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Inservice English teachers' motivations on the teacher profession education program

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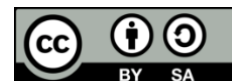
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ABSTRACT

In order to be certified as professional teachers, Indonesian teachers must engage in the Teacher Profession Education Program (TPEP), one of the training programs offered by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. There is not much discussion of the studies on the motivation of inservice English teachers through TPEP. This study looked into the TPEP-related motivation of inservice English teachers. Eighty inservice English teachers who joined the TPEP at a reputable private university in Indonesia participated in this mixed-method study. A survey questionnaire was distributed to the inservice teachers to know their motivation on the TPEP. The findings indicated that the majority of the inservice English teachers were highly motivated to participate in the TPEP. They also thought that TPEP was beneficial for teachers as it can enhance their knowledge and skill in teaching. From the TPEP they could learn and use innovative strategies to teach English such as project-based learning and problem-based learning. This implies that more inservice English teachers should be encouraged to join TPEP to develop their competences.

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1. INTRODUCTION

English teachers currently play a significant part in enhancing the standard of English instruction for students of all levels [1]. There are personal, pedagogical, professional, and social competences that teachers should have [2]–[4], and they should all complement one another. Teachers should construct effective lesson plans, create learning materials, and participate in English teacher forums, seminars, workshops, and training programs for English teachers in order to fulfill and develop the competencies. According to the Act No. 14/ 2005 on Teachers and Lecturers in

Indonesia, teachers are required to participate in the Teacher Profession Education Program (TPEP) in order to be qualified and professional in improving the educational quality in Indonesia [5]. One training program, known as TPEP, was created by the Indonesian government's Ministry of Education, Culture, Research, and Technology to certify teachers in both public and private schools throughout Indonesia. Since 2018, a few public and private universities in Indonesia have been assigned to manage the certification of inservice English teachers through TPEP.

Selected inservice English teachers took part in TPEP for one semester in 2018 and 2019 using a blended learning approach. However, during the Covid-19 Pandemic, the TPEP was delivered entirely online, in both synchronous and asynchronous modes. The program offered a variety of activities via the learning management system (LMS), including reading and analyzing the materials, participating in discussion forums, watching certain videos, completing some tasks, and accessing connections for online meetings. As the learning activities were time-consuming for them, the inservice English Teachers had to actively participate in each session to fulfill their attendance requirement and the instructors' expectations.

Teachers of English, then, should practice speaking English as well as apply their teaching strategies. It was discovered that some English teachers found it challenging to teach English to their students in a formal setting. Some of them could include the instructional strategies they had to utilize, the instructional materials they needed to employ, the spoken English they used to communicate, and their own planning of delivering the lesson plans. TPEP is a program that is believed to help English teachers overcome their challenges in developing their capabilities. Although they joined TPEP, in-service English teachers did not always complete all the tasks and earn professional teacher certificates in the English subject. Some of them were successful in the Examination on Teaching Performance (ETP) and Examination on Knowledge (EK), while others failed and had to retake the exams in the following season. The failure in completing the TPEP might be a psychological factor that affects the inservice English teachers' well-being as professional teachers. Therefore, examining inservice English teachers' intrinsic and extrinsic motivations for the TPEP is considered to be one of their driving forces that determine success in the TPEP.

Motivation is a personal attribute that drives the process of carrying out particular behaviors. Based on the source of the drive, motivation can be divided into two kinds: Intrinsic and extrinsic motivations [6]–[8]. Intrinsic motivation is the desire to engage in a certain activity based on one's own needs, interests, curiosity, and enjoyment.[7], [9]–[11]. Extrinsic motivation is how some persons feel when they obtain a reward (such as cash, rewards, or grades) or escape punishment that has nothing to do with the work at hand [9], [11]. In other words, learning motivation refers to a one's desire to complete learning objectives while taking into account personal elements including wants, interests, curiosity, and enjoyment in addition to a desire to receive rewards and avoid punishments [12]. Related to the context of inservice English teachers as the learners on the TPEP, it is then important to find out their motivations – both intrinsic and extrinsic – on the program.

There are not many studies that have examined the inservice English teachers' motivation on TPEP. Some focused the results on the teachers' training program and on the continuous professional development (CPD) such as studies from [13] on teacher training to overcome some problems in primary schools during the Covid-19 pandemic, [14] on teacher training program of teachers' family-engagement practices, knowledge, and attitude which included preservice teachers, inservice teachers, and professionals, [15] on teacher professional development of online and blended learning (OBL), and [16] on teacher motivation on professional development. Therefore, the current study aims to examine Indonesian inservice English teachers' motivations on the TPEP. To guide the achievement of the purposes of this study, three research questions are put forward as follows:

- (1) How is the inservice English teachers' motivation on teacher profession education program?
- (2) What are the benefits of teacher profession education program for inservice English teachers? and
- (3) What did they implement for their English teaching after they became professional English teachers?

As this research raises a topic of inservice English teachers' motivation on TPEP, it is then believed to give positive impact and contribution. Inservice English teachers would perform their teaching better after joining TPEP. They would also try to increase their teaching capacity by having some English forum among English teachers.

2. METHOD

2.1. Research design

The design of this research was a mixed method conducted by investigating quantitative and qualitative data. The quantitative data include some information on the percentages of items and descriptive analysis, and the qualitative data cover descriptive information from people's interview data.

2.2. Recruitment process of participants

The participants were 80 inservice English teachers in Indonesia. They were selected as they joined TPEP held by a reputable private university in Jakarta which was appointed by the Directorate General of Higher Education,

Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. They were willing to participate in this research by responding the survey questionnaire. Before they responded to the survey questionnaire, they were informed about the purpose of the survey. They were also informed that their participation was voluntary and the information that they give in the survey would be treated confidentially and used only for the purpose of the research. The demographic information of the participants is shown in Table 1.

Table 1. The demographic information of participants

Categories	Sub-categories	Number of participants	Percentage
		(N=80)	(%)
Gender	Female	65	81%
	Male	15	19%
Age	25-30 years old	10	13%
	31-35 years old	22	28%
	36-40 years old	31	39%
	40-45 years old	13	16%
	>45 years old	4	5%
Provinces/Islands of Origins	Jakarta	15	19%
	Banten	18	23%
	West Java	12	15%
	Centra Java	3	4%
	East Java	1	1%
	Sumatera Island	16	20%
	Kalimantan Island	2	3%
	Sulawesi Island	2	3%
	Bali	2	3%
	West Nusa Tenggara	2	3%
	East Nusa Tenggara	3	4%
	Papua	4	5%
	Educational Level of Teaching English	Elementary School	5
Junior High School		43	54%
Senior High School		15	19%
Vocational High School		17	21%
Length of Teaching Experience	<5 years	3	4%
	5-8 years	19	24%
	9-12 years	24	30%
	13-15 years	26	33%
	>15 years	8	10%
Recent Educational Background	Bachelor of Education	64	80%
	Bachelor of Non-Education	4	5%
	Master of Education	11	14%
	Master of Non-Education	1	1%

Table 1 shows that there were more female English teachers (81%) than the male ones (19%). Their ages ranged between 25 years old and more than 45 years old, and most of them ranged in 36-40 years old with 39%. The participants were from various provinces and islands and the number of the participants from the provinces in Java Island (49 or 61.25%) surpassed those from out of Java Island (31 or 38.75%). Most of the English teachers (54%) were teaching in junior high schools, while the others were teaching in elementary, senior high, and vocational high schools (46%). They had been teaching English at their levels for years with different teaching experiences varying from less than 5 years (4%), 5-8 years (24%), 9-12 years (30%), 13-15 years (33%), to more than 15 years (10%). Most of the participants graduated from bachelor of education (80%), and some of them completed their studies as master of education (14%).

2.3. Data collection

To answer the first research question, an online survey questionnaire (Google Form) was distributed to the inservice English teachers as the participants of the TPEP. The survey questionnaire was divided into two parts: identity of respondents with six items regarding their demographic information and motivation of inservice English teachers on the TPEP with 19 items presented using a Likert-type scale, commonly known as a summated rating scale (Phillips, 1976).

Originally, there were 24 items in the second part of the survey questionnaire. Based on the item analysis of the responses of the participants in the pilot study, it was found that 19 items were valid and the reliability coefficient score was 0.895 which is considered to be very high. Each of the questionnaire items were provided with five options that the participants have to choose to respond to the item. Strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) were the five response categories for positive statements, whereas strongly disagree (5), disagree (4), neutral (3), agree (2), and strongly agree (1) were the categories for negative statements. The questionnaire consists of two types of motivations. The first type is intrinsic motivation which has four indicators: Needs, interest, curiosity, and enjoyment. The second type is extrinsic motivation which has four indicators: Rewards, punishment, compliance, and reactance. Each of the indicators in the types of motivations has various numbers of items. The detailed specification of motivation on TPEP after the pilot study are displayed in Table 2.

Table 2. The specification of motivation on TPEP after the tryout

No	Types of motivation	Indicators	Item Number	Amount
1	Intrinsic motivation	Needs	1, 2, 3	3
		Interests	4, 5, 6	3
		Curiosity	7	1
		Enjoyment	8, 9, 10	3
2	Extrinsic motivation	Rewards	11, 12	2
		Punishment	13, 14, 15	3
		Compliance	16, 17	2
		Reactance	18, 19	2
Total				19

Apart from the survey questionnaire which was used to answer the first research question, a semi-structured interview was also used to collect the data from nine selected participants of the research. The nine participants were labelled as P19, P24, P26, P43, P52, P65, P67, P69, and P73. They were asked to answer the three research questions. The first question explored further data on the inservice English teachers' motivations of teacher profession education program which were included in the survey questionnaire. The second and thirds questions focused on the benefits of the TPEP and the implementation of the inservice English teachers' teaching after they were certified as professional English teachers, respectively.

2.4. Data analysis

As this research used a mixed method design, the questionnaire data were analyzed using a descriptive statistic. In the meantime, the interview data were analyzed using a description and image analysis (Creswell, 2018). On the basis of the three research questions, the results of the two data analysis are then presented and discussed.

3. RESULTS AND DISCUSSION

3.1. The inservice English teachers' motivations on the TPEP

The results of analysis of the quantitative data on the inservice English teachers' motivations are presented on the basis of the indicators of each type of motivations, namely needs, interest, curiosity, enjoyment (intrinsic motivation), rewards, punishment, compliance, and reactance (extrinsic motivation). The data are presented in terms of the percentages of the responses for the five options, the means of the value, and the standard deviation (SD). The analysis focused on the two most favorable responses (strongly agree and agree for positive items and strongly disagree and disagree for negative items)

The needs on TPEP

The results of the data analysis on the inservice English teachers' needs on the TPEP are presented in Table 3.

Table 3. The inservice English teachers' needs on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
1	I needed to join TPEP to be a professional teacher.	1%	0%	1%	33%	65%	4.600	0.648
2	Participating TPEP made me have more knowledge and skills of teaching.	1%	0%	0%	28%	71%	4.675	0.612
3	To be involved in TPEP was not necessary for my teaching career.	39%	49%	8%	4%	1%	4.200	0.833

Table 3 shows that most inservice English teachers tended to have high needs of participating in the TPEP as it was required to be professional teachers of English subject (98%). It is in line with one study stating that teachers may have more favorable attitudes on taking part in conferences, workshops, and forums on topics related to current research. It was also said that in order to better prepare successful teachers for the realities of the classroom on a daily basis, teacher educators—including those working in the Iranian educational system—are encouraged to re-plan their professional development programs to meet the needs of the teachers in their particular educational context [19] including the least qualifications [20]. Another result indicated that taking part in TPEP could make inservice English teachers knowledgeable and skillful at their teaching. Beyond their own knowledge, abilities, dispositions, and goals, teachers' practices are also influenced by their colleagues, professional networks, institutional policies, and national discourses [21]. However, it was found that 1% of them had no improvement in their teaching skill after joining TPEP. The other finding dealing with their needs on TPEP was that 88% of the participants felt that it is necessary to engage in the TPEP activities to increase their teaching careers better. In long-term programs, teachers' identities create possibilities for networking and community building and advance their careers [22]. To fulfill this result, organizational policies should offer assistance to teachers at different phases of their career [23].

The interests on TPEP

The inservice English teachers' interests on the TPEP is presented in Table 4.

Table 4. The inservice English teachers' interests on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
4	I was interested in taking part in all the activities in TPEP.	0%	0%	0%	55%	45%	4.45	0.501
5	I paid attention to what instructors explain about how to be professional teachers.	2%	0%	0%	49%	49%	4.413	0.741
6	When I found TPEP activities difficult, I stopped doing some of my tasks.	35%	56%	5%	3%	1%	4.213	0.758

In this table, one result pointed out that all the inservice English teachers were interested in joining all of the activities in TPEP (100%). This finding is supported by one study in Finnish which demonstrated that teacher educators encountered a range of issues at work, initially mostly relating to the role and being a rookie, and later becoming more concerned with severe workloads and actual teaching-related issues [24]. The current study also found that they mostly paid attention to what the instructors explained about teacher professionalism (98%). This idea is strengthened with an argument stating that one experienced teacher who joined inservice teacher program was thinking about how important listening is to developing and executing inservice programs [25]. It is also revealed in the current study that 91% of the participants would not stop doing some assignments when they found TPEP activities uneasy for them. Thus, teachers required improvement in a number of pedagogical topic knowledge domains, including learners, instructional techniques, curriculum, and assessment. One of the biggest obstacles for the majority of teachers was specifically teaching through inquiry [26].

The curiosity on TPEP

The inservice English teachers' curiosity on the TPEP is presented in Table 5.

Table 5. The inservice English teachers' curiosity on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
7	I was curious to read some materials before having discussions with my instructors.	0%	1%	5%	68%	26%	4.188	0.576

As it is seen in Table 5, most inservice English teachers were curious about reading the materials prior to discussions with the instructors because of their interest in the TPEP (94%). In this case, they were acting actively as the materials were very important for them to understand and practice. This result is supported with an idea that teachers who actively participated in their own education took greater responsibility for it, which aided in their professional development [27]. The eagerness of reading materials is also one's self-esteem, accountability, and sense of success [28].

The enjoyment on TPEP

The inservice English teachers' enjoyment on the TPEP is presented in Table 6.

Table 6. The inservice English teachers' enjoyment on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
8	I enjoyed joining TPEP such as producing a set of learning tools and doing teaching performance	0%	0%	1%	53%	46%	4.450	0.525
9	Participating in TPEP was not easy for me, so I did not like TPEP activities.	39%	56%	5%	0%	0%	4.338	0.572
10	I was bored with the materials shared by instructors in online learning.	33%	55%	10%	3%	0%	4.175	0.708

Based on the results of this study as shown in Table 6, 99% of participants found it interesting to participate in the TPEP, where they created some learning tools and subsequently used them in their teaching activities. They enjoyed TPEP as they have attended other academic forums such as seminars, workshops, conferences, lectures, and exhibitions that were intended to enhance employees in a school from the point of first employment through retirement [29]. Additionally, the inservice English teachers enjoyed several exercises because they were guided by the instructors and what they did in the TPEP was not difficult for them (95%). However, one study proposed that there were significant difficulties for inservice teachers in providing a theoretical foundation for their comments, and they required greater mentoring support [30]. As this TPEP was implemented online, they were dominantly not bored with the materials shared by the instructors (88%). It is proven that most of teachers had positive views on using technology in learning on TPEP. In fact, the TPEP offered teachers strategies and techniques for successfully integrating ICT in the classroom [31].

Motivation of the rewards on TPEP

The results of the data analysis on the inservice English teachers' motivation due to the rewards on the TPEP are presented in Table 7.

Table 7. The inservice English teachers' motivation of the rewards on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
11	Even though my instructors did not appreciate my assignments, I was still doing my best.	1%	4%	9%	55%	31%	4.113	0.811
12	I would not improve my teaching skills when I had no rewards from my instructors.	35%	58%	2%	3%	2%	4.200	0.818

Table 7 revealed that despite receiving no praise for their work on the assignments from the instructors, 86% of inservice English teachers said they were still doing their best in the TPEP. However, there were 5% that would not do their best, and 9% of them were undecided. Most of them did their best as they thought that they had to be successful in the TPEP. It is in accordance with one study which discovered that participants were inspired by achievement, efficient working conditions, pupils' eagerness for learning, and becoming more independent [32]. In addition, it was found that more English teachers still improved their teaching practices when they had no rewards from the instructors (93%). The current study again showed that the rewards did not seem to be influential for inservice English teachers. They thought not all the rewards had positive effects. Therefore, findings from neuroscientific, sociological, and educational studies had to be incorporated if rewards were to be used for their beneficial aspects and their potentially harmful impacts were to be avoided [33].

Motivation of the punishment on TPEP

The inservice English teachers' motivation of the punishment on the TPEP is presented in Table 8.

Table 8. The inservice English teachers' motivation of the punishment on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
13	When my lesson plan contained mistakes, I would revise them soon.	0%	1%	2%	54%	43%	4.375	0.603
14	After I got lower grades, I was not willing to make a set of learning tools.	31%	63%	5%	1%	0%	4.238	0.601
15	If I did not pass my teaching exam, I would be upset and hate TPEP.	40%	51%	5%	3%	1%	4.263	0.775

Table 8 indicates that the majority of inservice English teachers (97%) responded favorably to the errors in the lesson plan, which was related to the idea of punishment as one of the extrinsic motives. They would alter the lesson plan in this situation. Additionally, despite receiving lesser grades from the instructors, they continued to be open to developing a set of learning aids (94%). The other finding indicated that they would detest the TPEP if they failed in the teaching performance assessment (4%). Thus, according to the relevant study, using punishments effectively could have a significant positive impact on one's motivation and performance [34]. When speaking sanctions were used by teachers to alter the learner behavior and instill fear in their charges, they would not repeat their errors while learning English [35].

Motivation of the compliance on TPEP

The inservice English teachers' motivation of the compliance on the TPEP is presented in Table 9.

Table 9. The inservice English teachers' motivation of the compliance on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
16	I used my teaching knowledge to teach better.	1%	0%	0%	45%	54%	4.500	0.636
17	I would do what my instructors asked to design innovative learning models better.	0%	0%	0%	61%	39%	4.388	0.490

Table 9 shows that the majority of inservice English teachers practiced teaching more effectively by applying their teaching knowledge (99%). In addition, all of the participants would comply with the instructors' requests to create innovative learning models (100%). In line with these results, compliance is believed to be facilitated by a mix of calculating, normative, and social reasons, as well as understanding of the rules and the ability to follow them. This study advanced knowledge of the variables influencing compliance with social and environmental regulations [36]. Another study found that there were positive and negative drivers of compliance with social and environmental regulations. It was said that positive intentions and a sense of duty to comply were the sources of affirmative motives, and this was closely related to the current study [37].

Motivation of the reactance on TPEP

The inservice English teachers' motivation on the reactance on the TPEP is presented in Table 10.

Table 10. The inservice English teachers' motivation of the reactance on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
18	When my classmate told me that I was not good at teaching, I kept practicing to teach English better.	1%	1%	1%	52%	45%	4.375	0.700
19	When my instructors threatened me to give a lower score for teaching performance, I would not perform to teach anymore.	36%	61%	1%	1%	1%	4.288	0.679

It is displayed in Table 10 that, despite their peers telling them that they were not good at teaching, the majority of the participants continued to practice teaching English more effectively (95%). Furthermore, despite the instructors' threats to deduct points for effective teaching performance, the participants as students of TPEP continued to participate in the activity (97%). The current study is supported with one relevant study which stated that when

reacting, participants were more likely to pursue personal endeavors (personal-abstract) than security-related (personal-concrete) activities. In addition, the findings implied that people reacted to threats in different ways, largely depending on their affective states and motivational orientations: anxiety was linked to security, approach-state to action (both social and personal), reactance to derogation of the system, and disregard for security, while loneliness was linked to inaction [38].

Findings from the interview on the inservice English teachers' motivation on the TPEP

From the interviews with a few selected inservice English teachers, it was possible to provide some findings about the participants' motivations on the TOEP. One participant (P24) who is a female English teacher of senior high school in Sulawesi Island and has been teaching for thirteen years has one reason of motivating TPEP. She stated, "Of course I will get more salary." This idea is relevant to this study which demonstrated that inadequate continuous professional development (CPD) training allowances and poor working conditions, including low pay and accommodations for teachers, had made it difficult for teachers to properly use what they had learned in CPD training in the classroom [39]. In addition, the teachers complained that their needs were not met to their standards [40], [41].

Another reason on teacher motivation was said by the participant (P26) who is a male English teacher of junior high school in Sumatera Island and has been teaching for six years. He stated, "To learn how to be a good teacher, extend knowledge about teaching and how to use innovative learning models in classroom, and so on." To support this result, another participant (P43) who has been teaching English in junior high school in West Java for three years also said, "Because I want to improve my teaching skill and give my best to my student and I want to learn how to be a professional teacher." Moreover, an English female teacher (P65) who had four years of junior high school teaching experience in Depok, West Java told, "I joined TPEP to be a professional teacher and to get more knowledge and skills in teaching." It is also supported by the participant (P67) who is a female English teacher in elementary school located in Jakarta, and she has been teaching for four years. She said, "To improve my skill in teaching learning process and deliver best knowledge with some methods, so students can get more fun experiences in learning." From these results, it seems that a teacher had to possess a specific set of knowledge, abilities, and ideals in order to fulfill his or her duties and responsibilities with passion [42]. Collaboration with colleagues for the purpose of enhancing a lesson or learning activities could help to improve teaching abilities and knowledge [43].

Another participant (P69) is a female English teacher who has been working in a junior high school in East Java for ten years. She stated, "joining TPEP is a wonderful experience for me because I never expected before. I had to study many things not only on my learning tools to teach but also to learn anything about technology." Thus, this ongoing professional development programs for teachers could create the confidence of all teachers in their capacity to modify their instruction and accommodate technological advancements in the classroom [44].

3.2. The benefits of TPEP

The following are the ideas that several teachers expressed during the interview.

- P19 : "I got a lot of experiences after having this program. I met good teachers, lecturers and many more. And, the most important thing is that I got knowledge how to be a professional teacher."
- P26 : "I met many awesome teachers with innovative learning models that I could imitate for my classroom to make my students study better and enjoy English in class. Then, I knew how to make a set of learning tools that suit with my students' needs in class."
- P43 : "There are many things that I get from this program, such as new experience that are full of struggles, new teacher friends and useful knowledge that I can apply in my classroom."
- P52 : "I've got more experiences and new skills to make a set of planning, actualizing and evaluating learning activities."
- P65 : "I got more skills in teaching english and knowledge especially about lesson plan, assesment and innovative learning."
- P67 : "I've got a lot of information and strategies to make my class and students more interested in learning."
- P69 : "After I joined the program, I got many things such as how to design a better lesson plan based on my student characteristics, and I forced my brain to learn about technology in my teaching and learning process and made me realize that my students were more joyful and I could see their cheerful faces when they joined my class."

From the interview results, all the inservice English teachers presented convincing reasons for the benefits of TPEP. As an illustration, they might hone their abilities and knowledge, particularly with regard to creating better

learning models, utilizing ICT technologies to give engaging and creative instruction, and utilizing English in their instruction. It is in line with one study indicating that the training program was well-received by the teachers who took part in it, and they distinguished themselves significantly from the control group in terms of their capacity for stress management and the prevention of burnout, as well as their proficiency with ICT and the integration of emotional intelligence (EI) into the classroom [13]. In contrast to the teacher program in China, according to precise estimations, after a year, teacher and student results were not improved by professional development (PD) and related interventions. A thorough study of the causal chain revealed that the delivery of PD according to teachers' beliefs is too formulaic and passive, and that the content is too theoretical [45]. The other relevant study on PD programs showed that programs that had a specific subject focus, related participation to career incentives, involved lesson enactment in the training, and included initial face-to-face training tended to exhibit higher student learning improvements [46].

3.3. The results of TPEP

Most inservice English teachers considered TPEP effective. Thus, they implemented innovative learning models such as Problem-based Learning and Project-based Learning. In addition, they designed better lesson plan for their own instruction as well as interesting learning media which were based on technology. To support these views, there are some teachers who were willing to share what they have done after joining TPEP.

- P19 : "I shared my knowledge to the other teachers, and they were happy and always support my teaching activities."
- P24 : "I tried to do my best in teaching in my class and make good lesson plans based on my students' situation and school environment."
- P26 : "I implemented some learning models in my classes such as Problem Based Learning and Project Based Learning to make students enjoy the English lesson."
- P43 : "I've implemented the way to make a good and complete lesson plan using Problem Based Learning and Project Based Learning in my classroom and to make students as the center of learning."
- P52 : "The first I tried to make better lesson plans than those I made before I joined TPEP. Secondly, I tried to apply the lesson plans on my teaching activity in the class."
- P65 : "I asked my students to sing a song together or do small exercises in the pre-activity for fun activity and make sure the students were ready. In the main activities, I tried to make learning activities more innovative by using various media such as videos, audio, songs, worksheet, and games. For the closing, there was a pair assessment. In this case, every student gave a score to other students' performance, and it could make the students more active."
- P67 : "I joined discussions in a group or individually. I also gave stimulus for students to explore the lesson by their own characteristics."
- P69 : "When I completed this program in 2021, I started to use interactive power point that included videos in my learning activities to make an interesting lesson. I was also active to share experience that I got from this program especially from my favorite instructor on how to design best lesson plan to other teachers in my school."
- P73 : "I tried to use some kinds of media, give a fun and meaningful learning, and use the two learning models such as Problem-based Learning and Project-based Learning. I also learned some learning applications by joining webinars."

The results above are supported with some relevant studies. In the 21st century, teachers should be able to adapt their instructions with the use of technology [47]. Moreover, teachers must be equipped with the appropriate 21st century skills, including reading, learning, and creativity, information, media, and technology, as well as life and career skills [48]. Therefore, schools at any level of education required teachers with new competencies. One finding highlighted the necessity for teachers who can continuously learn new skills, particularly those related to interpersonal and relational skills in today's classrooms. As a result, social-emotional skills and effective classroom management go hand in hand as a teacher develops professionally [49]. What has been implemented by inservice English teachers seemed to be brilliant. They encouraged their students to be feel joyful in the classroom as they provided some songs to sing, learning media such as videos, audio, and some other digital media to attract the lesson. Through the TPEP, teacher educators must consistently be at the top of their field if they want to produce effective teachers for the 21st century [50], and this was proven that the inservice English teachers as the participants of TPEP were satisfied with them and disseminated what they learned and practiced to other English teachers at their own schools.

Even though this study examined the inservice English teachers from various parts of Indonesia, including all of the provinces on Java, Sumatra, Kalimantan, and Sulawesi Islands, Bali, Nusa Tenggara, and the provinces in Papua with varying levels of education, there are still some limitations, such as the small number of participants who participated in filling out the survey questionnaire.

4. CONCLUSION

The present study has explored inservice English teachers' motivations on the TPEP, found out what they thought about the benefits of the TPEP program, and revealed what they implemented after they became professional teachers. It is revealed that inservice English teachers have strong motivations to join the TPEP, as it is explained in the findings and discussion section. Their motivations—both intrinsic and extrinsic—tend to be positive as they have keen interests in learning more about how to teach well and their own strong sense of curiosity about doing so. They thought that TPEP would help them become more professional while creating lesson plans, cutting-edge teaching strategies, and technology-based learning materials and media. In fact, they used problem-based learning and project-based learning to teach English successfully while implementing their own skills and knowledge. Following these findings, it is advised that inservice English teachers continue to develop both their teaching skills and their English proficiency in order to provide an enjoyable and conducive environment for students during the teaching and learning process.

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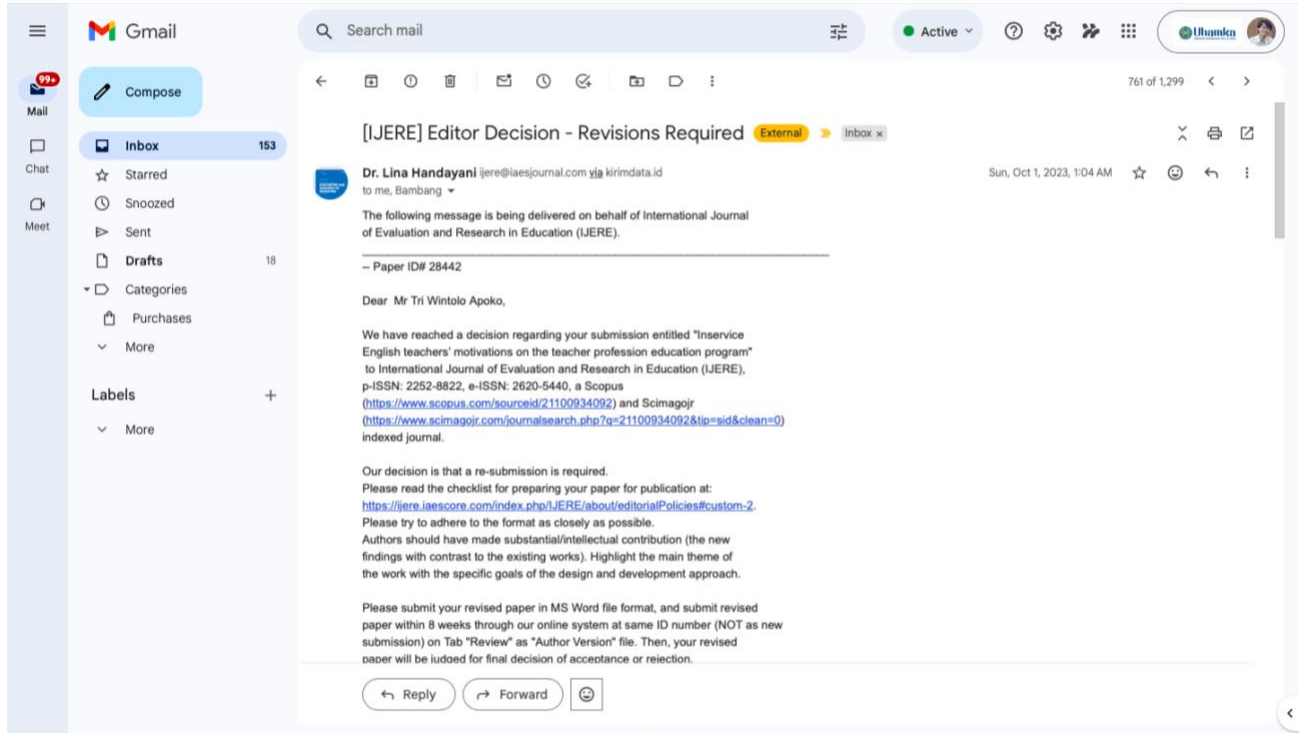


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2. Bukti konfirmasi review dan hasil review pertama Tanggal 1 Oktober 2023



The screenshot shows the 'Active Submissions' page on the IJERE website. The page header includes the IJERE logo, ISSN information, and Scopus 2.1 citation metrics. The main content area shows a table of active submissions with columns for ID, MM-DD, SEC, AUTHORS, TITLE, and STATUS. A single submission is listed with ID 28442, submitted on 08-25, in the Pedagogy section, by Apoko, Cahyono. The title is 'INSERVICE ENGLISH TEACHERS' MOTIVATIONS ON THE TEACHER...' and the status is 'IN REVIEW: REVISIONS REQUIRED'. Below the table, there are sections for 'Start a New Submission', 'Rebacks', and 'Quick Links'. The right sidebar contains user information, citation analysis, and journal content search options.

ID	MM-DD	SEC	AUTHORS	TITLE	STATUS
28442	08-25	Pedagogy	Apoko, Cahyono	INSERVICE ENGLISH TEACHERS' MOTIVATIONS ON THE TEACHER...	IN REVIEW: REVISIONS REQUIRED

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Compose

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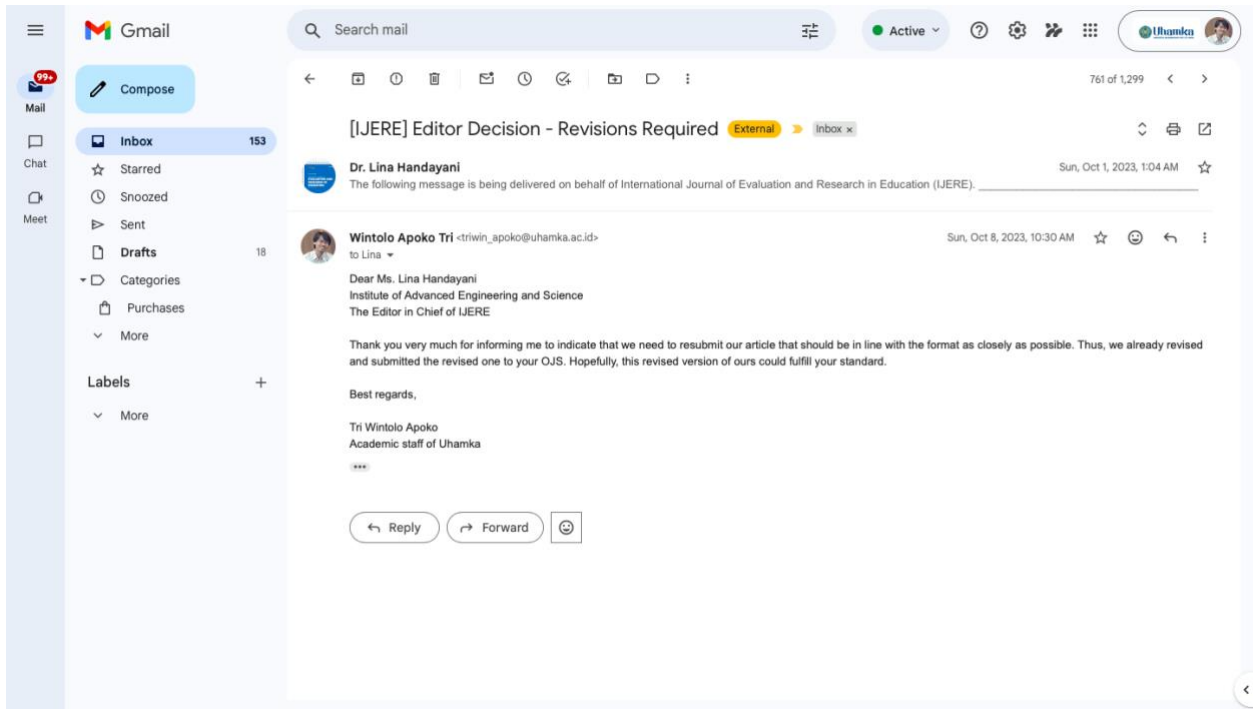
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3. Bukti konfirmasi submit revisi pertama, respon kepada reviewer, dan artikel yang diresubmit Tanggal 8 Oktober 2023



Artikel yang disubmit:

In-service English teachers' motivations in the Indonesian teacher profession education program

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ABSTRACT (10 PT)

To be certified as professional English teachers, Indonesian teachers must complete the Teacher Profession Education Program (TPEP) offered by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Due to a lack of discussion and research on the motivation of in-service English teachers participating in the TPEP, this study explored the TPEP-related motivation of in-service English teachers. Eighty in-service English teachers who joined the TPEP at a reputable private university in Indonesia participated in this mixed-method study. A survey questionnaire was distributed to the in-service teachers to know their motivation regarding the TPEP. The findings indicated that the majority of the in-service English teachers were highly motivated to participate in the TPEP. They also thought that TPEP was beneficial for teachers as it enhanced their knowledge and skills in teaching. Through the TPEP they learned to use innovative strategies to teach English such as project-based learning and problem-based learning. This implies that more in-service English teachers should be encouraged to join TPEP to develop their competencies.

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5. INTRODUCTION

English teachers play a significant role in enhancing the standard of English for students of all levels [1]. There are personal, pedagogical, professional, and social competencies that teachers should have [2]–[4], and these should all complement one another. Teachers should be able to construct effective lesson plans, create learning materials, and participate in English teacher forums, seminars, workshops, and training programmes for English teachers in order to fulfil and develop these competencies. According to Act No. 14/ 2005 on Teachers and Lecturers in Indonesia, teachers are required to participate in the Teacher Profession Education Program (TPEP) in order to be qualified as professionals [5]. The TPEP was created by the Indonesian government's Ministry of Education, Culture, Research and Technology to certify teachers and improve the educational quality of both public and private schools

throughout Indonesia. Since 2018, a few public and private universities in Indonesia have been assigned to manage the certification of in-service English teachers through TPEP.

In 2018 and 2019, selected in-service English teachers took part in the TPEP for one semester using a blended learning approach. However, during the COVID-19 pandemic, the TPEP was delivered entirely online, in both synchronous and asynchronous modes. The programme offered a variety of activities via an online learning management system, including reading and analyzing the materials, participating in discussion forums, watching videos, completing assigned tasks, as well as accessing connections for online meetings. As the learning activities were time-consuming, the in-service English teachers had to actively participate in each session to fulfil their attendance requirements and the instructors' expectations.

Teachers of English should practice speaking English as well as apply appropriate teaching strategies. In Indonesia, some English teachers find it challenging to teach English to their students in a formal setting; however, many of them can implement instructional strategies, employ instructional materials, effectively use spoken English to communicate, and create their own plans for delivering their lessons. The TPEP is intended to help English teachers overcome their challenges in developing their capabilities. Although many in-service English teachers join the TPEP, not all of them complete all the tasks and earn a professional teacher certificate in teaching English. While some of them were successful in the Examination on Teaching Performance (ETP) and the Examination on Knowledge (EK), others failed and had to retake the exams in the following season. Failure to complete the TPEP might be a psychological factor that affects the in-service English teachers' well-being as professional teachers. Therefore, examining in-service English teachers' intrinsic and extrinsic motivations in relation to the TPEP is important as motivation is considered to be one of the driving forces that determines success in the programme.

Motivation is a personal attribute that drives the process of carrying out particular behaviours. Based on the source of the drive, motivation can be divided into two kinds: intrinsic and extrinsic [6]–[8]. Intrinsic motivation is the desire to engage in a certain activity based on one's own needs, interests, curiosity, and enjoyment [7], [9]–[11]. In contrast, extrinsic motivation is derived from external sources, such as the anticipation of a reward (e.g. cash, prizes, or grades) or escape from a punishment that has nothing to do with the work at hand [9], [11]. In other words, learner motivation refers to one's desire to complete a learning objective while taking into account personal elements including wants, interests, curiosity, and enjoyment in addition to a desire to receive rewards and avoid punishments [12]. Related to the context of in-service English teachers as the learners in the TPEP, it is important to understand their specific motivations – both intrinsic and extrinsic – for participating in the programme.

Only a small number of studies have examined in-service English teachers' participation in the TPEP. Most of this research has focused on the results of the teachers' training programme and on continuous professional development, including studies from [13] on teacher training to overcome problems in primary schools during the COVID-19 pandemic; [14] on a teacher training programme about teachers' family-engagement practices, knowledge, and attitudes, which included preservice teachers, in-service teachers, and professionals; Philipson et al. (2019) on teacher professional development through online and blended learning (OBL); and [16] on teacher motivation for professional development. Therefore, the current study aims to examine Indonesian in-service English teachers' motivations concerning the TPEP. To achieve this objective, three research questions are put forward as follows:

- (1) What are in-service English teachers' motivations regarding the TPEP?
- (2) What are the benefits of the TPEP for in-service English teachers?
- (3) What aspects of the TPEP did teachers implement in their English teaching practices after they became professional English teachers?

Although this research concerns the topic of in-service English teachers' motivation regarding the TPEP, it is believed that this programme has a positive impact and contributes to teachers' professional development. In-service English teachers should therefore perform their teaching duties better after participating in the TPEP. They should also increase their teaching capacity through their interactions with fellow English teachers.

6. METHOD

2.1. Research design

This research followed a mixed-methods design by investigating both quantitative and qualitative data. The quantitative data came in the form of a survey and descriptive analysis, and the qualitative data came through descriptive information obtained from participants' interviews.

2.2. Recruitment process of participants

The participants were 80 in-service English teachers in Indonesia who joined a TPEP conducted by a reputable private university in Jakarta, which was appointed by the Directorate General of Higher Education for the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. The researchers selected the size of the participants that is typical based on the past studies [17]. Participants volunteered to participate in this research by responding to a survey questionnaire. Before they responded to the survey, participants were informed about the purpose of the study. They were also informed that their participation was voluntary, and the information that they gave in the survey would be treated confidentially and used only for the purpose of the research. The demographic information of the participants is shown in Table 1.

Table 1. Demographic information of the participants

Categories	Sub-categories	Number of participants	Percentage
		(N=80)	(%)
Gender	Female	65	81%
	Male	15	19%
Age	25–30 years old	10	13%
	31–35 years old	22	28%
	36–40 years old	31	39%
	40–45 years old	13	16%
	>45 years old	4	5%
Provinces/Islands of Origins	Jakarta	15	19%
	Banten	18	23%
	West Java	12	15%
	Centra Java	3	4%
	East Java	1	1%
	Sumatera Island	16	20%
	Kalimantan Island	2	3%
	Sulawesi Island	2	3%
	Bali	2	3%
	West Nusa Tenggara	2	3%
	East Nusa Tenggara	3	4%
	Papua	4	5%
	Educational Level of Teaching English	Elementary School	5
Junior High School		43	54%
Senior High School		15	19%
Vocational High School		17	21%
<5 years		3	4%
Length of Teaching Experience	5–8 years	19	24%
	9–12 years	24	30%
	13–15 years	26	33%
	>15 years	8	10%
	Recent Educational Background	Bachelor of Education	64
Other Bachelor Degree		4	5%
Master of Education		11	14%
Other Master Degree		1	1%

As Table 1 shows, there were more female English teachers (81%) than males (19%). Their ages ranged between 25–45 years old; of these, 39% ranged between 36–40 years old. The participants were from various provinces and islands although the number of participants from the provinces of Java Island (61.25%) surpassed those from other islands (38.75%). Most of the teachers (54%) were teaching in junior high schools, while the others were teaching in elementary, senior high, and vocational high schools (46%). Participants had various levels of teaching experience: less than 5 years (4%); 5–8 years (24%); 9–12 years (30%); 13–15 years (33%); and more than 15 years (10%). Most of the participants had earned a Bachelor of Education (80%), while some of them had completed their Master of Education degree (14%).

2.3. Data collection

To answer the first research question, an online survey questionnaire using Google Forms was distributed to the in-service English teachers. The survey questionnaire was divided into two parts. The first part consisted of six items regarding demographic information, and the second part surveyed the teachers' motivations for participating in the TPEP through 19 items presented using a Likert-type scale commonly known as a summated rating scale [18].

Originally, there were 24 items in the second part of the survey questionnaire. However, based on the item analysis of the responses of participants in a pilot study, only 19 items were considered valid, with a reliability coefficient score of 0.895, which is considered to be very high. Each of the questionnaire items contained five response options: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) for positive statements, or strongly disagree (5), disagree (4), neutral (3), agree (2), and strongly agree (1) for negative statements. The questions concerned the two types of motivation. The first type, intrinsic motivation, has four indicators: needs, interests, curiosity, and enjoyment. The second type, extrinsic motivation, also has four indicators: rewards, punishments, compliance, and reactance. Each of the indicators for the types of motivations had one to three items in the survey. The detailed specifications of the questions that were selected following the pilot study are displayed in Table 2.

Table 2. The specification of motivation on TPEP after the tryout

No	Types of motivation	Indicators	Item Number	Amount
1	Intrinsic motivation	Needs	1, 2, 3	3
		Interests	4, 5, 6	3
		Curiosity	7	1
		Enjoyment	8, 9, 10	3
2	Extrinsic motivation	Rewards	11, 12	2
		Punishment	13, 14, 15	3
		Compliance	16, 17	2
		Reactance	18, 19	2
		Total		19

Apart from the survey questionnaire, which was used to answer the first research question, a semi-structured interview was also used to collect the data from nine selected participants. The nine participants were labelled as P19, P24, P26, P43, P52, P65, P67, P69, and P73. They were asked to answer three questions. The first question further explored the in-service English teachers' motivations for participating in the TPEP mentioned in the survey questionnaire. The second and third questions focused on the benefits of the TPEP and the implementation of the programme's concepts by in-service English teachers' after they were certified as professional English teachers.

2.4. Data analysis

As this research used a mixed-methods design, the questionnaire data were analyzed using descriptive statistics. At the same time, the interview data were analyzed using a description and image analysis [17]. In light of the three research questions, the results of the two data analyses are presented and discussed below.

7. RESULTS AND DISCUSSION

3.1. In-service English teachers' motivations regarding the TPEP

The results of the analysis of the quantitative data on in-service English teachers' motivations are presented based on the indicators of each type of motivation, namely needs, interest, curiosity, enjoyment (intrinsic motivations), rewards, punishment, compliance, and reactance (extrinsic motivations). The data are presented in terms of the percentages of the responses for the five options, the means of the value, and the standard deviation (SD). The analysis focuses on the two most favourable responses (strongly agree and agree for positive items and strongly disagree and disagree for negative items)

3.1.1. Needs

The results of the data analysis on the in-service English teachers' need to participate in the TPEP are presented in Table 3.

Table 3. In-service English teachers' needs on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
1	I needed to join TPEP to be a professional teacher.	1%	0%	1%	33%	65%	4.600	0.648
2	Participating TPEP increased my knowledge and teaching skills.	1%	0%	0%	28%	71%	4.675	0.612
3	To be involved in TPEP was not necessary for my teaching career.	39%	49%	8%	4%	1%	4.200	0.833

Table 3 shows that most in-service English teachers (98%) have a high need to participate in the TPEP as it is required to be a professional teacher of English. This finding is in line with one study stating that teachers may have more favourable attitudes towards taking part in conferences, workshops, and forums on topics related to current research. It was also said that in order to better prepare successful teachers for the realities of the classroom on a daily basis, teacher trainers—including those working in the Iranian educational system—are encouraged to re-plan their professional development programmes to meet the needs of the teachers in their particular educational context [19], including the least qualified [20]. Another result from the survey indicated that in-service English teachers believed that taking part in the TPEP could make them more knowledgeable and skilful at teaching. Beyond their own knowledge, abilities, dispositions, and goals, teachers’ practices are also influenced by their colleagues, professional networks, institutional policies, and national discourses [21]. However, it was found that 1% of them reported having no improvement in their teaching skill after joining TPEP. The other question dealing with their need to join the TPEP found that 88% of the participants felt that it is necessary to engage in the TPEP activities to advance their teaching careers. In long-term training programmes, teachers create possibilities for networking and community building and advance their careers [22]. To help support these efforts, organizational policies should offer assistance to teachers at different phases of their career [23].

3.1.2. Personal interest

The in-service English teachers’ interests in the TPEP are presented in Table 4.

Table 4. In-service English teachers’ interests on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
4	I was interested in taking part in all the activities in the TPEP.	0%	0%	0%	55%	45%	4.45	0.501
5	I paid attention to what my instructors taught me about how to be a professional teacher.	2%	0%	0%	49%	49%	4.413	0.741
6	When I found the TPEP activities difficult, I stopped doing some of my tasks.	35%	56%	5%	3%	1%	4.213	0.758

The above table shows that all the in-service English teachers (100%) were interested in joining all of the activities during the TPEP. This finding is supported by a study in Finland which demonstrated that teacher educators encountered a range of issues at work, initially relating to their role as newly qualified teachers and later with teaching-related issues such as severe workloads [24]. The current study also found that nearly all teachers (98%) paid attention to their instructors’ lessons about teacher professionalism. This idea is strengthened with an argument stating that one experienced teacher who joined an in-service teacher programme was thinking about how important listening is to developing and executing in-service programmes [25]. The current study also found that 91% of the participants did not stop doing some assignments when they found TPEP activities to be challenging. Thus, teachers desired to improve their pedagogical knowledge in various domains, including instructional techniques, curriculum, and assessment. One of the biggest obstacles for the majority of teachers was specifically teaching through inquiry [26].

3.1.3. Curiosity

The in-service English teachers’ curiosity in the TPEP is presented in Table 5.

Table 5. In-service English teachers’ curiosity in the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
7	I was curious to read some materials before having discussions with my instructors.	0%	1%	5%	68%	26%	4.188	0.576

As it is seen in Table 5, most in-service English teachers (94%) were curious about reading the materials prior to discussions with the instructors because of their interest in the TPEP. In this case, they were acting actively as the materials were very important for them to understand and participate. This result reflects the understanding that teachers who actively participate in their own education take greater responsibility for it, which aids their professional development [27]. The eagerness to engage in the reading materials also demonstrates self-esteem, accountability, and sense of success [28].

3.1.4. Enjoyment

The in-service English teachers’ enjoyment of the TPEP is presented in Table 6.

Table 6. In-service English teachers' enjoyment of the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
8	I enjoyed the activities in the TPEP such as producing a set of learning tools and doing teaching performance practice.	0%	0%	1%	53%	46%	4.450	0.525
9	Participating in the TPEP was not easy for me, so I did not like TPEP activities.	39%	56%	5%	0%	0%	4.338	0.572
10	I was bored with the materials shared by the instructors during online learning.	33%	55%	10%	3%	0%	4.175	0.708

Based on the results of this study as shown in Table 6, 99% of participants found it enjoyable to participate in the TPEP, where they created some learning tools and subsequently used them in their teaching activities. They enjoyed the TPEP, much like other professionals who participated in development activities, such as seminars, workshops, conferences, lectures, and exhibitions that were intended to enhance employees in a school from the point of first employment through retirement [29]. Additionally, the in-service English teachers enjoyed the exercises because they were guided by the instructors, and what they did in the TPEP was not difficult for them (95%). However, one study proposed that there were significant difficulties for in-service teachers in providing a theoretical foundation for their comments, and they required greater mentoring support [30]. Although this TPEP was implemented online, 88% of the teachers reported that they were predominantly not bored with the materials shared by the instructors. Thus, most of the teachers had positive views on using technology for learning during the TPEP. In fact, the TPEP offered teachers strategies and techniques for successfully integrating information and communication technology (ICT) in the classroom [31].

3.1.5. Rewards

The results of the data analysis on the in-service English teachers' motivation due to rewards in the TPEP are presented in Table 7.

Table 7. The in-service English teachers' motivation through rewards in the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
11	Even though my instructors did not appreciate my assignments, I was still doing my best.	1%	4%	9%	55%	31%	4.113	0.811
12	I would not improve my teaching skills if I had no rewards from my instructors.	35%	58%	2%	3%	2%	4.200	0.818

Table 7 reveals that even when participants received no praise for their work from their TPEP instructors, 86% of them said they were still doing their best. However, 5% said that they would not do their best, and 9% of them were neutral. Most of them did their best as they thought that they had to be successful in the TPEP. These results are in accordance with a recent study that discovered that participants were inspired by achievement, efficient working conditions, pupils' eagerness for learning, and becoming more independent [32]. In addition, the current study found that most English teachers continued to improve their teaching practices even when they had no rewards from their instructors (93%). The current study again showed that rewards were not particularly influential for in-service English teachers, suggesting that offering rewards may not have the desired effects. Therefore, findings from neuroscientific, sociological, and educational studies should be considered if rewards are to be used [33].

3.1.6. Punishment

The in-service English teachers' motivation due to punishment is presented in Table 8.

Table 8. The in-service English teachers' motivation because of punishment in the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
13	If my lesson plan contained mistakes, I would revise them right away.	0%	1%	2%	54%	43%	4.375	0.603
14	After I got lower grades, I was not willing to do other assignments.	31%	63%	5%	1%	0%	4.238	0.601
15	If I did not pass my teaching exam, I would be upset and hate the TPEP.	40%	51%	5%	3%	1%	4.263	0.775

Table 8 indicates that the majority of in-service English teachers (97%) responded favourably towards errors in their lesson plans, which reflects the idea of punishment as one of the extrinsic motivators. Nearly all teachers would alter the lesson plan in this situation. Additionally, if they received lower grades from the instructors, they would continue to make an effort (94%). Lastly, participants reported that they would not detest the TPEP if they failed in the teaching performance assessment (4%). Thus, as shown in recent studies, using punishments effectively could have a significant positive impact on one's motivation and performance [34]. For example, when speaking sanctions were used by teachers to alter learner behaviour and instil fear, students would not repeat their errors while learning English [35].

3.1.7. Compliance

The in-service English teachers' motivation through compliance during the TPEP is presented in Table 9.

Table 9. The in-service English teachers' motivation through compliance in the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
16	I used my teaching knowledge to teach better.	1%	0%	0%	45%	54%	4.500	0.636
17	I would do what my instructors asked to design innovative learning models better.	0%	0%	0%	61%	39%	4.388	0.490

Table 9 shows that the majority of in-service English teachers practised teaching more effectively by applying their teaching knowledge (99%). In addition, all of the participants reported that they would comply with the instructors' requests to create innovative learning models (100%). In line with these results, compliance is believed to be facilitated by a mix of normative and social reasons, as well as an understanding of the rules and the ability to follow them. This study advanced knowledge of the variables influencing compliance with social and environmental regulations [36]. Another study found that there were positive and negative drivers of compliance with social and environmental regulations. It was said that positive intentions and a sense of duty to comply were the sources of affirmative motives, and this was closely related to the current study [37].

3.1.8. Reactance

The in-service English teachers' motivation through reactance on the TPEP is presented in Table 10.

Table 10. The in-service English teachers' motivation of the reactance on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
18	If my classmate told me that I was not good at teaching, I would keep practicing how to teach English better.	1%	1%	1%	52%	45%	4.375	0.700
19	If my instructors threatened me to give a lower score for my teaching performance, I would not participate anymore.	36%	61%	1%	1%	1%	4.288	0.679

The results from Table 10 show that, despite their peers telling them that they were not good at teaching, the majority of the participants would continue to practice teaching English more effectively (95%). Furthermore, despite an instructor's threats to deduct points for an ineffective teaching performance, the participants would continue to participate in the activity (97%). The current study is supported by one relevant study which stated that when reacting, participants were more likely to pursue personal endeavours (personal-abstract) than security-related (personal-concrete) activities. In addition, the findings implied that people reacted to threats in different ways, largely depending on their affective states and motivational orientations: anxiety was linked to security, approach-state to action (both social and personal), reactance to derogation of the system, and disregard for security, while loneliness was linked to inaction [38].

3.1.9. Findings from the interviews on the in-service English teachers' motivation during the TPEP

From the interviews with a few selected in-service English teachers, it was possible to generate additional findings about the participants' motivations during the TPEP. One participant (P24) who is a female English teacher at a senior high school in Sulawesi Island and has been teaching for thirteen years claimed to have one reason to participate in the TPEP. She stated, 'Of course I will get more salary.' This idea is relevant to this study since it has been demonstrated that inadequate continuous professional development training allowances and poor working conditions, including low pay and accommodations for teachers, make it difficult for teachers to properly use what they have learned in continuous professional development training in the classroom [39]. In addition, teachers have complained that their needs were not met to their standards [40], [41].

Another cause for motivation was mentioned by a participant (P26) who is a male English teacher in a junior high school in Sumatera Island and has been teaching for six years. He stated that he was motivated ‘to learn how to be a good teacher, extend knowledge about teaching and how to use innovative learning models in the classroom, and so on.’ Likewise, another participant (P43) who has been teaching English in junior high school in West Java for three years also said, ‘Because I want to improve my teaching skill and give my best to my students, and I want to learn how to be a professional teacher’, and an English female teacher (P65) who had four years of junior high school teaching experience in Depok, West Java remarked, ‘I joined TPEP to be a professional teacher and to get more knowledge and skills in teaching.’ Finally, a participant (P67) who is a female English teacher in an elementary school located in Jakarta and has been teaching for four years said she desired ‘to improve my skill in teaching learning process and deliver best knowledge with some methods, so students can get more fun experiences in learning.’ From these responses, it seems that teachers recognise that they need to possess a specific set of knowledge, abilities, and ideals in order to fulfil their duties and responsibilities with passion [42]. Collaboration with colleagues for the purpose of enhancing a lesson or learning activities could help to improve teaching abilities and knowledge [43].

Another participant (P69), a female English teacher who has been working in a junior high school in East Java for ten years stated, ‘Joining TPEP is a wonderful experience for me because I never expected before. I had to study many things not only on my learning tools to teach but also to learn anything about technology.’ Thus, ongoing professional development programmes can help teachers create confidence in their capacity to modify their instruction and accommodate technological advancements in the classroom [44].

3.2. The benefits of TPEP

The following are some of the ideas that teachers expressed during the interviews.

- P19 : ‘I got a lot of experiences after having this programme. I met good teachers, lecturers, and many more. And, the most important thing is that I got knowledge about how to be a professional teacher.’
- P26 : ‘I met many awesome teachers with innovative learning models that I could imitate for my classroom to make my students study better and enjoy English in class. Then, I knew how to make a set of learning tools that suit with my students’ needs in class.’
- P43 : ‘There are many things that I get from this programme, such as new experience that are full of struggles, new teacher friends and useful knowledge that I can apply in my classroom.’
- P52 : ‘I’ve got more experiences and new skills to make a set of planning, actualizing and evaluating learning activities.’
- P65 : ‘I got more skills in teaching English and knowledge, especially about lesson plans, assessment and innovative learning.’
- P67 : ‘I’ve got a lot of information and strategies to make my class and students more interested in learning.’
- P69 : ‘After I joined the programme, I got many things such as how to design a better lesson plan based on my student characteristics, and I forced my brain to learn about technology in my teaching and learning process, and it made me realize that my students were more joyful, and I could see their cheerful faces when they joined my class.’

From the interview results, all the in-service English teachers presented convincing reasons for the benefits of the TPEP. As an illustration, they might hone their abilities and knowledge, particularly with regard to creating better learning models, utilizing ICT technologies to give engaging and creative instruction, and utilizing English in their instruction. These results are comparable to another study indicating that the training programme was well-received by the teachers who took part in it, and they distinguished themselves significantly from the control group in terms of their capacity for stress management and the prevention of burnout, as well as their proficiency with ICT and the integration of emotional intelligence (EI) into the classroom [13]. In contrast, in one teacher training programme in China, according to precise estimations, both teacher and student results were not improved after one year of professional development (PD) and related interventions [45]. A thorough study of the causal chain revealed that the delivery of PD, according to the teachers’ beliefs, was too formulaic and passive and that the content was too theoretical [45]. Another relevant study on PD programmes showed that programmes that had a specific subject focus, related participation to career incentives, involved lesson enactment in the training, and included initial face-to-face training tended to exhibit higher student learning improvements [46].

3.3. The results of the TPEP

Most in-service English teachers considered the TPEP to be effective, especially in that they learned to implement innovative learning models such as problem-based learning and project-based learning. In addition, they learned how to design better lesson plans for their own instruction and to use interesting learning media based on technology. To support these views, the interviewees shared what they have done after completing the TPEP.

- P19 : 'I shared my knowledge to the other teachers, and they were happy and always support my teaching activities.'
- P24 : 'I tried to do my best in teaching in my class and make good lesson plans based on my students' situation and school environment.'
- P26 : 'I implemented some learning models in my classes such as problem-based learning and project-based learning to make students enjoy the English lesson.'
- P43 : 'I've implemented the way to make a good and complete lesson plan using problem-based learning and project-based learning in my classroom and to make students as the center of learning.'
- P52 : 'First, I tried to make better lesson plans than those I made before I joined TPEP. Second, I tried to apply the lesson plans on my teaching activity in the class.'
- P65 : 'I asked my students to sing a song together or do small exercises in the pre-activity for fun activity and make sure the students were ready. In the main activities, I tried to make learning activities more innovative by using various media such as videos, audio, songs, worksheet, and games. For the closing, there was a pair assessment. In this case, every student gave a score to other students' performance, and it could make the students more active.'
- P67 : 'I joined discussions in a group or individually. I also gave stimulus for students to explore the lesson by their own characteristics.'
- P69 : 'When I completed this programme in 2021, I started to use interactive power point that included videos in my learning activities to make an interesting lesson. I was also active to share experience that I got from this programme, especially from my favorite instructor on how to design the best lesson plan to other teachers in my school.'
- P73 : 'I tried to use some kinds of media, give a fun and meaningful learning, and use the two learning models such as problem-based learning and project-based learning. I also learned some learning applications by joining webinars.'

The results above are supported by some relevant studies. In the 21st century, teachers should be able to adapt their instructions with the use of technology [47]. Moreover, teachers must be equipped with the appropriate 21st-century skills, including reading, learning, and creativity, information, media, and technology, as well as life and career skills [48]. Therefore, schools at any level of education require teachers with new competencies. It is essential to have teachers who can continuously learn new skills, particularly those related to interpersonal and relational skills in today's classrooms. As a result, social-emotional skills and effective classroom management go hand in hand as a teacher develops professionally [49]. What has been implemented by in-service English teachers seems impressive. The teachers encourage their students to feel joyful in the classroom as they provide some songs to sing and learning through videos, audio, and some other digital media to make their lessons attractive. Through the TPEP, teacher educators gain skills to be at the top of their field [50]. At the very least, these participants of the TPEP were satisfied with the programme and disseminated what they learned and practised to other English teachers at their own schools.

Even though this study examined in-service English teachers with varying levels of education from various parts of Indonesia, including all of the provinces on Java, Sumatra, Kalimantan, and Sulawesi Islands, Bali, Nusa Tenggara, and the provinces in Papua, there are still some limitations, such as the small number of participants who participated in filling out the survey questionnaire.

4. CONCLUSION

The present study has explored in-service English teachers' motivations during a TPEP, their thoughts about the benefits of the TPEP program, and what they implemented after they became certified as professional teachers. It is revealed that in-service English teachers had strong motivations to join the TPEP, as explained in the findings and discussion section. Their motivations—both intrinsic and extrinsic—tend to be positive as they have keen interests and a strong sense of curiosity to learn more about how to teach well. They thought that the TPEP would help them become more skilled at creating lesson plans, implementing cutting-edge teaching strategies, and using technology-based learning materials and media. In fact, they learned to use problem-based learning and project-based learning to

teach English successfully while implementing their own skills and knowledge. Following these findings, it is advised that in-service English teachers continue to develop both their teaching skills and their English proficiency in order to provide an enjoyable and conducive environment for students during the teaching and learning process.

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BIOGRAPHIES OF AUTHORS

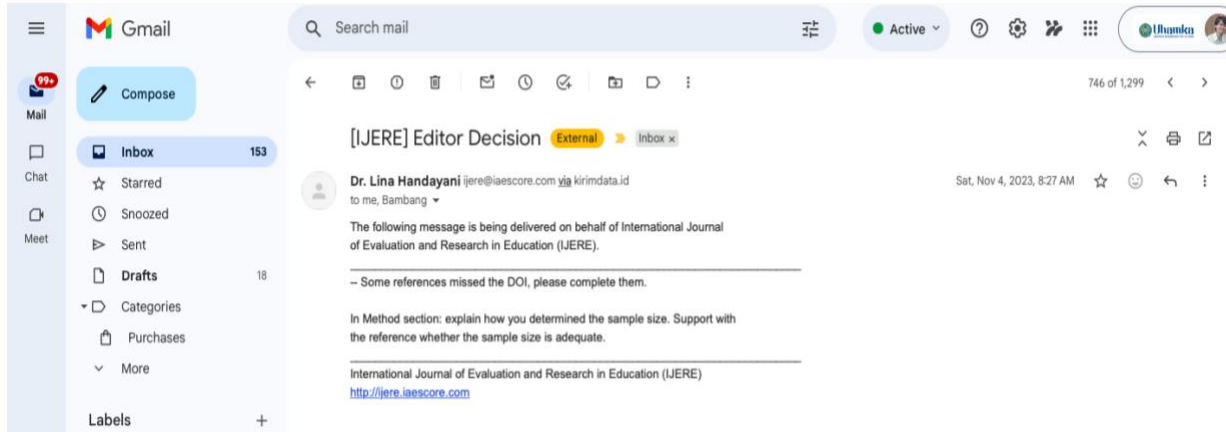


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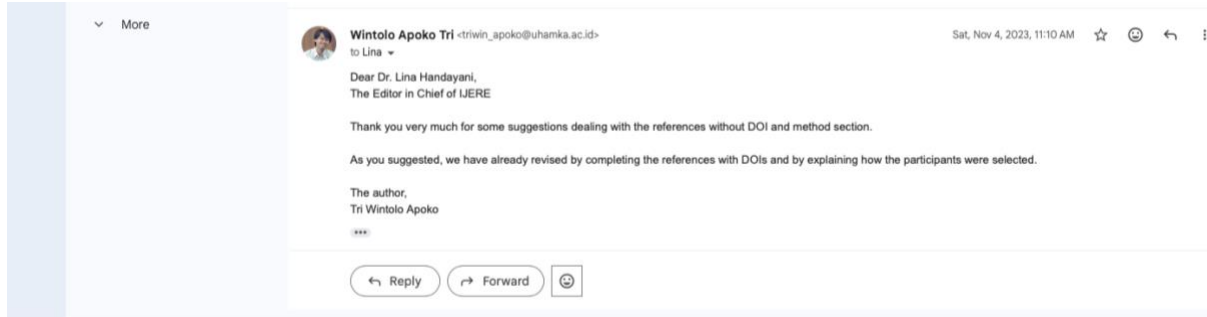


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#28442 Review

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Artikel yang disubmit:

In-service English teachers' motivations in the Indonesian teacher profession education program

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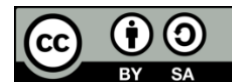
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ABSTRACT

To be certified as professional English teachers, Indonesian teachers must complete the Teacher Profession Education Program (TPEP) offered by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Due to a lack of discussion and research on the motivation of in-service English teachers participating in the TPEP, this study explored the TPEP-related motivation of in-service English teachers. Eighty in-service English teachers who joined the TPEP at a reputable private university in Indonesia participated in this mixed-method study. A survey questionnaire was distributed to the in-service teachers to know their motivation regarding the TPEP. The findings indicated that the majority of the in-service English teachers were highly motivated to participate in the TPEP. They also thought that TPEP was beneficial for teachers as it enhanced their knowledge and skills in teaching. Through the TPEP they learned to use innovative strategies to teach English such as project-based learning and problem-based learning. This implies that more in-service English teachers should be encouraged to join TPEP to develop their competencies.

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1. INTRODUCTION

English teachers play a significant role in enhancing the standard of English for students of all levels [1]. There are personal, pedagogical, professional, and social competencies that teachers should have [2]–[4], and these should all complement one another. Teachers should be able to construct effective lesson plans, create learning materials, and participate in English teacher forums, seminars, workshops, and training programmes for English teachers in order to fulfil and develop these competencies. According to Act No. 14/ 2005 on Teachers and Lecturers in Indonesia, teachers are required to participate in the Teacher Profession Education Program (TPEP) in order to be qualified as professionals [5]. The TPEP was created by the Indonesian government's Ministry of Education, Culture, Research and Technology to certify teachers and improve the educational quality of both public and private schools

throughout Indonesia. Since 2018, a few public and private universities in Indonesia have been assigned to manage the certification of in-service English teachers through TPEP.

In 2018 and 2019, selected in-service English teachers took part in the TPEP for one semester using a blended learning approach. However, during the COVID-19 pandemic, the TPEP was delivered entirely online, in both synchronous and asynchronous modes. The programme offered a variety of activities via an online learning management system, including reading and analyzing the materials, participating in discussion forums, watching videos, completing assigned tasks, as well as accessing connections for online meetings. As the learning activities were time-consuming, the in-service English teachers had to actively participate in each session to fulfil their attendance requirements and the instructors' expectations. Although this research concerns the topic of in-service English teachers' motivation regarding the TPEP, it is believed that this programme has a positive impact and contributes to teachers' professional development. In-service English teachers should therefore perform their teaching duties better after participating in the TPEP. They should also increase their teaching capacity through their interactions with fellow English teachers.

Teachers of English should practice speaking English as well as apply appropriate teaching strategies. Some English teachers find it challenging to teach English to their students in a formal setting; however, many of them can implement instructional strategies, employ instructional materials, effectively use spoken English to communicate, and create their own plans for delivering their lessons. The TPEP is intended to help English teachers overcome their challenges in developing their capabilities. Although many in-service English teachers join the TPEP, not all of them complete all the tasks and earn a professional teacher certificate in teaching English. While some of them were successful in the Examination on Teaching Performance (ETP) and the Examination on Knowledge (EK), others failed and had to retake the exams in the following season. Failure to complete the TPEP might be a psychological factor that affects the in-service English teachers' well-being as professional teachers. Therefore, examining in-service English teachers' intrinsic and extrinsic motivations in relation to the TPEP is important as motivation is considered to be one of the driving forces that determines success in the programme.

Motivation is a personal attribute that drives the process of carrying out particular behaviours. Based on the source of the drive, motivation can be divided into two kinds: intrinsic and extrinsic [6]–[8]. Intrinsic motivation is the desire to engage in a certain activity based on one's own needs, interests, curiosity, and enjoyment [7], [9]–[11]. In contrast, extrinsic motivation is derived from external sources, such as the anticipation of a reward (e.g. cash, prizes, or grades) or escape from a punishment that has nothing to do with the work at hand [9], [11]. In other words, learner motivation refers to one's desire to complete a learning objective while taking into account personal elements including wants, interests, curiosity, and enjoyment in addition to a desire to receive rewards and avoid punishments [12]. Related to the context of in-service English teachers as the learners in the TPEP, it is important to understand their specific motivations – both intrinsic and extrinsic – for participating in the programme.

Only a small number of studies have examined in-service English teachers' participation in the TPEP. Most of this research has focused on the results of the teachers' training programme and on continuous professional development, including studies from [13] on teacher training to overcome problems in primary schools during the COVID-19 pandemic; [14] on a teacher training programme about teachers' family-engagement practices, knowledge, and attitudes, which included preservice teachers, in-service teachers, and professionals; Philipsen et al. (2019) on teacher professional development through online and blended learning (OBL); and [16] on teacher motivation for professional development. Therefore, the current study aims to examine Indonesian in-service English teachers' motivations concerning the TPEP. To achieve this objective, three research questions are put forward as follows:

- (1) What are in-service English teachers' motivations regarding the TPEP?
- (2) What are the benefits of the TPEP for in-service English teachers?
- (3) What aspects of the TPEP did teachers implement in their English teaching practices after they became professional English teachers?

2. METHOD

2.1 Research Design and Participants

This research followed a mixed-methods design by investigating both quantitative and qualitative data [17]. The quantitative data came in the form of an online survey on the in-service English teachers' motivations on TPEP. The qualitative data came through deeper descriptive information obtained from several selected participants' interviews. The participants were 80 in-service English teachers in Indonesia who joined a TPEP conducted by a reputable private university in Jakarta, which was appointed by the Directorate General of Higher Education for the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. The researchers selected the size of the participants that is typical based on the past studies [18]. Participants volunteered to participate in this

research by responding to a survey questionnaire. Before they responded to the survey, participants were informed about the purpose of the study. They were also informed that their participation was voluntary, and the information that they gave in the survey would be treated confidentially and used only for the purpose of the research. The demographic information of the participants is shown in Table 1.

Table 1. Demographic information of the participants

Categories	Sub-categories	Number of participants	Percentage	Total
		N=80	%	%
Gender	Female	65	81%	
	Male	15	19%	100%
Age	25–30 years old	10	13%	
	31–35 years old	22	27%	
	36–40 years old	31	39%	
	40–45 years old	13	16%	
	>45 years old	4	5%	100%
Provinces/Islands of Origins	Jakarta	15	18%	
	Banten	18	22%	
	West Java	12	15%	
	Centra Java	3	4%	
	East Java	1	1%	
	Sumatera Island	16	20%	
	Kalimantan & Sulawesi Islands	4	5%	
	Bali	2	3%	
	West Nusa Tenggara	2	3%	
	East Nusa Tenggara	3	4%	
	Papua	4	5%	100%
	Educational Level of Teaching English	Elementary School	5	6%
Junior High School		43	54%	
Senior High School		15	19%	
Vocational High School		17	21%	100%
Length of Teaching Experience	<5 years	3	4%	
	5–8 years	19	24%	
	9–12 years	24	30%	
	13–15 years	26	32%	
	>15 years	8	10%	100%
Recent Educational Background	Bachelor of Education	64	80%	
	Other Bachelor Degree	4	5%	
	Master of Education	11	14%	
	Other Master Degree	1	1%	100%

As Table 1 shows, there were more female English teachers (81%) than males (19%). Their ages ranged between 25–45 years old; of these, 39% ranged between 36–40 years old. The participants were from various provinces and islands although the number of participants from the provinces of Java Island (61.25%) surpassed those from other islands (38.75%). Most of the teachers (54%) were teaching in junior high schools, while the others were teaching in elementary, senior high, and vocational high schools (46%). Participants had various levels of teaching experience: less than 5 years (4%); 5–8 years (24%); 9–12 years (30%); 13–15 years (33%); and more than 15 years (10%). Most of the participants had earned a Bachelor of Education (80%), while some of them had completed their Master of Education degree (14%).

2.2. Data collection and Data Analysis

To answer the first research question, an online survey questionnaire using Google Forms was distributed to the in-service English teachers. The survey questionnaire was divided into two parts. The first part consisted of six items regarding demographic information, and the second part surveyed the teachers' motivations for participating in the TPEP through 19 items presented using a Likert-type scale commonly known as a summated rating scale [19]. Originally, there were 24 items in the second part of the survey questionnaire. However, based on the item analysis of the responses of participants in a pilot study, only 19 items were considered valid, with a reliability coefficient score

of 0.895, which is considered to be very high. Each of the questionnaire items contained five response options: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) for positive statements, or strongly disagree (5), disagree (4), neutral (3), agree (2), and strongly agree (1) for negative statements. The questions concerned the two types of motivation. The first type, intrinsic motivation, has four indicators: needs, interests, curiosity, and enjoyment. The second type, extrinsic motivation, also has four indicators: rewards, punishments, compliance, and reactance. Each of the indicators for the types of motivations had one to three items in the survey. The detailed specifications of the questions that were selected following the pilot study are displayed in Table 2.

Table 2. The specification of motivation on TPEP after the tryout

No	Types of motivation	Indicators	Item Number	Amount
1	Intrinsic motivation	Needs	1, 2, 3	3
		Interests	4, 5, 6	3
		Curiosity	7	1
		Enjoyment	8, 9, 10	3
2	Extrinsic motivation	Rewards	11, 12	2
		Punishment	13, 14, 15	3
		Compliance	16, 17	2
		Reactance	18, 19	2
		Total		19

Apart from the survey questionnaire, which was used to answer the first research question, a semi-structured interview was also used to collect the data from nine selected participants. The nine participants were labelled as P19, P24, P26, P43, P52, P65, P67, P69, and P73. They were asked to answer three questions. The first question further explored the in-service English teachers' motivations for participating in the TPEP mentioned in the survey questionnaire. The second and third questions focused on the benefits of the TPEP and the implementation of the programme's concepts by in-service English teachers' after they were certified as professional English teachers. As this research used a mixed-methods design, the questionnaire data were analyzed using descriptive statistics. At the same time, the interview data were analyzed using a description and image analysis [18]. In light of the three research questions, the results of the two data analyses are presented and discussed below.

3. RESULTS AND DISCUSSION

3.1. In-service English teachers' motivations regarding the TPEP

The results of the analysis of the quantitative data on in-service English teachers' motivations are presented based on the indicators of each type of motivation, namely needs, interest, curiosity, enjoyment (intrinsic motivations), rewards, punishment, compliance, and reactance (extrinsic motivations). The data are presented in terms of the percentages of the responses for the five options, the means of the value, and the standard deviation (SD). The analysis focuses on the two most favourable responses (strongly agree and agree for positive items and strongly disagree and disagree for negative items).

3.1.1. Needs

The results of the data analysis on the in-service English teachers' need to participate in the TPEP are presented in Table 3.

Table 3. In-service English teachers' needs on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
1	I needed to join TPEP to be a professional teacher.	1%	0%	1%	33%	65%	4.600	0.648
2	Participating TPEP increased my knowledge and teaching skills.	1%	0%	0%	28%	71%	4.675	0.612
3	To be involved in TPEP was not necessary for my teaching career.	39%	49%	8%	4%	1%	4.200	0.833

Table 3 shows that most in-service English teachers (98%) have a high need to participate in the TPEP as it is required to be a professional teacher of English. This finding is in line with one study stating that teachers may have more

favourable attitudes towards taking part in conferences, workshops, and forums on topics related to current research. It was also said that in order to better prepare successful teachers for the realities of the classroom on a daily basis, teacher trainers—including those working in the Iranian educational system—are encouraged to re-plan their professional development programmes to meet the needs of the teachers in their particular educational context [20], including the least qualified [21]. Another result from the survey indicated that in-service English teachers believed that taking part in the TPEP could make them more knowledgeable and skilful at teaching. Beyond their own knowledge, abilities, dispositions, and goals, teachers' practices are also influenced by their colleagues, professional networks, institutional policies, and national discourses [22]. However, it was found that 1% of them reported having no improvement in their teaching skill after joining TPEP. The other question dealing with their need to join the TPEP found that 88% of the participants felt that it is necessary to engage in the TPEP activities to advance their teaching careers. In long-term training programmes, teachers create possibilities for networking and community building and advance their careers [23]. To help support these efforts, organizational policies should offer assistance to teachers at different phases of their career [24].

3.1.2. Personal interest

The in-service English teachers' interests in the TPEP are presented in Table 4.

Table 4. In-service English teachers' interests on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
4	I was interested in taking part in all the activities in the TPEP.	0%	0%	0%	55%	45%	4.45	0.501
5	I paid attention to what my instructors taught me about how to be a professional teacher.	2%	0%	0%	49%	49%	4.413	0.741
6	When I found the TPEP activities difficult, I stopped doing some of my tasks.	35%	56%	5%	3%	1%	4.213	0.758

The above table shows that all the in-service English teachers (100%) were interested in joining all of the activities during the TPEP. This finding is supported by a study in Finland which demonstrated that teacher educators encountered a range of issues at work, initially relating to their role as newly qualified teachers and later with teaching-related issues such as severe workloads [25]. The current study also found that nearly all teachers (98%) paid attention to their instructors' lessons about teacher professionalism. This idea is strengthened with an argument stating that one experienced teacher who joined an in-service teacher programme was thinking about how important listening is to developing and executing in-service programmes [26]. The current study also found that 91% of the participants did not stop doing some assignments when they found TPEP activities to be challenging. Thus, teachers desired to improve their pedagogical knowledge in various domains, including instructional techniques, curriculum, and assessment. One of the biggest obstacles for the majority of teachers was specifically teaching through inquiry [27].

3.1.3. Curiosity

The in-service English teachers' curiosity in the TPEP is presented in Table 5.

Table 5. In-service English teachers' curiosity in the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
7	I was curious to read some materials before having discussions with my instructors.	0%	1%	5%	68%	26%	4.188	0.576

As it is seen in Table 5, most in-service English teachers (94%) were curious about reading the materials prior to discussions with the instructors because of their interest in the TPEP. In this case, they were acting actively as the materials were very important for them to understand and participate. This result reflects the understanding that teachers who actively participate in their own education take greater responsibility for it, which aids their professional development [28]. The eagerness to engage in the reading materials also demonstrates self-esteem, accountability, and sense of success [29].

3.1.4. Enjoyment

The in-service English teachers' enjoyment of the TPEP is presented in Table 6.

Table 6. In-service English teachers' enjoyment of the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
8	I enjoyed the activities in the TPEP such as producing a set of learning tools and doing teaching performance practice.	0%	0%	1%	53%	46%	4.450	0.525
9	Participating in the TPEP was not easy for me, so I did not like TPEP activities.	39%	56%	5%	0%	0%	4.338	0.572
10	I was bored with the materials shared by the instructors during online learning.	33%	55%	10%	3%	0%	4.175	0.708

Based on the results of this study as shown in Table 6, 99% of participants found it enjoyable to participate in the TPEP, where they created some learning tools and subsequently used them in their teaching activities. They enjoyed the TPEP, much like other professionals who participated in development activities, such as seminars, workshops, conferences, lectures, and exhibitions that were intended to enhance employees in a school from the point of first employment through retirement [30]. Additionally, the in-service English teachers enjoyed the exercises because they were guided by the instructors, and what they did in the TPEP was not difficult for them (95%). However, one study proposed that there were significant difficulties for in-service teachers in providing a theoretical foundation for their comments, and they required greater mentoring support [31]. Although this TPEP was implemented online, 88% of the teachers reported that they were predominantly not bored with the materials shared by the instructors. Thus, most of the teachers had positive views on using technology for learning during the TPEP. In fact, the TPEP offered teachers strategies and techniques for successfully integrating information and communication technology (ICT) in the classroom [32].

3.1.5. Rewards

The results of the data analysis on the in-service English teachers' motivation due to rewards in the TPEP are presented in Table 7.

Table 7. The in-service English teachers' motivation through rewards in the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
11	Even though my instructors did not appreciate my assignments, I was still doing my best.	1%	4%	9%	55%	31%	4.113	0.811
12	I would not improve my teaching skills if I had no rewards from my instructors.	35%	58%	2%	3%	2%	4.200	0.818

Table 7 reveals that even when participants received no praise for their work from their TPEP instructors, 86% of them said they were still doing their best. However, 5% said that they would not do their best, and 9% of them were neutral. Most of them did their best as they thought that they had to be successful in the TPEP. These results are in accordance with a recent study that discovered that participants were inspired by achievement, efficient working conditions, pupils' eagerness for learning, and becoming more independent [33]. In addition, the current study found that most English teachers continued to improve their teaching practices even when they had no rewards from their instructors (93%). The current study again showed that rewards were not particularly influential for in-service English teachers, suggesting that offering rewards may not have the desired effects. Therefore, findings from neuroscientific, sociological, and educational studies should be considered if rewards are to be used [34].

3.1.6. Punishment

The in-service English teachers' motivation due to punishment is presented in Table 8.

Table 8. The in-service English teachers' motivation because of punishment in the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
13	If my lesson plan contained mistakes, I would revise them right away.	0%	1%	2%	54%	43%	4.375	0.603
14	After I got lower grades, I was not willing to do other assignments.	31%	63%	5%	1%	0%	4.238	0.601

15	If I did not pass my teaching exam, I would be upset and hate the TPEP.	40%	51%	5%	3%	1%	4.263	0.775
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Table 8 indicates that the majority of in-service English teachers (97%) responded favourably towards errors in their lesson plans, which reflects the idea of punishment as one of the extrinsic motivators. Nearly all teachers would alter the lesson plan in this situation. Additionally, if they received lower grades from the instructors, they would continue to make an effort (94%). Lastly, participants reported that they would not detest the TPEP if they failed in the teaching performance assessment (4%). Thus, as shown in recent studies, using punishments effectively could have a significant positive impact on one's motivation and performance [35]. For example, when speaking sanctions were used by teachers to alter learner behaviour and instil fear, students would not repeat their errors while learning English [36].

3.1.7. Compliance

The in-service English teachers' motivation through compliance during the TPEP is presented in Table 9.

Table 9. The in-service English teachers' motivation through compliance in the TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
16	I used my teaching knowledge to teach better.	1%	0%	0%	45%	54%	4.500	0.636
17	I would do what my instructors asked to design innovative learning models better.	0%	0%	0%	61%	39%	4.388	0.490

Table 9 shows that the majority of in-service English teachers practised teaching more effectively by applying their teaching knowledge (99%). In addition, all of the participants reported that they would comply with the instructors' requests to create innovative learning models (100%). In line with these results, compliance is believed to be facilitated by a mix of normative and social reasons, as well as an understanding of the rules and the ability to follow them. This study advanced knowledge of the variables influencing compliance with social and environmental regulations [37]. Another study found that there were positive and negative drivers of compliance with social and environmental regulations. It was said that positive intentions and a sense of duty to comply were the sources of affirmative motives, and this was closely related to the current study [38].

3.1.8. Reactance

The in-service English teachers' motivation through reactance on the TPEP is presented in Table 10.

Table 10. The in-service English teachers' motivation of the reactance on TPEP

No	Questionnaire Items	SD	D	N	A	SA	Mean	SD
18	If my classmate told me that I was not good at teaching, I would keep practicing how to teach English better.	1%	1%	1%	52%	45%	4.375	0.700
19	If my instructors threatened me to give a lower score for my teaching performance, I would not participate anymore.	36%	61%	1%	1%	1%	4.288	0.679

The results from Table 10 show that, despite their peers telling them that they were not good at teaching, the majority of the participants would continue to practice teaching English more effectively (95%). Furthermore, despite an instructor's threats to deduct points for an ineffective teaching performance, the participants would continue to participate in the activity (97%). The current study is supported by one relevant study which stated that when reacting, participants were more likely to pursue personal endeavours (personal-abstract) than security-related (personal-concrete) activities. In addition, the findings implied that people reacted to threats in different ways, largely depending on their affective states and motivational orientations: anxiety was linked to security, approach-state to action (both social and personal), reactance to derogation of the system, and disregard for security, while loneliness was linked to inaction [39].

3.1.9. Findings from the interviews on the in-service English teachers' motivation during the TPEP

From the interviews with a few selected in-service English teachers, it was possible to generate additional findings about the participants' motivations during the TPEP. One participant (P24) who is a female English teacher

at a senior high school in Sulawesi Island and has been teaching for thirteen years claimed to have one reason to participate in the TPEP. She stated, 'Of course I will get more salary.' This idea is relevant to this study since it has been demonstrated that inadequate continuous professional development training allowances and poor working conditions, including low pay and accommodations for teachers, make it difficult for teachers to properly use what they have learned in continuous professional development training in the classroom [40]. In addition, teachers have complained that their needs were not met to their standards [41], [42].

Another cause for motivation was mentioned by a participant (P26) who is a male English teacher in a junior high school in Sumatera Island and has been teaching for six years. He stated that he was motivated 'to learn how to be a good teacher, extend knowledge about teaching and how to use innovative learning models in the classroom, and so on.' Likewise, another participant (P43) who has been teaching English in junior high school in West Java for three years also said, 'Because I want to improve my teaching skill and give my best to my students, and I want to learn how to be a professional teacher', and an English female teacher (P65) who had four years of junior high school teaching experience in Depok, West Java remarked, 'I joined TPEP to be a professional teacher and to get more knowledge and skills in teaching.' Finally, a participant (P67) who is a female English teacher in an elementary school located in Jakarta and has been teaching for four years said she desired 'to improve my skill in teaching learning process and deliver best knowledge with some methods, so students can get more fun experiences in learning.' From these responses, it seems that teachers recognise that they need to possess a specific set of knowledge, abilities, and ideals in order to fulfil their duties and responsibilities with passion [43]. Collaboration with colleagues for the purpose of enhancing a lesson or learning activities could help to improve teaching abilities and knowledge [44].

Another participant (P69), a female English teacher who has been working in a junior high school in East Java for ten years stated, 'Joining TPEP is a wonderful experience for me because I never expected before. I had to study many things not only on my learning tools to teach but also to learn anything about technology.' Thus, ongoing professional development programmes can help teachers create confidence in their capacity to modify their instruction and accommodate technological advancements in the classroom [45].

3.2. The benefits of TPEP

The following are some of the ideas that teachers expressed during the interviews.

- P19 : 'I got a lot of experiences after having this programme. I met good teachers, lecturers, and many more. And, the most important thing is that I got knowledge about how to be a professional teacher.'
- P26 : 'I met many awesome teachers with innovative learning models that I could imitate for my classroom to make my students study better and enjoy English in class. Then, I knew how to make a set of learning tools that suit with my students' needs in class.'
- P43 : 'There are many things that I get from this programme, such as new experience that are full of struggles, new teacher friends and useful knowledge that I can apply in my classroom.'
- P52 : 'I've got more experiences and new skills to make a set of planning, actualizing and evaluating learning activities.'
- P65 : 'I got more skills in teaching English and knowledge, especially about lesson plans, assesment and innovative learning.'
- P67 : 'I've got a lot of information and strategies to make my class and students more interested in learning.'
- P69 : 'After I joined the programme, I got many things such as how to design a better lesson plan based on my student characteristics, and I forced my brain to learn about technology in my teaching and learning process, and it made me realize that my students were more joyful, and I could see their cheerful faces when they joined my class.'

From the interview results, all the in-service English teachers presented convincing reasons for the benefits of the TPEP. As an illustration, they might hone their abilities and knowledge, particularly with regard to creating better learning models, utilizing ICT technologies to give engaging and creative instruction, and utilizing English in their instruction. These results are comparable to another study indicating that the training programme was well-received by the teachers who took part in it, and they distinguished themselves significantly from the control group in terms of their capacity for stress management and the prevention of burnout, as well as their proficiency with ICT and the integration of emotional intelligence (EI) into the classroom [13]. In contrast, in one teacher training programme in China, according to precise estimations, both teacher and student results were not improved after one year of professional development (PD) and related interventions [46]. A thorough study of the causal chain revealed that the

delivery of PD, according to the teachers' beliefs, was too formulaic and passive and that the content was too theoretical [46]. Another relevant study on PD programmes showed that programmes that had a specific subject focus, related participation to career incentives, involved lesson enactment in the training, and included initial face-to-face training tended to exhibit higher student learning improvements [47].

3.3. The results of the TPEP

Most in-service English teachers considered the TPEP to be effective, especially in that they learned to implement innovative learning models such as problem-based learning and project-based learning. In addition, they learned how to design better lesson plans for their own instruction and to use interesting learning media based on technology. To support these views, the interviewees shared what they have done after completing the TPEP.

- P19 : 'I shared my knowledge to the other teachers, and they were happy and always support my teaching activities.'
- P24 : 'I tried to do my best in teaching in my class and make good lesson plans based on my students' situation and school environment.'
- P26 : 'I implemented some learning models in my classes such as problem-based learning and project-based learning to make students enjoy the English lesson.'
- P43 : 'I've implemented the way to make a good and complete lesson plan using problem-based learning and project-based learning in my classroom and to make students as the center of learning.'
- P52 : 'First, I tried to make better lesson plans than those I made before I joined TPEP. Second, I tried to apply the lesson plans on my teaching activity in the class.'
- P65 : 'I asked my students to sing a song together or do small exercises in the pre-activity for fun activity and make sure the students were ready. In the main activities, I tried to make learning activities more innovative by using various media such as videos, audio, songs, worksheet, and games. For the closing, there was a pair assessment. In this case, every student gave a score to other students' performance, and it could make the students more active.'
- P67 : 'I joined discussions in a group or individually. I also gave stimulus for students to explore the lesson by their own characteristics.'
- P69 : 'When I completed this programme in 2021, I started to use interactive power point that included videos in my learning activities to make an interesting lesson. I was also active to share experience that I got from this programme, especially from my favorite instructor on how to design the best lesson plan to other teachers in my school.'
- P73 : 'I tried to use some kinds of media, give a fun and meaningful learning, and use the two learning models such as problem-based learning and project-based learning. I also learned some learning applications by joining webinars.'

The results above are supported by some relevant studies. In the 21st century, teachers should be able to adapt their instructions with the use of technology [48]. Moreover, teachers must be equipped with the appropriate 21st-century skills, including reading, learning, and creativity, information, media, and technology, as well as life and career skills [49]. Therefore, schools at any level of education require teachers with new competencies. It is essential to have teachers who can continuously learn new skills, particularly those related to interpersonal and relational skills in today's classrooms. As a result, social-emotional skills and effective classroom management go hand in hand as a teacher develops professionally [50]. What has been implemented by in-service English teachers seems impressive. The teachers encourage their students to feel joyful in the classroom as they provide some songs to sing and learning through videos, audio, and some other digital media to make their lessons attractive. Through the TPEP, teacher educators gain skills to be at the top of their field [51]. At the very least, these participants of the TPEP were satisfied with the programme and disseminated what they learned and practised to other English teachers at their own schools.

4. CONCLUSION

The present study has explored in-service English teachers' motivations during a TPEP, their thoughts about the benefits of the TPEP program, and what they implemented after they became certified as professional teachers. It is revealed that in-service English teachers had strong motivations to join the TPEP, as explained in the findings and discussion section. Their motivations—both intrinsic and extrinsic—tend to be positive as they have keen interests and a strong sense of curiosity to learn more about how to teach well. They thought that the TPEP would help them

become more skilled at creating lesson plans, implementing cutting-edge teaching strategies, and using technology-based learning materials and media. In fact, they learned to use problem-based learning and project-based learning to teach English successfully while implementing their own skills and knowledge. Following these findings, it is advised that in-service English teachers continue to develop both their teaching skills and their English proficiency in order to provide an enjoyable and conducive environment for students during the teaching and learning process.

This study has examined in-service English teachers with varying levels of education from various parts of Indonesia, including all of the provinces on Java, Sumatra, Kalimantan, and Sulawesi Islands, Bali, Nusa Tenggara, and the provinces in Papua. However, there are still some limitations, such as the small number of participants who participated in filling out the survey questionnaire. In addition, time constraints could be the other limitation to conduct this study. Therefore, future research might involve larger sample of participants from various provinces. Future research might also focus on comparing motivations of the participants' motivations in joining the TPEP based on their geographical as well as their educational background.

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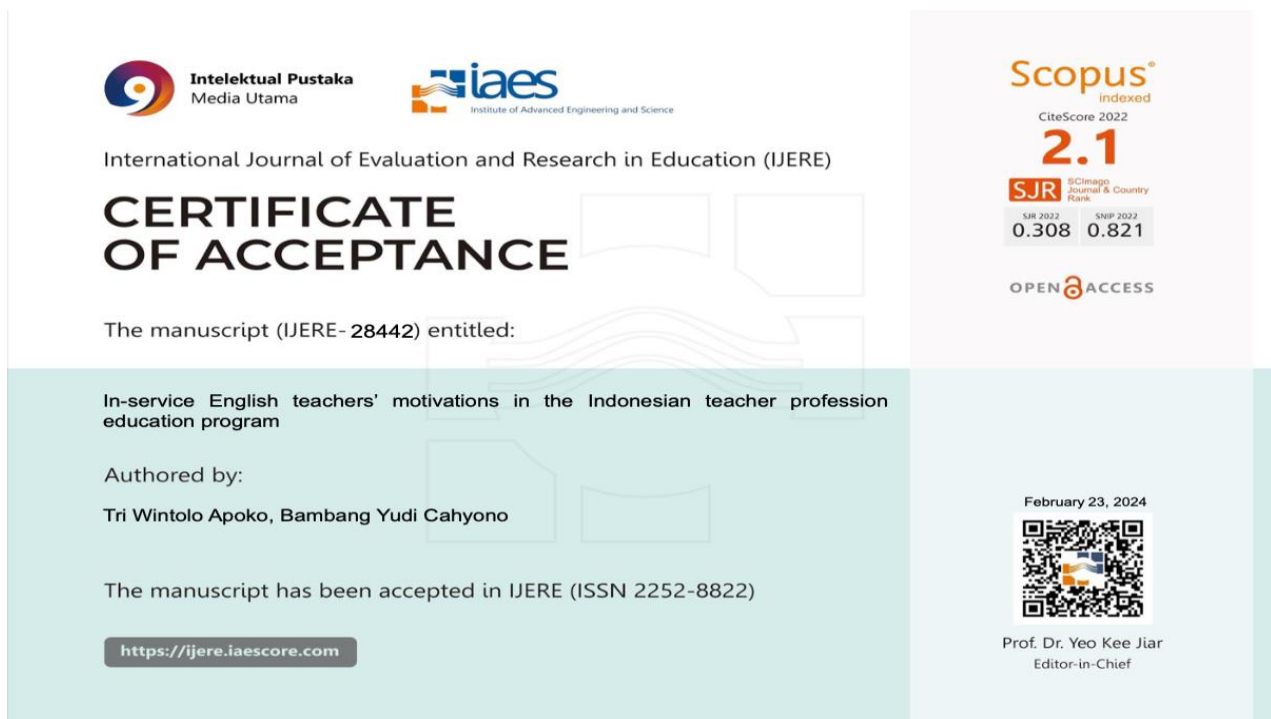
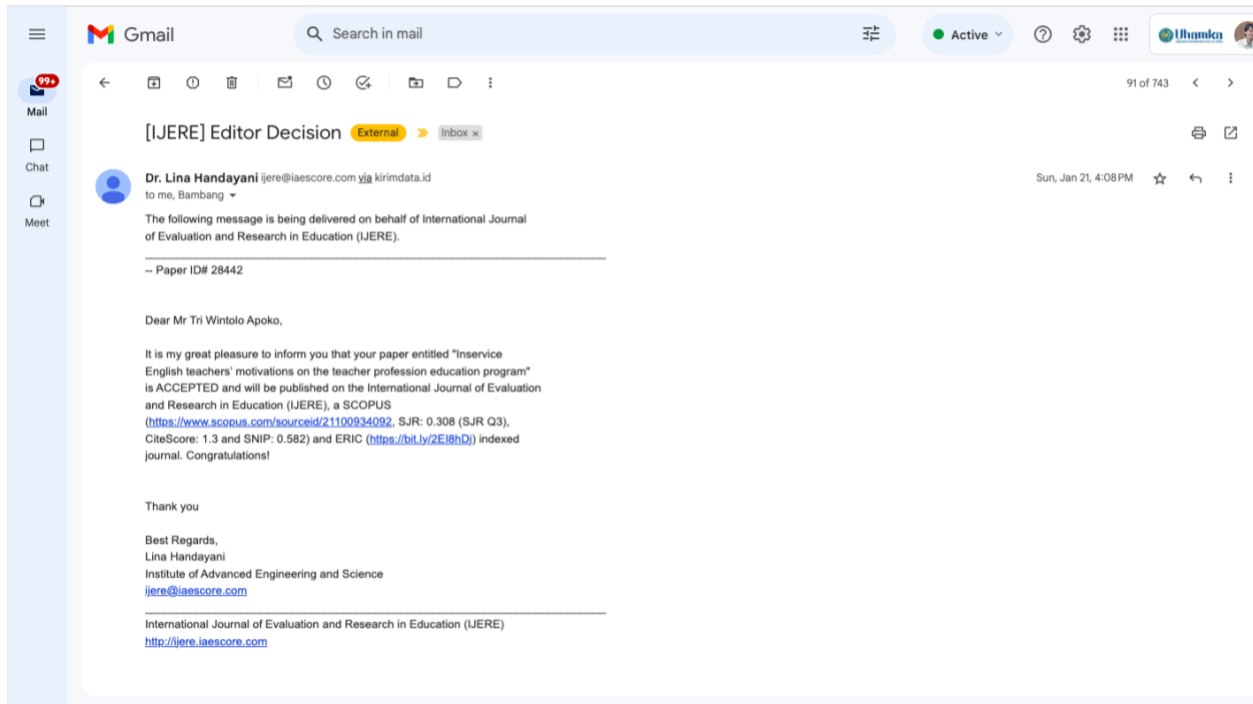


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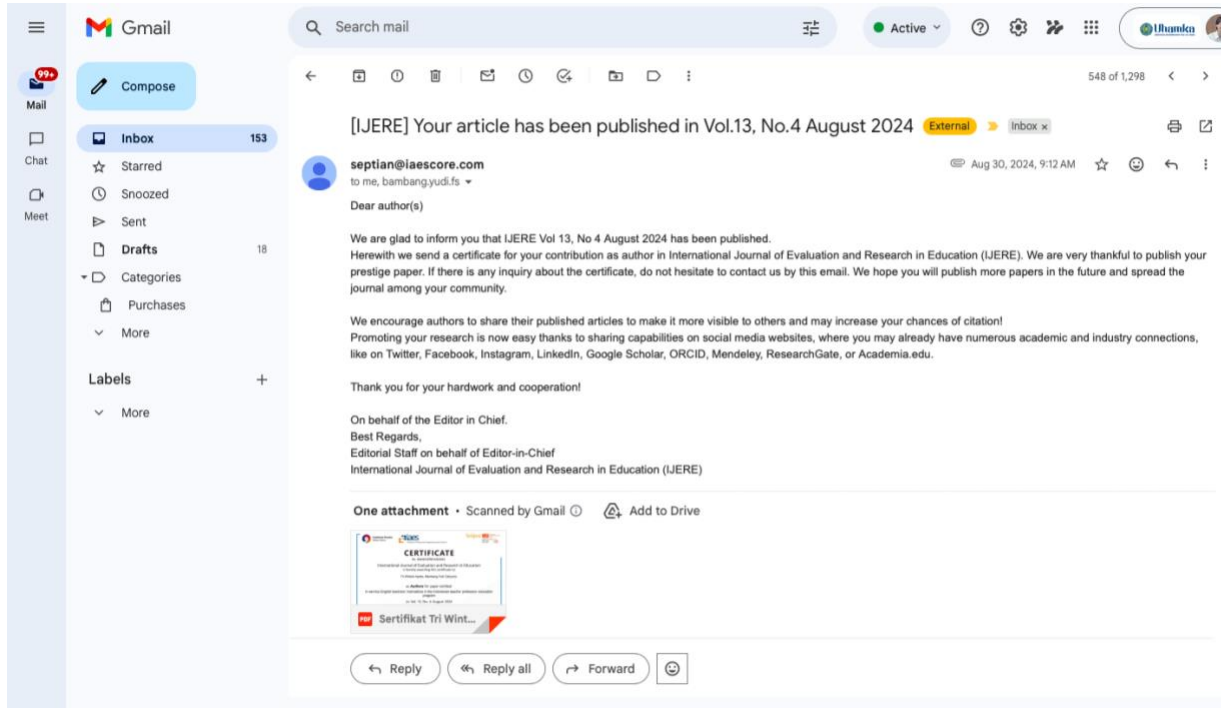
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