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## Professional Development for Novice EFL Lecturers: Policy and Practices at University of Muhammadiyah Malang

Puji Sumarsono<sup>a</sup>

<sup>a</sup>Faculty of Teacher Training and Education  
University of Muhammadiyah Malang, Jl Raya Tlogomas No 246, Malang, Indonesia

Corresponding E-mail: puji.sumarsono@yahoo.co.id

**Abstract:** Higher education institutions tend to recruit experienced lecturers instead of novice lecturers because experienced lecturers guarantee the quality of teaching and learning process as well as effective management since it does not take time, more money, and special programs to make them qualified. In contrast, Language Center (LC) of UMM prefer recruit novice lecturers. This paper, therefore, aims to explore the policy, practices as well as the challenges of professional development for novice English as a Foreign Language (EFL) lecturers. In-depth interview and document analysis were applied to investigate the problems. It was found that the policies of LC are to be the center for professional development which should recruit novice lecturers and most of the lecturers are alumni of English department of UMM. The practices for the professional development are in form of workshop on teaching and learning English especially ESP, workshop on writing ESP book, workshop on writing articles, induction program, religious speech. Meanwhile, the challenges that the institution face to run this program are divided into internal and external challenges.

**Keywords:** Professional development, novice EFL lecturers, English for Specific Purpose (ESP)

### 1 INTRODUCTION

Since the release of Act of Teacher and Lecturer number 14 in 2005, professional development for teachers has been the main issue, policy as well as the major component of educational reform in Indonesia. Teacher certification through portfolios as well as Education and Training for Teacher Profession (PLPG) has become the program to assess teacher professionalism. Teachers or lecturers who are certified then always labeled as professional teachers or lecturers. In fact, many certified teachers who are labeled as professional teachers are not really professional. Syafmen (2014) in his research about the impact of teacher certification said that teacher certification does not automatically have a positive impact on improving the pedagogical and professional competence of teachers and student learning outcomes.

In addition, after the evaluation conducted by the Ministry of Education and Culture (MEC) in 2012 using Teacher Competence Test (TCT), the results show that the national average score of TCT is 43,82 and the national average score of TCT for Senior high school English teacher is 38,73. This score indicates that Indonesian teachers are not qualified because the passing grade of TCT is 70, but their score is under 70.

In addition to teacher competence, Supriyoko (2002) analyzed lecturer competence based on the report from AsiaWeek. In the aspect of lecturer's quality among 77 best universities in Asia and Australia, quality of lecturers from University of Indonesia (UI) was in the 62<sup>th</sup> and Gadjah Mada University (UGM) was in the 77<sup>th</sup>. Brojonegoro (2015) also mentions that only 60% of lecturers in Indonesia who can be really categorized as professional lecturers, the rest should work hard to be professional teachers through pursuing their higher education and sharpen their knowledge. Besides, according to data analyzed from the website of Directorate General of Higher Education (2015), 25 % of Indonesian novice and old lecturers are not qualified because they have not master degree yet.

Various factors influence the low quality of lecturers in Indonesia. Firstly, many incompetent HEIs that serve pre-service education for teacher candidate so that they also produce incompetent graduates or teachers. Secondly, there is no professional education for lecturers. In contrast, Act of Teacher and Lecturer has admitted that lecturer is a profession which requires a professional education. Third, low spirit of lecturers to do continuous professional development. Most of certified lecturers do not utilize professional allowance given by the government to support

the improvement of their teaching and learning quality, but they utilize it for personal purposes such as buying car, furniture, etc. Those factors, unfortunately, affect to both novice and old lecturers.

However, most of higher education institutions (HEIs) tend to recruit experienced lecturers instead of novice lecturers because experienced lecturers guarantee the quality of teaching and learning process as well as effective management since it does not take time, more money, and more special programs to make them qualified. In fact, HEIs cannot do that all the time because of the limited availability of experienced lecturers. Thus, sometimes they need to recruit novice lecturers and train them to be expert or experienced lecturers through professional development. This professional development could be a way to overcome the low quality of pre-service teacher education.

Kim & Roth (2011) explain that novice lecturer, beginning teachers, neophytes, and pre-service teachers are described in many studies that focus on teachers who have difficulties related to their tasks at work. They then specifically define the term novice teacher or lecturer as a teacher or a lecturer with less than five years of teaching experience. In addition, Huberman (as cited in Cady, Guinee, & Olson, 2002) argues that a novice teacher or lecturer as one whose teaching tends to focus on "survival". It means that novice teacher is the one who has limited teaching experience, in term of age he/she can be young or old man.

Meanwhile, in a broad sense, professional development is development of someone in his/her professional role (Villegas-Reimer: 2003). In term of lecturer professional development, it means the development of a lecturer in his/her role as a lecturer. It aims to update knowledge of a related subject; to update individuals' skills, attitudes and approaches deal with new teaching techniques and goals based on the new circumstances and new educational research; to enable teacher to implement changes made to curricula or other aspects of teaching practice; to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; to exchange information and expertise among teachers and others, *e.g.* academics, industrialists; and to assist weaker teachers become more effective (OECD; 2009).

Furthermore, Richards & Farell (2005) explain that the objectives of professional development for language teachers are to achieve a long term goal and to enable growth of teacher's understanding of teaching and themselves as teachers; to help understanding the process of second language development occurs; understanding teacher role based on the kind of learner; understanding the types of decision making that teacher take during lessons; to review teachers' own theories and principles of language teaching; to develop an understanding of different styles of teaching, and to determine learner's opinions toward classroom activities.

In short, professional development for novice lecturers is meant as a set of planned activities formal and informal developed to improve novice lecturers' competence so that they can do their roles effectively and efficiently to achieve the goals of education.

There have been some studies about professional development for language teacher. Tsui (2003) studies about the comparison between novice and expert language teachers; Davidson et al.: (2012) study about continuing professional development for language teachers; Richards & Farell (2015) study about the activities of professional development can teacher do. Among three of the previous researches above, there is no any research discusses about professional development for EFL novice lecturers in the setting HEI. This topic is crucial since it contributes to providing qualified novice lecturers, being the consideration of the HEI to recruit and train novice teachers, encouraging novice teachers and the HEI as well to conduct professional development, encouraging seminar or training organizer to design a specific theme about professional development for novice lecturer.

Based on the background of the study above, this paper aims to explore the policy, practices as well as the challenges of professional development for novice English as Foreign Language (EFL) lecturers in Language Center (LC) of University of Muhammadiyah Malang.

LC of UMM was chosen since it has experience in conducting professional development for EFL novice lecturers. LC of UMM was established in 1990s to equip students with communicative skill especially English language. LC provides some services such as English for Specific Purposes (ESP), translating any document or text from English to Indonesia and vice versa, and Test of Academic English Proficiency (TAEP).

## 2 RESEARCH METHODOLOGY

This study applied a qualitative case study design which used two instruments; interview and document analysis. There were two informants for the interview. They were the Director of Language Center and the Head of Language Center Program. The document analyzed is related to programs of professional development in LC. Meanwhile, to analyze the data, three interactive data analysis were applied, they are reduction of data, presentation of data, and drawing conclusion or verification.

## 3 FINDINGS AND DISCUSSION

This chapter presents the findings of the study which are directly followed by the discussion of the findings with related literature. After analyzing the data obtained from the interview and document analysis, it was found the findings and discussions which presented as follow:

3.1 The policy of professional development for novice English as Foreign Language (EFL) lecturers in Language Center (LC) of University of Muhammadiyah Malang.

It was found that there are two policies—basic principles to drive the actions—of professional development for novice EFL lecturers in Language Center (LC) of University of Muhammadiyah Malang.

First, UMM designs LC as the center for professional development and the center of training for novice EFL lecturers. It is, therefore, all LC's programs and activities should contribute to developing lecturers' competences. Nevertheless, it does not reduce the role and quality of LC as an institution that provides qualified academic services to freshman.

Second, as the derivation of the first policy, LC should recruit novice lecturers and some of them should be the graduates of English

department of UMM. Moreover, after they are trained and finish their working term for 2 years at LC, they should resign from LC and find other job. According to Kim & Roth (2011), a novice lecturer is the one whose teaching experience is less than five years. In addition, the lecturers recruited by LC is really novice lecturers because their experience is less than five years even they do not have any teaching experience they are fresh graduate from UMM and some other reputable universities.

The design of 2 years contracted lecturers is to give chances for other fresh graduates to have the same experience and training at LC without burdening the institution because of the excessive amount of the lecturers. If the working term does not limit, there will be excessive amount of the lecturers which it costs a lot and inefficient. This design is also able to keep the stable number of EFL lecturers so that it guarantees the continuity of the LC as training center. According to the director of LC, for many former LC lecturers, two-year experience working at LC gives them invaluable experience. It provides living experience and seems to be successful postgraduate students.

The idea behind these policies is that UMM as an Islamic-based HEI should contribute to the betterment of education in Indonesia and improvement of human resource quality. This policy is outlined into policy framework as it is described in the figure 1.

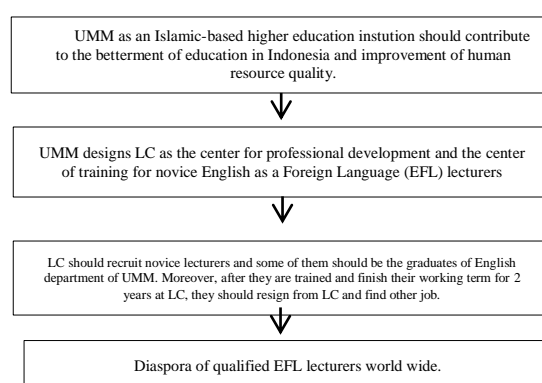


Figure 1: Policy framework of professional development for novice English as a Foreign Language (EFL) lecturers in Language Center (LC) of UMM

The alumni—young talented EFL lecturers—of LC then naturally distributed worldwide. This diaspora is unwittingly able to promote UMM since their quality describes UMM's quality. Moreover, every year there are about 2-4 novice EFL lecturers of LC who get scholarship to study abroad. It is unquestionably a positive message from novice EFL lecturers.

These policies sound unique and bizarre because most of the HEIs tend to recruit experienced lecturers or when they recruit novice EFL lecturers, they will train them to be experienced lecturers then set them as permanent EFL lecturers so that they do not need to recruit and train lecturers every semester. However, it is the choice of UMM to serve nation.

The role that UMM has taken part dealing with being a center of professional development or a center of training for novice EFL lecturers is beyond its classical role in research and teaching since its professional development model and ESP services have been adopted by many private and state universities. In other words, this project is a product of social innovation designed by LC UMM because it has been used as a role model and can attract other universities to do the same thing to contribute to social development. Kroll, Schricke, Stahlecker (2012) explain that HEIs' role is not only doing teaching and research, it should be developed into structurally-fragmented regional innovation system which has a stronger societal impact in their regional environment. This role is then often called as the "third role" of HEI.

Furthermore, Yang, Schneller, & Roche (2015) emphasizes that the reform of higher education (HE) should be directed beyond pedagogy and didactics; it should focus on a social process which is able to improve people quality of life and help them in a rapid social change.

### 3.2 The practices of professional development for novice English as a Foreign Language (EFL) Lecturers in Language Center (LC) of University of Muhammadiyah Malang.

The practices for the professional development of novice EFL lecturers designed by LC of

UMM are in form of workshops, induction program, and religious speech.

#### a. Workshops

Workshops are the main activities conducted to develop and improve novice EFL lecturers' competences. There have been some workshops related, they are workshop on teaching and learning English especially ESP, workshop on writing ESP books, workshop on writing articles.

*Workshop on teaching and learning ESP* aims to equip lecturers with current ELT methodologies and classroom management so that they can manage class well and teaching objectives are achieved. This activity is conducted before the commencement of each semester. The topics are varied according to the issue and lecturers' need such as teaching and assessing English skills; speaking, writing, listening, writing; managing big classes; teaching English to digital natives, etc. Besides inviting outstanding keynote speakers, the workshop also involves the novice EFL lecturers who have already experienced in teaching ESP to present about the facts and best practices of teaching ESP.

*Workshop on writing ESP books* provides insight, technical strategy, and procedure of writing ESP book as teaching materials. The novice EFL lecturer should write ESP book according to the class or department she/he teaches. If she teaches English in department of governmental science, she should write English for Governmental Science book. The topics written in ESP books should be able to develop three English skills; speaking, writing, and reading—listening material is designed separately—and language components; pronunciation, vocabulary, and grammar.

In addition, the materials or topics which are constructed in every single skill and language component should be related to the major of the students. For example, English for nursing book comprises topics dealing with nursing. In reading section, the text is about definition of nursing. In writing section, students learn about writing nurse's daily activities at hospital. It is preceded or followed by explanation about grammar related that is simple present tense.



To maintain the quality of the book, novice EFL lecturers do not write the book by themselves, they are guided by the experienced or expert lecturers. The role of the experienced lecturers is as editors who check every single word and exercise designed by the novice EFL lecturers. For the inappropriate exercise, they usually suggest the writer revise it.

*Workshop on writing articles* aims to help teacher in order to be able to write any kind of article which is published in English-based mass media. The short-term goal of this workshop is to be able to write articles and publish them in Reform magazine—a magazine written in English which is published by LC. This magazine is created to be one of the resources for ESP students at UMM and media for teacher to manifest their writing ability.

These workshops have positive impact on the development of novice EFL lecturer's competence. In workshop on teaching ESP, for example, after they get knowledge about method applied in teaching speaking they should demonstrate the method in the workshop. Furthermore, it is also directly applied in teaching learning process in ESP classroom. This is in line with the definition of workshop for language teacher development that is proposed by Richards and Farrell (2005) that a workshop is a short-term learning activity followed by teacher intensively which aims to provide an opportunity to acquire specific knowledge and skills. It is also useful for teachers to examine and reflect their belief in teaching practices. It is expected that the result of workshop can teacher apply later in the classrooms. Topics discussed in the workshop related to both institutional and individual development which is usually led by an expert.

#### b. Induction program

Induction program in LC is set to enable lecturers teach well. It is a set of activities which involves some steps. Firstly, a novice EFL lecturer observes an experienced EFL lecturer who is teaching in a classroom. He/she takes note or put checklist on the available observation sheet. One of the points to observe is the strengths and the weaknesses during teaching and learning process. Secondly, the

experienced EFL lecturer observes the novice EFL lecturer and provides feedback after the class.

According to Decree of Minister of National Education number 27 year 2010, it is stated that induction program for novice teacher is orientation activities, training in the workplace, development, and practice solving problems related to teaching and learning/counseling for novice teacher at schools where she/he teaches. It aims to help teacher easily adapt with working procedure and culture at school; to help teacher does his job as a professional teacher. The aspects involve in induction are teaching and learning process, guidance and counseling, and other tasks related to the function of school.

The design of induction program in LC is somewhat different from what has been stipulated by the ministry of national education because among three aspect of induction program, induction program which is run by LC only cover one aspect that is teaching and learning process. In spite of the design, induction program is crucial to be held for novice teachers because it is a step that teacher must pass through and it trains them to be experienced teachers.

According to Directorate-General for Education and Culture of European Union (2010), every teacher will pass through three stages to do professional development. The first stage deals with the preparation of teachers during pre-service teacher education. The second stage is the first independent step as a teacher, the initial year confronting the real tasks in the school. This stage is usually called as induction stage. The third stage is continuing professional development (CPD) of those who are able to face challenges in the second stage. It means that the last stage as the most independent stage because its implementation mostly depends on the teachers themselves. Therefore, Wong (2004) emphasizes that induction program—sustained and comprehensive professional development process to train, support, and retains new teachers—is the gate towards lifelong learning.

### c. Religious speech

Religious speech is a speech about Islam which is usually related to lecturer's roles as an educator and a role model. It was initially delivered by the director of LC twice a month. Yet, to enlarge the effect of religious speech, the religious speech is also delivered by all lecturers which are alternately scheduled. The idea of religious speech is based on the fact that as a lecturer of Islamic-based HEI, Islamic values should always attach on the lecturers and they should behave properly based on Islamic values.

This religious approach is useful because religion as a primordialism boundary which consists of a lot of dogmatic lessons usually effective to influence people thought and attitude. Furthermore, Islam has many positive values. For example, a lecturer is a noble job which is not only providing returns in form of salary but also merit that is useful in the hereafter life. This dogma then can encourage them to work well as a lecturer. Another dogmatic lesson is that Muslims should learn starting from the early childhood until they die. This dogma can support the implementation of professional development, continuing development program, and lifelong learning.

### d. The Best ESP lecturer award

The best ESP lecturer award is designed to appreciate the work that lecturers have already done and to encourage the lecturers continuously improve their teaching competences. This award is given every semester and involves some categories according to the skills that lecturers teach namely; the best lecturer of writing, the best lecturer of reading, the best lecturer of speaking, and the best lecturer of listening. The procedure of selecting the best lecturer are LC design the criteria of the best lecturer, students fill in questionnaire related to the assessment on teachers teaching performance distributed by LC, experienced lecturers who are assigned by LC conduct interview with the students, director of LC and the experienced assigned lecturer decide the best ESP lecturer according to the result of questionnaire and interview. The best lecturer get award in form of fresh money

and certificate which is useful for his/her portfolio. This reward is a part of mechanism of human resource management (Muttaqin, 2009).

This award is then able to attract other lecturers to compete fairly to be the best lecturer. This competition, in fact, drives lecturers to do professional development. Besides, this award is able to fulfill lecturers' need in form of self-esteem. This need is crucial to facilitate since it can encourage people to do the best and to explore their own aptitude. According to Martin & Loomis (2007), Maslow's hierarchy of needs consists of seven categories of basic needs namely 1) psychological needs; 2) safety and security needs; 3) love and belongingness needs; 4) self-worth and self-esteem needs; 5) need to know and understand; 6) aesthetic needs; 7) self-actualization needs. According to Maslow's hierarchy of needs above, self-esteem is the 4th needs and is categorized as the deficiency needs which are essential to be satisfied before the lecturer seeks upper level experiences.

In addition, to practices designed by LC of UMM. Novice EFL lecturers also practice professional development individually. The types of individual professional development are categorized according to theory proposed by Villegas-Reimers (2003); Richards & Farell (2005); OECD (2009). Those types are coaching or mentoring, students' performance assessment, seminars, case-based study, cooperative or collegial development, observation of excellent practices, self-monitoring, keeping a teaching journal, peer observation, informal dialogue to improve teaching, reading professional literature, education conferences and seminars, professional development network, individual and collaborative research, observation visits to other schools, qualification programs.

### 3.2 The challenges of professional development for novice English as a Foreign Language (EFL) Lecturers in Language Center (LC) of University of Muhammadiyah Malang.

The challenges that the institution face to run this policy and practices are divided into internal and external challenges. Internal challenges are from the novice EFL lecturers

which include pedagogical, professional, and psychological aspect.

In the pedagogical aspect, novice EFL lecturers have no teaching experience so that they get difficulty in managing classroom especially handling students who have the same ages as the lecturers have. Workshop on teaching ESP and mentoring usually become the solution of this challenge.

In the professional aspect, their knowledge about English subject—grammar, vocabulary, etc.—is good, but sometimes they still do some mistakes when it is applied. When they apply it more often, mistakes are eventually eliminated. It means that they just need more practices to apply in the real context so that their understanding on the English long lasting. Writing ESP book and articles for Reform magazine help them minimize this problem.

As they are fresh graduates who are psychologically unstable or immature, their personality has not established well. Moreover, as a lecturer they are required to have personality competence and behave orderly as it is stated in the Act of teacher and Lecturer year 2005. LC invites Human Resource Department (HRD) of UMM to train their personality.

Resuming those three aspects of challenge, it leads to a new challenge that each teacher has different weaknesses and strength in term of those aspects, and it is not easy to design different professional development programs for each lecturers. In contrast, Barret et al. (2002) argue that professional development program should be served based on teacher's need.

Meanwhile, external challenges are influenced by the institution or party that is out of LC. The first is the challenge from a certain faculty and department at UMM regarding their critics toward the limited experience of novice EFL lecturers to teach and assess teaching and learning process. Yet, this circumstance provides input for the improvement of quality of novice EFL lecturers. The second is policy from government. According to the Act of Teacher and Lecturer year 2005 chapter 46, it states that to be a qualified lecturer, he/ she must hold a master degree. In contrast, most of

the novice EFL lecturers in LC hold a bachelor degree.

Barret et al. (2002) conclude that challenges of professional development are ongoing and difficult. It means that challenge always exists when professional development program is run. The best thing to do is analyzing the potential challenge so that when it appears, it can be solved directly.

#### **4 CONCLUSIONS**

Based on the findings and discussions above, it can be concluded that the policy of professional development covers two interests namely; institution interest that is to improve teaching and learning quality of ESP in UMM and societal interest that is to serve nation. It seems that these are excellent policies because they cover all aspects although they make LC of UMM face many challenges because of changing lecturers every semester.

Practices of professional development have been implemented through two ways that is top-down which is initiated by LC and bottom up which is initiated individually by novice EFL lecturers. It is suggested that LC also facilitates the individual professional development, and the results of individual professional development are shared to other novice EFL lecturers to enrich their knowledge. In addition, LC should consider other practices of professional development as suggested by Villegas-Reimers (2003); Richards & Farell (2005); and OECD (2009).

External challenges are unavoidably. Thus LC of UMM needs to consider redesigning the model and requirements of recruitment because directorate Higher of Education of Indonesia has determined that holding master degree is a prerequisite of being a lecturer.

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