

**EFL TEACHERS' LEARNING THROUGH COMMUNITY OF PRACTICE**

**A THESIS**

Submitted as a partial fulfillment for English Language Education Postgraduates Studies



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## **HALAMAN HAK CIPTA**

### **EFL Teachers' Learning through Community of Practice**

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
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# APPROVAL PAGE

A THESIS

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## ABSTRACT

Teachers require continuing learning in today's fast-changing classrooms. Transformational potential of community of practice (CoP) can be a platform for continual learning and collaborative growth among teachers. CoP explores how communities may offer a space for teachers to exchange information, discuss issues, and collaborate to solve problems. This study aims to explore the process of EFL teachers' learning during a CoP program in developing technology-integrated learning media. This study adopted case study design involving English teachers who joined DIGI Collaborative Teacher Professional Development program. The data were gained through Telegram chat and Telegram video to see the interaction during the program, the learning media, and interview to get further information related to their experience. The data were analyzed using thematic analysis referring to theory of CoP from Wenger (1998). The findings indicated that collaborative and participatory learning strategies for EFL teachers were evident in the CoP. CoP supports teachers to share their knowledge and experiences, deliver and receive criticism, and demonstrate their best practices. CoP also allows trainers to assist teachers to learn, such as by asking guided questions. Building rapport is another important component of practice since it leads to professional conversation. Technological pedagogical content knowledge is also reflected in their teaching media. The results of this research relate to teachers' participation and collaboration processes in the CoP program, therefore in future research it is recommended to look more deeply into the integration of reflective practice in the CoP program. Besides, it is recommended for exploring through classroom observation, therefore it can shed light on the practical implementation of CoP learnings in the classroom setting. This research not only contributes to understanding the learning process within CoPs but also highlights practical implications for enhancing EFL teaching and learning.

*Keywords: Community of practice, Teachers Learning, Technology-Integrated Learning Media, Teachers Professional Development*

## ABSTRAK

Guru membutuhkan pembelajaran yang berkelanjutan di ruang kelas yang berubah dengan cepat saat ini. Potensi transformasional dari komunitas praktik (CoP) dapat menjadi platform untuk pembelajaran berkelanjutan dan pertumbuhan kolaboratif di antara para guru. CoP mengeksplorasi bagaimana komunitas dapat menawarkan ruang bagi para guru untuk bertukar informasi, mendiskusikan isu-isu, dan berkolaborasi untuk memecahkan masalah. Penelitian ini bertujuan untuk mengeksplorasi proses pembelajaran guru EFL selama program CoP dalam mengembangkan media pembelajaran yang terintegrasi dengan teknologi. Penelitian ini menggunakan desain studi kasus yang melibatkan guru-guru bahasa Inggris yang mengikuti program Pengembangan Profesi Guru Kolaboratif DIGI. Data diperoleh melalui chatting Telegram dan video Telegram untuk melihat interaksi selama program berlangsung, media pembelajaran yang digunakan, dan wawancara untuk mendapatkan informasi lebih lanjut terkait pengalaman mereka. Data dianalisis dengan menggunakan analisis tematik yang mengacu pada teori CoP dari Wenger (1998). Temuan menunjukkan bahwa strategi pembelajaran kolaboratif dan partisipatif untuk guru EFL terlihat jelas dalam CoP. CoP mendukung para guru untuk berbagi pengetahuan dan pengalaman mereka, memberikan dan menerima kritik, dan menunjukkan praktik terbaik mereka. CoP juga memungkinkan para pelatih untuk membantu para guru untuk belajar, misalnya dengan mengajukan pertanyaan-pertanyaan yang dipandu. Membangun hubungan yang baik adalah komponen penting lainnya dalam pelatihan, karena hal ini mengarah pada percakapan profesional. Pengetahuan konten pedagogis teknologi juga tercermin dalam media pengajaran mereka. Hasil penelitian ini berkaitan dengan proses partisipasi dan kolaborasi guru dalam program CoP, oleh karena itu dalam penelitian selanjutnya disarankan untuk melihat lebih dalam mengenai integrasi praktik reflektif dalam program CoP. Selain itu, penelitian ini juga disarankan untuk melakukan eksplorasi melalui observasi kelas, sehingga dapat memberikan gambaran mengenai implementasi praktis pembelajaran CoP di kelas. Penelitian ini tidak hanya berkontribusi dalam memahami proses pembelajaran dalam CoP, tetapi juga menyoroti implikasi praktis untuk meningkatkan pengajaran dan pembelajaran EFL.

Kata kunci: Komunitas Praktik, Pembelajaran Guru, Media Pembelajaran Terintegrasi Teknologi, Pengembangan Profesi Guru

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