

Exploring an Exemplary English Lecturer's Participation in TPD and its Implementation in the Teaching and Learning Process

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ABSTRACT

Professional development for educators was crucial to ensure quality teaching and improved student learning outcomes. This study aimed to explore how an English lecturer at Universitas Teknologi Yogyakarta (UTY) participated in the Teacher Professional Program (TPD) program and implemented the knowledge gained into her teaching practice. This study used a qualitative case study approach, which involved one English lecturer who was selected based on criteria such as teaching experience and active participation in TPD activities. The questions were sent to the respondent through a digital messaging platform and analysed using descriptive qualitative analysis and Miles & Huberman's (1994) interactive model. The findings revealed that the lecturer is actively involved in both internal and external TPD programs. Furthermore, the internal programs focused on general pedagogical skills, while external programs were more targeted at English Language Teaching (ELT). The lecturer implemented various strategies from the PD sessions, such as process-based writing instruction, structured peer feedback, and the use of digital tools. However, challenges include the generality of the training materials and the lack of structured follow-up support. The study concluded that quality TPD implementation requires individual motivation and institutional support. PD programs should not only provide relevant content, but also offer ongoing support. The study highlights the need for more targeted, reflective, and practical PD to ensure meaningful impact in the classroom.

1. Introduction

In today's era, professional and educated teachers are very needed. Teachers are required to always keep up with the latest changes in their fields, because the teaching profession is an ongoing process that takes time for teachers to learn and grow (Sadeghi & Richards, 2021). The ongoing process helps teachers to increase experience and boost teacher knowledge to improve their teaching skill (AbdulRab, 2023). One of the most essential ways to support this ongoing process is through Teacher Professional Development (TPD) programs, which aim to improve teachers' knowledge, teaching skills, and students' learning outcomes (Sgouros & Stavrou, 2019). Indeed, TPD is essential for Indonesian teachers' development (Dini et al., 2024). Targeted teacher training programs focus on enhancing teaching practices and socioemotional skills. However, not all teachers in Indonesia have engaged in TPD activities; as a result, the quality of teaching may not improve evenly. This phenomenon does not align with the main purpose of TPD, which is to improve teaching quality and enhance students' learning outcomes. To fulfil this purpose, TPD programs offer relevant knowledge, teaching strategies, and reflective practices that help teachers grow professionally and apply effective instruction in the classroom (Darling-Hammond et al., 2017). Thus, the implementation of TPD activities that teachers have engaged in can be fully implemented in their teaching process. Therefore, the ultimate goal of TPD activities, which is to improve students' learning outcomes, can be achieved.

The TPD programs have positive goals. However, their actual implementation and effect on the Indonesian classroom teaching practices remains inconsistent. Many teachers participate in TPD activities, but this does not always lead to meaningful improvements in their teaching practices (Rahman, 2021). This is supported by a recent study, which found that only 20% of teachers in Indonesia scored above 3 out of 5 in key teaching indicators such as classroom culture, engaging instruction, and socioemotional development (Dini et al., 2024). However, according to Khairina et al. (2024), 64% of teachers who joined professional development programs achieved scores above the minimum required level, showing that good-quality TPD can improve teaching performance. These results raised attention on how TPD is actually experienced and applied by lecturers, particularly in the context of English language education at the university level.

Based on observation in the English Language Education Study Program (ELESP) at Universitas Teknologi Yogyakarta, it has been noted that lecturers are frequently encouraged to attend various professional development programs; however, it is not clear how much they implement what they have learned in actual classroom situations. This motivated the researchers to investigate how the lecturers understand and utilize the knowledge and skills gained from TPD programs in their teaching practices. Previous researchers found that teacher beliefs about language learning and teaching can significantly influence how professional development (PD) is internalized and applied in the classroom (Karim et al., 2020). This interest led the researchers to conduct a study focusing on an English lecturer at Universitas Teknologi Yogyakarta (UTY).

Teacher participation in TPD activities is very important. According to Guskey, (2002b) Professional Development programs are organized efforts aimed to change teacher's classroom practice, changing their attitude and belief, and improving students' learning outcome. TPD can include many activities such as workshops, training sessions, peer discussion, research, and classroom observation (Kasi et al., 2022; Dewi et al., 2024). These programs can be formal or informal. Teachers engage in TPD for multiple reasons. Some want to improve their teaching, learn new strategies, or meet for promotion, recognition, or rewards, or certification (Zeng, 2023; Zhang et al., 2021). Others feel more motivated when training is interesting or directly related to their classroom needs (Basikin, 2020). According to Richter et al. (2024), it is revealed that teacher often

have more than one reasons at the same time. The reasons include things they enjoy or find useful (like learning new skills) and outside pressure (getting a better job or meeting school rules).

Even though TPD is important, many things can make it hard for teachers to join TPD activities. Teachers are often busy with their jobs and don't have time to join training. Moreover, the training program can cost a lot, and if the school doesn't help pay for it, the teacher may not be able to join (Guskey, 2002a). Also, if the training is not useful or does not match what teachers need in the classroom, they might not be interested. Support from the school also matters a lot. When schools care about learning and give support like time, money, and encouragement, teachers are more likely to join training. But if the school does not support them, teachers might feel unmotivated and not take part. To help teachers join training more, it is important to fix these problems. Schools and education leaders should make good policies, give enough money, and make sure the training is useful for teachers' real classroom needs.

The implementation is considered the most vital and most complicated component of professional development. Many researchers recommend applying evidence-based practices in schools. However, these practices are rarely seen in classroom teaching, showing that the implementation process is complex (Slavin et al., 2021). To support successful implementation, professional development programs play a key role as it help connect research findings with actual classroom practices (Spiel, 2020), as cited in (Ehlert & Souvignier, 2023). In Indonesia, teacher professional development (TPD) faces various challenges. One of the primary issues is the disparity between classroom learning and curriculum objectives, highlighting a gap between teacher training materials and actual teaching practices (Kurniawati, 2022). Teachers also face difficulties in implementing professional development activities due to a lack of time for planning and collaboration. However, studies have shown that when leadership support is strong, the implementation process becomes more effective and consistent (Antonioni & Kyriakides, 2013).

In response to these challenges, the Indonesian government has introduced programs like *Pengembangan Keprofesian Berkelanjutan* (PKB), as well as teacher certification and professional allowances. However, these efforts have not yet made a big impact on how teachers teach in the classroom (Ulfatun, 2021). The PKB program does include some good elements of professional development, but it also has problems. Many teachers don't have the capacity to fully benefit from the program and the modules are not well-designed. The short training and poor materials have made it hard to implement (Huang & Revina, 2020). According to Kasi et al., (2022), future improvement to teachers professional development should focus on helping teachers apply meaningful changes in their teaching practices. They suggest that in Indonesia, TPD programs could be strengthened through collaboration, the use of technology, and an ethnoscience approach to better support teaching in classrooms. In addition, a supportive school environment, especially through strong leadership, plays an important role in the successful implementation of teacher professional development. Recent studies show that support from school leaders can improve teachers' perceptions of the benefits of a program. When teachers believe that the program is beneficial, they are more likely to be engaged and committed during the implementation process (McTigue et al., 2024).

Many previous studies into Teacher Professional Development (TPD) have been conducted by researchers. The findings showed that the TPD programme is an important topic to be studied in the field of education. Previous studies related to TPD have been conducted by, for instance, Sadeghi & Richards, (2021). The previous study focuses on the types of TPD activities Iranian teachers take part in, furthermore the study also reveals the reasons why Iranian teachers engage in TPD activities, and what kind of challenges they face in their career. Additionally, study by Zhang et al., (2021) also focuses on discovering the motivation why teachers engage in TPD activities and

the relationship of personal factors and school relationship. Those studies are relevant and in line with this current study. However, the study does not cover the important goals of TPD activities in the teaching learning process. Studies on how teachers take part in TPD activities with how teachers implement their knowledge and experience in the teaching learning process have not been explored yet. Many of the previous studies focus on teacher motivation and types of TPD activities they had taken part in. While these studies provide useful insight, they often overlook other important aspects of TPD activities.

To offer a different perspective, this current study is trying to discover how an EFL lecturer implement her knowledge in the teaching learning process. Teacher implementation is important to discover, because not many teachers really apply the knowledge they learn in the teaching process, which will affect their students' outcome. This is crucial because well-designed TPD programs, such as workshops, mentoring, and collaborative learning can really improve teaching quality and students' learning outcomes, particularly when sustained long-term. For example, (Putra et al., 2022) found that the Audio-Lingual Method, when introduced through PD, effectively enhanced students' speaking skills, showing the importance of equipping teachers with concrete classroom techniques. Based on the problems identified above, this study is designed to answer the following research questions: 1) How does an English lecturer at UTY participate in professional development programs? 2) How does the lecturer implement what respondent has learned from PD into her classroom practices?

These questions are essential in understanding not only the participation but also the implementation aspect of TPD, which has often been overlooked in previous studies. Therefore, this research aims to explore how an English lecturer in higher education experienced and applied TPD. By examining these two aspects, this study hopes to give a clearer understanding of TPD's impact on the teaching and learning outcome.

2. Methods

This research uses a qualitative case study approach, aiming to understand a lecturer's participation in TPD and how respondent implements her knowledge and skills in the teaching and learning process. The case study design was chosen because it allows an depth understanding of specific participant's experience and perspective within real-life educational context.

The exemplary respondent for this present research is a female lecturer in Universitas Teknologi Yogyakarta (UTY), namely Ms.R, who teaches subjects related to English writing and communication. Respondent has experience in teaching English at UTY for almost 12 years. With that amount of teaching experience, respondent consistently engages in TPD activities as her commitment to continuous learning and improving her teaching practices. Respondent has engaged in various Professional Development programs, both in UTY or outside UTY. The respondent strives to create an interactive model of teaching, thus encouraging her students to engage in the teaching learning process. The participant for this study was selected through purposive sampling based on specific criteria, which are: first, the selected participant for this case is a lecturer with at least a Master's degree. Second, has several years of teaching experience and actively engage in TPD activities. These criteria ensure that the participant has relevant insight into both professional development and its teaching application.

The data obtained from the open-ended questions were analysed using a descriptive qualitative method. For this study, data were collected through the respondents' written answers. The instrument consisted of a set of open-ended questions presented in written form. This instrument allows open-ended responses to focus on the relevant aspect of the research question. The questions were sent to the respondent through a digital messaging platform (*WhatsApp*). The

response is collected, organized, and used in this study. All data were gathered using an interactive model (Miles & Huberman, 1994), namely data reduction, data display, and conclusion. Moreover, the data had been grouped into several themes and categories. This analysis helps the researchers understand the strategies to achieve their goals.

The questions were divided into 3 sections based on Guskey's (2002a) theory, which proposed a five-level framework for evaluating Professional Development (PD) that emphasizes both the outcomes for teach respondents and the resulting impact on students. The first section gathered basic information about the participant's teaching experience and the subject's respondent teach. The second section, aims to answer the research questions 1, to explore what kinds of TPD programs the lecturer engages in. The questions adapted from Guskey's theory from level 1-3, which is exploring participant's reactions and what respondent has learned. Third section aiming to answer research question 2, which is how the lecturer implements the knowledge respondent gained from the TPD program. The question adapted from level 3-5 which asked how participant implemented PD content into their teaching, including examples and the challenges they faced and the learning outcomes of students. The following list of open-ended questions is presented in Table 1 as follows:

Table 1. List of Open-ended Questions

| No. | Questions |
|--|---|
| Background Information | |
| 1. | 1. Can you tell me about your teaching experience and the levels or subjects you teach at UTY? |
| RQ1 How does an English lecturer at UTY participate in professional development programs? | |
| 2. | 1. What types of professional development (PD) programs have you attended at UTY or outside? 2. How did you feel about the content, delivery, and relevance of those PD sessions? 3. To what extent do you think the PD programs were relevant to your role as an English lecturer? Why or why not? 4. What specific knowledge or skills did you gain from these PD programs? 5. Does your institution support or encourage you to apply what you've learned from PD? How? |
| RQ2 How does the lecturer implement what respondent has learned from PD into her classroom practices? | |
| 3. | 1. How do you apply what you learned from PD in your classroom practice? 2. Can you share an example of a teaching strategy or method you have applied from PD? 3. What challenges do you face when trying to implement new knowledge or strategies from TPD into your teaching? 4. How have your students responded to the new strategies or materials you introduced from PD? 5. Do you think the PD you participated in has improved student learning outcomes? Why or why not? 6. What suggestions would you give to improve the PD programs for English lecturers at UTY? |

(Adapted from Guskey, 2002)

3. Result

3.1 Results

To gather the data this current study uses a qualitative approach with open-ended questions to explore Ms. R's participation in the Professional Development Program, types of programs Ms. R Engages, and how respondent applied the knowledge in the teaching learning process in respondent class. The followings are the result of open-ended question from the respondent.

3.1.1 The Lecturer's Participation in Professional Development Programs

Ms. R had participated in a variety of Professional Development (PD) programs, both within her institution (UTY) and externally. The internal PD programs were mainly general, focusing on improving teaching methodology and strategies, including curriculum development and the use of digital technology for blended and online learning. Ms. R's responses to the first item of Research Question 1, is presented in excerpt 1 as follows:

"I have actively participated in various professional development (PD) programs both at UTY and externally. At UTY, I have attended several internal workshops and training sessions focused on curriculum development, student-centered learning approaches, and the integration of technology in the classroom" (Ms. R).

In contrast, the external PD activities were more specific and focused on English Language Teaching (ELT), which is directly aligned with respondent academic field of teaching. Ms. R's response to the first question continues in excerpt 2 as follows:

"Outside of UTY, I have joined national and international webinars, seminars, and short courses related to ELT (English Language Teaching), particularly on topics such as academic writing instruction, teaching speaking skills, and assessment methods." (Ms. R).

These responses indicate that while institutional PD at UTY provides a strong support for general teaching skills, external PD programs offer more targeted content, especially in areas related to respondent teaching subjects, such as Academic Writing and Speaking Instruction. This contrast shows a complementary relationship between institutional and external PD experiences. One specific external program Ms. R highlighted was a training on critical thinking and argumentation in EFL classroom, which respondent found highly impactful.

Ms. R states that in joining the Professional Development program, respondent often found that the content, delivery, and relevance are quite insightful especially in areas that relate to respondent field of teaching. Ms. R answered of the second questions as seen in excerpt 3 as follows:

"The content was generally insightful and aligned with current educational trends, especially in the areas of student engagement, digital tools in teaching, and skills-based learning." (Ms. R).

Regarding delivery, Ms. R preferred PD programs that use interactive techniques. These include group discussion, case studies, and micro teaching, which help respondent reflect on and improve respondent own teaching methods. For relevance of the content respondent noted that while some sessions were too general or administrative, many others were directly useful to addressing real classroom challenges. These include assessment techniques and promoting critical thinking in speaking tasks. Respondent explanation is seen in excerpt 4:

"I particularly appreciated sessions that included interactive elements, such as group discussions, case studies, or micro-teaching practices because they helped me reflect on my own teaching more deeply. A few programs felt too general or administrative and didn't fully address the specific needs of language teaching. PD programs have

helped me stay with current trends in English Language Education and reflect on my teaching practices.” (Ms. R).

Ms. R continue her explanation on the third question which is relevance of the subject respondent teaches as English lecturer, as seen in excerpt 5:

“I believe that most PD programs I attended were quite relevant to my role as an English lecturer, especially in areas like teaching methods, assessment, and student engagement. The session on academic writing, critical thinking, and interactive teaching strategies were directly useful for the classes I teach, such as Composition and Speech and Debate. However, a few programs felt too general or administrative and didn’t fully address the specific needs of language teaching. Overall, I found the PD programs helpful for staying updated with current trends and improving my teaching. I believe more targeted sessions, especially those focused on ELT or subject-specific pedagogy, would be even more useful.” (Ms. R).

Moreover, Ms. R stated that after attending several PD activities respondent gained several practical skills and insights that were applicable to her English Language classes. These include improved instructional strategies, speaking activities, the use of educational technology, and increased awareness of student-centred approach. Respondent explanation of the fourth question is presented in excerpt 6:

“I learned new ways to guide students in developing thesis statements, organizing their ideas more logically, and giving effective peer feedback in Composition and Essay Writing classes. I developed a stronger understanding of how to incorporate critical thinking and structured argumentation into speaking activities. This has been particularly helpful in my Speech and Debate classes. I also gained useful insights into digital tools for teaching and assessment, such as online platforms that support interactive learning, self-paced writing practice, and formative assessments. Some sessions improved my awareness of student-centred teaching approaches and how to foster a more engaging, inclusive learning environment.” (Ms. R).

These skills reflect a clear improvement in respondent teaching methods, especially in how respondent helps students with writing and speaking tasks, uses online tools to check learning progress, and involves students more actively in class. Ms. R added that her institution (UTY) does support and encourage her to apply what respondent learns from PD activities. However, the institution supports respondent in trying out new strategies, especially in applying technology and student-centred methods in the classroom. Ms. R explanation on how the University support respondent as the fifth questions is seen in excerpt 7, as follows:

“After attending PD sessions, I usually have chances to share insight with colleagues through discussion or meetings, which helps promote collaboration. I also feel supported when trying out new teaching methods, like using blended learning or more student-centred approaches in my classes.” (Ms. R).

However, Ms. R noted that support could be strengthened through structured follow-up, including mentoring, classroom observations, or funding for innovation. Overall, respondent described the University environment as positive and open to professional growth. The explanation is seen in excerpt 8:

“...support could be strengthened with more structured follow-up, such as mentoring, classroom observations, or even mini-grants.”(Ms. R).

This shows that while the institution already provides a supportive atmosphere for innovation and professional learning, there is still a need for more consistent and structured follow-up to ensure that professional development leads to long-term improvements in teaching practice.

3.1.2 The Implementation of PD Learning into Classroom Practices

According to Ms. R, implementing PD is not merely about trying new tools, but rather a thoughtful adaptation that considers students' needs, learning objectives, and classroom context. Ms. R emphasized that respondent intentionally incorporates insight gained from PD, particularly in the areas of teaching strategies, assessment methods, and students' engagement, directly into respondent classroom. These include strategies related to academic writing, critical thinking, assessment, and the use of technology. Ms R's response of the first item of the Research Question 2, is presented in excerpt 1:

"I make a conscious effort to apply what I learn from PD programs directly into my classroom practice, especially in the areas of teaching strategies, assessment methods, and student engagement." (Ms. R).

Respondent also emphasized that each PD session encourages her to reflect on how it could support students' learning. Ms. R's statement are seen in excerpt 2:

"I try to reflect on each PD session and ask: How can this help my students learn better? That mindset helps me make practical, meaningful changes in how I teach." (Ms. R).

One of the key strategies Ms R has adopted was a process-based approach to writing, which respondent implemented after attending a PD session on academic writing instruction. Respondent explained that her students struggled with organizing their ideas and producing well-structured essays. Respondent applied a step-by-step writing process, including brainstorming, outlining, drafting, peer-review, and revision. This helped students understand that writing is a process, not just a product. Respondent also implemented structured peer-review sessions to improve both writing quality and feedback. Ms. R continued explaining on the second question as seen in excerpt 3:

"...after the PD, I began incorporating more guided writing activities and step-by-step scaffolding in my Composition and Essay Writing classes. I also implemented peer-review sessions with structured rubric, which not only improved students' writing but also their ability to give and receive feedback." (Ms. R).

In addition, Ms. R implemented individual writing conferences to provide more targeted feedback. Ms. R also applied a technique from the PD sessions known as "modelling writing" to demonstrate how to create strong introductions or thesis statements in real time. These techniques helped reduce students' anxiety about writing and fostered clearer in their work. The further explanation is seen in excerpt 4:

"I introduced writing conferences, where I met briefly with students to give focused feedback. I also used 'modelling writing' to demonstrate how to write introductions, thesis statements, or topic sentences in real time." (Ms. R).

In Speech and Debate Classes, Ms. R applied strategies related to argumentation and critical thinking that respondent had learned from PD. For instance, respondent introduced formats like British Parliamentary Debate and conducted structured speaking drills. These changes helped students become more confident. Respondent also used various digital tools, such as Padlet for brainstorming, Google Docs for collaborative writing, and Kahoot for quick assessment to create a more interactive learning environment.

Despite the successful implementation of PD, Ms. R still faced several challenges. Respondent found it difficult to apply techniques for students who had different levels of English skills. Some methods that worked for more skilled students had to be simplified or changed for those who were still developing basic skills. Time constraints and lack of planned follow-up after a professional

development session hindered her ability to fully implement what respondent had learned. The explanation is answering the third question which the challenges that face in applying PD knowledge are elaborated in excerpt 5:

"...some writing or debate techniques introduced in PD sessions work well with higher-level students, but can be too demanding for those who are still developing basic language skills." (Ms. R).

Respondent also faced time constraint *and* a lack of structured follow-up after the PD sessions. Respondent continue explaining her statement as seen in excerpt 6:

"...with a tight syllabus and fixed schedules, it can be difficult to fully apply these methods... It would be helpful to have mentoring, classroom observations, or peer collaboration opportunities." (Ms. R).

The fourth question item in which the students respond to her new strategies are also discovered in this current study. Ms. R noticed that her students reacted positively to the new strategies and materials. In her writing class, students valued the process-based approach, which made writing assignments seem more manageable. In speaking class, interactive formats helped even the quieter students to build their confidence. The integration of technology also made learning more enjoyable. Ms. R detailed these insights in excerpt 7:

"...many of them said that breaking the essay into smaller stages helped them feel less overwhelmed and more confident in their writing. Some who were initially quiet or hesitant began participating more actively, especially when given clear frameworks and supportive peer feedback. Students also responded well to the digital tools I integrated, like using Padlet for brainstorming or Google Docs for collaborative editing." (Ms. R).

Ms. R believes that PD has had a positive impact on students' outcomes. Writing scores improved, and students' essays became clearer and more recognizable. This explanation of the fifth question item is presented in excerpt 8:

"...breaking down writing tasks into manageable steps has improved students' ability to organize their ideas and develop stronger essays. Students participate more actively and deliver more coherent, persuasive arguments than before." (Ms. R).

Respondent also noted that digital tools helped provide more frequent feedback and supported learning beyond class hours. Ms. R also shared some suggestions to improve PD programs for English lecturers at UTY as the answer to the sixth question. Ms. R recommended that the program be more focused on English teaching. Respondent also suggested that PD should include ongoing support like mentoring or peer observation, not just one-time workshops. The explanation is seen in excerpt 9 as follows:

"Providing continuous support like mentoring, peer observations, or collaborative teaching communities could help lecturers implement new strategies more effectively. More hands-on activities, micro-teaching sessions, and technology tools for English teaching would make PD more engaging and useful. Also, creating formal channels for lecturers to give feedback on PD content and delivery can help organizers tailor future programs." (Ms. R).

Ms. R highlighted the importance of microteaching and classroom practice, and also suggested more sessions on using technology for teaching English. Thus, it would be helpful, and the content can better match their real classroom needs.

4. Discussion

This current study reveals that the lecturer (Ms. R) actively participated in both institutional and external Professional Development (PD) activities. Institutional PD at UTY mainly focuses on general pedagogical improvement, such as curriculum design and digital learning. In contrast, the external PD activities respondent engages are more aligned with English Language Teaching (ELT), offering more subject-specific relevance.

These PD activities are not only initiated by the lecturer herself but are also supported by her institution. This institutional support reflects UTY's culture of encouraging teamwork among lecturers and openness to trying new teaching methods. However, the lack of clear follow-up mechanisms, such as mentoring or classroom observation could limit the long-term effectiveness of these PD programs, as also noted by Herawati, (2023) in her study on digital-based PD.

The findings of this study align with Supraptiningsih et al. (2020), who found that English lecturers often engage in external PD to improve content-specific strategies. Ms. R's preference for interactive formats such as workshops, short courses, seminars, and international webinars also reflects this trend. Similarly, Rosmaladewi et al. (2020) emphasize that polytechnic lecturers benefit more from PD programs that are directly related to their teaching content, especially in ELT. Furthermore, Hendriana et al. (2025) found that institutional support and structured digital learning platforms significantly helped lecturers adopt new teaching strategies. The experiences of Ms. R, reported positive institutional backing and engagement in both general and subject-specific PD. Moreover, the value of reflective and interactive PD formats, like feedback loops, peer discussion, and applied practice, as key to sustaining meaningful professional growth.

In terms of content and delivery, Ms. R found out that most PD sessions were insightful and matched current educational needs. Respondent especially valued PD's that included practical topics, such as student's engagement strategies, writing frameworks, and the use of digital tools. Interactive delivery formats like grouped discussion, case studies, and micro teaching, as they allowed her to reflect and apply the learning more easily. This findings aligns with Rozimela et al., (2024), who emphasized the importance of reflective, and hands on PD for EFL lecturers.

Regarding knowledge and skills gained, M. R, reported improvements in her teaching of academic writing especially in helping students to develop thesis statements, organize their ideas, and provide peer feedback. This finding reinforce the value of PD as reported in studies by Rosmaladewi et al., (2020), and Supraptiningsih et al., (2020), who highlight the importance of skill-based, hand-on training.

In contrast, Sadeghi & Richards, (2021), found that English teachers in Iran generally did not take part in substantial TPD activities, primarily due to lack of interest in participating, while Ms. R expressed strong personal motivation and clear understanding of PD's value in enhancing her instructional strategies and supporting student learning outcomes. Respondent also highlighted that TPD helps her stay updated with current trends in education. This difference from Richards's findings may be due to stronger institutional encouragement at UTY. The lecturer's experience showed that when an institution provides a supportive environment and encourages collaboration, lecturers are more likely to take part in Professional Development.

The findings in this study reinforce the idea that Professional Development requires both personal and institutional commitment. While previous studies like Supraptiningsih et al., (2020), and Rosmaladewi et al., (2020) emphasized the importance of subject-specific training, this study contributes new insight by showing how interactive formats and continuous institutional support can enhance the practical implementation of such training. Moreover the contrast with Sadeghi & Richards, (2021), suggests that motivation and institutional culture play a critical role in determining the success of PD. These reflections indicate PD programs must not only be relevant

and accessible but also followed up with a meaningful support mechanism to ensure long term impact in the classroom.

In line with the participant's views, this study argues that the ultimate goal of participating in PD is to enhance the quality of teaching and, ultimately, promote better student learning. Therefore, both institutional support and personal motivation are essential for successful TPD implementation. While PD activities are beneficial for the lecturer to enhance the quality of teaching in the classroom, it is equally important to look at how the lecturer applies the knowledge gained and how students respond to those changes in practice.

In terms of implementation, this study found that Ms. R did not just attend the PD sessions as a formality, but actually applied what respondent learned in her classroom. Respondent adapted various strategies to meet the needs of her students, such as using process-based writing and structured peer feedback to improve their writing and applying critical thinking techniques in speaking classes. Furthermore, the respondent utilized kahoot in her assessment and ELSA speech for training students' speaking skills. These efforts support what Darling-Hammond et al., (2017) describe as the main goal of PD, which is to provide teachers with useful strategies that can directly improve the quality of their teaching and impact on students' learning outcomes.

Her opinion also reflects what Spiel (2020), as cited in (Ehlert & Souvignier, 2023) that PD should be a bridge between research and classroom implementation. Instead of copying everything in the workshop, Ms. R chose the relevant parts and adapted them appropriately. This is similar to what Karim's et al., (2024) findings in their research, where they described professional lecturers not only as experts in their field, but also as teachers who always tried to improve themselves. Ms. R's students also responded positively, becoming more active and confident in writing and speaking.

This finding also supports Ventista & Brown, (2023), who explained that PD is most effective when it is sustained, collaborative, and supported by all parties. Ms. R felt this when external PD and the supportive environment at UTY helped her bring new ideas into the classroom. However, respondent also faced challenges. As Rahman, (2021) found, the lack of follow-up, such as mentoring or classroom observation, can make implementation less sustainable over time. This also relates to what Gheysens et al., (2020) found in their study. Although the teachers had attended the training program, it did not always result in changes in classroom practices. It is because they need more time and support to implement what they have learned. This is similar to Ms. R's case; respondent found the PD very helpful, but respondent also felt that more follow-up would make implementation easier. This shows that PD needs to be more than just training, it also needs to give teachers enough time and guidance.

Furthermore, this research is in line with Kurniawati, (2022), who highlighted that professional development should be relevant to the real needs of classroom teaching practice. Ms. R mentioned that although many PD programs were useful, some sessions felt too general and did not fully address the specific challenges of teaching English. This suggests that for PD to be truly relevant, the content must be tailored to the students' needs.

In contrast to Huang & Revina, (2020), the study found that poorly designed modules and low teacher capacity often hinder successful PD implementation. Ms. R was still able to take away useful insights. Respondent applied what respondent learned by adjusting the strategies to suit the needs of her class, which shows that with strong motivation and reflective thinking, teachers can still benefit from PD, even if the content is imperfect. This contrast highlights how teacher roles and context can influence the successful implementation of PD.

Overall, these findings highlight that quality professional development is not just about delivering good material, but also about how teacher are supported to apply it in real classrooms.

Ms. R's experience shows that with strong personal motivation, institutional support, and thoughtful reflection, even common or imperfect PD content can still be implemented well. However, without proper follow-up, mentoring, or alignment with classroom realities, the long-term impact of PD may be limited. Institutions should view PD not as a one-time activity, but as an ongoing, supported learning experience that provides opportunities for teachers to grow and improve their teaching in ways that directly affect student learning.

5. Conclusion

5.1 Conclusion

From the results of this study, it can be concluded that the lecturer participated in both institutional and external Professional Development (PD) programs. Institutional PD focused on general teaching improvement, while external PD provided more subject-specific content related to English Language Teaching (ELT). The lecturer applied various strategies from PD, such as process-based writing, peer feedback, critical thinking techniques, and digital tools in her classroom. The findings also revealed that the lecturer faced several challenges, including time constraints, different student proficiency levels, and the lack of structured follow-up after PD activities. Despite these challenges, students responded positively to the new teaching methods, especially in writing and speaking classes. This study has shed light on the importance of relevant and continuous PD and contributes to the growing knowledge on how English lecturers implement PD to enhance teaching practices and student learning outcomes.

5.2 Recommendation

The findings of this present study have significance for English lecturers, institutions, and future researchers in Professional Development (PD). Therefore, it is highly recommended for English lecturers to actively apply the knowledge gained from PD activities into classroom practices to improve student learning outcomes. Institutions are encouraged to provide more subject-specific PD programs and continuous support through mentoring and classroom observations.

Furthermore, it is suggested that PD organizers include more interactive and practical sessions, such as microteaching and digital tool training to better meet lecturers' classroom needs. Lastly, future researchers may replicate this study using different methods, such as classroom observations or student feedback, and involve a wider range of participants to explore broader patterns in PD implementation across contexts.

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