

# The Continuing Professional Development Program for Vocational Teachers: Needs and Obstacles

Tri Murwaningsih<sup>1</sup>, Wiedy Murtini<sup>2</sup>, Hery Sawiji<sup>3</sup>

<sup>1,2,3</sup>Universitas Sebelas Maret, Surakarta, Indonesia

<sup>1</sup>murwaningsih\_tri@staff.uns.ac.id; <sup>2</sup>wiedymurtini@staff.uns.ac.id; <sup>3</sup>herysawiji@staff.uns.ac.id

## ABSTRACT

This study aimed to identify teachers' needs in the implementation of a continuing professional development program and analyze teachers' obstacles to achieving a continuing professional development program. This study used a mixed-method approach. The participants in this research include vocational teachers of business and management in Surakarta City Residency, Indonesia. The data collection techniques included observation, interview, documentation, and questionnaire. The data analysis techniques included quantitative and qualitative techniques. The results showed that there were several teachers' needs in the implementation of continuing professional development, such as personal development, scientific publications, as well as innovative works. Teachers experience obstacles in the implementation of continuing professional development, such as school administration, the teacher's understanding of writing scientific papers, writing scientific papers that were only needed when the teacher will be a promotion. This study seeks to investigate the needs and obstacles of teachers in implementing continuing professional development. The results can be used by educational institutions to understand well what the teachers' need, as a form of a contribution to the development of literature in continuing professional development, and as a reference for schools to make schools policies.

## Keywords

Continuing professional development, mixed-method, vocational teachers

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## Introduction

Teachers are the best bridge to provide knowledge for students and the agent of change for the times for the improvement of the quality of students' abilities. Teachers have a very big role in school pedagogical decision making for the continuity of teacher professional development programs (Stevenson et al., 2016).

A professional teacher should try to develop his knowledge and skills so that he can provide the best quality services to his students (Willegems et al., 2018). The success/achievement of students is influenced by the teacher. The result of Sirait's study (2016) stated that the quality of teachers, in this case, teacher evaluation scores especially at the senior high level, is statistically positive and significant in supporting student achievement. If teachers want to learn about their new roles and tasks, they need to build long-term change with the belief systems, values, intentions, and theories of individual actions that underlie teaching practice and not just to concentrate on aspects of teaching behavior (Seezink & Poell, 2010; Saddhono et al, 2019).

Until now, problems that commonly occur include many teachers who are not qualified yet to teach, some teachers who have not yet completed their undergraduate education, inaccurate measuring tools to determine teacher abilities, teacher welfare that has not been prioritized by the government, teacher development by the government that has not accommodated their needs, the limited number of teacher quality assurance agencies, and other problems. Wilson and Western (2000) in their findings stated that most of the training and development plans are directly related to job requirements, and only a small part

involves personal development. Meanwhile, the professional development activities carried out pay attention to not only institutional but also individual needs. Besides, many teachers do not realize the importance of professional training (Mroz et al., 2020). On the other hand, 58% of school principals were interested in; only 9% of school principals in Norway carried out educational programs and supported continuing development programs. Another report shows that only 27% of teachers have the competence to develop education (Scheie & Stromholt, 2019).

The government has tried to make improvements and solutions to these problems, including implementing an in passing program for teachers who have not yet attained Bachelor's degrees, holding teacher certification program for both in-service and pre-service teachers to guarantee teacher quality, holding Professional Education and Training for Teacher (PETT), teacher training, and other programs that lead to the professionalism of teachers. Ortega-Sanchez and Blanch (2020) revealed that teacher training programs need to be carried out by integrating social activities in them and enacting programs that require socially critical and creative thinking in schools. These activities can be packaged in a dynamic curriculum. The need for Continuing Professional Development (CPD) for teachers becomes an important thing to do, especially in the pursuit of improving the quality of the learning process.

Many research studies have reviewed CPD. Taylor et al. (2018) in their study focused on the on-going change of teachers through leadership attitudes. Their study used a qualitative method with senior high school teachers as the participants. Widjaja et al. (2015) conducted a study on a professional learning model aimed at teachers as a tool to practice their CPD. They used interviews and video recordings to analyze the data. Their findings focusing on

the model of changing the learning domain of teachers became evidence of teacher professional growth. Meanwhile, this study focuses on the strategies and needs in the development of CPD of senior high school teachers with a mixed method.

Xu and Yue (2019) conducted a study in Thailand using a content analysis method. Their study aimed to analyze the method needed in the CPD of K-12 teachers and identify teacher's leadership, talent, and competency strategies in 21st-century education. This study examines strategies for implementing CPD for senior high school teachers in Indonesia. Also, Mroz et al. (2020) presented the results of their study on key integration of continuing development issues in education programs. Their study involved 337 junior high school teachers in Poland. This study was conducted in Indonesia with vocational teachers as the research subjects. Javadi et al. (2017) conducted a study with the results of a good and optimal collaboration after Teacher Professional Development (TPD). The activity carried out was dividing several parts of the teaching team to conduct educational research. Garcia-Martinez et al. (2020) analyzed the training model and the collaboration of CPD programs through school projects. The training also produced data on the existence of a strong relationship between school leadership management and school culture in the achievement of CPD.

Overall, it is still rare to find previous studies that are like this study. Previous studies were still aimed at senior high school teachers in most countries with advanced education. This study focused on vocational high school teachers. Teachers in vocational high schools still get less attention from researchers because of the assumption that vocational teachers will eventually produce students who can work, different from senior high school teachers whose focus is to produce students who can continue their studies to universities. Vocational teachers are still under-touched by many parties, including the government or researchers or lecturers in universities. Vocational teachers need training that can develop them to be more productive. Vocational teachers are required to create generations who are ready to work because the schools are vocationally based. Thus, vocational teachers need to develop themselves through the CPD program. To support the CPD program, it is necessary to identify teachers' needs in the implementation of the CPD program and analyze teachers' obstacles to achieving a CPD program.

## Literature Review

### The Importance of Professional Teachers

Teachers have the potential to act in various problems in education. Berry and Loughran (2005 cited Diacopoulos and Butler 2019) argue that teacher learning experiences are seen as an important aspect of the sustainability of education. However, these experiences require a complex and challenging process (Butler et al., 2014). The study conducted by Williams (2013) produces data that teachers will deal with their experience in teaching. This process will yield their professional experience while teaching.

Experience certainly comes from various scheduled and unscheduled activities. Personal development programs can be an alternative to improve teacher professionalism. There are many indicators of a teacher having high professionalism. Teachers often practice independent learning as a form of self-monitoring. Also, they must do research. Research is important for teachers because the results can be used to introduce themselves to many people. In the previous study, the contribution of teachers in a broader context is on not only teaching or making students smart but also their professional knowledge and experience in a broad educational context, such as independent research (Berry & Forgasz, 2018; Estrada et al., 2019).

Self-development will help teachers to be more valued, get offers of scholarships, and increase their sales values so that they are more likely to be promoted. More importantly, teacher professionalism becomes a means to compete with foreign teachers and improves education. Research studies investigated the importance of TPD through open lessons and sharing among teachers across school activities (Alkhaldeh, 2017). Teacher competence will influence and review values, behavior, communication, goals, and practices in schools. Besides, teacher competence also supports professional development and curricular studies in their schools. Corral and O'Brien's survey results (2011) confirmed various competency requirements and clarify the subject knowledge needed by teachers. This study has increased understanding of competencies, education, and training needs professionally and legally, challenged assumptions about academic qualifications, and facilitated the integration of competencies needed by teachers.

### The Problem of Teacher Professionalism in Indonesia

Activities supporting teacher professionalism cause several problems. One of the biggest problems in Indonesia is teacher competency. Teacher Competency Test (TCT) results in Indonesia are still very low, especially in vocational high school teachers. The low competency of teachers is due to the lack of training they attend and the mismatch between the training material and the teacher's needs. This results in most teachers not getting enough facilities for developing their competencies. This is as stated by Bharati and Chalise (2017) that teachers are reluctant to apply the skills, ideas, and techniques they have learned in training, and there is no formal collaborative learning activity for teachers. Many teachers practice conventional teaching patterns because they still have low and alarming experience and competence (Zhukova, 2018).

Some research findings cannot be used as a strong reference to say that there are indeed important issues to be solved regarding TPD. Then, the researcher analyzed the documentation about the TCT scores of senior high school teachers throughout Surakarta Residency. The results can be seen in Table 1 below.

**Table 1.** Data of TCT scores in Surakarta Residency

Region Name	Junior High School	Senior High School	Vocational High School
Surakarta City	68.22	73.17	65.66
Karanganyar Regency	66.52	69.67	62.10
Sukoharjo Regency	65.60	69.77	61.19
Sragen Regency	64.74	66.99	60.64
Wonogiri Regency	66.79	70.14	60.42
Klaten Regency	63.05	68.27	61.68
Boyolali Regency	65.54	69.00	62.22
Total	460.46	487.01	433.91
Mean	92,092	97,402	86,782

\* Comparison of TCT scores in the Surakarta residency  
Based on the data in Table 1, the TCT mean score of vocational teachers is less than that of junior or senior high school teachers with a quite big difference. Vocational and senior high school teachers have an equal educational background, but the TCT mean score of vocational teachers is 11-point different from that of senior high school teachers. If analyzed more specifically, for Surakarta City, the score obtained by vocational teachers is only 65.66, which falls behind the score of senior high school teachers, which reaches 73.17. These results are caused by many factors, as previously explained, regarding the qualification standards of vocational teachers, government services in ensuring the quality of teachers, to the lack of teacher welfare.

### Defining of the Continuing Professional Development Program

Professional development is considered as one of the elements that support teacher competence in meeting the demands of the current school system (Tosriadi et al., 2018). TPD must be a major concern in human resource policies in schools because TPD is expected to make a positive contribution to teacher performance and student learning outcomes (Evers et al., 2011). The government is very concerned about the interests of teachers for the sustainability of personal development so that in 2018 the Directorate General of Teachers and Education Personnel held a CPD program. In the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 16 of 2009, it has been explained that CPD is the development of teacher competencies which is carried out as needed, gradually, and continues to improve teacher professionalism. CPD is a concept where individuals strive to improve the quality of their skills and professional knowledge from the standards set in carrying out the work. Bailey (2011) stated that CPD is a professional and continuous updating of professional knowledge, skills, and competencies of teachers.

CPD consists of 3 aspects/types, namely: (1) carrying out personal development, (2) carrying out scientific publications, and (3) carrying out innovative works. Personal development is more focused on participation in teacher functional training and collective activities in improving their competence. Scientific publications take the form of presentations in scientific forums and textbook publications. Implementation of innovative works is in the form of finding appropriate technology, finding learning standards, guidelines, and questions. Professional development of educators is intended to meet three needs: (1) social needs to increase the ability of an efficient and humane education system and adapt to the social needs; (2) the need to find ways to help educate staff to develop their personalities broadly; and (3) the need to develop and encourage the desire of educators to enjoy and encourage their desires.

Law No. 14/2005 concerning Teachers and Lecturers mandates that the teaching profession is a special occupation carried out based on competency standards under their duties and the implementation of CPD throughout life. Competencies that must be possessed by teachers include pedagogic, personal, professional, and social competencies because they are directly related to the achievement of teacher performance in the learning process. The four competencies must also be proven formally by including educator certificates. Educator certificates are obtained after the teacher completes the professional teacher education program and is declared to have passed the exam. Competence shows not only the quantity of work of a teacher but also the quality of his work.

### Research Questions

1. What are the teachers' needs in implementing the CPD program?
2. What are teachers' obstacles to reach the CPD Program?

## Materials And Methods

### Research Design

This study used a mixed-method. The mixed-method is a research method that combines quantitative and qualitative methods in research activity to produce more comprehensive, valid, and reliable results. This study consisted of two stages, quantitative and qualitative research methods. In the first stage, a survey-type non-experimental quantitative research was conducted. According to Creswell (2014), the survey research design is a procedure in quantitative research in which the investigator administers a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In the survey-type quantitative research, the researcher takes samples from one population and uses questionnaires as a primary data collection tool. Then, in the second stage, qualitative research was carried out by observing and interviewing the teachers based on their answers.

The mixed-method is divided into two main models, namely sequential and concurrent combinations (Creswell, 2014). The model used in this study was a concurrent triangulation model with a research procedure where the researcher combined quantitative and qualitative data in a balanced manner at the same time. This model was chosen because the researcher considered that this approach was the most appropriate for the current study. Through this approach, the researcher can see what teachers need with the quantitative method and overcome the weaknesses or shortcomings of one data collection technique by using other techniques to obtain more complete, valid, reliable, and objective data more efficiently. The focus of combining the two methods (qualitative and quantitative) is more on data collection techniques and data analysis so that the researcher can compare all the data findings from the two methods that lead to the conclusions and suggestions of whether the two data support, weaken or contradict each other.

### Population and Sample

The population in this study included all productive business and management teachers of state vocational high schools in Surakarta Residency, Indonesia, spread over in six regencies and one municipality. The schools are located in Surakarta Municipality, Karanganyar Regency, Sragen Regency, Boyolali Regency, Sukoharjo Regency, Wonogiri Regency, and Klaten Regency. The population criterion is the certified teacher. The number of business and management vocational high schools in Surakarta Residency is 21 schools with a population of 922 teachers. The study was conducted from January to March 2020. The 10% sample (93 people) in this study was taken with the proportional random sampling technique. Proportional random sampling was used to take samples randomly according to the proportion of respondents in school.

### Data Collection Technique

The instruments used to collect the data in this study included observation, interview, questionnaire, and documentation. This type of observation is a systematic observation because it uses guidelines as an observation instrument. The observation was performed directly so that it can strengthen the information obtained. In this study, the interview was conducted to get additional data to deepen the information obtained. The interview conducted by the researcher produced responses, criticisms, suggestions, and input related to CPD. Then, the type of questionnaire used is a closed questionnaire where the answers have been limited by the researcher so that respondents can answer at length by their thoughts. Documentation is a data collection technique by collecting supporting data. The document is used to support the quality of the data and as evidence of the validity of the data obtained.

### Data Analysis Technique

In line with the mixed method research used in this study, the data analysis technique also consisted of two techniques, namely quantitative and qualitative techniques. The quantitative data analysis was carried out to find out the

results of the distribution of questionnaires regarding the contribution and needs of teachers in developing themselves. The quantitative data were processed using Microsoft Excel with a scale set by the researcher.

The qualitative data analysis was carried out to describe the activities needed by the teachers and the possible strategies to carry out CPD. The data was obtained and sourced from documents, records, interviews, and observations. The qualitative data was obtained after reducing, presenting, and drawing conclusions from the data. Data reduction is the process of selecting, simplifying, and transforming rough data from field notes. This process continues until the data are collected. The presentation of data is more emphasized on the form produced after data reduction, using tables, narratives, and images. Conclusions are drawn after all the data are presented as the conclusions of the study. After the data had been analyzed, it was validated through triangulation. Triangulation in this study is to compare the information from one informant with another so that the valid information can be obtained. Next, member checking was performed to check the validity of the data.

## Results And Discussion

### Teachers' Needs in the Implementation of CPD

CPD is something that teachers need to develop their competencies, both individually and collectively. In this study, data collection on teacher needs related to CPD refers to 3 aspects, namely carrying out personal development, scientific publications, and innovative works. This is done so that teachers can always improve their professionalism, so it is not just to fulfill credit scores. The researcher distributed questionnaires to find out the results regarding teacher needs related to CPD. The results can be seen in Table 2 below.

**Table 2.** The results of the distribution of questionnaires regarding teacher need in CPD

Teacher Need	Mean per item	Percentage (%)
Personal Development		
Training	3.72	18.11
Scientific Meeting	2.95	14.39
Scientific Publication		
Scientific Presentation	2.17	10.57
Publication of Research Results	1.60	7.79
Publication of Books, etc.	2.79	13.59
Innovative Works		
Discovering Art/Technology	2.60	12.66
Making Media/Teaching Aids	1.82	8.87
Development of Tests, etc.	2.88	14.02

\* Calculation of the percentage of teacher needs in CPD

Based on the data in Table 2, in the vocational high school level, especially in business and management in Surakarta Residency, the need of teachers in implementing CPD,

viewed from the implementation of personal development, teachers feel the benefits of participating in the Subject Teacher Forum (STF) or Teacher Working Group (TWG) activities. Then, the biggest needs of teachers in scientific publications are publications in the form of textbooks, enrichment books,

and teacher guidelines. Teachers are less interested in publicizing their research results. Teachers must always conduct Classroom Action Research (CAR) to develop their professionalism continuously. The implementation of innovative works for teachers related to the making of media/teaching aids showed the lowest percentage.

The situation on the ground provides evidence that the programs that have been running are not in line with the needs of teachers. The results of the aspect of self-development (training and scientific meetings are still below 20% or below the real need. This indicates that the teacher is not satisfied with the training that has been carried out so far. Teachers expect training such as training in productive subjects, school revitalization, master of ceremonies, curriculum, archiving, entrepreneurship, classroom management, digital-based learning, and learning model application training. Unfortunately, this type of training has not yet been realized. Intensive training is recommended because they have gained a lot of knowledge through these activities (Al Amin & Greenwood, 2018; Fedosejeva et al., 2018). This statement was supported by the study conducted by Kabadayi (2016), which concluded that in-service training is important for teachers in schools as a way to develop professionalism and improve knowledge, quality of teaching, and learning for continuing education in the community. The support of school facilities and the education office has a high benefit value as a form of their participation to increase teacher professionalism (Gomez et al., 2020).

Training is like life for them when the teacher experiences problems in his professionalism and support their career. TPD training is a required activity and supports their career (promotion of position opportunities) (Kyndt et al., 2016; Hull et al., 2016). The training can contain pedagogical knowledge, technology-based learning programs, and classroom action research ideas. Furthermore, on the aspect of scientific publications, teachers need tangible manifestations that they can do, such as the preparation of textbooks, enrichment books, and teacher guidelines. In addition to these publications, the teacher needs help with the preparation of articles and the journal publishing process. The findings of a previous research report that teachers need knowledge of the scientific publication process as a continuation of previous research activities (MacPhail et al., 2018). Through the help of researchers (university lecturers), the teachers felt helped and were impressed by the research carried out, even though the teacher was only doing basic research.

Next, another finding obtained from the results of the questionnaires distributed to 120 teachers is the teacher's non-participation to develop them in CPD. This finding can be explained in the following table.

**Table 3.** The teacher's lack of participation in personal development

No	Other Findings	Remark	Percentage (%)
1	Teachers who did not attend curriculum workshops	47 Teachers	39.17
2	Teachers who did not become discussants	16 Teachers	13.33
3	Teachers who did not attend scientific activities	42 Teachers	35.00
4	Teachers who did not become keynote speakers	13 Teachers	10.83
5	Teachers who did not become the participants of a seminar	45 Teachers	37.50
6	Teachers who did not develop a book	11 Teachers	9.17
7	Teachers who did not develop a module	24 Teachers	20.00

\* Percentage of the teacher not included in the implementation of CPD

Referring to Table 3, it is known that many teachers have not participated in personal development activities yet. The highest non-participation of 47 teachers from 120 teachers was obtained in the curriculum workshop activities, followed by non-participation in the seminar of 45 teachers, and scientific activities of 42 teachers. The lowest finding was in the teachers who did not write a book of 11 people.

The lowest results are in the development of innovative works (books, modules, etc.). This is a difficult process, but it must be developed. There are many reasons for the weakness of this aspect. One of them is cost. Many teachers think simple media is enough for classroom learning because of the limited costs to buy sophisticated media. It is not surprising if the teacher still uses the conventional teaching method (Masrizal et al., 2020). This is a habit that needs to be reduced. Teachers should be directed to make plans and put them into action in the form of innovative works that are useful for their professional development.

Furthermore, the researcher conducted in-depth interviews with vocational school business and management teachers in Surakarta Residency to find out their needs in CPD. The list of teacher needs refers to three aspects, namely personal development, scientific publications, and innovative works. The following is the summary of interviews regarding the list of teacher needs in CPD.

**Table 4.** List of teacher needs about personal development in CPD

No	Personal Development	
	Training	Scientific Meeting
1	Productive Subjects of Competency Expertise in Automation and Office Management Curriculum 2013	Curriculum Development
2	Vocational	Vocational-Based

	Education Revitalization	Learning	
3	Modern Office Technology	Technical Guidance on Expertise	Competency Test Preparation
4	Protocol and Master of Ceremony (MC)	Competency Assessor	
5	Office 365 Utilization in 21st-Century Learning	Classroom Management with Scientific Learning Approach	
6	e-Filling Archival	Development of teaching materials	
7	PKK (Entrepreneurship)	Scientific, Book, and Article Writing	
8	Online Business and Digital Communication	Development of School Exam Questions	
9	E-learning, Learning Model Application, E-book Writing		

From the results in Table 4, it can be concluded that teachers need training and scientific meetings, such as training on productive subjects of competency expertise in automation and office management curriculum 2013, CPD training on vocational education revitalization, training in modern office technology, master of ceremonies, archival, curriculum development, entrepreneurship, vocational-based learning, online business, and digital communication, technical guidance on expertise competency test preparation, scientific writing, book writing, article writing and several activities that facilitate them to be more literate towards technological developments in learning. Furthermore, the teacher tells about the scientific publications they need, among others classroom action research development for vocational teachers, presentation in a national and international conference, a publication for AP teachers, and publication of teaching materials. After that, the teacher's needs regarding innovative development are listed in table 5.

**Table 5.** List of teacher needs about innovative works in CPD

No	Innovative Works		
	Art/Technology	Media/Teaching Aids	Test/Material
1	Development of AP Teacher's Innovative Work	Making Innovative Modules	Developing Innovative and Creative Teaching Materials
2	Training on Virtual Collaboration Class	Making Dakon with Question Card	Training of Writing USBN Questions
3	Training on Digital Learning	Making Taxation Chest Teaching Aid	-
4	Development of Appropriate Technology	Puzzle Making	-

5	Graphic Design Training	Training on Sparkol video scribe Learning Media	-
6	Effective Educational Videos	-	-

Based on Table 5, it can be concluded that the innovative development that teachers need is divided into three parts, namely the development of learning arts (virtual collaboration class, digital learning, appropriate technology, graphic design, and effective educational videos), developing media or visual aids (module learning, puzzle, Dakon media, Taxation Chest, Sparkol Video scribe), and the development of learning materials and instruments.

**Teachers' Obstacles in the Implementation of CPD**

In addition to the questionnaire data, the researcher also conducted observations and interviews with some teachers. Through observations, the researcher found the data relevant to the data obtained from questionnaires. Personal development through functional training has been done by the teacher quite well. Observation results showed that teachers have done regular training following the schedule made by the government. Research conducted by teachers in Armenia confirms that the training and education process for them helps broaden their vision of the classroom climate, is motivated to meet the needs and demands of students, and motivated to conduct research studies related to their work at school (Mejia, 2016; Lapieniene & Dumciene, 2014). This indicates that research activities are a necessity in the CPD program in schools. From the results of in-depth interviews with some teachers who became the study sample, it was found that teachers have often conducted training almost every month.

Furthermore, personal development through STF/TWG activities has been done quite well. TWG activities are usually carried out every week. TWG was carried out in different places alternately, and the material being studied varied. However, there are still some schools that do not send their representatives from their schools to participate in these activities. This statement is in line with the results of the teacher's explanation in one of the sample schools. The following is his explanation.

*The teacher has conducted regular TWG or SFT activities. Each school usually has a representative to participate in the activity. The school principal gives authority to the teacher who takes part in TWG activities. According to S. Handayani (personal communication, 3 February 2020).*

Related to the implementation of scientific publications, the teacher seemed to show low results. The results of the distribution of questionnaires regarding scientific publications are still far from expectations. Seeing the low results, passive participation was observed, and it was seen that teachers still rarely conducted research, wrote textbooks, or participated in national seminars or dissemination of research results. Schools still used books provided by the government or purchased from publishers. Only a few teachers were aware of conducting research and presenting it at national or international seminars. Not only that, but the writings of teachers published in magazines or

newspapers were also still rarely found. Success in media creation will enable teachers to improve their careers, have a positive effect on their users in the future, and to overcome all the problems of learning in the classroom (Novia et al., 2018; Pursel & Xie, 2014).

Furthermore, the innovative works produced by teachers are quite good. However, there seems to be a fairly high difference between the work of teaching aids and the development of tests or other instruments used by teachers in learning. The observation results showed that teachers often use ready-to-use media in schools. Many learning media are lined up in every corner of the school and laboratory as a place to store media and teaching aids. The challenge for unprofessional teachers in carrying out the functions of the media they create is losing their job (Fox & Bird, 2015). Unfortunately, the media used is also not optimal. This can be seen when the researcher conducted observations on teachers during class learning. They still look awkward when using learning media. From the results of the interview with one of the teachers, the following data was obtained.

*Teachers often use the media provided by the school. However, if the required media is not available, the teacher tries to provide it. They still rarely make teaching aids because it requires special skills. Thus, teachers prefer to buy them. Some teachers make designs, but the production process is handed over to experts. According to N. Yuhana (personal communication, 3 February 2020).*

The statement expressed by the teacher signaled that the teacher's skill in making media or teaching aids was still low. Some of them only compile the concept, while the production of raw materials is handed over to the media makers. However, there are still some teachers who make teaching aids to support learning in the classroom even though they only simple media.

The data are the sample of interviews with several teachers who have participated in personal development. From the results of the study, three categories dominate teacher participation in self-development, namely participating in curriculum workshops, scientific activities, and seminars. These are the top three categories that most teachers do not carry out to develop themselves. Then, the researcher conducted another interview with the teacher who did not take part in a series of activities. This was done to find out the reasons for not participating in activities made by schools and educational institutions. The results of the interview with one of the teachers who did not attend the curriculum workshop are as follows:

*I have many reasons for not participating in the workshops, especially due to the time. Working as a teacher is tiring. There are many things to do, especially administration. We feel burdened by the huge pile of documents we have to prepare. We usually share the results of the workshops from our colleague who takes part in these activities, and there is usually a notification of the results in the school group. So, in our opinion, it is sufficiently represented by other teachers, especially young teachers who must understand a curriculum that is always developing. According to N. Kusumasari (personal communication, 3 February 2020).*

In the teacher's opinion, the current obstacle for teachers is school administration. They consider that this activity is very time-consuming so they do not have the opportunity to

do research. The administrative burden of a class makes teachers not develop and influence their leadership so they cannot follow the development of teaching properly (Taylor et al., 2018, Javadi et al., 2017).

Another reason for teacher participation in self-development appears to be the same in several other activities. Based on Table 3, many teachers do not participate in scientific activities, whether doing research, making articles, or publishing the article in an accredited journal. A teacher revealed several reasons as follows.

*We as teachers need scientific activities. But what we need is classroom action research. We feel that we are not able to do enough research. Some teachers say that the research takes approximately one year because there are several cycles to be carried out. The length of time is a barrier for us to conduct research and we do not understand innovative learning models because we are used to doing conventional models. According to R. Wati (personal communication, 3 February 2020).*

From these results, the teacher felt that classroom action research was a scourge feared by the teacher because of the teacher's low insight. Previous findings reported that teachers were less able to write research results well because of the lack of information and their busyness (Jannah et al., 2020; Syah, 2019). They are not used to writing scientific papers. Writing helps open their minds and opens up new opportunities to support their profession (Wolkenhauer et al., 2017; Aspors & Eklund, 2017). They consider such research is only needed for promotion. They also reasoned that they lacked some innovative models. For them, all models are the same and must be able to adjust the subject matter. Besides, they revealed other reasons that are quite surprising.

*When it comes to writing articles, it is not needed for those of us who are still in group three, unless we will be promoted to group four. However, it is informed that we only need to do two classroom action types of research without making articles. That will be counted as the article. There was an article that won the national level but was rejected for promotion. This makes us insecure. We do not understand article writing even though it has been explained repeatedly. Moreover, publication in journals, it is still quite new to us because we rarely do it. According to S. Wahyuni (personal communication, 3 February 2020).*

The results of the interview explain that the teachers do not understand well how to make articles, so they tend to ignore it. Apart from scientific activities, there are still many teachers who do not participate in seminars. This is certainly in line with the reasons why teachers do not write articles. To become a seminar participant, the teacher must write an article to be published. Some teachers have similar reasons. According to them, being a participant in the seminar is not easy to do because there are many schedules and programs they have to complete.

Based on the above review, it can be concluded that the teachers still experience obstacles in CPD especially in personal development (training and/or STF/TWG), scientific publications, and innovative works. Some main reasons make the teachers not participate in self-development activities. These reasons include (1) teachers lack understanding of classroom action research procedures and article writing formats; (2) they consider that the writing

format of classroom action research is very confusing and always changing; (3) administrative burden becomes the most important thing to be resolved rather than following other activities; (4) they have limited time; (5) writing articles is only needed by teachers who will be promoted to group four; (6) they lack mastering kinds of innovative models; and (7) the socialization activities of scientific writing are often carried out, but there is no follow-up.

### Conclusion

The results of this study conclude that there are three aspects of the need for CPD activities, namely personal development, scientific publications, and innovative works. These three aspects have been realized quite well overall. The highest percentage is in personal development activities (training), while the lowest percentage is in scientific publications (research publications). Teachers' experience many obstacles in the implementation of continuing professional development, such as school administration was the main thing to do, the teacher's understanding of the procedures for writing scientific papers was still low, writing scientific papers were only needed when it was promoted and writing articles was needed when the teacher was already in the fourth grade.

The researcher gave some suggestions to several parties. The local government should organize regular training every year because training is very useful for teachers who want to improve their quality as educators and as a good role model for their students. Then, schools must facilitate teachers who want to make changes. They must create training programs in collaboration with related agencies. Next, other researchers should conduct in-depth qualitative studies on the implementation of CPD in one school or one region, change the research participants, and change the place of the study. The integration of some of these components will make the study more interesting, but it must still be adapted to current developments.

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