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Indonesian EFL Teachers' Perceptions and Experiences of Professional Development

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Indonesian EFL Teachers' Perceptions and Experiences of Professional Development

Rudi Hartono, *Indiana University of Pennsylvania*

This qualitative study examined the perceptions of six Indonesian EFL teachers about professional development and their experiences within it. The data were collected through interviews and analyzed using content analysis. The results revealed six major themes ranging from teachers' definitions of professional development to the challenges of participating in it. Other themes included reasons, impact, and importance of professional development. The results suggest that the participants have a wide range of conceptualizations of professional development. The participants' professional development activities were mainly concerned with the following: attending professional events, *Tri Darma Perguruan Tinggi* (teaching, research, and community service), and pedagogical knowledge, skills and practices. The participants, I found, were more focused on the pedagogical practices within professional development. In addition, funding, time, and motivation were found to be the challenges for participating in professional development activities. Finally, pedagogical implications, limitations, further research directions, and recommendations are offered.

Author

Rudi Hartono, M.A. is a Fulbright alumnus, who earned a Master of Arts in TESOL from Indiana University of Pennsylvania, USA. He currently works as a faculty member at Indo Global Mandiri University, Palembang, Indonesia.