

**WEBINARS AND ENGLISH TEACHERS'
PARTICIPATION IN PROFESSIONAL
DEVELOPMENT PROGRAM**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan
(S.Pd) in Teaching English



UIN SUNAN AMPEL
S U R A B A Y A

By:

Muchammad Isa Zidan Sanjaya

NIM D75219041

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY**

SURABAYA

2023

SURAT PERNYATAAN KEASLIAN

Saya yang bertanda tangan dibawah ini:

Nama : Muchammad Isa Zidan Sanjaya

NIM : D75219041

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi saya yang berjudul "Webinars and English Teachers' Participation on Professional Development Program" adalah benar-benar merupakan hasil karya sendiri bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya atau pikiran saya sendiri.

Demikianlah pernyataan ini dibuat dengan sebenar-benarnya. Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan perundang-undangan yang berlaku.

Surabaya, 23 Juni 2023

Yang membuat pernyataan,



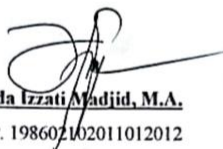
Much. Isa Zidan Sanjaya
D75219041

APPROVAL SHEET

This thesis by Muchammad Isa Zidan Sanjaya entitled "*Webinar and English Teachers' Participation on Professional Development Program*" has been approved by thesis advisors for further approval by the Boards of Examiners.

Surabaya, June 22nd 2023

Advisor I,



Hilda Izzati Madijidi, M.A.

NIP. 198602102011012012

Advisor II,



Rakhmawati, M.Pd.

NIP. 197803172009122002

APPROVAL SHEET

This thesis by Muchammad Isa Zidan Sanjaya entitled "*Webinar and English Teachers' Participation on Professional Development Program*" has been approved by thesis advisors for further approval by the Boards of Examiners.



Dean,

Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd.

NIP. 197407251998031001

Examiner I

Dr. Siti Asmyah, S.Pd., M. TESOL.

NIP. 197704142006042003

Examiner II

Rizka Safrivani, M.Pd.

NIP. 198409142009122005

Examiner III

Hilda Izzati Madjid, M.A.

NIP. 198602102011012012

Examiner IV

Rakhmawati, M.Pd.

NIP. 197803172009122002



UIN SUNAN AMPEL
S U R A B A Y A

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Muchammad Isa Zidan Sanjaya
NIM : D75219041
Fakultas/Jurusan : FTK/PBI
E-mail address : sanjaya.zidan64@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi Tesis Desertasi Lain-lain (.....)
yang berjudul :

Webinars and English Teachers' Participation in Professional Development Program

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 12 September 2023

Penulis

(Much. Isa Zidan Sanjaya)

ABSTRACT

Sanjaya, Muchammad Isa Zidan. (2023). *Webinars and English Teachers' Participation in Professional Development Program*. Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Hilda Izzati Madjid, MA, Advisor II: Rakhmawati, M.Pd.

Key Words: *Online network, webinar, teachers' participations, professional development, teachers' experiences*

In this digital era, online networks have been developing fast and affected many aspects of life including education. Because of this rapid changes teachers also need to upgrade their skills and knowledge in order to keep up with technology and refine their way of teaching, and this is when online network also play its role to facilitate their professional development by providing various source of information, like oTPD (online Teacher Professional Development) programs as one of facilities. Therefore, the goal of this research is to find out teachers' experience in participating in professional development and to elaborate teachers' participation in webinars in order to assist their professional development. Five teachers of SMPN 3 Waru participated as the subjects for the source of data in this research. Descriptive qualitative method was used in this study which involves interviewing for obtaining the data. The results show that teachers encountered a lot of great and important experiences in participating in webinars, also webinars gave quite improvements on their teaching expertise. By joining webinars, teachers can learn how to operate IT programs, create modules & media for learning processes, and modify teaching methods. Then, teachers feel that it is important to join webinars in order to add more knowledge, share knowledge with others and simple ways to get information all of that through online. Moreover, webinars have benefits for teachers which offer time flexibility, new friends, skills development, and ideas exchange. However, webinars also bear some lacks and challenges within, such as difficult to concentrate, less interaction, the duration is too long, and unstable internet connection, while the challenges are schedule conflicts, inconvenient time to start, and requirement of ASN (*Aparatur Sipil Negara*) registration number. At last, teachers admitted that their abilities are enhanced after taking part in webinars which organize the classroom better, craft attractive learning media, and develop strategies in motivating the students to learn course materials. The conclusion of this study is that teachers experienced many topics of webinars which are necessary to be participated in to develop their pedagogical knowledge. In addition, teachers majorly approved that webinars are capable of positively influencing teachers' performance in the classroom.

ABSTRAK

Sanjaya, Muchammad Isa Zidan. (2023). *Webinars and English Teachers' Participation on Professional Development Program*. Thesis. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Negeri Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid, MA, Advisor II: Rakhmawati, M.Pd.

Kata kunci: *Jaringan online, webinar, partisipasi guru, pengembangan profesi, pengalaman guru*

Di era digital ini, jaringan online berkembang secara cepat dan mempengaruhi segala bidang kehidupan termasuk pendidikan. Karena, perubahan yang cepat ini guru juga perlu meningkatkan kemampuan dan pengetahuan mereka agar dapat mengimbangi teknologi dan memperbaharui cara mengajar mereka, dan disinilah saat jaringan online menjalankan perannya untuk membantu pengembangan keahlian mereka dengan menyediakan berbagai macam sumber informasi, seperti program-program oTPD (pengembangan kemampuan guru online) sebagai salah satu fasilitas. Jadi, tujuan penelitian ini adalah untuk mencari tahu pengalaman guru saat mengikuti pengembangan kemampuan dan keikutsertaan guru dalam webinar untuk membantu pengembangan kemampuan mereka. Lima guru dari SMPN 3 Waru ikut serta sebagai subjek untuk sumber data demi menyelesaikan penelitian ini. Deskriptif kualitatif digunakan dalam penelitian ini yang mana mencakup interview untuk mengambil data. Hasil menunjukkan bahwa guru melewati banyak sekali pengalaman luar biasa dan penting saat ikut serta dalam webinar, kemudian webinar memberikan banyak peningkatan pada keahlian mengajar mereka. Dengan mengikuti webinar, guru dapat belajar cara mengoperasikan program IT, membuat modul dan media untuk proses pembelajaran, dan modifikasi metode mengajar. Selain itu, guru merasa bahwa mengikuti webinar itu penting untuk menambah wawasan, memberikan wawasan tersebut pada orang lain, dan mendapatkan informasi dengan mudah secara online. Ditambah, webinar memiliki kelebihan bagi guru yang mana memberikan fleksibel waktu, teman baru, pengembangan kemampuan, dan saling tukar ilmu. Namun, webinar juga mempunyai beberapa kekurangan dan tantangan dibaliknya, seperti susah konsentrasi, kurangnya interaksi, durasi terlalu panjang, dan koneksi internet yang kurang stabil, sementara itu tantangannya adalah jadwal yang bentrok, pelaksanaan waktu yang kurang tepat, dan persyaratan memiliki nomor registrasi ASN (Aparatur Sipil Negara). Terakhir, guru mengakui bahwa kemampuan mereka meningkat setelah mengikuti webinar, yang mana mengelola kelas lebih baik, membuat media pembelajaran yang menarik, dan meningkatkan kreativitas serta inovasi baik bagi guru maupun murid. Kesimpulan dari penelitian ini adalah guru mengikuti berbagai jenis webinar yang mana penting untuk diikuti untuk mengembangkan pengetahuan pedagogik mereka. Ditambah, sebagian besar guru mengakui bahwa webinar mampu mempengaruhi kinerja guru didalam kelas secara positif.

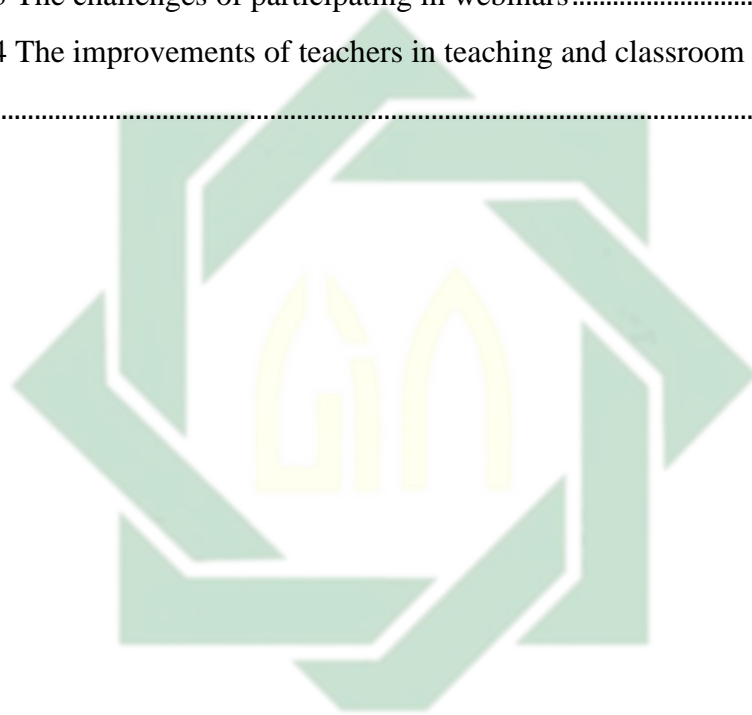
TABLE OF CONTENTS

	Page
SURAT PERNYATAAN KEASLIAN.....	ii
DEDICATION SHEET.....	iii
ACKNOWLEDGEMENT.....	iv
APPROVAL SHEET.....	vi
ABSTRACT.....	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xii
LIST OF APPENDICES.....	xiii
LIST OF ABBREVIATION.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background.....	1
B. Research Questions.....	6
C. Research Objectives.....	7
D. Significance of Study.....	7
E. Scope and Limitation of Study.....	8
F. Defining Key Terms.....	8
CHAPTER II.....	12
REVIEW OF RELATED LITERATURE.....	12
A. Theoretical Framework.....	12
B. Previous Studies.....	19
CHAPTER III.....	22
RESEARCH METHOD.....	22
A. Research Design.....	22
B. Research Subject.....	24

C. Data and Source of Data	24
D. Data Collection Technique.....	25
E. Research Instrument.....	26
F. Data Analysis Techniques.....	28
G. Trustworthiness.....	30
CHAPTER IV.....	32
RESEARCH FINDINGS AND DISCUSSION.....	32
A. Research Findings	32
B. Research Discussion.....	52
CHAPTER V	69
CONCLUSION AND SUGGESTION	69
A. Conclusion	69
B. Suggestion.....	70
REFERENCES.....	72
APPENDICES	76
A. Appendix 1 Interview Guidelines	76
B. Appendix 2 Surat Validasi	78
C. Appendix 3 Surat Izin Penelitian.....	79
D. Appendix 4 Dokumentasi	80
E. Appendix 5 Interview Transcription.....	81
F. Appendix 6 Bukti Bebas Plagiasi.....	103

LIST OF TABLES

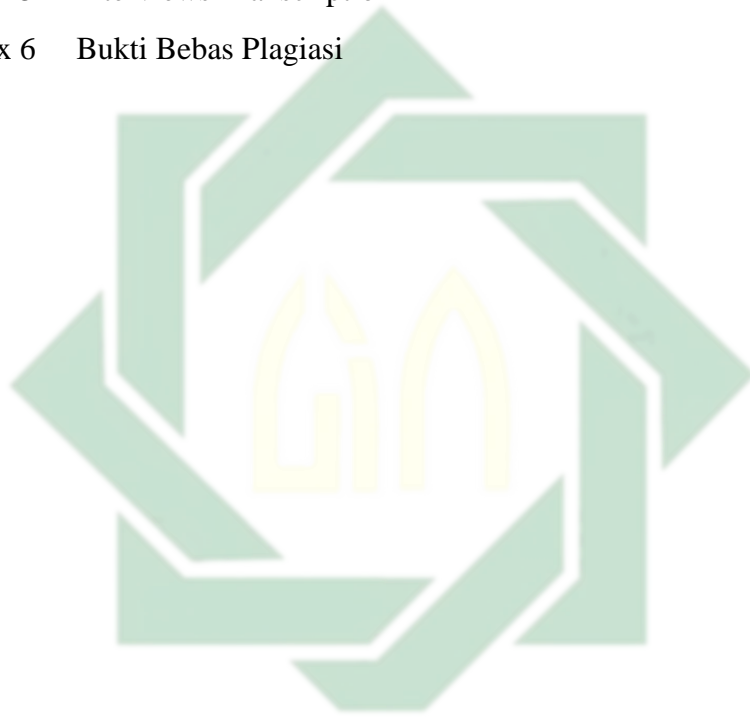
Table 3.1 Data Collection Technique	25
Table 4.1 The topics of oTPD which teachers' have taken part	34
Table 4.2 The strength and weaknesses of participating in webinars	35
Table 4.3 The challenges of participating in webinars	44
Table 4.4 The improvements of teachers in teaching and classroom management	48



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

- Appendix 1 Interview Guidelines
- Appendix 2 Surat Validasi
- Appendix 3 Surat Izin Penelitian
- Appendix 4 Dokumentasi
- Appendix 5 Interviews Transcription
- Appendix 6 Bukti Bebas Plagiasi



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF ABBREVIATION

ASN	Aparatur Sipil Negara
CAR	Classroom Action Research
ICT	Information Computer and Technology
IP	Internet Protocol
IPR	Intellectual Property
IT	Information Technology
LMS	Learning Management System
OECD	Organization for Economic Cooperation and Development
OTPD	Online Teacher Professional Development Program
PLP	Pengenalan Lapangan Persekolahan
PLPG	Pendidikan dan Lapangan Profesi Guru

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER I

INTRODUCTION

This chapter initiates this study which contains the reason why the research is done, research questions, and followed by objectives. Furthermore, the value of research, topic and relation of research, and the description of key terms will be elaborated in this first part of study.

A. Background

Online networks are one of the best inventions that can help people's work easier. It can be proved by just looking at our environment. We can do almost anything online from ordering something, working, or even see each other and communicate via video call. Nowadays, the use of online is even more since people are required to not meet each other in person due to social distance policy. That is why one of the best solutions now is using online as the medium of communication. It can even connect people from the whole world no matter how far apart others are. It can provide advantages for online conferences such as learning, meeting, seminars, etc. As Lead stated in her journal article that she approved that online learning is a great choice, especially when there are challenges in having offline learning. The reason is online learning can connect the learning process face-to-face no matter the place or time is¹. In addition, teachers should be tutored in order to have abilities in implementing online courses with the students. Thus, webinars for teachers' professional development are important so teachers are capable in creating strategies and operating both features and applications of e-learning.

Furthermore, until the present moment, webinar is an amenity that is still preferably used by many people, especially during the pandemic era. According to the Gegenfurtner & Ebner². The webinar term comes from Web-based seminar, in

¹ Jerry Lead, 'Online Learning', May, 2011, 1–3.

² Andreas Gegenfurtner and Christian Ebner, 'Webinars in Higher Education and Professional Training: A Meta-Analysis and Systematic Review of Randomized Controlled Trials', *Educational Research Review*, 28.November 2018 (2019)
<<https://doi.org/10.1016/j.edurev.2019.100293>>.

which students and teachers are connected live across distant geographical locations using shared virtual platforms, such as Adobe Connect or Cisco WebEx, and interact synchronously in real time via voice over IP (Internet Protocol) and web camera equipment. This feature allows people to meet each other through video conference synchronously no matter the place or time the participants are at, even though there is social distance status.

On the other hand, it also has some limitations such as, internet connection problems, technical problems, and expensive (relatively). Everybody agrees that the biggest problem that we must face is online technology. Even though we may have the best route, this problem is inevitable. It is because of whether the server cannot handle that many users or maybe just the weather is bad so the satellite cannot read the signal properly. Next, technical problems can also occur oftenly and cannot be predicted. This involved an error of the device or software and the server was down. Finally, webinars could be expensive. Because, webinars use video conferences as the media for meetings which consume a lot of data packages. Surely we can turn off our video, but not other participants'.

Considering webinar is flexible enough which can be used wherever and whenever we are. Apparently, there are plenty of people who prefer to attend webinars rather than offline ones. In a previous study, it states “within applied animal behavior and welfare science, the virtual format of an international conference can promote participation from diverse regions, especially from less financially privileged groups, but attention should be paid to enhance the social element of a virtual conference”. Moreover, it would make sense that if we joined a webinar we can do the part from registration to handling certificates just in our room which is easy and convenient.

Nowadays, online networks have affected a lot of aspects, for example, social, economics, politics, especially education. Moreover, couple years earlier, the government made regulation for citizens to stay at home due to the pandemic era of COVID-19, and because of this regulation, people were mandated to communicate, work, and study from home which is why online networks are perfect

tools to help doing those activities at a distance. In education matters, Online networks here can influence some elements, like registration, administration, especially the process of learning itself, because of that teachers are required to enhance both knowledge and ability in order to keep up with technology and situations that develop as time goes on. Thus, teachers are required to upgrade their expertise by participating in webinars. By joining online courses, teachers may know what they should be doing on certain conditions, especially when it comes to first time issues like online learning as have been mentioned above. Therefore, teachers' experiences and their participation in joining online workshops for professional development can be interesting to find out. We can dig out the process of teachers' professional development, challenges, and events that were encountered by teachers.

There were several previous studies that concerned teachers' development programs. First, three early studies focussing on applying, using, and processing ICT (Information and Communication Technology) for teachers. The initial study was conducted by Gegenfurtner and Ebner³ which investigated meta-analysis as the media to reveal the webinars and video conferences' efficiency in order to enhance students' knowledge, and to show their application in the education area to the teacher, tutor, and lecturer. The goal of this study is to know how webinars are able to improve students' scores. According to their results, webinars are better than traditional learning or offline classes. Next study which observed research documents stressing in online Teacher Professional Development (oTPD) field by Lay and friends⁴. Their purpose is to show particular factors that are vital for oTPD. The research has not yet revealed any indication that there are some important factors of oTPD due to its complexity and limited research data. The last research is stressing on teachers' computer and ICT skills which is done by Drossel and

³ Ibid

⁴ Celina Dulude Lay and others, 'Examining a Decade of Research in Online Teacher Professional Development', *Frontiers in Education*, 5.September (2020)
<<https://doi.org/10.3389/feduc.2020.573129>>.

Eickelmann⁵. The aim of their study is to see differences between Germany and the Czech Republic in terms of education technologies. Finally, they have found that teachers in the Czech Republic put their skills more in operating computers and ICT, when their teacher partners in Germany put themselves on ICT self-effectiveness.

Second, there are five past studies emphasizing on teachers' ability in using learning media. The first study was conducted by Tarmini and friends⁶ which is dealing with webinars as the media to increase teachers' ability. Their target is to enhance the skills of teachers in establishing a medium of learning that is *quizizz*. It has been found out that teachers' professional development is slightly improved after joining a workshop. Second study was managed by Yuliani and friends⁷ which concerns classroom action research applying workshops to the teachers. They desire to give practice about Classroom Action Research and journal writing to the teacher by using webinars as the media. The outcome has been uncovered that webinar is a great instrument for training which is followed by some criteria: good audio quality, good visual quality, good match of described materials, question and answer is comprehensible enough. Third research put its attention on training teacher to make learning videos and publish it with their own copyright by Arief and friends⁸. The point of this study is to train teachers how to make videos with Intellectual Property (IPR) via an online workshop program which could improve teacher's skills later on. The output of this training school has their own YouTube

⁵ Kerstin Drossel and Birgit Eickelmann, 'Teachers' Participation in Professional Development Concerning the Implementation of New Technologies in Class: A Latent Class Analysis of Teachers and the Relationship with the Use of Computers, ICT Self-Efficacy and Emphasis on Teaching ICT Skills', *Large-Scale Assessments in Education*, 5.1 (2017) <<https://doi.org/10.1186/s40536-017-0053-7>>.

⁶ Wini Tarmini and others, 'Peningkatan Kompetensi Profesional Guru Melalui Webinar Evaluasi Hasil Belajar Bagi Guru-Guru MTs Al-Ma'arif 1 Aimas', *Transformasi: Jurnal Pengabdian Masyarakat*, 16.1 (2020) <<https://doi.org/10.20414/transformasi.v16i1.2049>>.

⁷ R E Yuliani and R S Nery, 'Pelatihan Implementasi Penelitian Tindakan Kelas Bagi Guru Melalui Webinar', *Jurnal Pengabdian Pada ...*, 7.2 (2022) <<https://doi.org/10.30653/002.202272.76>>.

⁸ Rifiana Arief and others, 'Pengembangan Profesionalisme Guru Melalui Pelatihan Online Pembuatan Video Pembelajaran Berpotensi HKI', *CARADDE: Jurnal Pengabdian Kepada Masyarakat*, 4.1 (2021) <<https://doi.org/10.31960/caradde.v4i1.878>>.

channel as well as their own copyright certificate as the proof of Intellectual Property (IPR). Fourth study was finished by Wardhana, Basuki, and Noermanzah⁹ which searched for a teacher's professional development in writing journals through webinar. Their intention is to seek teacher's comprehension in writing journals and articles, then publish them to national journal accreditation. The results have revealed that teachers are still having difficulties especially in the first chapter. They were having a hard time in elaborating discussion and looking for online references. Furthermore, they also have troubles in submitting and revising their article on Open Journal Systems (OJS). The last study was carried out to discuss enhancing teachers' expertise through writing journal articles for publication by Yulianto¹⁰. The researcher's main priority is to upgrade the teacher's ability both in writing and publishing journal articles so their credibility will be improved as well. The output of this research shows that there is an improvement of teachers' comprehension in writing journal articles which can be judged from the quality of the workshop. The second session is better than the first session.

There are eight previous studies dealing with teachers' professional development programs by observers under the circumstances. The past studies emphasized on upgrading teachers' ability and knowledge through webinars. Some of those earlier studies used different methods, and they are: meta-analysis, empirical research, and Classroom Action Research (CAR). To be more specific, meta-analysis was used by Gegenfurtner and Ebner. Empirical research study was carried out by Lay and friends. The past research which utilized Classroom Action Research as research method was managed by several researchers, and they are: Tarmini and friends, Heru and friends, Arief and friends, Wardhana, Basuki, and Noermanzah, and Yulianto. Moreover, previous studies that have been elaborated

⁹ Dian Eka Chandra Wardhana, Rokhmat Basuki, and Noermanzah Noermanzah, 'Webinar Dan Pendampingan Daring Penulisan Artikel Hasil Penelitian Pada Jurnal Nasional Terakreditasi Bagi Guru Bahasa Indonesia Tingkat Sma Kota Bengkulu', *Jurnal Pengabdian Kepada Masyarakat*, 26.4 (2020) <<https://doi.org/10.24114/jpkm.v26i4.20640>>.

¹⁰ Totok Yulianto, 'Workshop Profesionalisme Guru Bidang Studi Dalam Pengoptimalan Pembuatan Artikel Jurnal Untuk Publikasi Di SMP Negeri 2 Karangrejo Semester Genap Tahun', I (2021).

above are mostly concerned about increasing teachers' expertise in teaching via webinar and online workshops. In addition, the teachers' progressions of development programs were used and obtained as research data sources instead of teachers' experiences. Other than that, descriptive qualitative studies were not mentioned by researchers since meta-analysis, empirical research, and Classroom Action Research (CAR) were used as research methods for the most earlier studies as they have been shown above. Furthermore, teachers' professional development programs were often to be discussed as the main topic. However, none of previous studies talked about teachers' experiences in participating in webinars for professional development, so it remains uncharted. The location is decided to be a site of data due to most participants certainly having ever experienced webinars. Thus, the research location is perfectly fit to obtain data.

Therefore, the goal of this study is to find out teachers' experiences in participating in webinars for professional development programs, and also the teachers' participation in webinars for professional development programs. In addition, qualitative descriptives will be used as the research methods which have not been utilized by any of earlier studies. The output of this research is to scope out the answers of teachers' experiences in participating in webinars for professional development programs and English teachers' participation in webinars for professional development programs.

B. Research Questions

This section presents the problems that occurred, and the answers will be found out throughout this research.

1. What are the English teachers' experiences in participating in webinars for their professional development?
2. To what extent can participation in webinars assist English teachers' professionalism?

C. Research Objectives

In this part, the main aims of study were shown in order to understand the researcher's intention for conducting this study.

1. To find out the English teachers' experiences in participating in webinars for their professional development.
2. To elaborate English teachers' participation in webinars in order to assist professionalism.

D. Significance of Study

The outcome of this research anticipated to bring leverage for teachers, and future researchers in terms of using webinars as the media for English teachers' professional development program.

The teacher will gain information in discussing online professional development programs whether via webinars, workshops, or training programs. Also, the teacher will know things to do in joining professional development programs, the values in participating webinars, and advantages and disadvantages of attending webinars. Thus, teachers who want to participate in webinars for enhancing their expertise will know what must be expected and prepared in the future.

As for the future researchers, this study shares knowledge in the context of improving teachers' skills through online courses. Also, this study can inform teachers' needs in participating in webinars, problems that might occur in the process of training, so they can be expected in the future, and this study can be a guidance for researchers in order to conduct future online training programs especially via webinar, that way better methods and systematics can be prepared later on. Finally, this research is able to extend theories of teachers' professional development through online training.

E. Scope and Limitation of Study

Teachers' experiences in participating in webinars for professional development programs is emphasized in this study. Moreover, this research also prioritizes teachers' participation in joining webinars. The limitations of teachers' experiences are particularly to discuss about teachers' needs when participating in webinars, also online courses have advantages and disadvantages. SMPN 3 Waru has been decided to be the research location of this study. The reason is teachers of SMPN 3 Waru are required to join in online teaching practice in a certain loop of time based on one of the mentors of *PLP* (*Pengenalan Lapangan Persekolahan*) program, and they are willing to share their experiences in participating in webinars for professional development.

Other than that, this research limits the source of data for several English teachers of first, second, and third grade in SMPN 3 Waru. There are five teachers of SMPN 3 Waru who are estimated to be participating in this study. They are also expected to have experiences in participating in webinars to assist their professionalism which are valuable information for the completion of this research. SMPN 3 Waru is selected to be the location of research data source for this study. In addition, the six steps of data analysis by Creswell was used to facilitate data inspection of this study . Those six steps contain data collection, data management, data transcription, data coding, data analysis, and conclusion¹¹

F. Defining Key Terms

In order to get the reader's understanding about some of the parts of this research. Several defining key terms were established to avoid misunderstanding about the parts of the research:

¹¹ John C. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Pearson, 2012).

1. Online network

Online Learning encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education¹². Therefore, online can be a facility to help in such as, education, business, defense, and even health. Specifically, in education they can help to improve students' skill through providing some information and amenities, like watching course materials via YouTube, playing and learning through Quizizz, arranging courses via Google Classroom, and discussing via zoom. In this study, online seminars refer to the topic of sharing knowledge and discussing certain topics through technology in order to enhance English teachers' teaching expertise.

2. Webinar

Web-based seminar with transmission of video and audio content online (over the internet) from one source to a limited audience with the purpose of training Thus, we can conclude that webinar is the online version of a traditional seminar which requires the participants to join in person at the platforms and time that has already been arranged, and the goal is to provide education. Specifically, webinar allows the teachers to join the conference synchronously/real time broadcast even though there is limitation of place and condition. Also, if the committees allow the webinar to be recorded, it would be easy for the participants to replay the session though they are late or having some kind of problems while joining the webinar. Thus, webinars are the perfect medium for teachers to conduct oTPD while they still have liability to teach in the classroom. This term relates with this study which uses webinars as the media to enhance teachers' quality of skills.

3. Teacher's Participation

¹² Ibid.

Simovska stated that participation is taking part in something that people feel can bring impacts for them¹³. Therefore, if we relate it to teachers' participation, it is teachers' involvement in an event that is connected to education and skills development. It can be class discussions, meetings, and seminars. Teachers' involvement is crucial since their role as mentor, for example, teacher taking part as facilitator in the classroom, teacher improving their pedagogical knowledge in seminar, and teacher updating their teaching strategy by participating in professional development, etc. Therefore, SMPN 3 Waru English teachers and mentor participation in webinars for upgrading classroom management & teaching abilities and the impact of participating in webinars for professional development implementation in the classroom relates with the description above and will be elaborated deeply in this research.

4. Professional Development

A general elaboration has been stated by OECD (Organization for Economic Cooperation and Development) which is professional development is an activity that could improve teacher's skills, expertise, knowledge, and other abilities that include in teaching and learning strategies¹⁴. Essentially, professional development is an activity for improving a teacher's pedagogical knowledge and practicing their teaching ability. Those improvements are obtained from workshops, training, and practices that the teacher has participated in. It could be useful things to get since it can be used and practiced. This connects with the topic of this study which discusses the professional development program of SMPN 3 Waru teachers and mentors.

5. Teacher's Experience

¹³ V. Simovska, 'The Changing Meanings of Participation in School-Based Health Education and Health Promotion: The Participants' Voices', *Health Education Research*, 22.6 (2007), 864–78 <<https://doi.org/10.1093/her/cym023>>.

¹⁴ Organisation for Economic Co-operation and Development, "The Professional Development of Teachers", *OECD Observer*, 2009.

According to Podolsky, Kini, and Darling-Hammond experience is knowledge and skills that can be obtained through practices and investment in the past¹⁵. From the definition, we can conclude that teachers' experience is the knowledge that the teacher has been getting until the present moment, and it relates with education matters. It can be connected with education, science, knowledge, skills, expertise, and other events in their life. In addition, teachers' experience here is the issue of this study that finds out SMPN 3 Waru teachers' experiences in participating in webinars for professional development programs which refers to topics of oTPD programs that have been participated by the teachers, benefits & lacks of joining webinars, and challenges of taking part in webinars.



UIN SUNAN AMPEL
S U R A B A Y A

¹⁵ Anne Podolsky, Tara Kini, and Linda Darling-Hammond, "Does Teaching Experience Increase Teacher Effectiveness? A Review of US Research," *Journal of Professional Capital and Community* 4, no. 4 (2019): 286–308, <https://doi.org/10.1108/JPCC-12-2018-0032>.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, similar theories and topics will be explained for the context research literature matters. In addition, some past studies that investigated such identical themes will be included and elaborated in the current study as well.

A. Theoretical Framework

1. Online for Education Matters

Online has been spreading throughout the world. Moreover, it affects many aspects of life, like lifestyle, communications, work, and particularly for learning purposes. Furthermore, online networks are available in the education field in many different forms currently, for instance, Learning Management System (LMS) like Google Classroom, media for learning like *quizizz* and *kahoot!*, and video conferencing like Google Meet and Zoom. Those features above are needed and quite useful in assisting the learning process, so that is why online networks were used a lot due to its practicality and flexibility, especially for overcoming distance problems. Video conference here is the most common type of feature that is used for communication purposes. According to Gladovic, Deretic, and Draskovic, video conferences allow individuals to communicate face-to-face by real time audio visual (synchronously). Other than that, video conferences are also often to be utilized as the media for online courses. They also stated that there are two types of video conferencing by following:

- a. First, voice activated which allows participants to see one or the others' screen when someone talks.

- b. Second, continuous presence which presents all members' screen at once¹⁶.

In addition, these types were found and organized based on the looks of participants' screens while participating in a video conference.

2. Webinar for Teachers' Training Sessions

The new dawn of technology is approaching really fast especially in this era where industrial revolution 4.0 is quickly advancing each time. With this fast developing technology, it allows people to get information that is absorbed from the internet, like sharing knowledge and experiences in seminars. Nowadays, the seminar has been transformed to an online facility that allows people to access it from different places and times, which is called a webinar. This term is explained by Zielinski and friends in their book that webinar is an online live meeting broadcast type of seminar which connects the participants via the internet visually, and the purpose is for education¹⁷. Thus, from the word just "WEB-INAR" itself, we can conclude that webinar is a web-based version of traditional seminar that can connect the audiences via video and audio through the internet. Because of this flexibility, it is possible that the number of participants will increase as they are pleased to join wherever they are, whenever they eat, and whatever they are doing.

3. Teachers' Professional Development

Recently, the curriculum of learning is changing in a more complex and sophisticated way, whether in the form of media, learning models, or even strategies of learning. Moreover, these evolutions were influenced by a new era of technology that developed quickly. Thus, teachers are needed

¹⁶ Pavle Gladović, Nemanja Deretić, and Danislav Drašković, "Video Conferencing and Its Application in Education," *Jttt - Journal of Traffic and Transport Theory and Practice* 5, no. 1 (2020), <https://doi.org/10.7251/jttt2001045g>.

¹⁷ By Vibeke Ankersborg, 'Webinar : Methodology', 2018.

to be ready to follow those changes by improving their expertise as well. In addition, teachers can acquire teaching training courses by joining professional development programs. According to OECD, a professional development program is a method that can enhance teachers' abilities in administering and teaching in the classroom. Those programs include seminars and workshops training. On top of that, teaching practices do not always come in the shape of in person meetings at a certain location. Nowadays, they have transformed and refined into a distance face-to-face meeting or video conference¹⁸. As Lay and friends stated in their journal that teachers like the features and programs of online Teacher Professional Development Program (oTPD) as each time they learn more about them, also it has been approved that online workshops provide affordable costs and practical media for participants¹⁹.

4. Teacher's Participation

Taking part in some events that include dedication is called participation. Simovska interpreted participation as taking part, involvement, and consultation. Moreover, meanings of participation also can be elaborated linguistically by following:

- a. Participation as "join" or "exist" in something.
- b. Participation as "take and give of something" which means each individual has the right to share and make influence to each other²⁰.

Therefore, the theory of Simovska is possible to connect with the main topic of this study which is teachers' participation in professional development programs. Teachers can involve and share information to each

¹⁸ Organisation for Economic Co-operation and Development, *The Professional Development of Teachers*, *OECD Observer*, 2009.

¹⁹ Celina Dulude Lay et al., "Examining a Decade of Research in Online Teacher Professional Development," *Frontiers in Education* 5, no. September (2020), <https://doi.org/10.3389/educ.2020.573129>.

²⁰ V. Simovska, "The Changing Meanings of Participation in School-Based Health Education and Health Promotion: The Participants' Voices," *Health Education Research* 22, no. 6 (2007): 864–78, <https://doi.org/10.1093/her/cym023>.

other in different ways whether through seminars or workshops that could facilitate them to improve their expertise in teaching.

On the other hand, Simovska described the term of participation especially from a teacher's perspective as taking part in the classroom to encourage and make students conducive within the learning process. Thus, participation here means to interact with students by joining classroom activities, such as discussion, presentation, or even exercise.

In conclusion, a professional development program is very important to be participated in by teachers since the program can assist teachers to enhance their teaching expertise which is pedagogical knowledge, classroom management, and especially learning media implementation. Those skills above are useful for the teachers in order to take part within classroom activities as well.

5. Teacher's Experience

Experience is a term that is used to describe past activities that have been encountered by individuals. Moreover, Ramadani and Xhaferi have been studying about teachers' experience in teaching in online class²¹. They stated that teachers were having difficulties in managing students' grades since it is their first time to experience such conditions when they should use technology for teaching and learning. In addition, most teachers agreed that traditional learning is better than e-learning. This idea has a couple reasons behind it, for instance students can cheat easily during assessments and exams and usually the parents are the one who is behind the camera and being present during the online course process. Therefore, teachers' expertise ought to be improved by participating in professional development programs so they can keep up with new changes that advanced technology produces, and in this case is online learning.

²¹ Adelina Ramadani and Brikena Xhaferi, "Teachers' Experiences with Online Teaching Using the Zoom Platform with EFL Teachers in High Schools in Kumanova," *SEEU Review* 15, no. 1 (2020): 142-55, <https://doi.org/10.2478/seeur-2020-0009>.

Other than that, Podolsky, Kini, and Darling-Hammond conducted a study dealing with the connection between teacher's experience and their effectiveness in teaching²². They explained that teachers who have more experience are more valuable since they have deeper knowledge in their professional abilities. They also add that more experienced teachers are able to gain efficiency in teaching which is acquired through earlier encounters and practices. Furthermore, training not only could upgrade their effectiveness in teaching, but also their partners who want to be mentored by them.

To sum it up, teachers should increase their quality of skills in order to cover their weaknesses in facing new vibes of the learning process, so professional development programs are one of the ways for teachers to solve challenges of e-learning above. Lastly, by participating in teaching practices, teachers could experience classroom management, administration, and certainly, operating applications and features of online classes.

6. The Advantages and Disadvantages of Teacher Professional Development (TPD)

The following lists below contain several information of Teacher Professional Development program lacks and benefits that could be gained after joining. On top of that, these details were obtained and combined from different previous studies which were conducted by Podolsky, Kini, and Darling-Hammond²³, Ivanova²⁴, Reynolds, Natari, and Tavares²⁵,

²² Anne Podolsky, Tara Kini, and Linda Darling-Hammond, "Does Teaching Experience Increase Teacher Effectiveness? A Review of US Research," *Journal of Professional Capital and Community* 4, no. 4 (2019): 286–308, <https://doi.org/10.1108/JPC-12-2018-0032>.

²³ *ibid.*

²⁴ Irina Ivanova, "Teachers' Awareness of the Benefits of Continuing Professional Development," *Studies in Linguistics, Culture, and FLT* 02, no. November 2017 (2017): 205–18, <https://doi.org/10.46687/silc.2017.v02.017>.

²⁵ Samuel Kai Wah Chu et al., "21st Century Skills Development through Inquiry-Based Learning: From Theory to Practice," *21st Century Skills Development Through Inquiry-Based*

Vasylenko²⁶, and Vàsquez²⁷. First, the advantages of teachers development program (TPD) involve improve the teacher's quality of expertise, knowledge, and productivity for teaching efficiency in the classroom, career development brings higher wages because of rank promotion chances to be a senior teacher, give teachers the opportunity to study overseas, enhance individual encouragement due to benefits that TPD has to offer, teachers can use their pedagogical knowledge that they obtained from workshops to encourage students' innovation and creativity for learning whether via e-learning or in person courses, teachers are capable of creating better online learning experiences for evaluation and assessment, and teacher is able to present and share the use of e-learning instruments.

Second, disadvantages of teacher professional development program (TPD) include redundancy of study introduction, lesser cultural discipline, teachers might be derailed from their objectives in participating in teaching practice due to skills improvement being unnecessary, budget restrictions from school had to make teachers use their own earnings in order to participate in TPD, teachers who have little understanding about information from the TPD program could bring down the quality of learners' study proceedings.

7. Challenges of Teacher Professional Development (TPD)

In holding a Teacher Professional Development Program, it is certain that some obstacles may occur for some reasons. Furthermore, OECD found the factors which can lead to those troubles which are syncing with the time of teachers' teaching agenda so they will not crash, teachers feel that

Learning: From Theory to Practice, no. January (2016): 1-204, <https://doi.org/10.1007/978-981-10-2481-8>.

²⁶ Maryna Vasylenko, "Advantages and Disadvantages of Professional Preparation of the Future Fitness Trainers in Great Britain and Australia," *EUREKA: Social and Humanities* 4, no. 4 (2016): 47-54, <https://doi.org/10.21303/2504-5571.2016.00137>.

²⁷ Victor Elias Lugo Vasquez, 'Teachers as Researchers: Advantages, Disadvantages and Challenges for Teachers Intending to Engage in Research Activities', 2008, <<https://www.ptonline.com/articles/how-to-get-better-mfi-results>>.

increasing their skills is unnecessary, sometimes, dissatisfaction is felt by the teachers who have paid the TPD program, and this will lead them to think that it is too expensive and not worth it, and lack of support from school superior, especially in budget issue²⁸.

On the other hand, Truong and Murray discovered several issues that came out during online Teacher Professional Development (oTPD), and those hindrance are online training requires participants to be more active, particularly in asking questions, otherwise they will get little comprehension of the course. Also, online workshops sometimes can be tedious due to individual participation, teachers usually do not get feedback as soon as possible like in offline meetings, so when they ask something to the speaker they need to wait before having the answer, teachers are needed to have at least basic skills of how to operate online features and applications. Those basic skills include using the program, doing particular activities, and submitting assessments, if not they will have to ask the committee for the instructions and prolong the meeting, and the last is the most common problem of online tutoring which is internet connection. Of course, online networking is the main thing that could bring us to join an e-learning professional development program. The problem is online meetings require a strong internet connection, otherwise participants will be kicked out automatically from the meeting room which can interrupt the teachers for receiving informations²⁹.

²⁸ *ibid.*

²⁹ My T. Truong and Jill Murray, "Understanding Obstacles to Online Professional Development through the Lens of Efl Teachers' Attitudes: A Qualitative Study in Vietnam Context," *Call-Ej* 21, no. 3 (2020): 23–40.

B. Previous Studies

There are three previous studies which were included in this research that concern the use of webinar to train teachers in running ICT programs.

The first study was conducted by Gegenfurtner and Ebner³⁰ which studied meta-analysis as the media to reveal the webinars and video conferences' effectiveness in order to increase students' awareness, and to indicate their implementation in the education area to the teacher, tutor, and lecturer. The goal of this study is to know how webinars can improve students' scores. According to their results, webinars are preferable rather than offline courses.

The second study was carried out by Tarmini and friends³¹ which is worked on webinars as the media to increase teachers' ability. Their goal is to upgrade teachers' expertise in creating a medium of learning which is *quizizz*. It has been discovered that teachers' professional development is slightly better after participating in a training.

The third study was committed by Yuliani and friends³² that focused on classroom action research (CAR) implementing workshops to the teachers. They want to give training about Classroom Action Research and journal writing to the teacher by using webinars as the media. The results revealed that webinar is a great medium for practice which is followed by some criteria: good audio quality, good visual quality, good match of described materials, question and answer is quite understandable.

Next, there are five earlier research that focused on tutoring learning media to teachers through online professional development programs.

³⁰ Ibid

³¹ Wini Tarmini and others, 'Peningkatan Kompetensi Profesional Guru Melalui Webinar Evaluasi Hasil Belajar Bagi Guru-Guru MTs Al-Ma'arif 1 Aimas', *Transformasi: Jurnal Pengabdian Masyarakat*, 16.1 (2020) <<https://doi.org/10.20414/transformasi.v16i1.2049>>.

³² R E Yuliani and R S Nery, 'Pelatihan Implementasi Penelitian Tindakan Kelas Bagi Guru Melalui Webinar', *Jurnal Pengabdian Pada ...*, 7.2 (2022) <<https://doi.org/10.30653/002.202272.76>>.

The first study was done by Arief and friends³³. The idea of this research is to tutor teachers to create videos with Intellectual Property (IPR) or also known as copyright protection via an online training program which could develop the ability of teachers in the future. The outcome of this workshop program is the school has their own YouTube channel and also their own copyright certificate to symbolize Intellectual Property (IPR).

The second study was done by Drossel and Eickelmann³⁴. The purpose of their study is to compare between Germany and the Czech Republic in discussing education technologies. Finally, the results revealed that teachers in the Czech Republic work more in operating computers and ICT, when their colleagues in Germany focus on ICT self-effectiveness.

The third study was committed by Wardhana, Basuki, and Noermanzah³⁵ which scoped out a teacher's professional development in writing journals through webinar. They desired to search teacher's understanding in writing journals and articles, then publish them to national journal accreditation. They found out that teachers are still having hard times particularly in the first chapter. They were having issues in describing discussion and obtaining online references. Furthermore, they also have challenges in submitting and revising their article on Open Journal Systems (OJS).

UIN SUNAN AMPEL
S U R A B A Y A

³³ Rifiana Arief and others, 'Pengembangan Profesionalisme Guru Melalui Pelatihan Online Pembuatan Video Pembelajaran Berpotensi HKI', *CARADDE: Jurnal Pengabdian Kepada Masyarakat*, 4.1 (2021) <<https://doi.org/10.31960/caradde.v4i1.878>>.

³⁴ Kerstin Drossel and Birgit Eickelmann, 'Teachers' Participation in Professional Development Concerning the Implementation of New Technologies in Class: A Latent Class Analysis of Teachers and the Relationship with the Use of Computers, ICT Self-Efficacy and Emphasis on Teaching ICT Skills', *Large-Scale Assessments in Education*, 5.1 (2017) <<https://doi.org/10.1186/s40536-017-0053-7>>.

³⁵ Dian Eka Chandra Wardhana, Rokhmat Basuki, and Noermanzah Noermanzah, 'Webinar Dan Pendampingan Daring Penulisan Artikel Hasil Penelitian Pada Jurnal Nasional Terakreditasi Bagi Guru Bahasa Indonesia Tingkat Sma Kota Bengkulu', *Jurnal Pengabdian Kepada Masyarakat*, 26.4 (2020) <<https://doi.org/10.24114/jpkm.v26i4.20640>>.

The fourth study was conducted by Lay and friends³⁶. Their target is to show certain aspects that are important for online Teacher Professional Development (oTPD). The research remains to uncover any indication that there are some valuable factors of oTPD because of its complication and limited research data.

The fifth study was carried out by Yulianto³⁷. The researcher prioritized upgrading the skills of teachers both in writing and publishing journal articles so their credibility will be developed as well. The outcome of this research shows that there is an improvement of teachers' understanding in writing journal articles which can be seen from the quality of the workshop due to the second session being better than the first session.

The findings indicate that the past studies stressed on improving the professional skills of teachers and understanding via webinars. In addition, there are several earlier studies merely utilized types of research techniques, for instance: meta-analysis, empirical research, and Classroom Action Research (CAR), so none of those studies selected descriptive qualitative as a research method. In conclusion, past studies that have been mentioned above concentrate on using webinars for teachers' development programs instead of teachers' experience and participation in joining webinars.

UIN SUNAN AMPEL
S U R A B A Y A

³⁶ Celina Dulude Lay and others, 'Examining a Decade of Research in Online Teacher Professional Development', *Frontiers in Education*, 5.September (2020) <<https://doi.org/10.3389/feduc.2020.573129>>.

³⁷ Totok Yulianto, 'Workshop Profesionalisme Guru Bidang Studi Dalam Pengoptimalan Pembuatan Artikel Jurnal Untuk Publikasi Di SMP Negeri 2 Karangrejo Semester Genap Tahun', I (2021).

CHAPTER III

RESEARCH METHOD

In this part of research, Process of conducting the whole study will be elaborated in detail. Moreover, those processes include the model of research, data and its origin, the media of research, and the method of inspecting the data.

A. Research Design

Descriptive qualitative was decided to be the design of the research. According to Creswell, the characteristic of qualitative design is exploring a problem and developing a detailed understanding of a central phenomenon³⁸. From this statement, we can see that qualitative is more likely to investigate issues and explain an event to get a specific comprehension. Moreover, qualitative design focus on collecting data based on words from a small number of individuals so that the participants' views are obtained³⁹. So, qualitative data emphasizes not on the number of the research participants, but on the detailed information of the data to be more accurate, the more detailed the data we get from the participants the better. So, qualitative design can help the researcher to explain the detailed information of webinars and teachers' participation in professional development programs through exploring the opinions of the teachers. Therefore, qualitative design is able to elaborate some particular problems through the teachers' experience⁴⁰.

Furthermore, qualitative design provides opinions, perspectives, and impressions by carefully elaborating elaborating data in order to get the results more deeply. The reason this study uses descriptive qualitative is because of the goals of the research which is to find out the teachers' experience in joining webinars for

³⁸ Creswell.

³⁹ Ibid.

⁴⁰ Adi Sasmita, 'The Use of Youtube To Facilitate English Pronunciation Learning At Smp Muhammadiyah 2', 2021.

professional development programs, and the effects in having webinars in specific form of comprehension. Based on the purposes of research, they need to be



UIN SUNAN AMPEL
S U R A B A Y A

described specifically through letters, text, and utterances so we can meet the goals of the research and the results can be well delivered.

B. Research Subject

The subjects of this research are some of the teachers who teach in the SMPN 3 Waru. There are five teachers of SMPN 3 Waru, and they teach first, second, and third grade. Moreover, They were chosen by purposeful sampling and considered filling the criteria for the participants of this research who teach at least one level of grades, have participated in oTPD programs, and have ever implemented any upgrades they acquired from oTPD programs during teaching and learning process in the classroom. Therefore, SMPN 3 Waru was selected to be the site of obtaining research data and teachers of the school as the research participants for this research.

C. Data and Source of Data

Interviews and audio recording were utilized in this study. Moreover, teachers' experience in participating in online workshops is the primary data for this research due to scope out what were encountered by teachers while joining the webinar. In addition, teachers' experience is perfect to answer the first research question, and the second research question can be obtained from teachers' description about the effects of increasing participants in joining webinars.

Teachers are primarily the subject for the source of the data, specifically the ones who became the supervisors for *PLP* teaching practice in SMPN Negeri 3 Waru, Sidoarjo. Five teachers were selected based on the *PLP* teaching practice program for college students. Thus, purposeful sampling was decided for selecting research subjects which means choosing subjects who bear the finest comprehension of the situation as Creswell stated in his book. Teachers are the main subjects for research data since the first and second research questions are required to be fulfilled by them. Moreover, the teachers here are capable of giving

information about related issues since there is a high chance that they have experienced joining a webinar for a professional development program.

D. Data Collection Technique

Interview was picked by the researcher in order to obtain data which is required for the accomplishment of the research. Thus, some details have been input into following the table:

Table 3.1 Data Collection Technique

No	Research Questions	Data Collection Technique	Source of Data	Data
1	What are the English teachers' experiences in participating in webinars for their professional development?	Semi-structured interview	English teachers	Teachers' experience
2	What extent can participation in webinars assist English teachers' professionalism?	Semi-structured interview	English teachers	Teachers' explanation

According to the table above, the first question was obtained through interviewing English teachers in order to get to know more information regarding things that teachers' have encountered while joining online courses. Then, the second question which is dealing with the English teachers' participation in webinars in order to assist professionalism. Furthermore, this question also requires teachers' experiences for assisting the data collection process. Therefore English teachers of SMPN 3 Waru have been interviewed by the researcher, and some of the teachers were selected, particularly who was responsible as mentor of a teaching practice program for college students. That way, they can provide more detailed and convincing information in terms of outputs that they acquired after participating in online workshops since they should tutor college students in teaching as well.

According to Sasmita in his journal, he mentioned that semi-structured interviews were conducted for collecting research data since semi-structured interviews are able to give chances for the research in case there are additional questions that come up during the process of interview⁴¹. Thus, semi-structured interview is quite useful for obtaining deeper and clearer information from each interviewees one by one since its flexibility can make improvisations possible, and it is not strict on specific procedures. In addition, a focus group discussion was carried out in this research in order to facilitate collecting further details regarding teachers' experiences. As Creswell, he said that a focus group is a discussion which gathers four to six people to share personal opinion and more information depending on the particular issue⁴². In conclusion, a focus group discussion comes in handy for getting several views of people, and it can provide valid comprehension of each participant in discussing specific problems at a time .

Therefore, interviews were conducted on the first day of data collection after asking for permission from the school which is SMPN 3 Waru as the site of research.

E. Research Instrument

Research instruments are the equipment which is used in research to help collect the data. In this study, interview guidelines and audio recording are utilized to collect the responses regarding the first and second research questions. The questions which should involve the data about teacher experience consist of teachers' impressions and troubles that they encountered while joining webinars, and the effects of having webinars.

1. Interview Guidelines

⁴¹ Ibid.

⁴² Creswell.

Interview guidelines were used in order to answer the first and second question. Teachers of SMPN 3 Waru who teach all classes have been interviewed to obtain the information of teachers' experiences in participating in webinars for professional development programs and teachers' participation in joining webinars for professional development programs. The teachers here are selected by judging from one of teachers' experiences where each particular time teachers have been mandated to participate in workshops. The purpose of this policy is to maintain and even upgrade teachers' competencies in teaching matters since technology can impact all aspects which includes education, so the hope is teachers can keep up with new things around them. Teachers of seventh graders, eighth graders, and nine grades who have joined online courses are the primary data source for this study. Because, they can provide relevant and trustworthy information to fulfill the needs of this study about teachers' experiences in joining online workshop sessions. Based on Creswell⁴³, we select research locations and research participants that have the most high opportunity and understanding of the situation in order to make our research successful by choosing them via purposive sampling.

There are six questions which were included in the interview guidelines. Those questions ask the leverages and obstacles of webinars for teachers' professional development program and teachers' participation in webinars in order to assist their professionalism to the teachers in general which refer to the theory of OECD in the *The Development of Teachers* book

2. Audio Recording

Audio recordings are included in the research instrument which is meant to facilitate the process of collecting research data. Audio recording here is a device that is capable of saving the dialogues between participants and the researchers. This tool is very important in case information to complete the study is needed in the future, so the audio recording can be just easily replayed.

⁴³ Ibid.

F. Data Analysis Techniques

The six steps of analyzing data by Creswell was utilized in order to assist data inspection of this research. Those six steps consist of obtaining the data, managing the data, interpreting the data, coding the data, analyzing the data, and serving the results⁴⁴.

1. Data Collection

Data collection is the first stage of research data analysis. In this process, audio recording was used as the media to round up the data from semi-structured interview meeting sessions with English teachers. The interview meeting was conducted for two days of research.

2. Data Organizing

The second stage is managing the data which was done by categorizing the source of data English teachers. This was intended to compile the data sources that have been obtained from seventh, eighth, and ninth grade English teachers. Seventh grade teachers are categorized into first to third interviews, eighth grade teachers are organized into fourth interviews, and ninth grade teachers are arranged into fifth interviews. Furthermore, all those five interview processes have been recorded and transcribed which can be seen in Appendix 1.

3. Data Transcribing

After that, the audio recording which was used for gathering the data was transcribed by the researcher. In this process, dialogues between participants and the researchers that have done through face-to-face interviews are going to be written down. Also the result of transcription has been included which can be noticed in appendix 1.

4. Data Coding

⁴⁴ Ibid.

Next is data coding as the third research analysis stage, such as, “school” for setting, “moments during oTPD” for teachers’ experience, “support in teaching process” for assisting professionalism, etc. Coding the data here means to categorize output of data which were obtained through data source. In this study, the data have been classified into two points, such as **A** for the researcher as interviewer and **B1** for interviewee one, **B2** for interviewee two, **B3** for interviewee three, **B4** for interviewee four, and the last is **B5** for interviewee from five. Furthermore, samples of responses in terms of pedagogical and content development of the teachers have been included in this research. Teachers can add their pedagogical knowledge through webinar, and in the fourth interview transcription number sixteen interviewee four stated:

“...and then by joining the webinar I can add my knowledge about IT so I can combine a lot of technology in my lesson, for example I sometimes use live worksheet to make them do the work sometime I use quizizz, sometime I also use canva to ask them to make kinds of posters maybe powerpoint because it is easier to make powerpoint by using canva than powerpoint from the office.”

Other than that, teachers also develop their classroom management skills, and in the second interview transcription number twenty two interviewee two described:

“Well, when I use the application I can ask my students to do their tasks better. Usually they just do it in a piece of paper and then they lose it, but when I use this I can keep it in data storage and some of them are more interested in using the internet, handphones, applications, and it doesn't make the class too crowded. Because, they have to focus on their job individually. So, they don't need to go around and make noises.”

Therefore, a few classifications have been established while in this stage of data analysis which is basically labeling the data.

5. Data Analysis

After coding the data, it is time for the fifth stage which is analyzing the data. The point of analyzing the data is to get a deep description of data which have been processed in the previous stage. Other than that, this proceedings is

crucial for establishing the result and discussion of this study which involves the English teachers' experiences in participating in webinars for professional development, and English teachers' participation in webinars in order to assist professionalism. Thus, the data have been elaborated in detail while on this step once again in order to assist the development of research outcome. The data analysis was done by examining the results of the interview process in interview transcription that are relevant to this research problems, for example, to answer the first research question which is *what are the experiences of english teachers in participating in professional development program?*, then some of the aspect that are needed to answer this question are webinars that have been joined by the teachers, benefits and lacks that are offered by webinars, and challenges that can be occurred during webinars process. In order to seek the answer that is required, then it is necessary to search and analyze teachers' statements from the interviews that relate with those three aspects above as references and summarize any similar description of respondents, so redundancy can be minimized.

6. Result Serving

The final stage is summing-up the data. By the end of data analysis stages, findings and discussion have been elaborated deeply by the researcher. In addition, this closure includes the outcomes throughout this research that involve English teachers' experiences in participating in webinars for professional development, and English teachers' participation in webinars in order to assist professionalism which have been presented in the form of tables.

G. Trustworthiness

The trustworthiness of research data is a vital part for research development. Trustworthiness can reassure and prove that the data are valid and reliable, so data validity is needed for the study. Triangulation and member checking were selected to help the researcher in making sure whether the data is credible or not. Based on

Creswell he stated in his book that triangulation is gathering sum of data through kinds of sources, such as interviewing participants, observation, questionnaires, examining documents, and more⁴⁵. Also, triangulation is capable of guaranteeing that the data is precise since it is taken from a variety of sources. Moreover, Creswell also adds that member checking is also part of data inspection. Then, member checking is a process of confirming the credibility of data through asking one or multiple participants in order to ensure that the data is real⁴⁶. He also added that member checking can be carried out by asking back the questions through questionnaires or interviews to the interviewees which relate to research elements, for instance asking whether included information is related with reality, showing research results to the participants to get the same idea about the study, etc.⁴⁷. Therefore, judging by the statements above, we can conclude that both triangulation and member checking are useful for confirming the data output whether it is trustworthy or not by asking some research aspects to the participants through in written or oral. In order to do that, teachers were invited in one room to conduct a focus group for easier and effective member checking. That way, the statements that have been given by each teacher can be validated and approved as the true facts.

UIN SUNAN AMPEL
S U R A B A Y A

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ Ibid.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the findings and discussion of research will be elaborated separately. The findings are the data output from English teachers' experiences in participating in webinars and English teachers' participation in webinars in order to assist professionalism that have been collected and analyzed. On the other hand, discussion is the section where research results will be described even further and connected to valid theories which are related to this study.

A. Research Findings

In this part of the research, the information that has been obtained through the data collection process is going to be explained deeply. The first research question focuses on English teachers' experiences in participating in webinars for professional development which includes kinds of experiences that English teachers have been going through when joining webinars so far, the importance of joining webinars, the benefits and lacks elements that webinars have to offer, and of course types of issues that possible to occur during joining webinars meeting.. The second question talks about more specific information regarding the way English teachers' participation in webinars in order to assist professionalism that involves the improvements of abilities which English teachers have acquired in participating in webinars and how online Professional Development Program (oTPD) can affect their teaching skills. According to Ramadhani and Xhaferi, teachers have many experiences in many different shapes in participating in webinars since most of them do not share the same expertise in operating IT (Information Technology) and software features to the others, so they may have

different obstacles and problems during webinars conference⁴⁸. Furthermore, the way how webinars are able to facilitate English teachers' professionalism will be described later on. Both of the research questions above are about to be answered by the data that have been collected from five teachers of SMPN 3 WARU through semi-structured interviews. The research findings here will be described deeply in specific parts, by following:

1. English teachers' experiences in participating in webinars for professional development

The making of this section is meant to assist readers' understanding that relates with the result of this research from the interviews with the teachers. The succeeded teachers interviews offers the required data for completing the first research question which has been classified into three categories regarding to English teachers' experiences, they are: kinds of oTPD that English teachers have encountered in joining webinars, the value of participating in webinars, advantages and disadvantages of taking part in webinars, and issues that teachers had in joining webinars in the following parts:

a. Webinars joined by English teachers

There are some significant topics that teachers have gone through in participating in webinars based on the interviews with the teachers themselves which are IT programs, making media, and teaching methods. Those experiences have been sorted out in the following Table 4.1.

⁴⁸ Adelina Ramadani and Brikena Xhaferi, "Teachers' Experiences with Online Teaching Using the Zoom Platform with EFL Teachers in High Schools in Kumanova," *SEEU Review* 15, no. 1 (2020): 142-55, <https://doi.org/10.2478/seeur-2020-0009>.

Table 4.1 The topics of oTPD which teachers' have taken part

Themes of oTPD that were joined by teachers	IT
	Creating teaching media & module
	Teaching method

The table shows that there are 3 kinds of oTPD that were participated in by the teachers. The first one is learning how to operate IT/software programs which are useful for teaching and learning processes. Based on the interviewee two's statement from the second interview transcription number two that:

"Well recently, I have joined a program for Microsoft office training and it is really interesting for me. Because it really helps me to create new ways to give students kinds of worksheets through the office. Because still many teachers don't use the office, maybe just google forms or other applications, but we are trained to use microsoft office instead."

From the explanation, it can be known that learning creative techniques of teaching through technology seems to be interesting and practical since students just use their phone to do their tasks, plus it is paperless.

Furthermore, the second type of oTPD that teachers were joining is making media & modules as the teaching and learning process instruments. According to the third interview transcription number ten that:

"...if we're not put some technology in their learning they will get bored so easily, so the practice of making learning media, modules, and the process itself is important."

The statement above clarifies that establishing both media and modules is vital because students' comprehension will also be affected. The reason is in this era most of their activities

depend on their gadget, so it will facilitate them to find the materials and do their assignments easier.

Lastly, the third type of oTPD which is joined by the teachers is the teaching method. Based on the interview second transcription number twenty that:

“...I have practiced it after joining the Microsoft office training and then practiced it for my class, and it is very useful. I can manage my class better. So, it is really helpful for me.”

The statement points out that practicing teaching methods and then implementing it in class could be useful for supporting classroom management.

To sum it up, joining webinars to discuss IT programs, creating learning media and modules, and teaching methods are the most topics of oTPD that teachers have participated in. Moreover, from the focus group, the results have been found that teachers were majorly in favor of those themes as the three most important webinars to join and learn about.

b. The benefits and lacks of taking part in webinars

After conducting interviews, teachers said that there are several advantages. On the other hand, there are also disadvantages in regard to joining webinars. In addition, suggestions from the teachers have been included to make the webinar better next time. Thus, those aspects have been sorted into points in the following Table 4.2.

Table 4.2 The strength and weaknesses of participating in webinars

Benefits	Lacks
Flexible in terms of time	Difficult to concentrate
Make new friends	Less interaction

Develop teachers' professional skills	The duration is too long
Exchange ideas with other participants	
Learn more about teaching through online	Unstable internet connection
Share knowledge to the others	
Simple method to get teaching practice information	

It is noticeable through the table that there are four elements to each part of research data, and it consists of advantages, disadvantages, and suggestions to make it better in participating in webinars.

1) The benefits of participating in webinars

The benefits webinars have to offer are time flexibility, having new friends, upgrading skills and knowledge, trading information with others, learning more through online, sharing ideas with others, and practical ways to improve skill capacity. The first benefit is free time to join, and from the second interview transcription number twenty four, interviewee two clarified:

“In my opinion, the benefits in webinar. We can have so much free time to join. We don't have to stay in one place to join the information you can move and you can have other activities...”

We can see from the teachers' explanation that joining webinars is not tied to time and place. This means that teachers can also do other work and listen to the materials of webinars to get information simultaneously which is a very useful perk for teachers.

The second leverage of taking part in webinars is having other friends from different areas. The fourth

interview transcription number twenty gives information from interviewee four who described:

“The benefit of webinars, yeah? Absolutely the benefit of the webinar is “we have a lot of friends from another region...””.

From the description, we learned that teachers can enlarge their connections that could be useful in the future. This is because webinars are able to connect participants throughout regions and even the world virtually. From just a screen in front of them, they can talk, interact, and share opinions with each other without having a meeting directly.

The third advantage of participating in webinars that teachers can gain is improving teaching and classroom management ability. Based on the third interview transcription number fourteen, interviewee three elaborated:

“The benefits, as a teacher, I think are so many benefits because sharing information, knowledge. It’s kind of good thing for us, especially for teacher to cover our lack, and the benefit itself is we can improve ourselves we have more knowledge about how to use the internet or the media, how to manage class, students, and how to make and manage our lesson, how to manage our teaching also, so we can make the students not bored with us anymore. Although, the subject or the materials sometimes are every subject they like because of the improvement of the teacher we can cover it...””.

From the explanation above, it has been exposed that webinars can actually enhance teachers’ expertises for greater teaching methods, classroom handling, and IT programs operation for sure. Teachers feel like students feel more intrigued when teachers put interactive media for the learning process to support their understanding.

The fourth advantage of taking part in webinars is being able to share ideas with the other participants. According to the fourth interview transcription number twenty, interviewee four explained:

“...and then we can add our knowledge more and more, and then we also can improve our knowledge with them. We can share information, sharing the kinds of solutions to our problems...”

Paying attention to the statement above, teachers revealed that they are not only just listening and focusing on the materials, but are also able to share perceptions and kinds of suggestions for overcoming issues to the other people who joined the webinars.

. The fifth benefit of taking part in webinars is to receive knowledge and skills via online conferences. According to the second interview transcription number sixteen the interviewee two said:

“For this new curriculum, curriculum merdeka belajar is very useful actually. Because nowadays, the government didn't give us offline seminars just like the previous years before covid-19 we have so many seminars in different places like hotels, dinas, and classrooms. But, now after the covid it is really helpful for us. For this change from the last 2013 curriculum to merdeka belajar, we still need to learn more and more and the way for us to learn it is by this online seminar.”

From this description, it can be found that oTPD through webinars is very helpful for getting enhanced abilities, despite limited time and place since work from home was a mandate from the government back during the pandemic era.

The sixth strength of joining webinars is enlarge and share knowledge to other people which is based on the interviewee four's elaboration in the fourth transcription number ten that:

“Absolutely it is important, because by joining the webinar we have enlarged our knowledge, we can also share many kinds of information to support our education.”

Essentially, what the teacher was saying is that by joining webinars it is clearly possible that participants not only just receive a lot of information that they can get from webinars, but participants can also give the information to others, like colleagues, partners, and of course the students. Thus, they also learn what the teachers learned.

Finally, the last privilege of participating in webinars is the easiest way to get information for teaching skills. From the fifth interview transcription number eighteen, the interviewee five stated:

“Because we have limited time when we are working in the morning until the afternoon or sometimes in the evening, webinars are the easiest way to get information, especially for teaching. Because, the webinar usually starts in the evening.”

From the statement, we know that teachers have already been working throughout the day, and it is understandable that they are exhausted and tired. Therefore, joining an oTPD via online can help them to learn something and take a break at home at once.

2) The lacks of participating in webinars

Despite webinars offering so many benefits that could be gotten, it also includes some weaknesses as well. This part deals with the lack of participating in webinars which were received from teachers' explanations through interviews. Those lacks include hard concentration, lack of interaction, long duration, and unstable internet connection.

The first lack of participating in webinars is teachers having a hard time to focus when joining webinars. Referring to interviewee three's elaboration from the third interview transcription number fourteen that:

"...For the lack, usually we as a teacher don't have any problem about data quota, but rather to concentrate when joining the webinars. Maybe when we have been teaching all day and then we participate online it's not as optimal as we join directly, so mostly we can join half of the materials even though we didn't concentrate enough, but we tried..."

Teachers clarified that webinars are flexible enough in a matter of time, so they can do activity while joining . In contrast, it bothers teachers' attention to concentrate on the materials instead. They cannot focus enough since they already got tired from working and having webinars sessions. Matter of fact, they usually join the webinars and teach at once when the webinars are held in the daytime, so it is a problem for most teachers. Therefore, teachers suggested that the speaker should give shorter explanation and also reflection, like some kind of pre-test and post-test in order to scale how far teachers' knowledge and their improvement after participating in oTPD programs like interviewee three stated in the third interview transcription number eighteen which is:

"Yes there are explanations and reflections, then there are some kind of pre-test and post-test which are very helpful, so before we join the materials we will know how broad our knowledge is. And then, give practice in post-test which notice what have we to learned from that workshop. Otherwise, we just stuck and got nothing, that's it"

The second disadvantage of joining webinars is that teachers do not have much interaction when having

virtual meetings. Adopted from the fourth interview transcription number twenty six, interviewee four stated:

“...sometimes we feel it is not what is it... we cannot socialize more. It is right that we can communicate with others, but it is different. The feel is so different in using the media. So, it is like we were losing interaction.”.

Teachers admitted that it is not the same when having interaction and conversation via online. They cannot get direct information when having issues in understanding materials, operating media, or maybe just sharing some ideas about the topic. Thus, teachers gave advice that teachers should contact their friends, colleagues, or acquaintances personally if they need to share some ideas, ask deeper about materials that they do not understand yet, or maybe just have interaction in person. This adopted from fourth interview transcription number thirty, and interviewee four elaborated:

“Sometimes I asked their phone number and then I contact them one by one, but not all. Some maybe who has closer distance with me. Sometimes, I talk with them via WA and then we make a meeting.”.

The third weakness of taking part in webinars is webinars take too much time. Based on the fifth interview transcription number forty, interviewee five shared:

“...And about the lack of webinar, because of the time. Sometimes, the time is too long I think, the time is so long. Because, for the first webinar it needs about 4 hours to keep online and then we still have 3 days, so all of them follow to 3 days and we have 16 hours, sometimes they will keep continuing at 11, some people maybe getting bored and I so tired because of the time is too long and we have to do it continuously.”.

From the elaboration above, it has been found that webinars often spent too much time to conduct. This causes the teachers to lose concentration and tend to get

bored with the explanation of materials. Also, judging from them webinars take hours to be held, which is about 4 hours each day, and webinars mostly start at 7 PM to 11PM. Thus, teachers feel it is unnecessary. Hence, the recommendation of teachers is to make the materials more concise and shorter. Plus, teachers should be allowed to have the materials file, like PowerPoint. In that case, teachers not only listen and pay attention to the speaker who was speaking when webinars are in the process, but also can comprehend the materials well even though the webinars session is already closed. This description is referred to the fifth interview transcription number forty two, and the interviewee five described:

“Maybe to make it better. Maybe they have to make the time shorter so the material we can have before, so we get talking and we are also understanding materials by the powerpoint. We can have the powerpoint or the media or the information like after the webinar is closed. So, sometimes for me I need something I can see, because it makes me understand not just listening, but I also want to have it in my head.”.

The fourth drawback of attending webinars is obviously internet connection trouble. In accordance with the second interview transcription number twenty four, interviewee two said:

“...but the lack for me is that actually if we have to learn something we need to have face-to-face or directly our problem. Because, in webinars sometimes we have problems with the connection and misunderstanding while in offline seminars we can talk to each other and other members to share experiences, and we cannot find it in webinars. Sharing our experience is important.”.

From the description, we discovered that unstable connection is a problem indeed since webinars require internet connection to be joined . This also has been a

common problem for virtual meetings and is unpredictable to occur, and as a result teachers usually get panicked and distracted during webinars. Therefore, they lost information about the topic of webinars. So, teachers' suggestions is wifi or a better provider should be installed to offer greater internet connection. By doing that, the problem with connection problems can be compressed and do not bring such trouble. From the fourth interview transcription number thirty two, interviewee four clarified:

“The connection... Sometimes, I use wifi because at my home there is wifi, but when my wifi is in trouble, I absolutely have to use my phone data.”

To sum it up, time flexibility, having new friends from other regions, enhanced teaching method and classroom management skills, share ideas and opinion with others, learn something more through online platforms, possibility to share the knowledge that have gotten from participating in webinars, and the easiest way to get skills are kinds of benefits which could be gained by the teachers if they are willing to join webinars for professional development. On the other hand, in taking part in webinars absolutely hold some flaws within which are focus on the materials is a challenge, lacks of social interaction, too long to wrapped up the sessions, and troubles with online connection because of those lacks teachers also give some of their opinions to make it better in the future, such as explain the materials briefly and give evaluation to the participants, contact known colleagues and friends for a meeting when further informations and explanations is needed, provide participants with recorded materials and files to read so they can read and comprehend it deeper, and the last is buy a

better data package or just buy a Wi-Fi to avoid connection error. In addition, from the focus group, teachers confirmed that free time to join while doing other activities is really useful for them because they can listen to the materials which are given by the speaker and teach the students in the classroom at the same time. Also, they agreed that unstable internet connection is the main problem that they have experienced since it can distract them and they cannot focus and pay attention to what the speakers are saying during webinars. Thus, all of the teachers recommended that it is better for the participants to use appropriate devices and certainly, install a good provider.

c. The challenges of participating in webinars

The data has been found that there are several problems which could have occurred in the process of webinars. Those problems involve schedule conflict, bad time to conduct, and the requirement of ASN number registration. The results was taken from the interviews with the teachers and they wished to share along with the solution which can be witnessed in the following

Table 4.3.

Table 4.3 The challenges of participating in webinars

Challenges	Time schedule
	Held in the wrong time
	ASN number registration requirement

Looking at the table above, it revealed that there are three obstacles which may appear during webinars, but teachers also gave three tips in order to overcome those situations. The first challenge of participating in webinars is crashing between

teachers' schedules. Based on the second interview transcription number thirty four, interviewee two said:

“Mostly, because the webinar is kind of like when it is held during the work hour we have class to do at school, but after the webinar after work hour we have family to be taken care of. So, if we have a webinar in the work hour I mean for the whole school it is okay, but when there is only one or two and then we have other classes or tasks sometimes we get confused about which one we should do. Joining the webinar or attending some class, because if we just say “okay class please do this...” the class will be very crowded, so I think because of the time and the moment of the webinar.”

From the elaboration, we learned that teachers were struggling to arrange the schedule for participating in webinars and their activities, for instance teachers certainly are working in the school during daytime, like teaching, having a meeting, and even businesses outside the school, and this strikes them oftenly since materials of webinars and working is inseparable. Fortunately, the teachers have a solution for this problem which is keep the school as the first priority and reschedule the webinars session if it is possible so participants still may join in webinars. Of course, when it comes to a crash schedule. Teachers should choose one side that is more important, and it is better for them to pick the instantiation first rather than participating in webinars since there are still many other sessions to join next time. interviewee three said this statement within the third interview transcription number thirty four which is:

“To me, of course when there's a crash our priority is instantiation. How to overcome the practice? Well, we reschedule it, we register to another schedule or if there's no reschedule option then we have to move on to another practice which usually can be rescheduled, and from the Kemendikbud there are options for first, second, third practice.”

The second hindrance of joining webinars is webinars are usually held at an imperfect time. interviewee three gave

explanation for this problem which was taken from the third interview transcription number thirty two that:

“...or like this, sometimes webinars are not held at the right time in my opinion, for example, when it is at 7 PM to 9 PM is not the right time, why? Because that time is when we should be resting, that’s first thing, the second we are already at home, and it’s time for family quality time at home so joining at a time like that is a bit of a burden. When I was joining the practice the time was not during work time from morning to evening as far as we could. At night it is really hard for me.”

Teachers shared that it was hard for them to join webinars at night, especially when they are supposed to take a rest, take care of a family, or maybe finish some leftover work. Thus, teachers found that it is unpleasant to attend webinars at that time. However, teachers gave a tip to tackle this type of situation, and that is select the right time if any. This way, participants get the chance to look for the proper time as they desire, like from the minister of education. From the collected information, they are flexible to participate in since teachers are liberated to pick time schedules as they like which is really good from their perspectives. This is the same as interviewee three mentioned in the third interview transcription number thirty six that is:

“The Kemendikbud ones are flexible. We can arrange the schedule whatever day we can from the day to what time it is. That’s the one we are looking for.”

The third which is the last matter of taking part in webinars is having civil servant/ASN number registration as a condition for joining webinars. Adopting from the fifth interview transcription number forty six, interviewee five stated:

“Maybe there are no obstacles, for webinars for general people, for the public. But sometimes I have joined the webinar, but it needs our personal numbers, for example for public service. I mean public service of the government or ASN so they need

our number identity, so I don't have it so I can't join it and not just a few webinars doing it."

Teachers confessed that ASN registration number is needed in order to participate in webinars, specifically from the government ones. It may not be a big problem for teachers, but when it comes to unregistered teachers then they definitely do not meet the requirement for joining the webinars. So, they end up missing the webinars. For this matter, teachers provided some information that was quite beneficial to pass it. The only solution for this one is just to look for other webinars that are open for the public, so registration number of ASN is not a must. Obviously, this registration number is really a bother for teachers who still do not have theirs yet since they have to be a civil servant to get it. This is adopted from the fifth interview transcription number forty eight, and interviewee five clarified:

"Yeah, I prefer to join a public webinar than a webinar for the government. Because, the government must take our number from the government."

In conclusion, after talking about all obstacles of participating in webinars, we learned that there are three things that could be tough walls to pass which are crashing between daily activities with webinars schedule, bad timing to conduct webinars programs, and finally, registration number for ASN is required. Other than that, teachers have experienced those kinds of hindrances earlier for sure, and what they did to overcome them are put instantiation in first if there is a crashed schedule and register to another oTPD program, select a fit schedule as they capable to join in properly, and participate to webinars that open for public and not only for ASN.

By doing all that, the hope is that the same kind of cases regarding the challenges of participating in webinars can be anticipated and a better approach can be well-planned in the next

opportunity. Moreover, discovered information from the focus group taught us that teachers are mostly uncomfortable with the obligation to maintain their camera active. Teachers prefer to turn off their cameras since they have to do other activities during webinars, like teaching, have another meeting in the school, and etc. So, they do not have any other choices except to just keep their camera on. In spite of that, teachers usually just do the other activities while having a part in webinars every now and then, even though their camera is still running. Because, it would be embarrassing and bad for them in case they got caught doing all that when the camera is on.

2. English teachers' participation in webinars in order to assist professionalism

This part of the research result means to facilitate the comprehension of readers that involves the way participation of English teachers' in webinars is capable of increasing their teaching expertise. The data of this result was taken from the explanation of five teachers of SMPN 3 Waru through an interview earlier to answer the second question which relates to English teachers' participation in webinars to assist professionalism. From the interview, it can be learned that there are two aspects of how taking part in webinars can help teachers to upgrade their ability. Those aspects include the development that teachers gained after taking part in webinars sessions and the way webinars influence teachers' teaching method. In addition, further information will be described deeply into some divided sections below:

According to the interviews with the teachers, there are several elements that contain teachers' upgrades after joining oTPD programs, like better classroom management skills, making plenty of media, and motivating students to learn and be more active. The improvements have been included in the Table 4.4 below.

Table 4.4 The improvements of teachers in teaching and classroom management

Advanced skills in teaching and classroom management	Better in controlling classroom situation
	Make many kinds of media
	Encourage students to speak up and interact with the others

From the table 4.4 above, It is noticeable that there are three types of teachers with increased abilities in both teaching and classroom control. The first teaching and classroom management improvement is a greater organized classroom. Based on the second interview transcription number twenty saying that:

“I think yes. Because, I have practiced it after joining the microsoft office training and then practiced it for my class, and it is very useful. I can manage my class better. So, it is really helpful for me.”.

From the statement, we are able to infer that putting technology into the classroom is quite beneficial. The reason is when the teacher participates in webinars they can learn how to operate IT programs and make fascinating online learning activities for the students, so the course will not be boring.

Furthermore, teachers also get to make students concentrate on their tasks. From the second interview transcription number twenty two, interviewee two explained:

“Well, when I use the application I can ask my students to do their tasks better. Usually they just do it on a piece of paper and then they lose it, but when I use this I can keep it in data storage and some of them are more interested in using the internet, handphones, applications, and it doesn't make the class too crowded. Because, they have to focus on their job individually. So, they don't need to go around and make noises.”.

From the statement, we can summarize that students were asked to do their tasks on a piece of paper that they could lose the paper, and papers waste a lot of space obviously. However, online, the students will only stay on their seats to focus on their gadgets & not wandering around the classroom and the best part is their work will be saved automatically in data storage, for instance, email, Google Drive, Cloud, and so on.

Next, the second upgrade of teachers' ability in teaching and classroom arrangement is create many different learning media for teaching and learning process which based on the fourth interview transcription number fourteen that:

“Absolutely, absolutely. It really really gives me a lot of advantages. By joining the webinar I can look more interactive in the class, we can make many many media better than before.”

Judging from the explanation that after participating in webinars teachers acquired information about how to craft media for learning and implement it in the classroom, the media can be LMS (Learning management system, online quiz, Gform, etc.

Moreover, teachers are able to give less explanation and more exploration. This is can be seen in the fourth interview transcription number sixteen which interviewee four stated:

“Yeah. Before I join the webinar I only move and really have face-to-face we only talk we only explain about the material, but after joining the webinar I can learn that as a teacher we may not only give them knowledge but we also have to give them chance to find the source by themselves, and then by joining the webinar I can add my knowledge about IT so I can combine a lot of technology in my lesson, for example I sometimes use live worksheet to make them do the work sometime I use quizizz, sometime I also use canva to ask them to make kinds of posters maybe powerpoint because it is easier to make powerpoint by using canva than powerpoint from the office.”

So basically, we are informed that teachers are required to reduce their explanations and give students the opportunity to

discover materials by themselves more. Other than that, a teacher is solely a facilitator who is not the only source of information that exists. Students can learn more and look for other knowledge sources through different media, such as the internet, books, dictionaries, or even ask other experts in certain fields.

The last impact that webinars can bring is that teachers can motivate students to be more active and interactive. Based on the fifth interview transcription number thirty, interviewee five elaborated:

“About the way I teach. How I teach before maybe one step ahead not like my teaching before only keep talking at class and now I can make the knowledge experience from webinar how to make the class better than before like more students to speak up, and I can manage the classroom well, for example, when the students getting bored, when in the classroom I make them sit down as they like, for example, making group or presentation, and sometimes I have them to make a group discussion but not in the class but out of class.”.

The description above indicates that teachers could transform learning into fun and attractive vibes, for example having group discussion to describe and talk about things which relate to the learning materials. Moreover, it seems like teachers put some technology elements into the learning process, like teachers allowed the students to take pictures of things that they desire to describe, students were permitted to use e-dictionary for their assignments purposes, and so on.

On top of that, teachers essentially become more creative and innovative in ways which help them to improve their teaching and classroom administration skills. Referring from the fifth interview transcription number twenty two that:

“Sometimes when I teach I can improve my creativity, imagination, how to make students understand, how to make students like us, like how we teach. Yes, something like that.”.

This statement tells us that teachers can obtain information about creating refined teaching methods and practice in order to make the materials attractive but understandable for the students, such as group discussion, assessment through social media, and many more. In other words, creative and innovative people are able to facilitate their performance within the classroom generally.

In conclusion, the research data collected from the interviews with the teachers provides us with three enhancements of teaching methods and classroom management which are better in controlling classroom situations, crafting different types of teaching instruments, and motivating students to be more active. On top of that, the data from the focus group indicates that teachers confirm the changes of their teaching method. In addition, the data from the focus group shows that at first teachers merely taught conventionally, like explaining materials, q&a sessions, and assessment, so students couldn't explore any further. But now the teachers have practiced on how to make the class not boring and more student-centered by less delivery and more discovery, like beyond classroom activities, observe, discuss, and describe things around them, mix the study with online platforms, such as Google Classroom, Quizizz, Kahoot!, etc. This means that teachers can make the class more alive and interesting. That way, students will be motivated to learn materials.

B. Research Discussion

This part of the study contains all earlier research findings. After that, they will be connected to the theories which have been included in related literature and prior research in the second chapter of research. Henceforth, every

single output of this research shall be linked to the theories in literature reviews and previous studies which have been involved for the whole discussion purposes.

1. English teachers' experiences in participating in webinars for professional development

In accordance with the output of the experiences of English teachers in taking part in webinars to improve teaching skills, English teachers have encountered several events in joining webinars which are participated different kinds of oTPD programs, learned the importance of webinars for professional development, went through the advantages and disadvantages of participating in webinars, and passed some of the obstacles in joining webinars and came up with the solutions as well.

a. The topics that English teachers have encountered in joining webinars

First theme of oTPD that the teacher participated in was IT. Teachers can know more about IT by joining a webinar program. That way, teachers will be informed about how to operate software programs and online platforms, such as LMS (Learning Management System), YouTube, video conference applications, and so on which nowadays are frequently used for education purposes. Based on the earlier interview, teachers said that they learned about how to operate Microsoft Office for students assessment. Microsoft Office here is a tool that is useful for online assignments, for example digital worksheets, and teachers also add that they also use other online platforms, like Google Classroom for LMS and Google Form for assessment.

Second topic of oTPD that teachers have experienced is establishing modul ajar and learning instruments. By taking part in webinars, teachers are be able to acquire knowledge about how to make module and tools for learning and teaching process,

like syllabus, lesson plan, and module ajar which is a part of items in curriculum merdeka belajar as the latest curriculum version in Indonesia, also teachers can make games, quizzes, ppt, and a lot more instruments via online for education matters. Teachers shared information in the interviews that nowadays, teachers should be more creative in their teaching method, exclusively in making media. The reason is students have to be more attractive, so they do not get easily bored. Moreover, in order to do so, technology should be mixed by the teachers, that way the learning process can be more exciting and interesting.

The third theme of oTPD which has been joined by the teachers is improving teaching expertise. Webinars are pretty useful for enhancing teachers' ability for both teaching and learning process. Simply because, webinars provide a lot of information and knowledge on how to develop their teaching skills, like using media for learning, teaching outside of the classroom rather than explaining only, and combining games with learning materials itself. From the interviews, teachers admitted that they can take advantage of online platforms, like Microsoft Office, and its capability facilitates them to teach and handle the classroom better.

On top of that, according to OECD, there are seven types of oTPD program that are commonly joined by the teachers, and they involve courses and workshops, education conferences and seminars, qualification programmes, observation visits to there school, professional development network, individual and collaborative research, mentoring and peer observation.⁴⁹ The

⁴⁹ Organisation for Economic Co-operation and Development, *The Professional Development of Teachers*, OECD Observer, 2009.

study found that courses and workshops are the most participated programs throughout many other countries in the world among oTPD programs. In a prior focus group, teachers were asked to rank which one is the most important workshop topic to be participated in between IT programs, creating modules and media for learning, and improving teaching methods. The output of the focus group showed that teaching method is the third, creating modules and media for learning is second, and IT programs are the most valuable oTPD programs to be joined in.

In conclusion, people in the world even consider that participating in workshops and webinars are more important to develop their professionalism in general. Other than that, to be more specific about IT programs, how to make modules and learning instruments, and teaching technique enhancement need to be learned by teachers in order to stimulate students to be more exciting and intriguing in learning materials and better in managing the classroom.

b. The benefits and lacks of taking part in webinars

1) Benefits of participating in webinars

The first benefit of participating in webinars is that time is not really that strict, so teachers can do other work at the same time of the event, like having a meet in the school, teaching, doing other work at home, and so on. Teachers gave information through interviews that webinars provide time flexibility which gives them opportunity to do other activities while participating in webinars.

Furthermore, most teachers agreed that webinars are really helpful for them in terms of their time efficiency. Usually, teachers will turn off their cameras when they have other things to do at the moment. That way, teachers are able

to learn something from the webinars and finish the other liability which is quite a privilege.

The second advantage of joining webinars is having new friends. Webinars allow teachers to add more friends from other regions, even countries, considering webinars can connect people throughout the entire world into a video conference. Adopted from teachers interviews, teachers explained that they can broaden their connection by joining webinars, and connection here may come in handy for teachers later on, especially when they are in need for further information, such as discussing further about the topics, trading new things to learn from one to another, and more.

The third leverage of taking part in webinars is to improve teachers' ability. Of course, when teachers take a part in oTPD the most obvious aspect is that teachers can elevate their expertise whether in teaching methods or classroom management. Based on the interview, teachers said that they can enhance their pedagogical knowledge which is useful for teaching and learning process, for example, make better media for learning, manage class greater, attract students to learn, and many more. According to Ivanova, teachers approved that professional development improved their quality of pedagogical knowledge, self-assessment, and professional thinking skills, so webinars are proven that bear the ability to expand teachers' outlook in teaching.⁵⁰

⁵⁰ Irina Ivanova, "Teachers' Awareness of the Benefits of Continuing Professional Development," *Studies in Linguistics, Culture, and FLT* 02, no. November 2017 (2017): 205–18, <https://doi.org/10.46687/silc.2017.v02.017>.

The fourth strength of attending webinars is that teachers are able to exchange their knowledge with each other. Talking about participating in webinars, adding more knowledge is an aspect that can be gained, but sharing knowledge to the others is also able to do for mutual outputs. Teachers said in the interview that teachers not only learn valuable knowledge and skills when participating in webinars, but also they can share and exchange them to extend their capabilities in teaching and problem-solving within the classroom even more. Ivanova in her research found out that teachers can share what they know while participating in webinars.⁵¹ Webinars allow them to exchange ideas, opinions, and experiences so they know what to do when problems occur whether during or beyond the learning process.

The fifth advantage is teachers can get further information about teaching through webinars. Webinars are useful for assisting teachers' self-improvement through practice courses, and then implement it to the classroom for advanced teaching and learning process experience. In addition, teachers elaborated about self-improvement through oTPD that it was a challenge when the government gave the obligation to work from home during the pandemic era. However, the government facilitated the teachers by conducting professional development through digital conferences in order to maintain the teachers well-informed, despite teachers being restricted from having direct conferences. Hence, webinars can be another way for the

⁵¹ Ivanova.

media to receive information about pedagogical knowledge and skills, especially when there are obstacles in holding face-to-face meetings, like during Covid-19 back then.

The sixth value of joining webinars is that teachers can share their knowledge with others. When teachers are participating in webinars they are not only able to receive information out of it, but they also can share the knowledge that they have gotten from the webinars with friends, colleagues, and of course students. In accordance with the interviews, teachers described that joining webinars is definitely important to add more knowledge about teaching, also they can share valuable information and knowledge which have been obtained after joining the webinars to other people.

The seventh leverage of taking part in webinars is webinars as an easy way for collecting materials for teaching practice. By joining webinars, teachers are capable of taking some information regarding the application of teaching skills and classroom management with ease. Teachers stated in the interview process that webinars are a simple way to get knowledge about teaching ability and then implement it in the classroom. Because, usually webinars are conducted in the evening when teachers are already at home and finished from working, so they are more ready rather than during daytime when they still have other activities to do at school.

Furthermore, based on Mizell's statement in his book that professional development for teachers is important in order to assist teachers in leveling up teaching methods and

motivate students in the learning process.⁵² He also adds that teachers should participate in professional development to update their knowledge, particularly about what can encourage students to study, what can be obstacles for students to learn, and how to establish students ability to comprehend teachers' instructions better. Moreover, in the focus group, teachers are likely seems to changed the way they deliver learning materials, for example, using LMS to organize their online class for integrated materials and assignments distribution, using games and quizzes to stimulate by using Quizizz and Kahoot!, taking advantage of technology to give explanation of learning materials through YouTube, and many more.

2) Lacks of participating in webinars

The first lack of participating in webinars is the struggle to get concentration. It is understandable that focusing on materials of webinars is hard enough, particularly when teachers are already tired after working the whole day, but then do more than two activities at once. It is true that webinars provide time flexibility.

In contrast, it will also cause less concentration to the teachers since they have to pay attention to more things at once. Teachers shared in the interview that it is hard to motivate themselves to focus enough since they already got tired and not in optimal condition after working at school, but then they are required to listen to the webinars materials and do some other activities, too. Therefore, teachers

⁵² Gabriel Morrison, "Making Professional Development Matter," *Multimodal Composition*, 2021, 99–124, <https://doi.org/10.4324/9781003163220-8>.

suggested that webinars should contain short explanations and evaluations in order to comprehend the materials easier.

The second disadvantage of webinars is the lack of interaction. This happens because of limited opportunity to talk and have conversation for each individual. To be more precise, participants surely are not allowed to talk freely during the conference since the whole online meeting room will hear and get disrupted by them, so they have to stay muted unless they are liberated to unmute themselves, like in Q&A sessions. Also, from the interview, teachers confessed that joining webinars feels different rather than joining face-to-face. Because they feel very limited in terms of interacting with people who just use online media to have a meet. This opinion is supported by the study of Truong and Murray, the study indicates that most of teachers prefer to participate in offline conference since they can ask questions directly to the speaker and improve their speaking along with listening skills and they still can continue discussing the materials with colleagues beyond the meeting⁵³. Thus, teachers gave advice that participants should contact their partners or colleagues when further discussion is needed.

The third weakness of taking part in webinars is that webinars take a long time to be carried out. Apparently, webinars are just really long to wrap up, also it causes teachers to feel uncomfortable. Based on the interviews, teachers mentioned that webinars' duration is too long which is about four hours until it finishes per-day and it goes for four days ahead, so there are sixteen hours in total. Then,

⁵³ Ivanova.

they tend to get tedious and exhausted if it is gone long enough. In accordance with Truong and Murray, their result of research shows that teachers not really like participate in online workshop since it is passive learning and just listen to what the speaker is saying⁵⁴. Also, webinars make participants learn alone, so it would be pretty boring. Hence, in order to avoid that, teachers shared their opinion that the materials of webinars should be more concise and short. Then, it would be nice if teachers have them to read on later to get better understanding, though the webinars are finished.

The fourth drawback of attending webinars is internet connection trouble. This is the most common error to occur, specifically while holding an online conference which is possible to invite other problems to occur as well. Teachers elaborated in the interviews that sometimes they need to discuss a topic in person rather than having online meetings. Because, teachers are afraid that there will be some misunderstanding when connection problems happen. According to Truong and Murray, in participating in oTPD Information and Technologies (IT) program skills and internet connection is needed to have since it is the vital requirement of online conference, so participants can join smoothly⁵⁵. Because of that, teachers provided a solution in which participants should purchase and install a good provider, by doing that unstable connection can be minimized.

⁵⁴ Ivanova.

⁵⁵ Ivanova.

To sum it up, some teachers are born with natural talents which allow them to perform greatly in the classroom, like better creativity, more innovative, analyzing students capability and needs, etc. However, some of the teachers do not have such skills in order to keep up with the students, so professional development here is able to facilitate them in acquiring abilities for teaching and learning process within the classroom. Furthermore, professional development also supports students to comprehend more about learning materials, introduce them to online media for education purposes, how to operate online programs, and even make them themselves. Therefore, professional development and the valuable source of information which is contained in it here is truly important not only just for teachers, but also students for the purpose of having enhanced teaching and learning process experience. Hence, webinars evidently offer quite an amount of benefits which can be gained by the teachers. On the other side it is such a shame that webinars also hold some flaws behind it. However, some solutions also provided by the teachers, considering webinars still have holes to be fixed and better for the next opportunity.

c. The challenges of participating in webinars

The first challenge of participating in webinars that is possible to occur is time schedule. Teachers could be having a hard time when the schedule between daily activities and webinars conduct at the same time. Referring to teachers' statement in the interview that usually there are crashes between the time of other activities and webinars which make them baffled to pick one of them sometimes. Because, during daytime they have work to do and classes to attend to. On the other hand, they also should be with their family during nighttime. This problem relates to the found of OECD in their book that conflict between teachers' work schedules are

highly mentioned to be an hindrance by teachers from different countries due to webinars take over than a day to conduct, specifically in Korea and Portugal⁵⁶. Teachers gave a solution that the main priority is instantiation only other than that we should consider rescheduling it if it is possible or if there is no reschedule option, then try to look for other webinars that open in discussing similar topics.

The second obstacle of joining webinars is not the perfect time to conduct. Mostly, webinars are not committed at the best time that may disturb teachers other activities, particularly at night. From the interview, teachers stated that webinars oftenly start from evening to night when teachers have already finished working and should be resting instead. Teachers also add that if webinars are conducted during work time, their condition will be more optimized and rather than join during nighttime. Teachers recommended that webinars should provide a time option. That way, participants can freely choose what time they want and are ready to have an online conference.

The third trouble of taking part in webinars is the number of registration for ASN members or civil servants is needed as a requirement for joining webinars. This problem can be a wall for teachers who have not registered as an ASN yet. Teachers clarified in the interview that as a teacher who does not have an ASN registration number, it is difficult to participate in webinars since some of webinars, especially from government ones, required teachers to have the number as a member of ASN. Teachers shared that to counter this problem, they need to find other webinars that are open to the public. By doing that, they can join and receive

⁵⁶ Development, *The Professional Development of Teachers*.

information they desire without having too much trouble. That is also why they prefer to participate in public webinars rather than from the government.

In general, after talking about all of the matters above, we can realize that there are walls that can be obstacles for teachers in participating in webinars. Moreover, Vásquez stated in his study that teachers may face challenges during webinars in certain moments, specifically in terms of time restrictions and budget, so they need to be more anticipated and ready in order to tackle those problems⁵⁷. Furthermore, in the focus group, teachers did not have any problems with the budget of joining webinars which includes fee and package data for joining webinars. They shared that it is okay to just install a Wi-Fi or data quota to support them. Nevertheless, they actually complained about time limitations and obligation to keep their camera active during webinars which bound them to do other activities. Fortunately, teachers handed out some important tips in order to overcome those situations, so mentioned problems can be expected and better methods can be more prepared.

2. English teachers' participation in webinars in order to assist professionalism

Webinars quite capable to elevate english teachers' competencies in the way that it can help teachers to manage the classroom which have been elaborated in the following description:

- a) First, teachers can know how to create a greater classroom atmosphere that can attract students' learning motivation with the assistance of e-learning. Webinars seem to be a good impact for teachers in terms of managing the classroom which is useful for more exciting learning experiences. Teachers elaborated

⁵⁷ "No Tit. תצוק," n.d., <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

while being interviewed that they feel like they have improved in handling classrooms which transformed into more attractive and interactive both for teachers and students, for instance using Microsoft Office as a media for assessment via online, so students can be more encouraged and eager to explore such new learning applications. In addition, teachers usually take advantage of online applications to organize students and assignments in the classroom. According to the teacher's statement in the interview, the capability of digital learning applications support teachers to arrange the students to behave while paying attention to the explanation and doing their task, for instance teachers ask students to work on their assignment via online. The outcome of this is the data of students' tasks will be stored safely in data storage inside any gadgets rather than in a piece of paper like conventional learning which is risky to get lost and it will bother teachers for scoring them. Also, the other benefit is students will focus on working on their assignment since they have an automatic time limiter, so this prevents them from walking around and making noises.

- b) Second, teachers can explore types of great media that can be utilized for teaching and learning process purposes by teachers, such as Google Classroom, online worksheets, Kahoot!, Etc. Based on the interview, teachers stated that after joining webinars, they are capable of making any sorts of learning instruments which facilitate students to be more creative, innovative, and active during the learning process. Because of that, webinars allow teachers to deliver education materials in various ways in order to make learning more intriguing for students through innovative kinds of media. From the interview, teachers elaborated that they do not merely give explanations to

the students in the whole process of teaching and learning after joining webinars. In fact, they turned the learning model into more interactive and creative which provides students an opportunity to be more explorative and active in learning materials. Teachers here act as a facilitator who gives information and instructions needed to support students' comprehension, and usually teachers mix technology with education to modify their teaching methods, such as live worksheets for exercise, Canva for posters making, and Quizizz & Kahoot! for online quizzes. In accordance with Rojabi and friends, they found that online quizzes can elevate students' vocabulary comprehension and exam scores through fun and understandable media such as Kahoot!⁵⁸.

- c) Last, teachers can level up their skills in terms of setting up strategies in encouraging students. The knowledge and skills that teachers learned through webinars are able to support them for making class more alive rather than teacher-centered. Teachers clarified in the interview that improved teaching ability which they acquired from webinars increased their thinking capacity to consider fitting strategies for delivering materials to the students. Teachers sometimes improvise their own approach when they feel like students are getting bored, for example, students are asked to make a group discussion with their classmates to analyze and describe certain topics and then present them in front of the class in groups, and also teachers invite students to learn beyond classroom to observe their surroundings. By doing that, the class is more fun and not tedious

⁵⁸ Ahmad Ridho Rojabi et al., "Kahoot, Is It Fun or Unfun? Gamifying Vocabulary Learning to Boost Exam Scores, Engagement, and Motivation," *Frontiers in Education* 7, no. September (2022): 1–11, <https://doi.org/10.3389/educ.2022.939884>.

because of the monotony of activities. Thus, teachers are able to increase their ability to teach in the classroom. Teachers' expertise is drilled through practice during webinars which aim to establish a more fun and effective way of delivering materials to the students. According to the interview, teachers explained that they could sense the students' needs and find updated methods to get greater students' comprehension and motivation for studying course materials, for instance using YouTube as additional reference, using PowerPoint as media for explaining materials, using Google Form as an instrument for assessment, and more.

Overall, this outcome relates to the result of Asiyah and friends' journal which discovered that professional development can help teachers to upgrade their competence which brings leverage for their career as a teacher along with school for sure⁵⁹. In addition, it also influences teachers' quality of teaching to be more creative and innovative which facilitates students to understand the materials more, and also teachers to consider perfect teaching methods and strategies for reaching learning targets. Teachers mostly agreed in the focus group that their skills are trained by participating in oTPD practice. Teachers refined their teaching approach which is fit for students in this advanced era, for example, utilizing LMS (Learning Management System), like Google Classroom for materials explanation and assignments organizer and using online quizzes, like Quizizz and Kahoot! to stimulate students in the beginning of the learning process. In the end, the role of webinars is really useful for teachers to analyze students' needs, motivation, and challenges in the progress of

⁵⁹ "No Tit.צכ.ע."

learning, and also students who need thorough attention for understanding course materials deeply.

As the result, in accordance with the findings of Yusnita and friends' study which scope out the effect of Professional Education and Training for Teachers/*PLPG (Pendidikan dan Latihan Profesi Guru)* on teachers performance in the classroom, they found that there is a significant indication of teachers' pedagogical knowledge and teaching skills enhancement after participating in Professional Development programs which connect to the very topic of this research⁶⁰. They also add that if teachers increase their capacity of knowledge, it will also impact their work quality in the school environment. Other than that, teachers admitted in focus groups that professional development brings such positive influences on their teaching strategies, for example, teachers turn learning models into more student-centered a. This means that both models make teachers as a facilitator and not the only source of materials and students are liberated to find explanations and materials by themselves from any other sources, like books, journals, YouTube videos, and even Google.

At last, webinars are majorly approved by teachers to be a great impact for greater improvements of teachers' expertise which also affect students and the school itself when they give a great deal in their performance.

⁶⁰ "No Tit.צכ.״

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter ends the journey of this research. Therefore, the conclusion of research results in the previous chapter and some suggestions for webinars committees, teachers, and future researchers will be shown as thesis closure.

A. Conclusion

This section presents the discovered outputs in the previous chapter, and the results of this study have been divided into two categories which are the experiences of English teachers' in participating in webinars for professional development and the participation of English teachers' in webinars to support their professionalism.

1. English teachers' experiences in participating in webinars for professional development

First, English teachers' experiences in participating in webinars for professional development involves three different types in which topics of oTPD teachers have joined, the importance of participating in webinars, benefits and lack of joining webinars, and challenges of taking part in webinars. Initially, teachers have participated and experienced three kinds of oTPD programs, and they are for learning IT programs, crafting media & modules for learning and teaching process, and teaching methods in the classroom. Next, there are three facts that teachers believe webinars are important to be participated in to upgrade their skills via online conferences, share knowledge they got to the others, and simple ways to get information about teaching skills. Then, there are four advantages and disadvantages of joining webinars. The four benefits are time flexibility, having new friends from other regions, improving teachers' expertise quality, and exchanging opinions and ideas with others. In contrast, the lack of joining webinars include hard to concentrate, low chance of interaction with people, take too much time to finish, and internet connection troubles. At last, there are three challenges of taking part in webinars that could show up during webinars

which are schedule conflicts, inconvenient time to be conducted, and condition to have an ASN registration number.

2. English teachers' participation in webinars in order to assist professionalism

Second, English teachers' participation in webinars truly assists their professionalism and influences teachers' performances in the classroom. Furthermore, there are three aspects which have been found, and they are greater classroom arrangement, craft plenty of interesting media, and motivate students to be more active and interactive during the learning process.

B. Suggestion

Some suggestions have been provided in this section for committees of webinars programs, teachers, and future researchers in purpose of completing oTPD programs and this research hollowness.

1. Webinars committees

Judging from the output of this study, webinars are mostly used as one of the online Professional Development Programs by the teachers to improve their pedagogical knowledge and expertise, but there are also a few flaws that need to be watched and taken care of as mentioned in chapter 4 (see table 4.3). Therefore, the webinars committees are recommended to fix those flaws by giving shorter explanations & evaluation, and also share recorded material explanation so materials can be more understandable and enjoyable for participants in participating in webinars.

2. Teachers

Webinars are certainly useful for teachers to upgrade their abilities inside the classroom. Sadly, there are several problems for teachers while they are joining webinars, and have been mentioned before in the earlier chapter (see table 4.4). Moreover, these troubles is liability, and should be paid attention by teachers as webinars participants which can be overcome

by having good internet provider, be aware of ASN registration number request, and reschedule webinars in case there is schedule conflict, so any related problem that may occur can be anticipated and better plan can be more prepared. Also, teachers most suggested to take a part in any other kinds of oTPD programs that suitable for them in order to even broaden both of their experience and expertise in certain aspects, like have been mentioned in the book of OECD which are individual and collaborative research, mentoring and peer observation, qualification programmes, and many more.

3. Future researchers

English teachers' experience and participation in webinars for improving competencies are mainly discussed in this research. Therefore, in case future researchers desire to study similar topics related to this research, then it is highly recommended to expand the limitations to other schools and public places in order to enrich the data of teachers' experience and participation in taking part in online Professional Development Programs. In addition, future researchers are suggested to explore more on the implementation of professional development within the classroom. Moreover, observation and tests can be done in order to discover teachers' teaching practice in the classroom and the effects after participating in webinars. Thus, experimental research is suitable for conducting the stated research problem above.

REFERENCES

- Ankersborg, By Vibeke, 'Webinar : Methodology', 2018
- Arief, Rifiana, Widyo Nugroho, Erlina, and Ditiya Himawati, 'Pengembangan Profesionalisme Guru Melalui Pelatihan Online Pembuatan Video Pembelajaran Berpotensi HKI', *CARADDE: Jurnal Pengabdian Kepada Masyarakat*, 4.1 (2021) <<https://doi.org/10.31960/caradde.v4i1.878>>
- Chou, Jen Yun, and Irene Camerlink, 'Online Conferences as an Opportunity to Enhance Inclusiveness in Animal Behaviour and Welfare Research: A Case Study of the ISAE 2020 Virtual Meeting', *Applied Animal Behaviour Science*, 241.January (2021), 105369
<<https://doi.org/10.1016/j.applanim.2021.105369>>
- Cresswell, John C., 'Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research' (Pearson, 2012)
- Development, Organisation for Economic Co-operation and, *The Professional Development of Teachers, OECD Observer*, 2009
- Drossel, Kerstin, and Birgit Eickelmann, 'Teachers' Participation in Professional Development Concerning the Implementation of New Technologies in Class: A Latent Class Analysis of Teachers and the Relationship with the Use of Computers, ICT Self-Efficacy and Emphasis on Teaching ICT Skills', *Large-Scale Assessments in Education*, 5.1 (2017)
<<https://doi.org/10.1186/s40536-017-0053-7>>
- Gegenfurtner, Andreas, and Christian Ebner, 'Webinars in Higher Education and Professional Training: A Meta-Analysis and Systematic Review of Randomized Controlled Trials', *Educational Research Review*, 28.November 2018 (2019) <<https://doi.org/10.1016/j.edurev.2019.100293>>
- Lay, Celina Dulude, Bohdana Allman, Ramona Maile Cutri, and Royce Kimmons, 'Examining a Decade of Research in Online Teacher Professional D
- Chu, Samuel Kai Wah, Rebecca B. Reynolds, Nicole J. Tavares, Michele Notari, and Celina Wing Yi Lee. "21st Century Skills Development through

- Inquiry-Based Learning: From Theory to Practice.” *21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice*, no. January (2016): 1–204. <https://doi.org/10.1007/978-981-10-2481-8>.
- Cresswell, John C. 'Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research'. Pearson, 2012.
- Development, Organisation for Economic Co-operation and. 'The Professional Development of Teachers'. *OECD Observer*, 2009.
- Gladović, Pavle, Nemanja Deretić, and Danislav Drašković. “Video Conferencing and Its Application in Education.” *Http - Journal of Traffic and Transport Theory and Practice* 5, no. 1 (2020). <https://doi.org/10.7251/jtttp2001045g>.
- Ivanova, Irina. “Teachers’ Awareness of the Benefits of Continuing Professional Development.” *Studies in Linguistics, Culture, and FLT* 02, no. November 2017 (2017): 205–18. <https://doi.org/10.46687/silc.2017.v02.017>.
- Lay, Celina Dulude, Bohdana Allman, Ramona Maile Cutri, and Royce Kimmons. “Examining a Decade of Research in Online Teacher Professional Development.” *Frontiers in Education* 5, no. September (2020). <https://doi.org/10.3389/feduc.2020.573129>.
- “No Tit.תוצאות,” n.d. <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.
- Podolsky, Anne, Tara Kini, and Linda Darling-Hammond. “Does Teaching Experience Increase Teacher Effectiveness? A Review of US Research.” *Journal of Professional Capital and Community* 4, no. 4 (2019): 286–308. <https://doi.org/10.1108/JPC-12-2018-0032>.
- Ramadani, Adelina, and Brikena Xhaferi. “Teachers’ Experiences with Online Teaching Using the Zoom Platform with EFL Teachers in High Schools in Kumanova.” *SEEU Review* 15, no. 1 (2020): 142–55. <https://doi.org/10.2478/seeur-2020-0009>.
- Simovska, V. “The Changing Meanings of Participation in School-Based Health Education and Health Promotion: The Participants’ Voices.” *Health*

Education Research 22, no. 6 (2007): 864–78.

<https://doi.org/10.1093/her/cym023>.

Truong, My T., and Jill Murray. “Understanding Obstacles to Online Professional Development through the Lens of Efl Teachers’ Attitudes: A Qualitative Study in Vietnam Context.” *Call-Ej* 21, no. 3 (2020): 23–40.

Vasylenko, Maryna. “Advantages and Disadvantages of Professional Preparation of the Future Fitness Trainers in Great Britain and Australia.” *EUREKA: Social and Humanities* 4, no. 4 (2016): 47–54.

<https://doi.org/10.21303/2504-5571.2016.00137>.

Development’, *Frontiers in Education*, 5.September (2020)

<<https://doi.org/10.3389/feduc.2020.573129>>

Lead, Jerry, *Online Learning*, May, 2011, 1–3

Sasmita, Adi, ‘The Use of Youtube To Facilitate English Pronunciation Learning At Smp Muhammadiyah 2’, 2021

Simovska, V., ‘The Changing Meanings of Participation in School-Based Health Education and Health Promotion: The Participants’ Voices’, *Health Education Research*, 22.6 (2007), 864–78

<<https://doi.org/10.1093/her/cym023>>

Tarmini, Wini, Imam Safi’i, Yeni Witdianti, and Suci Larassaty, ‘Peningkatan Kompetensi Profesional Guru Melalui Webinar Evaluasi Hasil Belajar Bagi Guru-Guru MTs Al-Ma’arif 1 Aimas’, *Transformasi: Jurnal Pengabdian Masyarakat*, 16.1 (2020)

<<https://doi.org/10.20414/transformasi.v16i1.2049>>

Wardhana, Dian Eka Chandra, Rokhmat Basuki, and Noermanzah Noermanzah, ‘Webinar Dan Pendampingan Daring Penulisan Artikel Hasil Penelitian Pada Jurnal Nasional Terakreditasi Bagi Guru Bahasa Indonesia Tingkat Sma Kota Bengkulu’, *Jurnal Pengabdian Kepada Masyarakat*, 26.4 (2020)

<<https://doi.org/10.24114/jpkm.v26i4.20640>>

- Yuliani, R E, and R S Nery, 'Pelatihan Implementasi Penelitian Tindakan Kelas Bagi Guru Melalui Webinar', *Jurnal Pengabdian Pada ...*, 7.2 (2022)
<<https://doi.org/10.30653/002.202272.76>>
- Yulianto, Totok, 'Workshop Profesionalisme Guru Bidang Studi Dalam Pengoptimalan Pembuatan Artikel Jurnal Untuk Publikasi Di SMP Negeri 2 Karangrejo Semester Genap Tahun', I (2021)
- Diana Khair, Varun Chaudhary, and Mona-Harissi Dagher. Success of the Canadian Ophthalmological Society first virtual meeting amid COVID-19 pandemic (2021)
<https://www.sciencedirect.com/science/article/abs/pii/S0008418221003525>
- Tang John C. And Ellen Isaacs. Why do users like video?
<https://link.springer.com/article/10.1007/BF00752437>
- Rojabi, Ahmad Ridho, Slamet Setiawan, Ahmad Munir, Oikurema Purwati, Rizka Safriyani, Nina Hayuningtyas, Siti Khodijah, and Rengganis Siwi Amumpuni. "Kahoot, Is It Fun or Unfun? Gamifying Vocabulary Learning to Boost Exam Scores, Engagement, and Motivation." *Frontiers in Education* 7, no. September (2022): 1–11.
<https://doi.org/10.3389/educ.2022.939884>.

UIN SUNAN AMPEL
S U R A B A Y A