

Prospects and Challenges towards Professional Development of English Lecturers in Islamic Tertiary Education in Indonesia

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Abstract

Teaching is a complex career in which teachers and those involved in teaching are required to engage in professional development programs to improve teaching competences and guarantee effective teaching. This qualitative case study interviewed top management in higher education institutions and thirty lecturers from three universities. Findings generated through in-depth interviews and focus group discussion (FGD) suggesting several strategies taken and programs joint by English lecturers to improve their professional competences. Some of the strategies taken by university management are improving qualification through doctorate programs, article publications, peer discussions, reviews of journal articles, exploration of educational websites, and joining professional associations. In addition, there are some other programs engaged by lecturers, such as international conferences, workshops, and research projects. In addition, lecturers reported that they improved teaching awareness and became better scholars, allowing them to self-correct their own mistakes. Finally, this study also found that institutional supports are obvious in some universities, while in some others are still lacking.

Keywords: professional development, conferences, workshop, lecturers, professional competence

1. Introduction

Teaching is a complex career; it is a profession that requires teachers, lecturers, and teaching staffs to engage in constant learning to improve their professional competence. For that reason, teachers should engage in self-professional development through any means possible (Cash & Mink, 2012; Fazel, 2007). In other words, constant engagement with professional development is necessary for all those involved in teaching (Abbou & David, 2021; Zheng, Adnainal, & Saib (2021); Nurhidayah, 2015; Rodriguez & McKay, 2010; Yumono & Harbon, 2010; Wichadee, 2011).

In improving professional competence, teachers, lecturers, or teaching staffs (henceforth-educators) may take various strategies. Educators, for example, may take opportunities to continue their studies, joining training, engaging in research, and publishing in academic journals (Johnson, 2009; Hansen-Thomas, Dunlap, Cursey, Starnet, 2014). Greenwell and Zygoris-Coe (2012) stated that "teachers need effective and relevant professional development to help them meet the literacy needs of students and the content demands of their discipline" (p. 22).

The other reason for professional development is its positive impact on professionalism, as suggested by Murray (2010) that "is to be empowered-to have the opportunity and confidence to act upon your ideas as well as to influence the way you perform in your profession" (p. 3). The professional development activities also help improve teaching awareness, and the level of awareness of the teaching process is important for successful teaching (Wong, 2011). Hansen-Thomas, Cursey, and Grosso (2012) maintained that "teachers learn most when they are actively engaged in examining their regular practice (i.e., teaching and learning) and how the professional development activities contribute to their daily work" (pp. 133-134).

Currently in Indonesia, it is obligatory for all educators to obtain masters' degrees and other professional degrees (Petrus, 2012). In fact, all educators have to obtain a doctorate's degree to promote students' learning success. Having obtained these degrees, educators are hoped to be able to improve their professional competences. In addition

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