

ESTABLISHING TEACHERS' PROFESSIONAL DEVELOPMENT THROUGH PEER REVIEW

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ABSTRAK

The demand for professional development for teachers in higher education is paramount. In doing so, the teachers must have a good professional development scheme in upgrading their knowledge and skills in performing their main duty. This research was aimed at investigating the areas of teachers' professional development which are supported by the implementation of peer review in team teaching. It also aims at exploring the challenges in applying team teaching. This study applied qualitative research design with the interview as the data collection method and four English teachers as the participants of the research. The result showed that there are three aspects of TPD which occur. The first one is an attitude which becomes better in terms of improved awareness of the teachers. The other element is self-esteem where it is also improved due to the feedback given after the peer review. While the third is patience. As suggested in the feedbacks, teachers require to be more patients in dealing with misbehaving students. As for the challenges, it can be concluded that they come from two different sources. The first one is from the individual teacher where they think that some of the suggestions cannot be done or too hard to do. The second one is, Since TPD requires funding, the institution should also provide necessary and sufficient funding to support the TPD. This can be done by setting up the policy dealing with the sustainable TPD which, in turn, will give more benefits to the institution.

Keywords:

teachers professional
development; peer review;
feedbacks.

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Introduction

The demand for professional development for teachers in higher education is paramount. It is teachers' main duty to work on the areas of teaching and learning, community service, and research. In doing so, the teachers must have a good professional development scheme in upgrading their knowledge and skills in performing their main duty. This inspires the researcher to conduct a study on this matter.

Professional development is not about workshop and courses; rather, it is at its heart the development of habits of learning that are far more likely to be powerful if *they present themselves day after day*". According to ([Ebert-May et al., 2011](#)) describe

it as “*how experienced teachers continue to grow professionally by extending their understanding of their work, whether through action research or in other ways*”. Meanwhile, Gordon gave a more comprehensive definition as he includes also the system and the students as part of professional development saying:

Successful professional development is as “*a combination of experiences that empower (1) individual educators, (2) educational teams, and (3) the educational organization to improve (4) curriculum, (5) instruction, and (6) student assessment to (7) facilitate student growth and development*” ([Ebert-May et al.](#), 2011).

He says that successful professional development comprises of two major factors, the first is capacity building (element 1-3) which does not directly affect the students learning but it increases the capacity of those three elements (individual educators, educational teams, and educational organization) to facilitate the students learning. Another factor is the core element, which comprises three elements; they are improvement of the curriculum, instruction, and student assessment. These elements affect student learning directly. The combination of those two factors is for the ultimate goal of education that is to facilitate student growth and development. This definition is evidence that the institution system goes hand in hand with the teacher's professionalism to conduct the educational process leading to student achievement and success.

In addition to the demand for professional development, about the application of the Curriculum in higher education, peer review is also promoted. In the implementation of peer review in the classroom, the researcher found an indication of professional development of the teachers starting from the planning up to the evaluation of the teaching and learning process.

Then, it is becoming my concern, as I am one of the teachers in the English Education Study Program in a private university in Yogyakarta who has also been involved in the process of peer-reviewing on teachers' performance. For those reasons, I would like to research “*Establishing Teachers' Professional Development through Peer Review*”

The study was conducted to do the following: 1) to find out what areas of teachers' professional developments are supported when implementing peer review 2) to identify and explore the barriers and challenges in applying the professional development gained from the peer review. In line with the above-mentioned purposes, this research endeavors to address the following questions: 1) What areas of teachers' professional development are supported by the implementation of peer review? 2) What are the challenges in the implementation of teacher professional development gained through pair review?

This research is significant in that (1) it attempts to investigate the areas of teachers' professional development which are supported by the implementation of peer review in team teaching. This is very important because by knowing and understanding it, teachers will be able to dig up their ideas in making some improvements for their professional development. (2) It is also expected to be able to explore the challenges in applying the team teaching. This will be beneficial for teachers to find out the

difficulties appearing in the process of team teaching and then, formulate the solutions due to the betterment of determining the best way in implementing it.

A. Teachers' Professional Development

To start the definition of professional development, it is interesting to know first how ([Diamond & Powell](#), 2011) define a professional.

“...professionals regularly claim that they should be allowed to make decisions in particular situations that are related to their area of expertise, free from (outside) interference. One reason offered for this desire for autonomy is that not only do professionals (presumably) know best, given their expert knowledge, but they are also able to critique and, thereby, rework their knowledge in response to changing circumstances. Again, the argument is that the professional is continuously learning” (p. 77).

Expertise, autonomy, and reflection are important aspects for one to become professional and they can be achieved systematically through the life-long learning process. It is in line with Fullan's statement ([Avidov-Ungar](#), 2016) being “Professional development is not about workshop and courses; rather, it is at its heart the development of habits of learning that are far more likely to be powerful if they present themselves day after day”. According to ([Ebert-May et al.](#), 2011) describe it as “how experienced teachers continue to grow professionally by extending their understanding of their work, whether through action research or in other ways”. According to ([Curwood](#), 2011) gave a more comprehensive definition as he includes also the system and the students as part of professional development saying:

Successful professional development is as “a combination of experiences that empower (1) individual educators, (2) educational teams, and (3) the educational organization to improve (4) curriculum, (5) instruction, and (6) student assessment to (7) facilitate student growth and development” ([Ruddy & Prusinski](#), 2012).

He says that successful professional development comprises of two major factors, the first is capacity building (element 1-3) which does not directly affect the students learning but it increases the capacity of those three elements (individual educators, educational teams, and educational organization) to facilitate the students learning. Another factor is the core element, which comprises three elements; they are improvement of the curriculum, instruction, and student assessment. These elements affect student learning directly. The combination of those two factors is for the ultimate goal of education that is to facilitate student growth and development (ibid). This definition is evidence that the institution system goes hand in hand with the teacher's professionalism to conduct the educational process leading to student achievement and success.

The definition proposed by Gordon above is in line with the one proposed by ([Fullan](#), 2007). They offer three approaches to understand teacher professional development. The first is the proposition of teacher development as knowledge and skill development. These skills and knowledge are intended to increase the teachers'

ability “*to provide opportunities to learn for all their pupils (p. 2)*”. The explanation on what is meant by skill and knowledge is in the area of subject matter knowledge, classroom management, teaching-learning method, and approaches as well as knowledge about the students such as students’ learning style and strategies. In Gordon’s words, it is the core element of the teaching-learning process.

The second approach is teacher development as self-understanding (p.7). Here, Hargreaves and Fullan talked about the changes in teachers’ behavior that is influenced by their belief and attitude. Thus, teacher development is also a matter of personal development. The teacher's life and career cycles have an impact on the teacher's professional development.

The last, teacher development as ecological change emphasizes the context or working environment. Two broad ways serve as the perspective why ecological perspective is important for teacher development. “First, the context of teachers’ working environment provides conditions in which teacher development initiatives succeed or fail, and the second, the context of teaching can itself be a focus for teacher development (Fullan, 2007). The second and the third approaches are related to the capacity building proposed by Gordon thus they are factors that do not influence directly but facilitate the teaching-learning process.

To be successful in conducting the teaching that (Harrell, 2010) calls as “*make informed choices about their teaching*”, teachers need: (1) heightened awareness; (2) a positive attitude that allows one to be open to change; (3) various types of knowledge needed to change; (4) the development of skills. It is important to see teacher development as an individual process since “*self-awareness and self-observation are the cornerstones of all professional development*”. Freeman (another person) develops a descriptive model of the constituent of teaching using the same concept as stated by Larsen-Freeman.

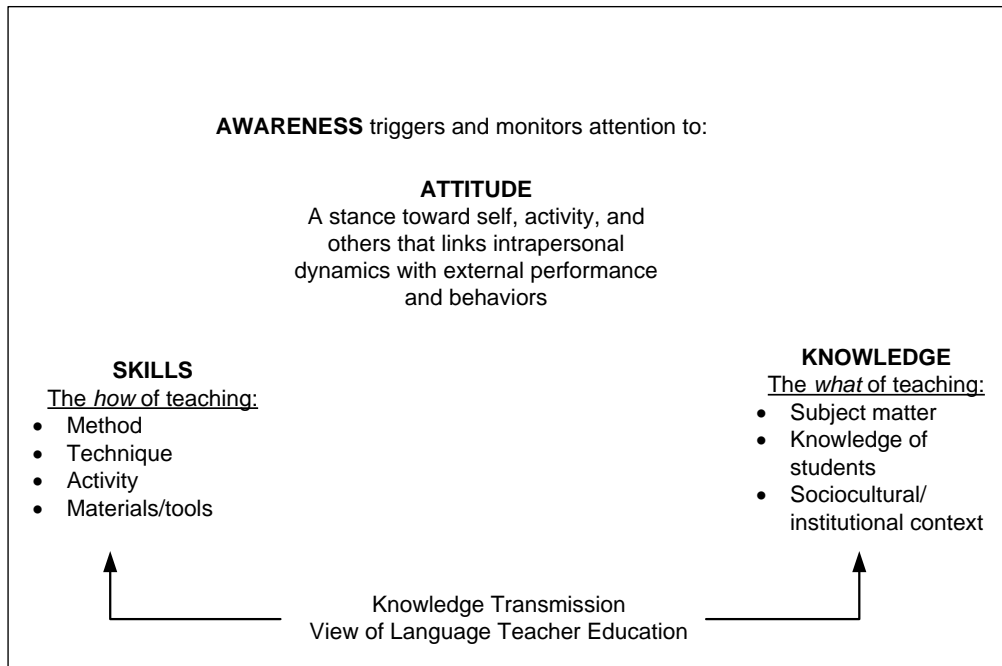


Figure 1
The Descriptive Model of Teaching: The Constituents (taken from (Byrne et al., 2010))

Instead of the emphasis on the school or institution improvement, Gordon also considers that teacher development as an individual is important. According to him, to develop as a whole, the teacher must consider some aspects. As teaching is not a kind of just knowledge transmit, but it must be able to develop whole students than the process of teaching-learning is a complex one which acquires healthy self-concept, thinking skills, moral development skill as well as physical wellness. The area of teacher development includes self-concept and self-efficacy, cognitive development, pedagogical development, moral development, and physical wellness (Donoghue & Raia-Hawrylak, 2016).

There are some differences as well as similarities among the concept developed by Freeman and Gordon in his specific chapter on individual teacher development. Both of them propose what Freeman termed as the attitude; it is “a stance toward self, activity, and others that links interpersonal dynamics with external performance and behavior (Byrne et al., 2010) while Gordon termed it as the self-concept and self-efficacy. Freeman differentiates between skills and knowledge as the ‘how of teaching’ and ‘the what of teaching’. On the other hand, Gordon goes deeper by differentiating not merely on ‘how’ and ‘what’ but more on the process in the brain where the cognitive development relates to information processing. Based on this information, we know later how the teachers have decision-making skills. Pedagogical development is the integration of knowledge, performance, and disposition of the teachers. Furthermore, he adds the moral development since the teachers have a moral responsibility towards their students and physical wellness as the business of teaching-learning is ‘a physically and emotionally at-risk profession’

([Donoghue & Raia-Hawrylak](#), 2016) besides, he also remind his reader as the teacher professional development is a kind of learning, so adult learning style is one to be put into consideration.

Above all, the individual teacher professional development cannot take place if there is no awareness from the inside of the individual to take action and realize that their teaching is not perfect ([Lapan et al.](#), 2012). Gordon interprets this awareness as empowerment that he defines as “*enablement for life-long learning, teaching, and leadership*” ([Sun](#), 2014)”. It can be concluded here that Larsen-Freeman opinion on the individual teacher professional development is put into the wider and deeper concept by Gordon. He goes to the root of learning and consider also the aspect outside the teaching-learning dimension, which is physical wellness which long been realized by corporate management as giving good revenue for the employees’ morale, attendance, and performance (p. 211).

The teachers should balance their ability in pursuing the knowledge and skill of teaching as well as appropriate attitude to perform the professional development. However, it is surely not an easy task to do since to realize them, teachers need to do it with patient and persistence. Therefore, teachers should have high motivation to do so.

It is not easy to define what motivation is since it lies inside humans in the psychological aspect. Since it is only at the conceptual level, there should be some indicators to know the existence of motivation. Motivation can be defined as ‘the forces or a conscious decision to satisfy a person’s needs and upon the fulfillment of the needs, there will be rewards which will affect the productivity and the accomplishment of a certain goals’ ([Abeysekera & Dawson](#), 2015). Therefore, there are three keywords in motivation, namely need, behavior, and fulfillment of needs. Daft illustrates it in the following figure:

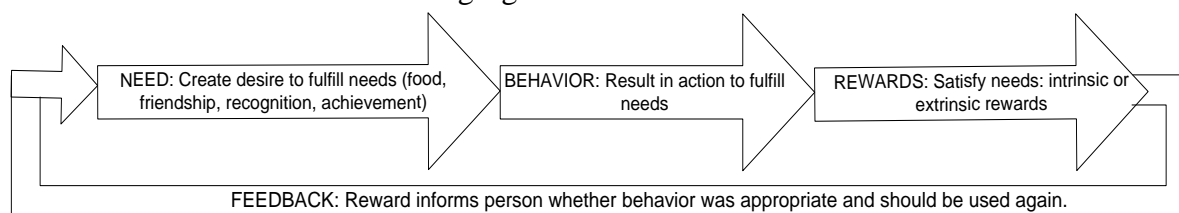


Figure 2
Simple Model of Motivation (taken from ([Abeysekera & Dawson](#), 2015))

In teacher professional development, there is a set of expected behavior to be accomplished by the teachers. However, whether or not the teachers have the motivation to do the professional development depends on whether the teachers consider that as a need and whether the TPD becomes a need or not is much related to the rewards or the result of the process of TPD itself. Rewards can be categorized into two, intrinsic and extrinsic rewards.

Intrinsic rewards are the satisfaction a person receives in the process of performing a particular action. The completion of a complex task may bestow a pleasant feeling of accomplishment, or solving a problem that benefits others may fulfill a personal mission and,

Extrinsic rewards are given by another person and include promotions and pay increases. They originate externally, as a result of pleasing others (Abeysekera & Dawson, 2015). So the intrinsically motivated behavior is performed for its own sake and the motivation comes from doing the work itself and extrinsically motivated behavior is performed to acquire material or social rewards or to avoid punishment, not the behavior itself (Alvesson & Gabriel, 2016).

There is “a common agreement that continued professional development is a need felt by all teachers regardless of their level of expertise and experience (Zepeda, 2012). The motivation to pursue TPD for the teacher may come either intrinsically or extrinsically. When the teachers have intrinsic motivation meaning that they perform their tasks voluntarily for self-satisfaction, However, the external factor such as recognition, certification, and increased salary also play an important role in motivating the teachers to pursue TPD or at least make them less motivated teachers become more motivated. Below is Porter’s model on a hierarchy of work motivation adapted from Maslow’s theory. Potter added the ‘autonomy’ level in his hierarchy to fit the organizational environment better.

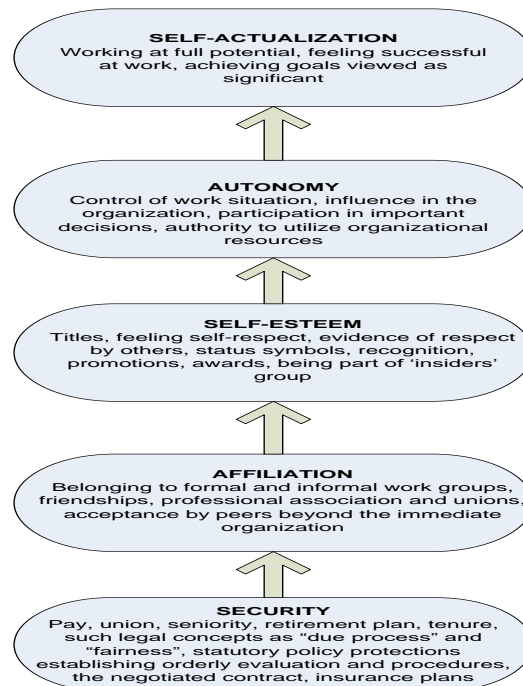


Figure 2.8: A hierarchy of work motivation, based on Porter’s model (taken from (Jones, 2013))

Since motivation is so much directed from the needs, it is very important to refer to the Maslow hierarchy of needs. Maslow stated that human is a ‘wanting

being' or 'goal directed' meaning that 'people are driven from within to realize their full-growth potential' (Jones, 2013). Maslow's hierarchy of needs theory proposes that humans are motivated by multiple needs and that these needs exist in hierarchical order with physiological needs at the lowest level and proceeding through security needs, affiliation needs, and esteem needs, to the need of self-actualization (Abeysekera & Dawson, 2015). People will not pursue higher-order needs before the lower ones are satisfied.

In short, professional development is not just an activity. A mindset or philosophy underlies the basic belief of the process of education. Teachers see themselves as a professional who has knowledge base or expertise to do their activity in the way. What they do is a kind of informed decision-making. By their expertise, they can also make critical judgments and therefore they can evaluate and assess what they have already done to improve. Not all of those processes, however, can be realized if they do not have the autonomy to do so. Therefore, teacher empowerment is crucial in their professional development. How the teachers become empowered, to gain autonomy to become self-fulfilled is more or less related to the institution and the system where they work. Finally, teacher professional development is for the concern of the students to make a truly learning so that later they can contribute to the building of their world and the future.

B. Teacher Professional Development Continuum

As stated before, TPD is a kind of process and not a single event. To grow professionally, teachers need a long and continuous process that Gordon proposed as the *professional development continuum*. The continuum is started from the pre-service training where the student teachers began their study on the teaching-learning process to become a teacher later and end up in the process of continuing professional development. From the figure below, it is obvious that teacher professional development is a kind of lifelong development and learning since the teachers should do it until the rest of their career

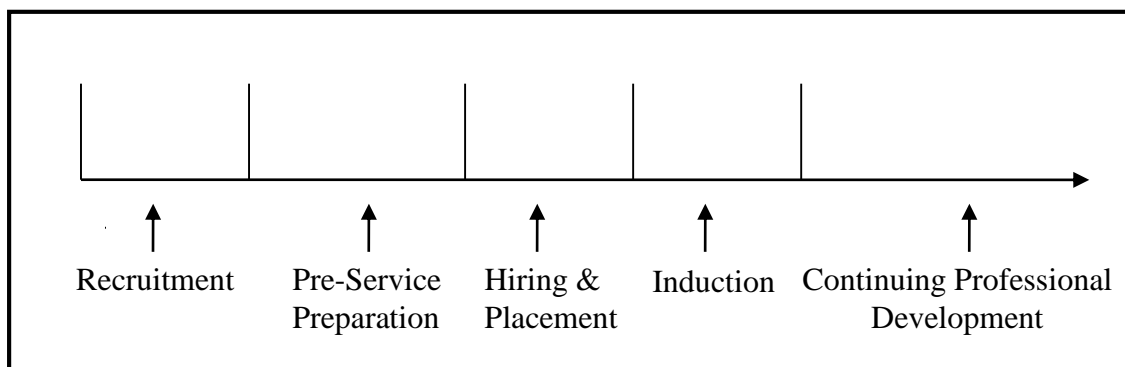


Figure 3
Professional Development Continuums (taken from (Saputri, 2016))

As the TPD continuum proposed by Gordon includes the pre-service preparation, I will focus this research only on the in-service preparation to limit the research area. Thus, this research will focus the teacher development from the hiring and placement process, the induction, and then continuing professional development. The research area is constructed using the teacher development framework proposed by Gordon. As he emphasizes the TPD to improve the school system, I will focus only on the TPD framework that focused mainly on the program to conduct professional development.

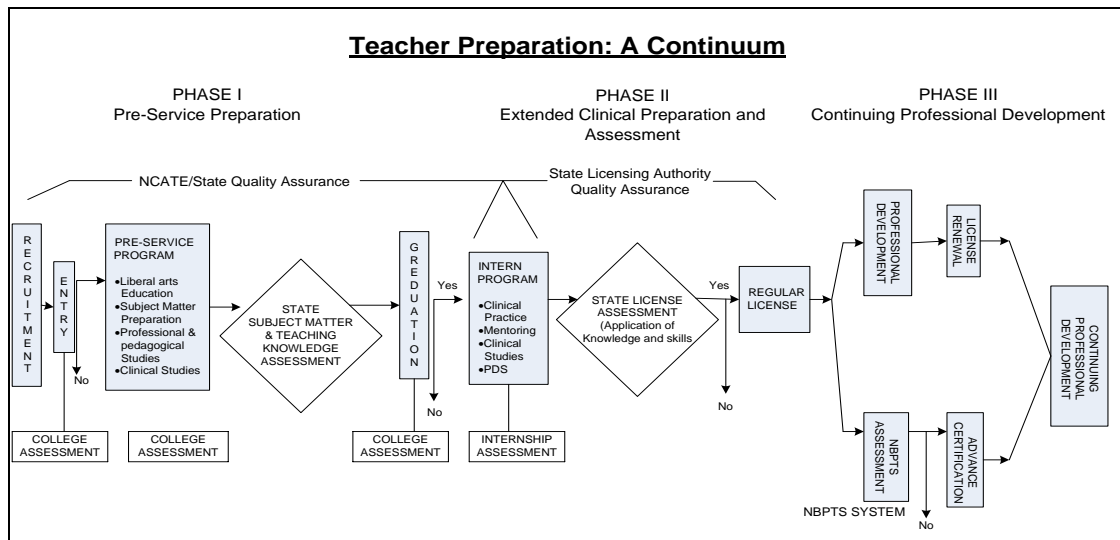


Figure 4
Teacher Preparation: A Continuum (taken from
<http://ecs.org/clearinghouse/46/30/4630.doc>)

C. Peer Review

Peer review, or as it is also commonly called peer observation, as a working way for peer review of teaching, has been searched and reported as effective for professional development of university teachers (Barnard et al., 2011) reported on the challenges of peer observation in the online environment. In a broader sense, peer observation of teaching has been seen to support the development of a collegial culture within departments and universities (Sullivan et al., 2012). Guides to peer observation practice have been published.

(Barnard et al., 2011) suggested that that peer observation of teaching is popularly a characteristic of higher education practice. As stated by

(Byrne et al., 2010) 'much higher education institutions worldwide require that all academic staff undergo a peer observation of teaching each academic year'. (Sullivan et al., 2012) reported that peer review of teaching was promoted in many higher institutions and used within some educational development programs, yet (Golparian et al., 2015) reported that peer observation of teaching gained 'little or no prominence in university policies' and was 'not universally practiced in Australian universities'.

As Harris (2008) said, the implementation of peer review of teaching within universities, is not a simple or straightforward undertaking, touching as it does on sensitive professional issues. Various concerns have been reported, including the use of observation of teaching by management as a tool for compliance and links to appraisal, damage to confidence, lack of confidentiality, and personal vulnerability.

According to ([Green et al.](#), 2018) reported a program in which peer observation was undergone as ‘overly introspective’; ‘mutual backslapping’; ‘lacking any meaningful function’; and ‘something to be “ticked off” the annual job list’. It is very obvious that peer observation of teaching, as with any form of professional development, has its limitations. As yet there is a lack of robust research studies, so it is not always possible to assess the quality of reported peer observation initiatives; however, where an initiative is evaluated negatively it should not be assumed that peer observation has failed because of the nature of the thing itself. Rather, the initiatives should themselves be critiqued with attention paid to program aims and process. Wrote the importance of sensitive management to take account of anxieties and concerns of staff while stressing the importance of process. The case reported here paid close attention to these factors. Sought a broader platform for professional development that is not bound by the constraints of that which can be observed. ‘We need a wider understanding of what the peer review process will include going beyond observing teaching to consideration of all aspects of curriculum design, learning support and assessment’.

Indeed a teacher’s ‘performance is only one aspect of the teaching role; however, how teachers facilitate the learning experience for students in the face-to-face environment are of such significance to the student experience of learning that gathering peer feedback on observed teaching remains an extraordinary professional opportunity within the spectrum of strategies for peer review.

Research Methods

Relevant to nature, the purposes, and the research questions above, this study is a case study attempting to understand the subjects’ perception of a certain issue. The design of the study employs a qualitative research design since the qualitative approach provides an insight into what is happening and why it happens. It concerns more with the process of the outcome.

The research will be undertaken in Yogyakarta, with one of the private universities being the host institution. There are several reasons for Yogyakarta and particular universities being the host institution of this study. The first one is that this institution places teachers’ professional development as something important institutionally. It is proved by developing institutional peer review done by all teachers in the department and making sure that the feedbacks are given to the teachers for the betterment of their teaching performances in the classrooms. The second one is that the university is located in the same town as the researcher. This will give ease to the researcher in terms of time management in running the research. The fifth reason is that

in terms of accessibility, the researcher has no problem. This is because he knows every single person to which I conduct my research. He has a good relationship with the bureaucracy. And the last but not least, he teaches in the institution. Therefore, the result of this research will be of importance for my institution in evaluating its programs, especially in improving the TPD.

The participants of this study are three EFL teachers of the English Language Department UMY. Consistent with the department policy, the teachers are required to improve both knowledge and skills in many ways. Those who agreed to participate in the program are asked some questions regarding the areas of TPD concerning the feedbacks from the peer review.

The respondents participating in this research are the EFL teachers 1) who had been teaching at least two years at the department. These instructors have experienced different types of the situation with different students in different subjects. 2) They have participated in the peer review which was done institutionally, and they have got the feedback from the peer review.

This study will employ qualitative research using techniques of data collection, conducted not only after the study but also in an ongoing way ([Sutton & Austin, 2015](#)). Here, the interview is going to be used interview.

Defined as “an interaction between two people, with the interviewer and the subject acting about each other and reciprocally influencing each other (Kvale, 1996), interviews in this study are important means of helping participants articulate their perceptions about the content of course materials of Speech Making in English II. Interviews in this study also play an important role to enable the research “to check the accuracy of – to verify or refute – the impressions researcher gains from the previous stages”.

The questions in the interview cover the areas of TPD, barriers, and the challenges when implementing the TPD based on the peer review feedback. These questions are related to the first research questions where such issues are attempted to be investigated. The questions about the barriers and the challenges in the implementation of TPD cover the difficulties experienced by the teachers. The respondents are asked to explain those items starting from yes-no questions to the open-ended questions.

Meanwhile, the presentation/gradation questions sections deal with the questions about the gradation of the objectives and the materials. Further, the logicity and the systematicity of the materials in each lesson and as a whole were also asked the participants.

In collecting the data through the interview, some steps are done for the sake of the desired data. The steps are as the followings:

Step 1. Before the interview activities (a week before), the selected participants are given a set of interview kit which contains the feedbacks gained from the peer review, as well as the list of questions that are going to be asked in the interview.

Step 2. Some terms written in the interview questions are explained to the participants to make sure that they were all well aware of the terms that were going to be asked in the interview later.

Step 3. The interview takes place. Due to the easy access to the participants, the interview will take place both on campus and at their homes. It will take around 20 minutes for each interview for each participant.

Step 4. Member checking is the last step in this process. After I get the data, read and re-read them, and when finding unconvincing ideas or opinions, I will reach the participants again and make sure the data is true. And when I need more information, I ask further questions. The participants are then given the data found in the interview and ask to confirm that the data are based on their perceptions.

The interview data obtained will be analyzed qualitatively. It means that the data are recorded, summarized, and interpreted accordingly. In addition, the interpretation can be also described in numbers and then discussed accordingly.

In this study, the researcher will apply an inductive analytical approach where he will present facts or general statements from the obtained data to conclude. He will use some techniques for analyzing the data. First, he will interview 13 selected English teachers to transcription and then he will transcribe them. Secondly, he will read the interview transcripts, and then he will use a categorizing strategy that involves coding and sorting the data. After coding and categorizing the data, he also sorts or reduces the data that is not necessary.

Finally, the data will be displayed in a thick description of the study. Related do data displays, according to ([Johnson & Onwuegbuzie, 2004](#)) stated that displays constitute additional analytical strategy; matrices or tables, networks, and various other forms. Meanwhile, argued that data display is another ongoing feature of qualitative inquiry that can be a part of developing the problem statement, data collection, analysis, and final presentation of the study.

According to ([Johnson & Onwuegbuzie, 2004](#)) validity is a goal rather than a product; it is never something that can be proven or taken for granted. Validity is also relative: it has to be assessed about the purposes and circumstances of the research, rather than being a context-independent property of methods or conclusion.

Further, stated that validity deals with the question of how one's finding matches reality? Do the findings capture what is there? Are investigators observing or measuring what they think they are measuring? She also added that there are some strategies to ensure the validity of the investigation, such as triangulation, member checks, long-term observation, providing a rich, thick description. To ensure the validity of this study, I used a member checking strategy.

Member checking will be used to maintain and ensure internal validity. I come to the respondents to check whether the obtained data are acceptable as well as reasonable. The respondents will be asked to read again their opinion, sometimes twice or three times, and when they feel necessary, they add more information.

When the findings are not so convincing, the researcher meets the particular participants again, first to ask them to read the findings, and then to make sure that the findings are in line with what they say in the interview. By so doing, the validity is going to be preserved.

Results and Discussion

This chapter presents the findings from the interview. The findings are categorized into two categories as guided by the research questions; areas of teachers' professional development and barriers and challenges in implementing teachers' professional development based on the peer feedback of teaching. Discussion follows each finding gained from the data.

A. Areas of Teacher Professional Development (TPD)

Since the TPD in this study focuses on the teaching performance, as what we can see from the elements of classroom teaching, it covers three key elements. The first is attitude, skills, and knowledge.

Attitude. The attitude here includes the awareness and how the teachers interact with the students. The first finding is after being given feedback from the peer review, the teachers become even more aware of their attitude when inside the classrooms teaching the students. Awareness is a very good starting point in quite many professional fields. When a teacher is aware of what is happening to himself and what is going on in his classrooms, he then can reflect on what should be done to make things better. One of the participants stated that the feedback from the peer evaluation put herself on a mirror where she can look into it to find what is good and what is not appropriate in her teaching performance. This can be seen from the following quotations from the interview.

“After I was given the feedback from the peer review, I was aware of my strength as well as my weaknesses. It was good because then I can see both sides and I am now more aware of my weaknesses so that I manage to fix those. Of course, I will keep the good sides of my teaching performance”.

Awareness of both the good and bad sides is very crucial in improving the teaching and learning process. The teachers will find a way to improve what becomes their weaknesses so that the teaching and learning process in the classroom will run smoothly. In line with what was stated by Bailey et. al. (2001), awareness leads to the attitude, and the attitude is considered to be the first very important element in the descriptive model of teaching which is backed up by TPD.

In addition to awareness, self-esteem is also promoted when the teachers gained feedbacks. This can be traced based on the following quotation.

“... for teachers, when we were observed and then feedbacks were given, our self-esteem can improve, especially for positive things which the teachers so far have never been aware that those are positive things or our strength that

we own. Sometimes we do not realize it and by having peer observation, the observer will tell us about both strengths and weaknesses. Therefore, it improves our self-esteem”.

The finding is relevant to the idea as stated by Larsen-Freeman that feedbacks will form a good attitude in teaching performance such as having stronger self-esteem due to the awareness of what should be improved. At the university level, although peer review is not often conducted, this is one way of improving teachers' good attitude when teaching and learning process inside the classroom occurs. It also allows one to be open to change into having a better attitude.

The other good attitude which improves is being more patient with the bad attitude of the students inside the classrooms. It is true, over the classroom observation, that some students misbehave inside the classrooms when teaching and learning take place. A respondent reported that she got negative feedback from the observer on how she dealt with the misbehaved students inside the classrooms. She was observed as a little bit irritated with the students and she turned her face to them and asked a lot of questions angrily. The observer then, in written form, suggested to the teacher not to get angry so easily over the misbehaved students. It can be seen from the following quotation.

“In a moment, I was irritated to some of the students. I got a bit angry with them. But I did realize that it was not good for me. I know it was not good after the observer told me so. I was suggested to be more patient, more self-controlled. If not, students may hate me personally.”

It is the same idea as suggested by Freeman that it is important to see teacher development as an individual process since “self-awareness and self-observation are the cornerstones of all professional development”. Freeman

Knowledge. The other area of TPD is the improvement in teachers' knowledge. Knowledge is very essential for the teachers because it covers subject matters, knowledge of students, and sociocultural context.

In terms of knowledge of subject matters, it is very significant for the teachers when teaching a subject. The teachers should understand what they teach because they will teach and lead the discussion on the subject matters. In the peer review, one of the participants was suggested to provide detailed examples of what she taught and provided localized context since what she taught, most of the time, referred to the foreign or international context. This is a very good suggestion since the teaching and learning take place in Indonesia and it is a very good idea when discussing a theoretical concept, Indonesian context is discussed. see below quotation from the interview.

“One of the suggestions was that, in terms of teaching the materials, I should provide more examples which are not only in the textbook but also what

happened in Indonesia. The observer believed that students would understand more when I give more examples and the examples are related to what happened in Indonesia or have Indonesian contexts. I think I should read more sources. Maybe I should read news on the Internet or somewhere else”

From the quotation, it can be concluded that the teachers will need to know more about the subject matters that they teach to the students. It can be done by giving more examples relevant to the Indonesian context. In other words, TPD in terms of knowledge will exist. It is also depicted by Gordon that teachers' capacity building will improve due to peer review.

As for knowledge of students, one finding portrays the issue. It started from the suggestion from the observer that the participant should pay attention to the students as an individual. The observer thought that the participant was too focused on explaining the materials to the students without really paying attention to what students were doing inside the classroom. The feedbacks said that one or two students were busy with their mobile phones and there were conversations among individuals during the explanation. It can be seen from the following quotation.

“There was feedback saying that I should pay attention to individuals. Some students did not pay attention to my explanation. I think I should start looking at what is being done by the students, individually. I think I should know them better individually. Maybe I will ask why they did not pay attention but I will not ask that in the classroom. Maybe somewhere else.”

Skills. The third area of TPD in teaching is the teachers' skills in teaching. This includes methods, techniques, and activities, and the findings also cover the three aspects. Since this is the core observation of the peer review, many suggestions are dealing with these. The following quotation shows the finding,

“Most of the suggestions were about the activities during my teaching. The activities come from my choice of teaching techniques. I still remember that one of the suggestions is that during one of the activities in the classroom, most of the students seemed not to enjoy it. Some students even did not speak in the activity (it was a group discussion), maybe my choice of teaching technique was not appropriate. In the next teaching, I will learn more techniques to make the students learn better.”

One area of TPD covers the teachers' skills in teaching which includes the choice of method and techniques which lead to the activities in which students learn the subject. It is also relevant to Bailey and Gordon that peer review affects the way the teachers do their teaching in the classrooms.

B. Challenges in applying Teacher Professional Development (TPD)

Individual. one of the barriers relates to an individual issue. From the participants, it can be seen that when implementing the TPD based on the feedbacks,

they sometimes feel that the suggestions might not work well in the implementation. One of the examples is when the observer suggested the participant pay close attention to each individual in the classroom. The participant thought that she would be able to pay attention to what each student in the classroom is doing. It will consume more time and she is afraid that she would not be able to focus on too many things. It can be seen from the following quotation.

“I think some suggestions cannot be done. I think it is too hard for me to do that. For example, when the suggestion said that I should pay close attention to each student, to what a student is doing in the class during my teaching, whether he/she pays attention to me or not, it is just too hard. I think I will pay attention only to the very naughty student in the class.”
A similar quotation says the same thing.

“I will find it difficult to check if each student understands or not. As long as I say ‘have you understood’ and they answered ‘yes, then I think most of the students have understood already.”

Institutional. the participants also suggest that they have problems with the department. For some suggestions which require resources, the participants think the institution needs to provide them. Some resources should be paid to get the journal or books. This requires sufficient funding from the institution. It can be seen from the following quotation.

“In the suggestion, I need to upgrade the skills and the knowledge. I think I need some books, maybe on contemporary teaching techniques, which when I search, I have to pay to get them. I think the institution should provide this for the teachers. Maybe later.”

From the interview, it is clear that in implementing TPD, the institution should also contribute in terms of policy in providing funding for resources. This is quite the same as what Gordon said that Successful professional development is “a combination of experiences that empower (1) individual educators, (2) educational teams, and (3) the educational organization to improve (4) curriculum, (5) instruction, and (6) student assessment to (7) facilitate student growth and development”

Conclusion

From the study, in terms of areas of TPD, it can be seen that there are three aspects where TPD occurs. The first one is attitude. The attitude of the teachers becomes better in terms of improved awareness of the teachers. Awareness is the very basic key element in TPD and changes start from deep awareness to be better. The other element is self-esteem where it is also improved due to the feedback given after the peer review. While the third is patience. As suggested in the feedbacks, teachers

require to be more patients in dealing with misbehaving students. It is no need to get angry so easily when facing such students. Besides attitudes, the other aspect is knowledge. Knowledge is also very important because it can be the basis of action or doing something during teaching performance. TPD also occurs in this area because the feedbacks also cover the area of knowledge. The last aspect skills. Teachers' skills in teaching also improve due to the suggestion gained from the peer review.

As for the challenges, it can be concluded that they come from two different sources. The first one is from the individual teacher where they think that some of the suggestions cannot be done or too hard to do. A suggestion like paying more attention to each individual is considered hard to do since in each class, there are around 40 students. The teachers thought they would not be able to remember all the needs and differences from that individual.

Since TPD requires funding, the institution should also provide necessary and sufficient funding to support the TPD. This can be done by setting up the policy dealing with the sustainable TPD which, in turn, will give more benefits to the institution. The number of participants and the number of the institution should be broadened to get a better picture of TPD in a different context. It is also recommended to choose state universities as the setting of the research.

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