. Moreover, Richard (2015) states that the field of language teaching has been transformed in recent years as the technology developed and the use of technology in a school is also no longer an option but is a core. In other word, today's learners occupy a different world. The Partnership defines the 21st century tools as information and communication technologies (ICT) which include computers, networking and other technologies, plus audio, video, and other media and multimedia tools.

4. Teach and learn 21st century context

Good teacher always help student to find out the value and relevance of new skills and knowledge. According to P21CS teachers can create a 21st century context for learning by : making content relevant to students' lives, bringing the world into the classroom, taking students out into the world, creating opportunities for students to interact with each other, with teachers and with other knowledgeable adults in authentic learning experiences. By teaching in a 21st century context, educators can create a balanced education that reflects both national concerns and local needs.

5. Use 21st century assessments that measure 21st century skills

The Partnership has three overarching points to make about assessment and accountability : standardized tests must measure both core subject and 21st century skills, standardized tests must be balanced appropriately with classroom assessments to measure the full range of the students' skills in a timely way, classroom assessment must be strengthened and integrated with the instructional process to reinforce learning, provide immediate feedback and help students learn core subject and 21st century skills.

2.5 Previous Studies

1. Yiu's work (2011) entitled "The influence of student and teacher characteristics on student-teacher closeness". The study was focused on examining student-teacher closeness by including Asian Americans students as well as teacher beliefs about students in a multilevel analysis. The data were collected using questionnaire. The result showed that teacher's belief is one of the important characteristics for a teacher to deliver good learning outcomes by developing closer relationships with students.
2. Ronfeldt, Reininger and Kwok's work (2013) entitled "Recruitment or Preparation? Investigating the effect of teacher characteristics and student teaching". The study which was focused on one aspect of preparation—student

teaching—because it is typically the first time prospective teachers assume lead teaching responsibilities for an extended period of time. The data were collected through survey data. The result found there are two characteristics of teachers; perceived quality and career plans. Both of these characters make the teacher feel better prepared to teach and become a strong foundation for teachers to start their careers.

3. Chen & Lin's work (2009) entitled "Exploring characteristics for effective EFL teachers from the perceptions of Junior High School students in Tainan. The study was focused on investigating junior high school students' perceptions of the characteristics of effective English teachers. The data were collected through questionnaire. The finding showed that being enthusiastic in teaching, friendly, open-minded, respecting students and caring about students were the most important characteristics of effective English teachers. It means that the most important characteristics are teacher's personality and teacher-student relationship.
4. Iyidogan's work (2011) entitled "Personal factors experienced English teacher's decision whether or not to engage in professional development activities. The study was focused on investigating personal factors affecting experienced English teachers' decision to engage or not to engage in Professional Development (PD) activities. The data were collected through questionnaire and interview. The result showed that all teachers are required to have professional development because a teacher has a good image, where the teacher needs to realize who he is so that a teacher will act according to his profession.
5. Zhao, Yang, Long & Zhao (2019) entitled "Teachers' perceived professional development in a multi-regional community of practice: Effects of beliefs and engagement". The study was focused on investigating how teacher's belief and engagement affected their perceived professional development in the Alliance of Thinking Schools (ATS), which is a multi-regional community of practice (CoP) on teaching thinking for K-12 teachers in China. The data were collected through questionnaire. The result showed that teachers' engagement in learning

and engagement in practice were both significantly positive predictors to perceived professional development of the teachers

CHAPTER III

RESEARCH METHODOLOGY

3.1 General Remarks

This chapter discusses the research method in this research. It covers discussion about research design, research site and participants, instruments, data analysis and data validity test.

3.2 Research Design & Method

This research was conducted to analyze an EFL senior high school characteristics and development in optimizing the 21st century learning. In order to satisfy the objectives of this research, a qualitative in form of descriptive design was chosen. Lambret and Clinton (2012) states “the goal of descriptive qualitative design is to obtain cases deemed rich in information for the purpose of saturating the data. Of basic importance is for researchers to be able to defend their sampling strategies to meet the purposes of their studies”.

3.3 Research Site and Participant

3.3.1 Research Site

The research was conducted in one of senior high schools in Garut. This school was chosen based on some considerations. This school is an accredited B which has a curriculum, human resources, facilities and school managements are no less good than schools with an A accreditation. Therefore, the researcher chose this school to be research site.

3.3.2 Research Participant

Research participants are people who are used to provide information about the situation and conditions of the research background (Moleong, 2013). Therefore, the participant of this research was three EFL senior high school teachers. Three EFL teachers were chosen to make the researcher easier to gain the data and the

time constraints. In addition, three young teachers were chosen to communicate easily in obtaining data about teaching in the 21st century.

3.4 Instruments

Instrument is tools that are needed to get more information. It is accordance to Gay and Airasian (2009) that instrument is a tool in collecting the data of the research. It functions to help the researcher get the data easier. In this study, there were two instruments used by the researcher; interview and observation.

3.4.1 Interview

Regarding to the objectives of the study, the researcher chose interview as the instrument of collecting the data. This interview was utilized to gain the data about teacher professional development and how an EFL teacher optimize the 21st century learning. In addition, interview is a commonly used technique in qualitative research. This is one of the methods often used by researchers to obtain qualitative data. As noted by Dörnyei, (2007: 132) that a researcher widely used interview to collect the data. It is also in line with Ary, Jacobs and Sorensen (2010) that using interview is an instrument for collecting the data from people about opinions, beliefs, and feelings about the situation in their own words. In addition, the researcher used interview to get more information about subject of study from the participant. This is in accordance with Schostak (2006) that the purpose of an interview is to get an in-depth information about the topics or subjects from a long conversation between partners. Therefore, interview provides the advantage of supplying large volumes of data more quickly.

For the purpose of the research, the researcher opted to use semi-structured interview to get the data. This type was chosen because the questions are formulated according to the field to be studied, but the interviewer may modify the format of the questions during the interview process (Ary, et.al; 2010). It corresponds with Biklen and Bogdan (1992) that semi-structured interview is very appropriate to use

because it will produce relevant data according to research needs. Therefore, it helps the researcher get more depth information about the data.

3.4.2 Questionnaire

As far as interview was conducted, questionnaire was also carried out. Questionnaire is the list of questions or statements that are given to participants. It is in line with Sugiyono (2008) that questionnaire is a technique of collecting data by giving some questions or statements to participants. For this research, I opted for a teacher questionnaire from the Teaching and Learning International Survey (TALIS) administered by the Organization for Economic Co-operation and Development (OECD, 2009). In fact, items in the TALIS questionnaire capture data about types and features of learning activities that teachers had participated in and teachers' perceptions of these learning activities. Regarding to Sugiyono's theory, the researcher used questionnaire to obtain the data about an EFL teacher characteristics and development in optimizing the 21st century learning.

3.5 Data Analysis

After the data have been collected, then the data were analyzed systematically. According to Wiersma (1991) "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study". In other word, data analysis is a process to analyzed the data which have been collected systematically.

The researcher used descriptive qualitative to analyze data. Miles and Huberman (1992) in Sugiyono (2008) state that there are three activities to analyze data in descriptive qualitative, those are data reduction, data display, and conclusion drawing/verification. According to that statement, to analyze the data, the researcher divides into three activities data reduction, data display, and conclusion drawing/verification (see figure 3.4):

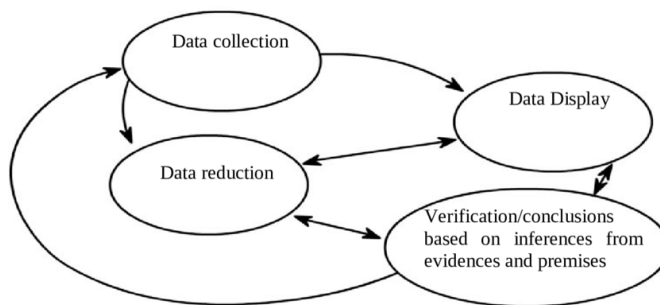


Figure 3.4 Components of data analysis: (Interactive model based on Miles and Huberman, 1992)

3.5.1 Data Reduction

In conducting this research, researcher will get much data. Therefore, the first activity for researcher is selecting the data. Thus, the researcher has to do reduction to analyze the data. Since, data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. Firstly, the researcher collected the data about an EFL teacher characteristics and development in optimizing the 21st century learning trough interview and questionnaire. Then researcher transcribed the data. The unrelated data to the research were removed. After collecting and reducing the data, the researcher displayed those data in the form of descriptive.

3.5.2 Data Display

The second activity is data display. Data display aims the process to simply the data in the form of sentence, narrative, or table. In displaying data, the researcher describes data that have been reduced into sentence form. In the process of the reducing and displaying the data, it was based on the formulation of the research questions. The research questions are: 1) What are the characteristics and development of an EFL senior high school teacher in 21st century learning? And 2) How does an EFL senior high school teacher optimize the 21st century learning? This step provides a set of information that is structured and possibility of drawing conclusions because the data acquired usually in the form of narrative. Hence the

researcher arranges the data in good sequence narrative without reducing its content. A conclusion will be drawn after displaying the data.

3.5.3 Conclusion Drawing/Verification

Conclusion drawing and verification are the last step of this qualitative data analysis. The conclusion drawing is started after the data were collected by making temporary conclusion. The conclusion is analyzed continuously and verified the validity to get the perfect conclusion about an EFL teacher characteristics and development in optimizing the 21st century learning.

Regarding to these techniques, the data obtained will be sorted then grouping of similar data and then the contents are analyzed according to the required information in a concert and in-depth manner.

3.6 Data Validity Test

Data validity tests in qualitative research include credibility (internal validity), transferability, auditability, and conformability tests. The purpose of data validity in qualitative research is to improve or optimize the research rigor. According to Herdiansyah (2010) rigor is the level or degree at which the findings in qualitative research are authentic and have justifiable interpretations. He also stated that there are several strategies to keep rigor optimal:

3.6.1 Extending time

According to Padget (1998) the extending time between the researcher and the subject under study can avoid the research from reactivity bias and respondent bias. Both sources of bias occurred at the beginning of the study because there were still very different points of view between the researcher and the participant under study. One strategy that can be used to gain the trust of research subjects is with time in terms of possible subjects, so that trust can really be realized and avoid premature closeness between the researcher and the research participants.

3.6.2 Triangulation

There are four types of triangulation that can be used in qualitative research (Denzin 1970):

1. Theory triangulation

Theory triangulation is the use of several theories (more than one main theory) or several perspectives to interpret a number of data.

2. Methodological triangulation

Methodological triangulation is the use of multimethod to study single topics / single cases. Multimethod are meant for example combining qualitative methods with quantitative methods in a single case.

3. Data triangulation

Data triangulation is the use of more than one data collection method in a single case. Data collection methods are generally carried out in qualitative research, namely interviews, observation, documentation, and so on. In qualitative research, more than one data collection method is often used (for example, interviews plus observation, interviews plus questionnaire plus documentation, etc.). For this study, the researcher used qualitative in form of case study.

Triangulation is accomplished by asking the research questions to participants and by collecting data from different sources, and by using different methods to answer the research questions. In this data triangulation, the researcher used interview plus questionnaire as the method of collecting the data.

4. Observer triangulation

Observer triangulation is the use of more than one observer in a single case in order to obtain intersubjective agreement between observers. In making observations, sometimes many observers are needed because of several things, such as separate situations, separate subjects, different subjects, but must be done at the same time in relation to a single case.

In this study, the data validity criteria are emphasized more on extending the maximum time possible for data collection and data triangulation (triangulation in terms of data collection methods), namely interview and giving questionnaire. In this application, the researcher compared the interview data and data from related questionnaire. Thus, what is obtained from data sources can be verified when compared to similar data obtained from other different sources.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

4.1 General Remarks

In this chapter, the writer presents research finding and discussion. In this chapter the writer presents the answer of research questions that contained in the first chapter. The research questions are: (1) What are the characteristics and development of an EFL senior high school teacher in 21st century learning? (2) How does an EFL senior high school teacher optimize the 21st century learning?

4.2 Research Finding

The writer did the research and got the complete data from all the research instruments including interview and questionnaire. To gain the objectives of the research, the writer had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. The research finding is answering of the research question that formulated before. The data are presented based on questionnaire. Questionnaire 1 is preliminary question for choosing an EFL teacher characteristics. Questionnaire 2 was given to find out an EFL teacher professional development.

4.2.1 An EFL Teacher Characteristics

The research finding shows that there are four categories of an EFL teacher characteristics, they are technical knowledge, pedagogical skills, interpersonal skills and personal qualities.

For convenience, instead of the major tables (see appendix) that contain the whole lists of characteristics of an EFL teacher, shorter ones are used in which the most frequents qualities are very important in each type of an EFL teacher characteristics.

Table 4.1 an EFL Teacher Characteristics in Technical Knowledge

Item	An EFL teacher should	important	very important
12	Be able to communicate well		3
37	Speak audibly and clearly		3
50	Write clearly and legibly		3
62	Participate in teacher professional growth events such as seminars, workshops, and so		3
2	Have a high level of English proficiency	1	2

As can be seen from table 4.1, the frequency of each characteristics shows the results of what characteristics that an EFL teacher should have. As shown in table 4.1, the very important characteristics in technical knowledge are: be able to communicate well, speak audibly and clearly, write clearly and legibly, participate in teacher professional growth events (seminars, workshops, and so) and have a high level of English proficiency.

Table 4.2 An EFL Teacher Characteristics in Pedagogical Skills

Item	An EFL teacher should	important	very important
4	Be enthusiastic about teaching		3
7	Be aware of current teaching technique		3
28	Understands learners's personalities, need, and learning styles		3
34	Be able to present language using different technique		3
1	Be creative in teaching	1	2
6	Be familiar with the social and cultural background of the learners	1	2
16	Gives optimal feedback on written work in pppropriate ways	1	2
26	Use audiovisual aids/multimedia teaching	1	2
15	Motivate learners using different instructional strategies	2	1
54	Use the latest technology in teaching	2	1

Table 4.2 shows the top ten of an EFL teacher characteristics in pedagogical skills. This time the pedagogical skills came the very important characteristics according to 3 teachers as the participants that an EFL teacher should be enthusiastic about

teaching, be aware of current teaching technique, understands learners' personalities, need, and learning styles, be able to present language using different technique. In addition, the table also shows that an EFL teacher should be creative in teaching, be familiar with the social and cultural background of the learners, gives optimal feedback on written work in appropriate ways, use audiovisual aids/multimedia teaching, motivate learners using different instructional strategies and use the latest technology in teaching.

Table 4.3 An EFL Teacher Characteristics in Interpersonal Skills

Item	An EFL teacher should	important	very important
35	Kind		3
38	Care about all students		3
39	Treats students equally		3
47	Create a humorous and existing class atmosphere		3
13	Be patient with pupils	1	2
14	Have a good sense of humor	2	1
52	Be willing to repeat explanations or to modify strategies for weak students	2	1

Coming to table 4.3, this shows the characteristics in interpersonal skills. The very important item that came under the interpersonal skills characteristics are: an EFL teacher should be kind, care about all students, treats students equally and create a humorous and existing class atmosphere. In addition, an EFL teacher also should be patient with pupils, have a good sense of humor and be willing to repeat explanations or to modify strategies for weak students.

Table 4.4 An EFL Teacher Characteristics in Personal Qualities

Item	An EFL teacher should	important	very important
57	Be confident and help-control		3
33	Be actively involved in learning new skills to improve teaching	1	2

56	Be able to co-operate with colleagues to improve current teaching practices	1	2
59	Care about developing professionally	1	2
65	Have the ability to help other colleagues to develop professionally	2	1
67	Be ready to learn new methods and teaching strategies	2	1

Table 4.4 shows the characteristics in personal qualities. This time in personal qualities category came first with being confident and help-control, being actively involved in learning new skills to improve teaching, being able to co-operate with colleagues to improve current teaching practices, caring about developing professionally, having the ability to help other colleges to develop professionally, be ready to learn new methods and teaching strategies.

4.2.2 Teacher Professional Development

This section follows the finding of teacher professional development (TPD). This includes the teachers' formal TPD participation. Formal TPD learning activities come in various forms such as workshop, seminars, teacher networks, mentoring or coaching, observation and research. For the current study, the teachers were asked through questionnaire to indicate their participations in any form of learning activities listed. Data from the questionnaire shows:

Table 4.5 TPD learning activities that teachers participate during 18 months

TPD learning activities	Teacher 1	Teacher 2	Teacher 3
Workshops	✓		✓
Seminars		✓	
Teacher Networks		✓	
Mentoring or Coaching		✓	✓
Observation			✓
Research			✓

Table 4.2 shows that teacher 1 only participates workshops during 18 months, teacher 2 participates seminars, teacher networks and mentoring or coaching while teacher 3 participates workshops, mentoring and coaching, observation and research. It can be concluded that the most common forms of TPD learning activities that the teacher participated in were workshops and mentoring or coaching.

In order to support the finding, an interview with the teachers was also conducted. In interview technique, the writer used some questions to collect the data. In the process of interview with the teachers, first, the writer informed the objectives of doing this research. Then, the writer asked teachers' permission to do interview with them. In order to gain as much as information from the teachers, the researcher used semi-structured interview. Probably, this activity flowed and the researcher got the data (in appendix 2: interview results). The writer did data reduction to answer the first research questions. Then the answer for the first research problem was inferred that TPD learning activities that teachers participated in 18 months were workshops, seminars, teacher networks, mentoring or coaching and research. Then, TPD learning activities that teachers participated in 18 months were described by the teacher directly as in this part of interview transcript:

Teacher 1:

"I have participated in a workshop that was held for teachers at the middle level. In this activity we are provided with many things and immediately carry out the practice. So In my opinion, workshops is more effective for teachers because in workshops we don't just listen to the material, but we are also provided with many things and immediately carry out to do practice. Because theory without practice is nothing. Teacher no longer wants to listen to the theory presentation Another reason is that workshops always involve teachers to think and work and, in the end, produce good results that can be applied in learning".

Teacher 2:

“I have ever joined some TPD learning activities. Speaking for myself, seminars is one of the TPD programs that are suitable for teachers who are in the process of becoming better teachers. How not, in the seminar we will get new knowledge that we have never heard before and will find out new things that are currently being discussed by people. Another result from seminars is keeping teachers upto-date with current or new information, ideas or innovations in education”.

Teacher 3:

“From some TPD learning activities I have ever participated in; teacher networks are the best activity for teachers because in this activity we can exchange ideas. When there is a problem, we will deal with it together to find a solution to the problem. In point, we can share solutions and share tips for teaching as well because we are in a position to have the same subject. In other hand, teacher networks aim to improve the teachers’ learning competence”.

Apart from participating in formal TPD activities, it turns out that there are also informal TPD activities. Informal TPD is a simple professional development activity for teachers, usually done by themselves or with colleagues.

Table 4.6 Informal TPD activities

Types of informal TPD activities	Teacher 1	Teacher 2	Teacher 3
Reading literature (book, journal scientific work)	-	✓	✓
Dialogue / discussion with peer teachers on how to improve learning / care	✓	✓	✓

The finding from the questionnaire a showed that the most activity done by the teacher in informal TPD activity is dialog or discussion with colleague about how to improve the learning.

Table 4.7 The Impact of informal TPD activities

	Reading literature (book, journal scientific work)			Dialogue / discussion with peer teachers on how to improve learning / care		
	low	Medium	High	low	medium	high
Teacher 1	-	-	-	-	✓	-
Teacher 2	-	✓	-	-	-	✓ -
Teacher 3	-	✓	-	-	-	✓ -

The result from the table above is dialogue or discussion with peer teachers on how to improve learning give high impact for the teacher in improving their professionalism while reading literature (book, journal scientific work) give a medium impact.

4.2.3 How to Optimize the 21st Century Learning

This section deals to answers the second research question “How does an EFL senior high school teacher optimize the 21st century learning?”. The data obtained by conducting interviews with participants.

Teacher 1:

The researcher conducted interview to teacher 1. The question was “*How do you optimize the 21st century learning?*”. Teacher 1 answered “*To optimize learning in this century, we are as teachers must also be literate about technological developments, every teacher is required to be able to use this technology properly so that it can support the learning process. Especially in learning English, where the internet will really help students to get learning resources. As well as being literate about technology, I think teachers should also know the core of the lessons to be delivered. This will also help teachers realize what students want to get*”.

Teacher 2:

The researcher also conducted interview to teacher 2. The data drive from the interview with the teachers as participants with the question was “*How do you optimize the 21st century learning?*”. Teacher answered “*The main point to optimize the 21st century learning is how we can use the technology as supporting system for the learning, because nowadays technology become an important thing in the learning process. With technology we can be more innovative and creative. In other hand, it help us to teach easily. Another way is that we must have learning skills. Moreover, as educators we must emphasize learning skills (critical thinking, creativity, collaboration and communication skills) that we will teach to our students again*” to the students.

Teacher 3:

The researcher also conducted interview to teacher 3. The question was also the same “*How do you optimize the 21st century learning?*”. Then the teacher answered “*At this time the system is centered on the technology, so I allow my students to make the best use of technological advances. One of them is the use of cellphones. Mobile phones that have an internet connection certainly make it easier for students to get unlimited learning resources. However, it does not mean that teachers no longer have an important role in education, but teachers still guide students in the learning process. Teaching in 21st century content. That is, make up-to-date learning context relevant to student needs or student preferences. In this way students will easily enter our learning so that they can optimize their learning outcomes. Also, create opportunities for students to interact with each other, and let students explore their own world.*”

Based on the finding above, the researcher found the way how to optimize the 21st century learning, those are: Use the current technology as the learning supporting system, emphasize learning skills, teaching in 21st century context.

4.3. Discussion

After the researcher stated all of the finding, the researcher discusses those findings and support it with some theories related to those findings. The discussions are as follows:

4.3.1 An EFL Teacher Characteristics

Based on all of the findings stated above, the researcher had found an EFL teacher characteristics:

Table 4.8
Characteristics of good language teacher (Brown, 2000)

Technical Knowledge	Understands the linguistics system of English phonology, grammar and discourse
	Has fluent competence in speaking, writing, listening to, and reading English
	Keeps up with the field through regular reading and conference/workshop attendance
Pedagogical Skills	Uses a wide variety techniques and methods
	Creative in delivering the material
	Effectively perceives students' needs
	Gives optimal feedback to students
	Uses ICT (audio, visual and mechanical aids)
	Understands students characteristics
Interpersonal Skills	Enjoys people; kind, wise, shows enthusiasm, and appropriate humor
	Is patient in working with students of lesser ability
Personal Qualities	Is flexible when things go awry
	Being objective
	Maintains an inquisitive mind in trying new ways of teaching

4.3.1.1 The Characteristics of an EFL Teacher in Technical Knowledge

As good EFL teachers, they do not only have to know well about pedagogical skills, interpersonal skills, and personal qualities, but they also have to consider more about technical knowledge (Hartatik, 2011). It can be figured in the picture below:

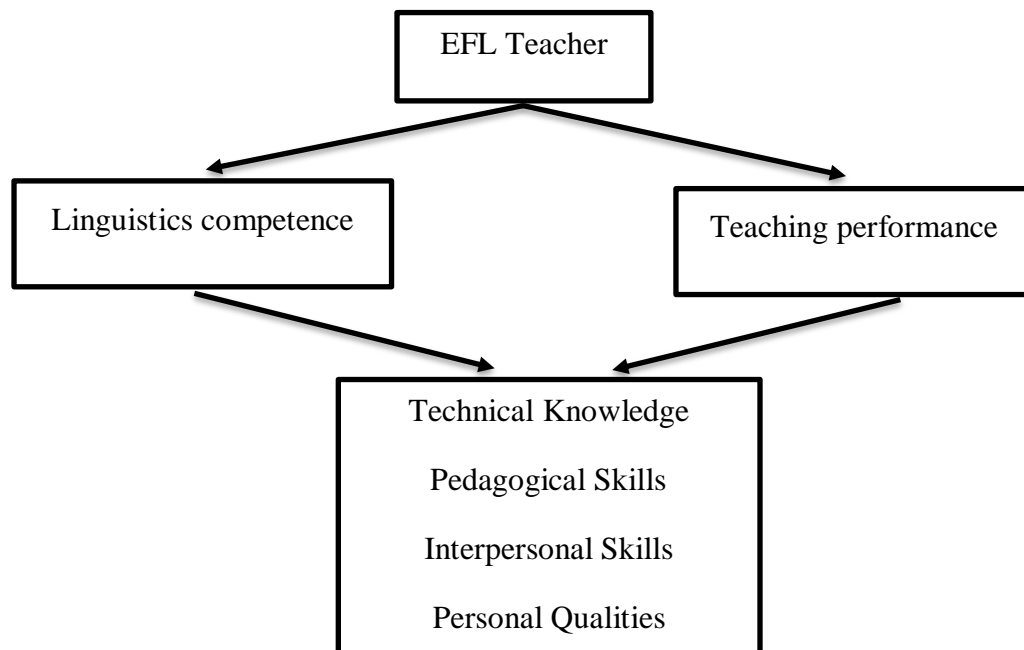


Figure 4.1 Good characters of EFL teachers (Hartatik, 2011)

In this research, the writer found out three characteristics of an EFL teacher in the field pedagogical skills:

a. Understands the linguistics system of English phonology, grammar and discourse

Preparing teaching materials, lesson plans, class management and mastering the subject matter to be taught are characteristics that must be possessed by a teacher. This preparation must be done by every teacher. One of the most mandatory things for a teacher before he comes to the class is mastering the material being taught to the students such as understand the linguistic of English phonology, grammar and discourse.

Linguistic system plays an important aspect for language teachers in order to gain the goals of language learning and teaching. Therefore, Majeed and Yassein (2013) state that having well enough linguistic competence is a must for an EFL teacher.

It is also in line with Mowla (2008) that an EFL teacher should have and improve their language skills (linguistic competence) to gain the goals of teaching and learning.

b. Has fluent competence in speaking, writing, listening to, and reading English

An EFL teacher should have a good skill about language knowledge and language use. It is in line with Tahir (2017) that having a good skill about language knowledge and language use is suggested for EFL teachers as it will let them give the opportunity for their students to interact using English in both receptive and productive skills such as speaking and listening. Language knowledge is about the structure of language whereas language use is the language production and the use of the language physically such as spoken or written skill (Wong, 2011). In addition, Tahir (2019) states “EFL teachers should have fluent competence in language skills (speaking, writing, listening and reading) which can be related to the understanding of the close connection between language and culture so that they can relate teaching and learning process to the real experience. Moreover, EFL teachers should place the language knowledge and language use as the first aspect in order to develop the students’ achievement in a foreign language.

c. Keeps up with the field through regular reading and conference/workshop attendance

Keeping up with the field through regular reading and conference/workshop attendance is an effort that carried out in order to improve professional attitudes. It is in line with Sa’ud (2013) that the teachers can develop their professionalism through reading and understanding journals and attending workshops. In other words, reading regularly and attending conferences / workshops allows a teacher to see his strengths and weaknesses so he is able to diagnose the problem and then look for a cure or solution.

4.3.1.2 The Characteristics of an EFL Teacher in Pedagogical Skill

This section deals the characteristics of an EFL teacher in pedagogical skill.

a. Uses a wide variety techniques and methods

In the world of education, a teacher has an important role in managing the learning process in the classroom. therefore, a teacher must have the ability to master the method and use different methods in learning so as not to run monotonously. This is in line with Syah (2007) that the benefits of different learning methods are able to create active and creative teaching and learning. In addition, the use of different methods is not just chosen but adjusted to the goals to be achieved, a creative teacher always tries to use different methods in learning and always trains his skills in teaching both in finding different methods that are suitable in learning or combining existing methods with new methods so that learning runs creatively. This shows that by choosing a teaching method that is creative and effective and on target, it will create better educational interactions as well. It can be concluded that the learning method is something should be noticed by the teacher in the learning process.

b. Creative in delivering the material

teachers hold the key in generating and developing children's creativity. Therefore, a teacher needs to develop his creativity as an effort to renew the learning process in the classroom. Moreover, according to Wijaya & Rusyan (1994), teacher creativity in the teaching and learning process has an important role in improving the quality of student learning outcomes. Teacher creativity in learning is very influential on student development, because the more creative teachers are in delivering the material, the easier for students to understand the lesson and make students more creative in learning.

c. Effectively perceives students' needs

In delivering material, most students will be interested in learning if their teacher uses creative ways to attract students to be enthusiastic about learning. Having a high spirit of creativity is a must for an EFL teacher, considering that English is a

foreign language that rarely use in everyday life. As an example, giving a game in the middle of learning will attract the students in learning. It is in line with Harmer (1998) the ability to provide interesting classroom games make students more interested in learning English.

d. Giving optimal feedback to the students

Feedback is intended to find information to what extent the student understands the material that has been discussed as well as helps students understand the mistakes they have made. In other hand, students will reach the target faster. Presenting an optimal feedback gives a good effect on students. Through this feedback, the students feel that their teacher notices them. In addition, optional feedback makes students more active in doing something and improve student learning abilities since students not only understand about mistakes but students also get understanding from the teacher to improve their abilities and correct their mistakes.

e. Using ICT (audio, visual and mechanical aids)

The most important thing in optimizing the delivery messages from a teacher in a learning process is the selection of learning media. The selection of instructional media will determine the success of the teacher in the learning process in the classroom. In other words, the selection of appropriate learning media can affect students' motivation, communication and learning interactions to be more responsive and interactive in classroom learning activities.

In this 21st century, the term "technology" has become an important learning medium that must exist in the learning process. This is because the technology has become a way to get a lot of knowledge. In this globalization era, the teachers must be able to change the lecture method to ICT-based learning media. Integration of information, communication and technology (ICT) in education refers to the use of computer-based communication that is integrated into the daily classroom learning process. This is because with the presence of ICT students will get fast information and teachers can hone their skills in utilizing ICT. Therefore, teachers must create more interesting learning by using ICT. Learning must be more fun and teachers

must be able to make their own innovations in the learning process with ICT. This is in accordance with the objectives of ICT integration according to Albrini (2006) to improve the quality, accessibility and cost efficiency of teaching delivery to students, it also refers to the benefits of learning community networks to face the challenges of globalization today.

f. Understanding students' characteristics

Student characteristics are the aspects or qualities of the individual students (Degeng, 1991). An understanding of student characteristics must be possessed by teachers to be applied as a basis in developing theories or praxis of education and learning. In other words, knowing the characteristics of students are very important for the teacher, because this is very important to be used as a reference in formulating teaching strategies. The teacher also needs to know the condition of the students to make the good classroom atmosphere. In addition, teachers must know the abilities and personalities of students to treat them in different ways. As a learning scientist, Reigeluth (1983) firmly places student characteristics as one of the most influential variables in the development of learning management strategies. If in delivering subject matter the teacher pays less attention to student characteristics and student personality traits are not used as a foothold in learning, students will experience difficulty understanding the subject matter.

4.3.1.3 The Characteristics of an EFL Teacher in Interpersonal Skill

a. Kind

Teachers are educated people and determinants of the future. He is a wise educator, mentor, and director for students. As a role model for students, a teacher must have a complete attitude and personality that can be used as role models for all aspects of life. Therefore, the teacher should be a kind person. In other words, a teacher should try to choose and behave well in order to raise his image as a good teacher. A kind teacher is a teacher who is ready to provide guidance related to science and commendable behavior towards their students. In addition, a kind teachers always express positivity to their students and pay attention to the way they treat their

students. They never think of their students as stupid or insult students who get low grades. However, they embraced all students and assessed how to make students understand the learning material. This is in line with Walls (2002) that kind teachers are categorized as warm, friendly and caring.

b. Humorous

Whisonant (1998) argues that humor has been used in education. Since, learning without humor will be stressful and make students quickly bored. Therefore, a teacher should have a sense of humor. Indirectly, a humorous teacher can build close relationships with students and help them in their learning. Teachers who are unable to develop humor will generally be considered boring by students. In addition, humor in the context of learning is certainly educational humor, and controlled, because humor should not be excessive, let alone disturb the concentration of the learning environment. This humor is not a goal but just a tool to refresh the mind and get rid of tired thinking. A teacher can provide educational humor that can inspire enthusiasm for learning, motivate and inspire students to have high goals.

c. Patient

As professional teacher, according to Tohirin (2006) teachers are not only competent in delivering teaching materials, but also required to be able to show personality qualities that can be used as role models, such as being patient with student behavior and being affectionate. Teachers really need patience in educating their students because it has become a habit for children who are playful, nosy, difficult to give understanding. In addition, teachers also have to be patient in explaining the teaching material, because not all students will immediately understand the material. With the patience of the teacher, students will be attracted to him, until he responds to the teacher's words.

d. Enthusiasm

Teacher enthusiasm is generally recognized as one of the most important and desirable qualities and characteristics of an effective teacher. The teacher's inner mood will create a learning situation. When the teacher teaches sluggishly, the students become discouraged. Conversely, if the teacher teaches enthusiastically, students will be enthusiastic and excited. An enthusiastic teacher often spices up the class with joy, fun, and anticipation; engage students to participate; and stimulate them to explore. Thus, teacher enthusiasm triggers student curiosity and triggers motivation to learn. Teacher enthusiasm can lead to better teaching evaluations, positive attitudes towards teachers, better student performance, and better classroom behavior.

e. Wise

The teacher should be wise to the students. It can be said to be a wise teacher if in facing every problem it is always considered with common sense and based on science. He is not reactive and emotional. For example, if he faced a student who made a mistake, he did not necessarily blame, criticize, curse, and punish the student. A wise teacher also designs and implements learning according to the circumstances and abilities of their students. It does not impose its own will on children. In giving assignments not excessive, but tailored to the needs and needs of students.

f. Discipline

The school is a place where the teaching and learning process takes place, which involves teachers and students as well as other employees led by a school principal. In this case, to achieve the goals of education in schools the teachers play an important role both as teaching staff and as teaching staff in schools. To maintain that the quality of education is maintained and high educational goals will be achieved, teachers as teaching staff and educators always try and create discipline in all aspects related to the school where they are assigned which is their responsibility. In this case, teacher discipline refers to the discipline of time, appearance, attendance and collection of assignments.

Thus, the teacher at a school is the backbone driving the school where he is tasked with achieving a better and perfect direction, for that the teacher must have the attitude, behavior and personality that is good and commendable and authoritative, because the students or students who are educated at least will like his teacher.

4.3.1.4 The Characteristics of an EFL Teacher in Personal Qualities

a. Flexible

Flexibility in teaching is one of the skills that teachers today must master. Along with the development of technology, a teacher must be flexible to be able to adapt to this technological sophistication. In addition, teachers must be flexible in dealing with all kinds of conditions, because a teacher is not only required to be a teacher.

b. Being objective

An EFL teacher is one who is able to treat his students fairly without discrimination between high and low ability. They not only pay more attention to students with high abilities but also treat students who have low abilities as well. There is a little more treatment for students who have low abilities so they also understand what is conveyed by a teacher. When the teacher teaches English, they usually combine the language, Indonesia and English.

4.3.2 Teacher Professional Development

This part deals with the models of teacher professional development that EFL teachers have participated in, they are workshops, seminars and teacher networks.

a. Workshops

Workshops is the most generic and beneficial models of professional development activities usually held by an institution for teachers (Widodo et al., 2011). Regarding to the finding (see table 4.5) two teachers have participated workshops, this means that those teachers have readiness to change. It is in line with Prochaska,

Norcross, & DiClemente (1994) that a teacher who attends a workshop has a higher level of readiness to change and they usually recognize their need to improve their knowledge and skills.

b. Seminars

Concerning that the teacher's task is so hard, the need for teachers is always be updated with knowledge, insights, skills leading to the expected professional development. One of the ways to increase their professional development is join the seminars. It is in line with Al'Adawi (2017) that seminars are appropriate for teachers, who needs to be up-to-date in their field and to discuss some issues. Additionally, seminars help teacher become effective teachers (Weber, Gabbert, Kropp, & Pynes, 2007).

c. Teacher Networks

Teacher networking is one of the efforts to build good and broad relation with other teachers to improve their professionalism. The teacher would gain access to innovations in their professional fields. Therefore, Bienzle et. al. (2017) state that teacher networks have an important role in education in providing a structure for teachers' professional development and in integrating the diverse and fragmented lifelong learning landscape.

4.3.3 Optimizing 21st Century Learning

The 21st century is related to the rapid development of globalization. in a very short time, a lot of changes happened. 21st century have many differences with the 20th century in various matters, including work, social live and actualization of themselves. A wide impact of the flow globalization is in education field. In other hand, the teachers are challenged to be able to create the education that produce human resources with knowledge and skilled to face the 21 centuries.

The flow of globalization increasingly leads in various areas provide a wide impact, one of the most impact is in education field. So, the teachers are challenged to be able to create the education that produce human resources with knowledge and skilled to face the world in the 21st century. moreover, education becomes more important over time in order to ensure the students who have the skills in learning and able to innovate, also to be able to prepare themselves to use the skills that belonged to survive.

Regarding to the fact above, more obvious the results of this study show the way how to optimize the 21st century learning as follow: use the current technology as the learning supporting system, emphasize learning skills, teaching in 21st century context.

a. Using the current technology

Using the current technology as the supporting system has become an important part of the learning process in and out of the class in this 21st century. It is used to both help and improve language learning. Technology helps teachers to adapt classroom activities, so improving the language learning process. Not only help the teacher, but technology also helps the students in the learning process. It is in line with Clements and Sarama (2003) that using suitable technological materials can be really helpful for the students. Furthermore, according to Rodinadze and Zarbazoia (2012), technology helps students and teachers to get and learn subject matter quickly.

b. Emphasize learning skills

The achievement index and the magnitude of the scores obtained by students in exams are no longer a measuring tool for the success indicator of 21st century education, but the indicators are the readiness and success of students in facing real life. Therefore, as an educational institution, schools are expected to be able to carry out the learning process appropriately to help foster student potential and competence. This is in accordance with Chalkiadi's (2018) statement that schools must optimize the learning process in building student competency development

and ensure they can live, work, and participate in 21st century society. In order to optimize the learning process, the teacher should emphasize the learning skills to the students. The learning skills are critical thinking skills, creativity skills, collaboration skills and communication skills.

c. Teaching in 21st century context

The 21st century learning is very different from the previous century. Therefore, to optimize learning in this century, teachers must carry out learning in accordance with the context of 21st century learning, this is called teaching in the 21st century context. The 21st century context are rigor in the instructional planning, authenticity learning and technology integration (Lendis, 2014). Rigor instructional planning is important to teaching because it is the process by which teachers link curriculum to learning (Clark & Yinger, 1987); “Authentic learning is a pedagogical approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner” (Donovan, Bransford, & Pellegrino, 1999 in Mims, 2003); Technology integration can facilitate learners in their language learning (Ahmadi, 2018). Additionally, the integration of technology helps students in improving their performance and motivation (Yanti & Nurhidayah, 2020).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 General Remarks

After studying and analyzing the data related to the topic, the researcher presents a brief description about the discussion that has been provided in the previous chapters.

This last chapter consists of two sections, conclusions and suggestions. In the first section, the writer summarizes the research analysis. In the second, the writer offers some suggestions related to the study about an EFL teacher characteristics and development in optimizing the 21st century learning.

5.2 Conclusion

Based on the finding and discussion of the research, it can be concluded that there are four characteristics of an EFL teacher:

1. Technical knowledge are understands the linguistics system of English phonology, grammar and discourse; has fluent competence in speaking, writing, listening to, and reading English; keeps up with the field through regular reading and conference/workshop attendance.
2. Pedagogy skills are using a wide variety techniques and methods; creative in delivering the material; effectively perceives students' needs, gives optimal feedback to students; using ICT (audio, visual and mechanical aids); understands students characteristics.
3. Interpersonal skills are enjoys people (kind, wise, shows enthusiasm, and appropriate humor); patient in working with students of lesser ability.
4. Personal qualities are flexible when things go awry; being objective; maintains an inquisitive mind in trying new ways of teaching.

There are three types of teacher professional development activities:

1. Workshops
2. Seminars
3. Teacher Networks

There are three ways to optimize the 21st century learning:

1. Use the current technology as the learning supporting system
2. Having learning skills
3. Teaching in 21st century content

5.3 Suggestion

Based on the result of the data analysis and conclusion, the writer proposes some suggestions as follows:

1. For The Teacher
 - a. It is suggested teachers should work harmony with the characteristics in teaching in order to help students in improving their potential.
 - b. It is suggested that teachers should join more TPD activities in order to improve their competence in teaching.
 - c. It is suggested that teachers should start new step to change traditional learning pattern in order to prepare students to face their new life.
2. For Other Researchers

This research is expected to be able to give benefits for other researchers as references or inspiration to conduct further research in this field. Additionally, other researchers can investigate more than this research has achieved. They can find more deepen research about teacher characteristics and developments.

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APPENDICES

**APPENDIX 1
(RESEARCH
INSTRUMENTS)**

Observation Checklist		
<i>Teacher Roles</i>	Yes	No
1. Controller		
2. Prompters		
3. Assesors		
4. Resources		
5. Tutor		
<i>Rapport</i>		
1. Recognising students		
2. Listening to students		
3. Respecting students		
4. Correcting students		
5. Being even-handed		
<i>Classroom management</i>		
1. Proximity		
2. Appropriacy		
3. Movement		
4. Awareness		
<i>Teacher knowledge</i>		
1. The language system		
2. Grammar		
3. Sounds		
4. Speak Clearly		
5. Intonation		
<i>Using the voice</i>		
1. Audibility		
2. Variety		
3. Conservation		
<i>Classroom equipment</i>		
1. Using Computer		
2. Using Projector		

Adapted from Harmer (2010);

1. Controller, standing at the front of the class, dictating everything that happens and being the focus of attention
2. prompters, encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed
3. assessors (telling students how well they have done or giving them grades,
4. resource (for language information, etc) when students need to consult
5. tutor (that is, an advisor who responds to what the student is doing and advises them on what to do next).
6. Respecting students, correcting students without offending them
7. Being even-handed. Treating all students equally not only helps to establish and maintain rapport, but is also a mark of professionalism

1. Apa yang ibu ketahui tentang karakteristik guru?
2. Menurut ibu, karakteristik guru seperti apa yang dibutuhkan untuk pembelajaran di abad ke 21 ini?
3. Karakter guru seperti apa yang selama ini telah ibu jalankan dalam proses pembelajaran?
4. Apakah hal tersebut membantu ibu dalam mengoptimalkan proses pembelajaran?
5. Apa yang ibu ketahui tentang pengembangan profesional guru?
6. Menurut ibu, kenapa seorang guru harus memiliki pengembangan profesional?
7. Menurut ibu, sebagai guru bahasa, karakter dan pengembangan profesional seperti apa yang harus dimiliki seorang guru bahasa?
8. Apakah ibu merasa puas ketika memiliki karakter yang cocok sebagai guru bahasa yang baik?
9. Kendala seperti apa yang akan terjadi jika seorang guru tidak memiliki karakteristik yang tepat dalam proses mengajar?
10. Kendala seperti apa yang akan terjadi jika seorang guru tidak memiliki pengembangan profesional?
11. Menurut ibu, apakah peranan seorang guru pada abad ke 21 ini masih dianggap penting, seiring dengan kemajuan teknologi?
12. Strategi apa yang ibu gunakan untuk mengoptimalkan proses pembelajaran bahasa?
13. Menurut ibu, apa yang membuat pengembangan profesional guru menjadi sukses atau gagal?
14. Apa yang dimaksud dengan pembelajaran abad ke 21?
15. Apa bedanya pembelajaran abad 21 dengan pembelajaran pada abad-abad sebelumnya?
16. Sebagai guru bahasa, guru bahasa seperti apa yang baik untuk membantu mengembangkan potensi siswa?

QUESTIONNAIRE (TPD)

Pertanyaan berikut berkaitan dengan diri, pendidikan, dan masa kerja Bapak/Ibu sebagai seorang guru. Untuk pertanyaan berikut, mohon dicentang pilihan atau diisi yang paling sesuai dengan kondisi Bapak/Ibu.

1. Apakah jenis kelamin Bapak/Ibu?

Laki-Laki Perempuan
 1 2

2. Berapakah usia Bapak/Ibu?

< 25 25-29 30-39 40-49 50-59 60+
 1 2 3 4 5 6

3. Apakah jenjang pendidikan tertinggi yang telah Bapak/Ibu capai? Mohon dicentang hanya satu pilihan.

1 Diploma 2
 2 Diploma 3
 3 Sarjana (S1)
 4 Master (S2)
 5 Doktor/Ph.D (S3)

4. Dalam kurun waktu seminggu, perkirakan jumlah jam (60 menit) yang Bapak/Ibu habiskan untuk mengerjakan kegiatan-kegiatan berikut.

Pertanyaan ini hanya untuk kegiatan-kegiatan yang Bapak/Ibu kerjakan di sekolah ini. Mohon dijawab dengan angka dan dibulatkan ke nilai jumlah jam yang paling mendekati. Tulis 0 (nol) jika tidak ada.

- a) Mengajar siswa (kelas, kelompok atau individual).
b) Perencanaan atau persiapan pembelajaran pada jam atau di luar jam sekolah (termasuk memeriksa pekerjaan siswa)
c) Tugas administratif yang Bapak/Ibu kerjakan pada jam atau diluar jam sekolah (termasuk tugas administrasi sekolah)
d) Lainnya (mohon dijelaskan):

_____ Latar Belakang

8. Berapa lama Bapak/Ibu telah bekerja sebagai seorang guru?

Tahun

Lebih

Pertama 1-2 tahun 3-5 tahun 6-10 tahun 11-15 tahun 16-20 tahun
20 tahun

1 2 3 4 5 6
 7

9. Berapa lama Bapak/Ibu telah bekerja sebagai seorang guru di sekolah yang ditempati sekarang?

Tahun

Lebih

Pertama 1-2 tahun 3-5 tahun 6-10 tahun 11-15 tahun 16-20 tahun

20 tahun

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Pengembangan Profesi Guru

Dalam kuesioner ini, pengembangan profesi guru didefinisikan atau merujuk pada kegiatan-kegiatan yang bertujuan untuk mengembangkan/meningkatkan keterampilan, pengetahuan, keahlian dan karakteristik/kompetensi lainnya sebagai seorang guru. Kegiatan yang dimaksud adalah kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selain dari kegiatan pendidikan/pelatihan calon guru yang Bapak/Ibu ikuti sebelum menjadi guru.

10. Dalam kurun waktu 18 bulan terakhir, apakah Bapak/Ibu pernah mengikuti kegiatan-kegiatan pengembangan profesi guru di bawah ini, dan apakah dampak dari kegiatan pengembangan profesi guru tersebut terhadap profesi Bapak/Ibu sebagai seorang guru?

Untuk setiap pernyataan berikut, centanglah satu pilihan pada bagian (A). Jika mencentang 'Ya' pada bagian (A), maka Bapak/Ibu diminta mencentang satu pilihan pada bagian (B) untuk mengindikasikan seberapa besar dampak kegiatan yang dimaksud terhadap pengembangan profesi Bapak/Ibu sebagai seorang guru.

	(A)		(B)			
	Keikutseraan		Dampak			
	Ya	Tidak	Tidak	Kurang	Sedang	Sangat
a Workshop/Pelatihan (berkaitan dengan mata pelajaran, metode dan atau topik lain yang berkaitan dengan pendidikan)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b Konferensi atau seminar (peneliti dan atau guru menyajikan dan mendiskusikan hasil-hasil	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- penelitian/permasalahan pendidikan)
- c Program kualifikasi) (penyetaraan atau peningkatan kualifikasi S1/S2/S3) ₁ ₂ ₁ ₂ ₃ ₄
- d Observasi (observasi kelas atau) sekolah) ₁ ₂ ₁ ₂ ₃ ₄
- e Jaringan/perhimpunan guru) (MGMP ataupun jaringan guru lainnya) ₁ ₂ ₁ ₂ ₃ ₄
- f) Penelitian individu ataupun kolaborasi untuk pengembangan profesi ₁ ₂ ₁ ₂ ₃ ₄
- g Mentoring atau coaching) ₁ ₂ ₁ ₂ ₃ ₄
- h Lainnya (mohon) dituliskan): _____
 _____ ₁ ₂ ₁ ₂ ₃ ₄

11. Secara keseluruhan, berapa jam waktu yang Bapak/Ibu telah luangkan untuk kegiatan-kegiatan pengembangan profesi guru selama kurun waktu 18 bulan terakhir?

Tuliskan 0 (nol) jika tidak ada.

Jam Jika Bapak/Ibu menjawab '0' (nol) Silahkan melanjutkan ke pertanyaan nomor 15.

12. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, seberapa banyak yang Bapak/Ibu harus bayarkan secara pribadi?

Mohon dicentang salah satu.

Tidak ada Sebagian Semua

₁ ₂ ₃

13. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, apakah jadwal kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti dilaksanakan pada (mengambil) jam kerja/mengajar Bapak/Ibu?

Mohon dicentang salah satu.

₁ Ya ₂ Tidak

14. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, apakah Bapak/Ibu menerima insentif (uang saku, honor atau sejenisnya) untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti?

Mohon dicentang salah satu.

₁ Ya ₂ Tidak

15. Untuk kegiatan pengembangan profesi guru yang tidak terlalu formal yang Bapak/Ibu lakukan selama 18 bulan terakhir, apakah Bapak/Ibu pernah melakukan kegiatan-kegiatan pengembangan profesi guru di bawah ini, dan apakah dampak dari kegiatan pengembangan profesi guru tersebut terhadap profesi Bapak/Ibu sebagai seorang guru?

Untuk setiap pernyataan berikut, centanglah satu pilihan pada bagian (A). Jika mencentang 'Ya' pada bagian (A), maka Bapak/Ibu diminta mencentang satu pilihan pada bagian (B) untuk mengindikasikan seberapa besar dampak kegiatan yang dimaksud terhadap pengembangan profesi Bapak/Ibu sebagai seorang guru.

	(A) Keikutser aan		(B) Dampak			
	Ya	Tida k	Tid ak	Kura ng	Seda ng	Sang at
a Membaca literature berhubungan) dengan profesi keguruan (buku, journal, laporan karya ilmiah)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b Dialog/diskusi dengan guru) sejawat tentang bagaimana meningkatkan pembelajaran/pengajaran	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c Lainnya _____ (mohon) dituliskan): _____ _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. Pikirkan tentang pengembangan profesi yang Bapak/Ibu butuhkan, mohon indikasikan sejauh mana Bapak/Ibu membutuhkan peningkatan atau pengembangan diri untuk hal-hal di bawah ini.

Mohon dicentang salah satu pilihan di setiap pernyataan.

	Tidak dibutuhk an	Kuran g	Sedan g	Sangat dibutuhk an
a Standar nasional pendidikan)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b Penilaian siswa)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c Managemen kelas)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d Pengetahuan dan pemahaman) (kompetensi) mata pelajaran yang saya ajarkan	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e Pengetahuan dan pemahaman) (kompetensi) pedagogik tentang mata pelajaran yang saya ajarkan	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Keterampilan TIK untuk pengajaran	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g Pengajaran untuk siswa) bekebutuhan khusus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h Menangani perilaku) bermasalah dan kedisiplinan siswa	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Managemen dan administrasi sekolah	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Pengajaran multikultural	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k Konseling siswa)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Lainnya (mohon dituliskan): _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

17. Dalam kurun waktu 18 bulan terakhir, apakah Bapak/Ibu menginginkan atau membutuhkan kegiatan pengembangan profesi guru lebih dari sekedar yang Bapak/Ibu telah ikuti?

₁ Ya ₂ Tidak

18. Jika Bapak/Ibu menjawab ‘Ya’ pada pertanyaan no. 17, dari pernyataan berikut mana yang paling tepat menjelaskan alasan yang menghalangi atau menghambat Bapak/Ibu untuk mengikuti kegiatan pengembangan profesi guru lebih dari sekedar yang Bapak/Ibu sudah ikuti?

Mohon dicentang pilihan-pilihan (bisa lebih dari satu) yang sesuai dengan kondisi Bapak/Ibu.

₁ Saya tidak memenuhi persyaratan (kualifikasi, pengalaman, senioritas).

₁ Kegiatan pengembangan profesi guru tersebut terlalu mahal/Saya tidak mampu.

₁ Tidak ada dukungan dari sekolah (Kepala sekolah, ketua yayasan).

₁ Kegiatan pengembangan profesi guru tersebut berbenturan/bersamaan dengan jadwal mengajar. ₁ Saya tidak memiliki waktu dikarenakan tanggung jawab keluarga.

₁ Kegiatan pengembangan professional guru yang ditawarkan tidak sesuai dengan yang saya butuhkan/inginkan.

₁ Lainnya (mohon dijelaskan):

Questionnaire Teacher Characteristics

Kuesioner untuk Mensurvei Karakteristik Guru Bahasa Inggris. Mengidentifikasi karakteristik guru bahasa yang baik dianggap sebagai langkah penting untuk merancang dan menerapkan program yang efektif untuk pendidikan guru. Tujuan dari kuesioner ini adalah untuk mengetahui karakteristik guru bahasa yang baik. Kami berterima kasih kepada Anda atas partisipasi Anda. Kami menjamin kerahasiaan tanggapan Anda. Harap jawab pertanyaan berikut.

Sesi I:

Harap sebutkan betapa pentingnya kualitas-kualitas karakteristik ini dengan melingkari angka yang relevan pada skala 1 hingga 5:

1 = *Tidak penting;*

2 = *Agak penting;*

3 = *Penting;*

4 = *Sangat penting;*

	Seorang guru harus	1	2	3	4
1.	Kreatif dalam mengajar				
2.	Memiliki kemahiran berbahasa Inggris yang tinggi				
3.	Toleransi terhadap ketidakpahaman siswa				
4.	Bersikap antusias tentang pengajaran				
5.	Sesuaikan input Bahasa Inggris untuk mencocokkan tingkat kemahiran peserta didik				
6.	Akrab dengan latar belakang sosial dan budaya peserta didik				
7.	Sadar akan teknik pengajaran saat ini				
8.	Mengetahui cara menetapkan tujuan				
9.	Mengetahui cara mengevaluasi siswa				
10.	Melibatbatkan siswa dalam berbagai kegiatan				
11.	Mendorong kontribusi peserta didik				
12.	Mampu berkomunikasi dengan baik dalam bahasa Inggris				
13.	Sabar terhadap siswa				
14.	Memiliki selera humor yang bagus				
15.	Memotivasi peserta didik menggunakan strategi pembelajaran yang berbeda				
16.	Memberikan umpan balik yang bermanfaat pada pekerjaan tertulis dengan cara yang tepat				
17.	Memiliki keterampilan manajemen kelas yang efektif				
18.	Sadar tren saat ini di ELT				
19.	Membantu				
20.	Berbagai strategi interaksi kelas (mis., Gunakan kerja kelompok dan pasangan, drama, permainan peran, debat)				
21.	Melaksanakan tujuan pengajaran yang ditetapkan untuk pelajaran				

22.	Menggunakan berbagai sumber daya pengajaran secara efektif				
23.	Menggunakan berbagai sumber daya pengajaran secara efektif				
24.	Mampu merencanakan pelajaran yang sesuai				
25.	Mampu mengomentari tanggapan murid dengan tepat				
26.	Menggunakan alat bantu audiovisual / multimedia dalam pengajaran				
27.	Memiliki hubungan yang baik dengan murid				
28.	Memahami kepribadian, kebutuhan, dan gaya belajar peserta didik				
29.	Mampu menilai kekuatan dan kelemahan peserta didik				
30.	Mempertimbangkan kebutuhan dan minat siswa				
31.	Mampu meningkatkan tingkat minat siswa dalam pelajaran bahasa Inggris				
32.	Pilih bahan pelengkap yang sesuai				
33.	Terlibat aktif dalam mempelajari keterampilan baru untuk meningkatkan pengajaran				
34.	Mampu menyajikan bahasa menggunakan teknik yang berbeda				
35.	Berbaik				
36.	Perlakukan siswa dengan adil				
37.	Berbicara dengan jelas				
38.	Peduli terhadap semua siswa				
39.	Perlakukan siswa dengan setara				
40.	Metode pengajaran yang bervariasi sesuai dengan gaya belajar yang berbeda				
41.	Mampu menjelaskan konsep asing dengan berbagai cara				
42.	Gunakan teknik berbeda untuk menyajikan bahasa				
43.	Menjelaskan pelajaran dengan jelas dan percaya diri				
44.	Bersiaplah untuk kelas				
45.	Mampu mengelola kelas dengan benar				
46.	Memiliki sikap positif terhadap murid				
47.	Ciptakan suasana kelas yang lucu dan mengasyikkan				
48.	Memiliki penampilan yang bisa diterima				
49.	Variasikan nada suara untuk menarik perhatian siswa				
50.	Tulis dengan jelas dan terbaca				
51.	Datang ke kelas tepat waktu				

52.	Bersedia mengulangi penjelasan atau memodifikasi strategi untuk siswa yang lemah				
53.	Menjadi inovatif dalam mengatasi kesulitan dan kebutuhan siswa				
54.	Menggunakan teknologi terbaru dalam pengajaran				
55.	Selalu perhatikan kepedulian tentang pemahaman dan kemajuan siswa				
56.	Mampu bekerja sama dengan rekan kerja untuk meningkatkan praktik mengajar saat ini				
57.	Percaya diri dan kontrol diri				
58.	Membangun hubungan yang baik dengan siswa				
59.	Peduli untuk berkembang secara profesional				
60.	Memiliki sikap positif terhadap perubahan dan inovasi				
61.	Mampu merefleksikan keefektifan mengajar				
62.	Berpartisipasi dalam acara pertumbuhan profesional guru seperti seminar, lokakarya, konferensi, dan sebagainya				
63.	Memiliki keterampilan mengembangkan otonomi pada peserta didik				
64.	Mampu berkontribusi untuk pengembangan kurikulum				
65.	Memiliki kemampuan membantu kolega lain untuk berkembang secara profesional				
66.	Mampu memecahkan masalah praktis melalui melakukan penelitian tindakan				
67.	Bersiap untuk mempelajari metode baru dan strategi pengajaran				
68.	Kreatif dalam mengajar				

Note: English Language Teaching

QUESTIONNAIRE (TPD)

Pertanyaan berikut berkaitan dengan diri, pendidikan, dan masa kerja Bapak/Ibu sebagai seorang guru. Untuk pertanyaan berikut, mohon dicentang pilihan atau diisi yang paling sesuai dengan kondisi Bapak/Ibu.

1. Apakah jenis kelamin Bapak/Ibu?

Laki-Laki Perempuan
 1 2

2. Berapakah usia Bapak/Ibu?

< 25 25-29 30-39 40-49 50-59 60+
 1 2 3 4 5 6

3. Apakah jenjang pendidikan tertinggi yang telah Bapak/Ibu capai? Mohon dicentang hanya satu pilihan.

1 Diploma 2
 2 Diploma 3
 3 Sarjana (S1)
 4 Master (S2)
 5 Doktor/Ph.D (S3)

4. Dalam kurun waktu seminggu, perkirakan jumlah jam (60 menit) yang Bapak/Ibu habiskan untuk mengerjakan kegiatan-kegiatan berikut.

Pertanyaan ini hanya untuk kegiatan-kegiatan yang Bapak/Ibu kerjakan di sekolah ini. Mohon dijawab dengan angka dan dibulatkan ke nilai jumlah jam yang paling mendekati. Tulis 0 (nol) jika tidak ada.

- a) Mengajar siswa (kelas, kelompok atau individual).
b) Perencanaan atau persiapan pembelajaran pada jam atau di luar jam sekolah (termasuk memeriksa pekerjaan siswa)
c) Tugas administratif yang Bapak/Ibu kerjakan pada jam atau diluar jam sekolah (termasuk tugas administrasi sekolah)
d) Lainnya (mohon dijelaskan):

_____ Latar Belakang

8. Berapa lama Bapak/Ibu telah bekerja sebagai seorang guru?

Tahun

Lebih

Pertama 1-2 tahun 3-5 tahun 6-10 tahun 11-15 tahun 16-20 tahun
20 tahun

1 2 3 4 5 6
 7

9. Berapa lama Bapak/Ibu telah bekerja sebagai seorang guru di sekolah yang ditempati sekarang?

Tahun

Lebih

Pertama 1-2 tahun 3-5 tahun 6-10 tahun 11-15 tahun 16-20 tahun

20 tahun

₁ ₂ ₃ ₄ ₅ ₆

₇

Pengembangan Profesi Guru

Dalam kuesioner ini, pengembangan profesi guru didefinisikan atau merujuk pada kegiatan-kegiatan yang bertujuan untuk mengembangkan/meningkatkan keterampilan, pengetahuan, keahlian dan karakteristik/kompetensi lainnya sebagai seorang guru. Kegiatan yang dimaksud adalah kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selain dari kegiatan pendidikan/pelatihan calon guru yang Bapak/Ibu ikuti sebelum menjadi guru.

10. Dalam kurun waktu 18 bulan terakhir, apakah Bapak/Ibu pernah mengikuti kegiatan-kegiatan pengembangan profesi guru di bawah ini, dan apakah dampak dari kegiatan pengembangan profesi guru tersebut terhadap profesi Bapak/Ibu sebagai seorang guru?

Untuk setiap pernyataan berikut, centanglah satu pilihan pada bagian (A). Jika mencentang 'Ya' pada bagian (A), maka Bapak/Ibu diminta mencentang satu pilihan pada bagian (B) untuk mengindikasikan seberapa besar dampak kegiatan yang dimaksud terhadap pengembangan profesi Bapak/Ibu sebagai seorang guru.

	(A)		(B)			
	Keikutseraan		Dampak			
	Ya	Tidak	Tidak	Kurang	Sedang	Sangat
a Workshop/Pelatihan (berkaitan dengan mata pelajaran, metode dan atau topik lain yang berkaitan dengan pendidikan)	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
b Konferensi atau seminar (peneliti dan atau guru menyajikan dan mendiskusikan hasil-hasil	<input type="checkbox"/> ₁	<input checked="" type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- penelitian/permasalahan pendidikan)
- c Program kualifikasi) (penyetaraan atau peningkatan kualifikasi S1/S2/S3) ₁ ₂ ₁ ₂ ₃ ₄
- d Observasi (observasi kelas atau) sekolah) ₁ ₂ ₁ ₂ ₃ ₄
- e Jaringan/perhimpunan guru) (MGMP ataupun jaringan guru lainnya) ₁ ₂ ₁ ₂ ₃ ₄
- f) Penelitian individu ataupun kolaborasi untuk pengembangan profesi ₁ ₂ ₁ ₂ ₃ ₄
- g Mentoring atau coaching) ₁ ₂ ₁ ₂ ₃ ₄
- h Lainnya (mohon) dituliskan): _____
 _____ ₁ ₂ ₁ ₂ ₃ ₄

11. Secara keseluruhan, berapa jam waktu yang Bapak/Ibu telah luangkan untuk kegiatan-kegiatan pengembangan profesi guru selama kurun waktu 18 bulan terakhir?

Tuliskan 0 (nol) jika tidak ada.

Jam Jika Bapak/Ibu menjawab '0' (nol) Silahkan melanjutkan ke pertanyaan nomor 15.

12. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, seberapa banyak yang Bapak/Ibu harus bayarkan secara pribadi?

Mohon dicentang salah satu.

Tidak ada Sebagian Semua
₁ ₂ ₃

13. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, apakah jadwal kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti dilaksanakan pada (mengambil) jam kerja/mengajar Bapak/Ibu?

Mohon dicentang salah satu.

₁ Ya ₂ Tidak

14. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, apakah Bapak/Ibu menerima insentif (uang saku, honor atau sejenisnya) untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti?

Mohon dicentang salah satu.

₁ Ya ₂ Tidak

15. Untuk kegiatan pengembangan profesi guru yang tidak terlalu formal yang Bapak/Ibu lakukan selama 18 bulan terakhir, apakah Bapak/Ibu pernah melakukan kegiatan-kegiatan pengembangan profesi guru di bawah ini, dan apakah dampak dari kegiatan pengembangan profesi guru tersebut terhadap profesi Bapak/Ibu sebagai seorang guru?

Untuk setiap pernyataan berikut, centanglah satu pilihan pada bagian (A). Jika mencentang 'Ya' pada bagian (A), maka Bapak/Ibu diminta mencentang satu pilihan pada bagian (B) untuk mengindikasikan seberapa besar dampak kegiatan yang dimaksud terhadap pengembangan profesi Bapak/Ibu sebagai seorang guru.

	(A) Keikutser aan			(B) Dampak		
	Ya	Tida k	Tid ak	Kura ng	Seda ng	Sang at
a Membaca literature berhubungan) dengan profesi keguruan (buku, journal, laporan karya ilmiah)	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input type="checkbox"/> ₄
b Dialog/diskusi dengan guru) sejawat tentang bagaimana meningkatkan pembelajaran/pengajaran	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
c Lainnya _____ (mohon) dituliskan): _____ _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. Pikirkan tentang pengembangan profesi yang Bapak/Ibu butuhkan, mohon indikasikan sejauh mana Bapak/Ibu membutuhkan peningkatan atau pengembangan diri untuk hal-hal di bawah ini.

Mohon dicentang salah satu pilihan di setiap pernyataan.

	Tidak dibutuhk an	Kuran g	Sedan g	Sangat dibutuhk an
a Standar nasional pendidikan)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
b Penilaian siswa)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
c Managemen kelas)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
d Pengetahuan dan pemahaman) (kompetensi) mata pelajaran yang saya ajarkan	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
e Pengetahuan dan pemahaman) (kompetensi) pedagogik tentang mata pelajaran yang saya ajarkan	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
f) Keterampilan TIK untuk pengajaran	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
g Pengajaran untuk siswa) bekebutuhan khusus	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
h Menangani perilaku) bermasalah dan kedisiplinan siswa	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
i) Managemen dan administrasi sekolah	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
j) Pengajaran multikultural	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
k Konseling siswa)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
l) Lainnya (mohon dituliskan): _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

17. Dalam kurun waktu 18 bulan terakhir, apakah Bapak/Ibu menginginkan atau membutuhkan kegiatan pengembangan profesi guru lebih dari sekedar yang Bapak/Ibu telah ikuti?

₁ Ya ₂ Tidak

18. Jika Bapak/Ibu menjawab ‘Ya’ pada pertanyaan no. 17, dari pernyataan berikut mana yang paling tepat menjelaskan alasan yang menghalangi atau menghambat Bapak/Ibu untuk mengikuti kegiatan pengembangan profesi guru lebih dari sekedar yang Bapak/Ibu sudah ikuti?

Mohon dicentang pilihan-pilihan (bisa lebih dari satu) yang sesuai dengan kondisi Bapak/Ibu.

₁ Saya tidak memenuhi persyaratan (kualifikasi, pengalaman, senioritas).

₁ Kegiatan pengembangan profesi guru tersebut terlalu mahal/Saya tidak mampu.

₁ Tidak ada dukungan dari sekolah (Kepala sekolah, ketua yayasan).

₁ Kegiatan pengembangan profesi guru tersebut berbenturan/bersamaan dengan jadwal mengajar. ₁ Saya tidak memiliki waktu dikarenakan tanggung jawab keluarga.

₁ Kegiatan pengembangan professional guru yang ditawarkan tidak sesuai dengan yang saya butuhkan/inginkan.

₁ Lainnya (mohon dijelaskan):

QUESTIONNAIRE (TPD)

Pertanyaan berikut berkaitan dengan diri, pendidikan, dan masa kerja Bapak/Ibu sebagai seorang guru. Untuk pertanyaan berikut, mohon dicentang pilihan atau diisi yang paling sesuai dengan kondisi Bapak/Ibu.

5. Apakah jenis kelamin Bapak/Ibu?

Laki-Laki Perempuan
 1 $\sqrt{2}$

6. Berapakah usia Bapak/Ibu?

< 25 25-29 30-39 40-49 50-59 60+
 1 $\sqrt{2}$ 3 4 5 6

7. Apakah jenjang pendidikan tertinggi yang telah Bapak/Ibu capai? Mohon dicentang hanya satu pilihan.

1 Diploma 2
 2 Diploma 3
 $\sqrt{3}$ Sarjana (S1)
 4 Master (S2)
 5 Doktor/Ph.D (S3)

8. Dalam kurun waktu seminggu, perkirakan jumlah jam (60 menit) yang Bapak/Ibu habiskan untuk mengerjakan kegiatan-kegiatan berikut.

Pertanyaan ini hanya untuk kegiatan-kegiatan yang Bapak/Ibu kerjakan di sekolah ini. Mohon dijawab dengan angka dan dibulatkan ke nilai jumlah jam yang paling mendekati. Tulis 0 (nol) jika tidak ada.

- a) Mengajar siswa (kelas, kelompok atau individual). 3 kls
b) Perencanaan atau persiapan pembelajaran pada jam atau di luar jam sekolah (termasuk memeriksa pekerjaan siswa) . 2 jam
c) Tugas administratif yang Bapak/Ibu kerjakan pada jam atau diluar jam sekolah (termasuk tugas administrasi sekolah) . 30 menit
d) Lainnya (mohon dijelaskan):

_____ Latar Belakang

8. Berapa lama Bapak/Ibu telah bekerja sebagai seorang guru?

Tahun

Lebih

Pertama 1-2 tahun 3-5 tahun 6-10 tahun 11-15 tahun 16-20 tahun
20 tahun

1 2 $\sqrt{3}$ 4 5 6
 7

14. Berapa lama Bapak/Ibu telah bekerja sebagai seorang guru di sekolah yang ditempati sekarang?

Tahun

Lebih

Pertama	1-2 tahun	3-5 tahun	6-10 tahun	11-15 tahun	16-20 tahun
	20 tahun				
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
	<input type="checkbox"/> ₇				

Pengembangan Profesi Guru

Dalam kuesioner ini, pengembangan profesi guru didefinisikan atau merujuk pada kegiatan-kegiatan yang bertujuan untuk mengembangkan/meningkatkan keterampilan, pengetahuan, keahlian dan karakteristik/kompetensi lainnya sebagai seorang guru. Kegiatan yang dimaksud adalah kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selain dari kegiatan pendidikan/pelatihan calon guru yang Bapak/Ibu ikuti sebelum menjadi guru.

15. Dalam kurun waktu 18 bulan terakhir, apakah Bapak/Ibu pernah mengikuti kegiatan-kegiatan pengembangan profesi guru di bawah ini, dan apakah dampak dari kegiatan pengembangan profesi guru tersebut terhadap profesi Bapak/Ibu sebagai seorang guru?

Untuk setiap pernyataan berikut, centanglah satu pilihan pada bagian (A). Jika mencentang 'Ya' pada bagian (A), maka Bapak/Ibu diminta mencentang satu pilihan pada bagian (B) untuk mengindikasikan seberapa besar dampak kegiatan yang dimaksud terhadap pengembangan profesi Bapak/Ibu sebagai seorang guru.

	(A)		(B)			
	Keikutseraan		Dampak			
	Ya	Tidak	Tidak	Kurang	Sedang	Sangat
a Workshop/Pelatihan (berkaitan dengan mata pelajaran, metode dan atau topik lain yang berkaitan dengan pendidikan)	<input type="checkbox"/> ₁	<input checked="" type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b Konferensi atau seminar (peneliti dan atau guru menyajikan dan mendiskusikan hasil-hasil	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input type="checkbox"/> ₄

- penelitian/permasalahan pendidikan)
- c Program kualifikasi) (penyetaraan atau peningkatan kualifikasi S1/S2/S3) ₁ ₂ ₁ ₂ ₃ ₄
- d Observasi (observasi kelas atau) sekolah) ₁ ₂ ₁ ₂ ₃ ₄
- e Jaringan/perhimpunan guru) (MGMP ataupun jaringan guru lainnya) ₁ ₂ ₁ ₂ ₃ ₄
- f) Penelitian individu ataupun kolaborasi untuk pengembangan profesi ₁ ₂ ₁ ₂ ₃ ₄
- g Mentoring atau coaching) ₁ ₂ ₁ ₂ ₃ ₄
- h Lainnya (mohon) dituliskan): _____

- ₁ ₂ ₁ ₂ ₃ ₄

16. Secara keseluruhan, berapa jam waktu yang Bapak/Ibu telah luangkan untuk kegiatan-kegiatan pengembangan profesi guru selama kurun waktu 18 bulan terakhir?

Tuliskan 0 (nol) jika tidak ada.

Jam Jika Bapak/Ibu menjawab '0' (nol) Silahkan melanjutkan ke pertanyaan nomor 15. (0)

17. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, seberapa banyak yang Bapak/Ibu harus bayarkan secara pribadi?

Mohon dicentang salah satu.

Tidak ada ₁ Sebagian ₂ Semua ₃

18. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, apakah jadwal kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti dilaksanakan pada (mengambil) jam kerja/mengajar Bapak/Ibu?

Mohon dicentang salah satu.

₁ Ya ₂ Tidak

14. Untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti selama 18 bulan terakhir, apakah Bapak/Ibu menerima insentif (uang saku, honor atau sejenisnya) untuk kegiatan pengembangan profesi guru yang Bapak/Ibu ikuti?

Mohon dicentang salah satu.

₁ Ya ₂ Tidak

15. Untuk kegiatan pengembangan profesi guru yang tidak terlalu formal yang Bapak/Ibu lakukan selama 18 bulan terakhir, apakah Bapak/Ibu pernah melakukan kegiatan-kegiatan pengembangan profesi guru di bawah ini, dan apakah dampak dari kegiatan pengembangan profesi guru tersebut terhadap profesi Bapak/Ibu sebagai seorang guru?

Untuk setiap pernyataan berikut, centanglah satu pilihan pada bagian (A). Jika mencentang 'Ya' pada bagian (A), maka Bapak/Ibu diminta mencentang satu pilihan pada bagian (B) untuk mengindikasikan seberapa besar dampak kegiatan yang dimaksud terhadap pengembangan profesi Bapak/Ibu sebagai seorang guru.

	(A) Keikutser aan		(B) Dampak			
	Ya	Tida k	Tid ak	Kura ng	Seda ng	Sang at
a) Membaca literature berhubungan dengan profesi keguruan (buku, journal, laporan karya ilmiah)	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Dialog/diskusi dengan guru sejawat tentang bagaimana meningkatkan pembelajaran/pengajaran	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄
c) Lainnya _____ (mohon dituliskan): _____ _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. Pikirkan tentang pengembangan profesi yang Bapak/Ibu butuhkan, mohon indikasikan sejauh mana Bapak/Ibu membutuhkan peningkatan atau pengembangan diri untuk hal-hal di bawah ini.

Mohon dicentang salah satu pilihan di setiap pernyataan.

	Tidak dibutuhk an	Kuran g	Sedan g	Sangat dibutuhk an
a Standar nasional pendidikan)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> √ ₃	<input type="checkbox"/> ₄
b Penilaian siswa)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	√ <input type="checkbox"/> ₄
c Managemen kelas)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	√ <input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d Pengetahuan dan pemahaman) (kompetensi) mata pelajaran yang saya ajarkan	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> √ ₃	<input type="checkbox"/> ₄
e Pengetahuan dan pemahaman) (kompetensi) pedagogik tentang mata pelajaran yang saya ajarkan	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	√ <input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Keterampilan TIK untuk pengajaran	<input type="checkbox"/> ₁	√ <input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g Pengajaran untuk siswa) bekebutuhan khusus	<input type="checkbox"/> ₁	√ <input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h Menangani perilaku) bermasalah dan kedisiplinan siswa	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	√ <input type="checkbox"/> ₄
i) Managemen dan administrasi sekolah	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	√ <input type="checkbox"/> ₄
j) Pengajaran multikultural	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	√ <input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k Konseling siswa)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	√ <input type="checkbox"/> ₄
l) Lainnya (mohon dituliskan): _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

17. Dalam kurun waktu 18 bulan terakhir, apakah Bapak/Ibu menginginkan atau membutuhkan kegiatan pengembangan profesi guru lebih dari sekedar yang Bapak/Ibu telah ikuti?

√₁ Ya ₂ Tidak

18. Jika Bapak/Ibu menjawab ‘Ya’ pada pertanyaan no. 17, dari pernyataan berikut mana yang paling tepat menjelaskan alasan yang menghalangi atau menghambat Bapak/Ibu untuk mengikuti kegiatan pengembangan profesi guru lebih dari sekedar yang Bapak/Ibu sudah ikuti?

Mohon dicentang pilihan-pilihan (bisa lebih dari satu) yang sesuai dengan kondisi Bapak/Ibu.

√₁ Saya tidak memenuhi persyaratan (kualifikasi, pengalaman, senioritas).

₁ Kegiatan pengembangan profesi guru tersebut terlalu mahal/Saya tidak mampu.

√₁ Tidak ada dukungan dari sekolah (Kepala sekolah, ketua yayasan).

₁ Kegiatan pengembangan profesi guru tersebut berbenturan/bersamaan dengan jadwal mengajar. ₁ Saya tidak memiliki waktu dikarenakan tanggung jawab keluarga.

₁ Kegiatan pengembangan professional guru yang ditawarkan tidak sesuai dengan yang saya butuhkan/inginkan.

₁ Lainnya (mohon dijelaskan):

QUESTIONNAIRE Teacher Characteristics

Kuesioner untuk Mensurvei Karakteristik Guru Bahasa Inggris. Mengidentifikasi karakteristik guru bahasa yang baik dianggap sebagai langkah penting untuk merancang dan menerapkan program yang efektif untuk pendidikan guru. Tujuan dari kuesioner ini adalah untuk mengetahui karakteristik guru bahasa yang baik. Kami berterima kasih kepada Anda atas partisipasi Anda. Kami menjamin kerahasiaan tanggapan Anda. Harap jawab pertanyaan berikut.

Sesi I:

Harap sebutkan betapa pentingnya kualitas-kualitas karakteristik ini dengan melingkari angka yang relevan pada skala 1 hingga 5:

1 = *Tidak penting;*

2 = *Agak penting;*

3 = *Penting;*

4 = *Sangat penting;*

	Seorang guru harus	1	2	3	4
1.	Kreatif dalam mengajar			√	
2.	Memiliki kemahiran berbahasa Inggris yang tinggi			√	

3.	Toleransi terhadap ketidakpahaman siswa			√	
4.	Bersikap antusias tentang pengajaran				√
5.	Sesuaikan input Bahasa Inggris untuk mencocokkan tingkat kemahiran peserta didik			√	
6.	Akrab dengan latar belakang sosial dan budaya peserta didik			√	
7.	Sadar akan teknik pengajaran saat ini				√
8.	Mengetahui cara menetapkan tujuan			√	
9.	Mengetahui cara mengevaluasi siswa				√
10.	Melibatkan siswa dalam berbagai kegiatan			√	
11.	Mendorong kontribusi peserta didik			√	
12.	Mampu berkomunikasi dengan baik dalam bahasa Inggris			√	
13.	Sabar terhadap siswa				√
14.	Memiliki selera humor yang bagus			√	
15.	Memotivasi peserta didik menggunakan strategi pembelajaran yang berbeda				√
16.	Memberikan umpan balik yang bermanfaat pada pekerjaan tertulis dengan cara yang tepat			√	
17.	Memiliki keterampilan manajemen kelas yang efektif				√
18.	Sadar tren saat ini di ELT			√	
19.	Membantu				
20.	Berbagai strategi interaksi kelas (mis., Gunakan kerja kelompok dan pasangan, drama, permainan peran, debat)				√
21.	Melaksanakan tujuan pengajaran yang ditetapkan untuk pelajaran			√	
22.	Menggunakan berbagai sumber daya pengajaran secara efektif			√	
23.	Menggunakan berbagai sumber daya pengajaran secara efektif			√	
24.	Mampu merencanakan pelajaran yang sesuai				√
25.	Mampu mengomentari tanggapan murid dengan tepat			√	
26.	Menggunakan alat bantu audiovisual / multimedia dalam pengajaran			√	
27.	Memiliki hubungan yang baik dengan murid				√
28.	Memahami kepribadian, kebutuhan, dan gaya belajar peserta didik				√
29.	Mampu menilai kekuatan dan kelemahan peserta didik				√

30.	Mempertimbangkan kebutuhan dan minat siswa				√
31.	Mampu meningkatkan tingkat minat siswa dalam pelajaran bahasa Inggris			√	
32.	Pilih bahan pelengkap yang sesuai				√
33.	Terlibat aktif dalam mempelajari keterampilan baru untuk meningkatkan pengajaran			√	
34.	Mampu menyajikan bahasa menggunakan teknik yang berbeda				√
35.	Berbaik				√
36.	Perlakukan siswa dengan adil				√
37.	Berbicara dengan jelas				√
38.	Peduli terhadap semua siswa				√
39.	Perlakukan siswa dengan setara				√
40.	Metode pengajaran yang bervariasi sesuai dengan gaya belajar yang berbeda			√	
41.	Mampu menjelaskan konsep asing dengan berbagai cara		√		
42.	Gunakan teknik berbeda untuk menyajikan bahasa			√	
43.	Menjelaskan pelajaran dengan jelas dan percaya diri				√
44.	Bersiaplah untuk kelas			√	
45.	Mampu mengelola kelas dengan benar				√
46.	Memiliki sikap positif terhadap murid				√
47.	Ciptakan suasana kelas yang lucu dan mengasyikkan				√
48.	Memiliki penampilan yang bisa diterima				√
49.	Variasikan nada suara untuk menarik perhatian siswa				√
50.	Tulis dengan jelas dan terbaca				√
51.	Datang ke kelas tepat waktu				√
52.	Bersedia mengulangi penjelasan atau memodifikasi strategi untuk siswa yang lemah				√
53.	Menjadi inovatif dalam mengatasi kesulitan dan kebutuhan siswa				√
54.	Menggunakan teknologi terbaru dalam pengajaran			√	
55.	Selalu perhatikan kepedulian tentang pemahaman dan kemajuan siswa				√
56.	Mampu bekerja sama dengan rekan kerja untuk meningkatkan praktik mengajar saat ini				√
57.	Percaya diri dan kontrol diri				√
58.	Membangun hubungan yang baik dengan siswa				√
59.	Peduli untuk berkembang secara profesional			√	

60.	Memiliki sikap positif terhadap perubahan dan inovasi			√	
61.	Mampu merefleksikan keefektifan mengajar				√
62.	Berpartisipasi dalam acara pertumbuhan profesional guru seperti seminar, lokakarya, konferensi, dan sebagainya			√	
63.	Memiliki keterampilan mengembangkan otonomi pada peserta didik			√	
64.	Mampu berkontribusi untuk pengembangan kurikulum			√	
65.	Memiliki kemampuan membantu kolega lain untuk berkembang secara profesional			√	
66.	Mampu memecahkan masalah praktis melalui melakukan penelitian tindakan			√	
67.	Bersiap untuk mempelajari metode baru dan strategi pengajaran			√	
68.	Kreatif dalam mengajar				√

Note: English Language Teaching

CURRICULUM VITAE

The writer name's Lisna Lestari Fauziah. She was born on Februari 12th 1998. She is the 4th of 6th siblings. Asep Roskanda and Euis Rosmiati, S.Pd. SD are the parents of the writer.

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