

JEPAL

Journal of English Pedagogy and Applied Linguistics

<https://www.jurnal.masoemiversity.ac.id/index.php/englishpedagogy>

Submitted: 21 December 2025 Revised: 29 July 2026 Accepted: 31 July 2026 Available Online: 1 August 2026

ADAPTING DEEP LEARNING IN PRACTICE: INSIGHTS FROM ENGLISH TEACHERS' PERCEPTIONS AND REFLECTIONS ON PROFESSIONAL DEVELOPMENT

Katrin Pepita¹, Rojab Siti Rodliyah²

^{1,2} Universitas Pendidikan Indonesia, Indonesia

katrinpepita@upi.edu¹, rojab@upi.edu²

Abstract: Professional development (PD) is widely recognized as a key mechanism for improving teacher quality and supporting curriculum reform. However, how teachers from different institutional contexts translate sustained PD into their teaching remains underexplored. This qualitative descriptive study investigated two Indonesian junior high school English teachers, one from a public school and one from a private school, who participated in a three-month blended PD program on deep learning pedagogy. Data were collected through semi-structured interviews and analyzed thematically. The findings show that the sustained, multi-stage PD program enabled both teachers to describe efforts to apply deep learning principles in their teaching through reflection, collaboration, and classroom experimentation. However, their experiences differed according to their institutional conditions, professional experiences, and individual beliefs. While the public-school teacher emphasized contextual and affective adaptation, the private-school teacher focused on systematic planning and collegial collaboration while facing different institutional constraints. These findings suggest that the effectiveness of sustained PD depends not only on program design but also on the institutional conditions in which teachers experience and implement new pedagogical practices. The study highlights the importance of context-sensitive PD that supports teachers in adapting curriculum reforms to their own teaching contexts.

Keywords: deep learning, perception, professional development, reflection

INTRODUCTION

One-day workshops have been criticized for producing limited changes in teachers' classroom practice because they provide insufficient opportunities for sustained learning, classroom application, reflection, and feedback (Agbayahoun, 2016; Darling-Hammond et al., 2017; Desimone, 2009; Kennedy, 2016; Patfield et al., 2023).

Although such training may introduce new pedagogical ideas, meaningful instructional change generally requires sustained professional learning that combines continuous engagement, collaborative activities, and repeated opportunities to implement new knowledge in authentic classroom contexts (Yoon et al., 2007; Lindvall et al., 2025).

Responding to this concern, the Indonesian government has gradually shifted its teacher professional development (PD) policy from one-off training toward more sustained and contextualized learning. As part of this transition, the Ministry introduced the Ruang Guru dan Tenaga Kependidikan (GTK) Learning Management System (formerly Platform Merdeka Mengajar) to facilitate blended professional learning and provide teachers with continuous access to learning resources (Kementerian Pendidikan Dasar dan Menengah, 2025). One major initiative is the *Program Guru Penggerak* (PGP), a six-month nationwide blended PD program that promotes reflective teaching, collaborative learning, mentoring, and classroom implementation. Evidence suggests that the program has supported teachers in translating professional learning into classroom practice (Nuraini et al., 2025).

Following this policy direction, the implementation of *Kurikulum Merdeka* introduced a three-month blended PD program to support teachers in adopting the new deep learning approach. This initiative reflects the government's effort to replace isolated workshops with sustained professional learning that integrates online and face-to-face activities, encourages classroom experimentation, and promotes self-directed learning through digital technology (Al-Badi et al., 2022; Thao, 2025; Yoon et al., 2007).

However, successful participation in professional development does not necessarily guarantee similar classroom implementation across different school settings. Teachers' opportunities to enact professional learning may be shaped by institutional conditions such as workload, teaching assignments, school resources, collegial collaboration, and organizational support (Rahman, 2022; McChesney & Cross, 2023). Although recent studies have demonstrated the benefits of sustained PD, little is known about how English teachers working in different institutional contexts, particularly public and private schools, interpret and translate the same professional learning into classroom practice.

Addressing this gap, the present study explores teachers' experiences of a three-month blended PD program on deep learning pedagogy, focusing on their perceptions, implementation challenges and supports, and reflective adaptation in classroom practice. By comparing the experiences of two teachers from different institutional contexts, this study contributes to a more contextualized understanding of how sustained professional development is experienced and interpreted within Indonesian schools. The findings provide insights that may inform the design of context-sensitive professional development programs that better support teachers during curriculum reform.

LITERATURE REVIEW

Effective Professional Development

Professional development (PD) is widely recognized as a key mechanism for improving teacher quality and classroom practice and as a driver of educational reform (Patfield et al., 2023; Smith et al., 2020). Effective PD is commonly characterized by content focus, active learning, collaboration, coaching and expert support, sustained duration, reflective practice, and blended learning formats that combine synchronous

and asynchronous learning (Darling-Hammond et al., 2017; Lim et al., 2020; Mtebe et al., 2025; Zakaria, 2020).

Among these characteristics, sustained duration has received particular attention. Short, one-off workshops rarely produce lasting instructional change because they provide limited opportunities for classroom implementation, reflection, and feedback (Desimone, 2009; Yoon et al., 2007). However, duration alone does not ensure effectiveness, as PD must also address teachers' classroom needs and provide meaningful learning activities (Aghabarari & Rahimi, 2020; Averina & Kuswandono, 2023; Lindvall et al., 2025).

Effective PD therefore requires teachers' active engagement through collaborative discussion, practical activities, lesson study, and reflective practice, enabling them to connect professional learning with classroom implementation (Arslan, 2019; Darling-Hammond et al., 2017; Nguyen, 2017; Rezai et al., 2025; Richards & Farrell, 2011; Schön, 1983; Suryani et al., 2018; Van Manen, 1991; Wake & Seleznyov, 2020). Such learning is further strengthened through Professional Learning Communities (PLCs) or Communities of Practice (CoP), including *Komunitas Belajar*, *Musyawarah Guru Mata Pelajaran* (MGMP), and *Kelompok Kerja Guru* (KKG) in Indonesia, which provide opportunities for sustained professional dialogue and collaborative learning (Direktorat Jenderal Guru dan Tenaga Kependidikan, 2023; Farnsworth et al., 2016; Wenger-Trayner & Wenger-Trayner, 2015).

Professional Development Program Supporting Deep Learning Pedagogy

Professional development also plays an essential role in supporting curriculum reform by helping teachers translate new pedagogical approaches into classroom practice (Avalos, 2011; Darling-Hammond et al., 2017; Priestley et al., 2020). In Indonesia, the implementation of the deep learning approach under *Kurikulum Merdeka* has been supported through a three-month blended PD program regulated by the Decision of the Director General of Teachers, Education Personnel, and Teacher Education No. 13/B/HK.03.01/2025. Through online learning, face-to-face workshops, classroom implementation, mentoring, and collaborative reflection, the program provided teachers with opportunities to internalize the principles of deep learning pedagogy, experiment with new instructional approaches, and share classroom experiences. The multi-stage design of the program is presented in Figure 1.

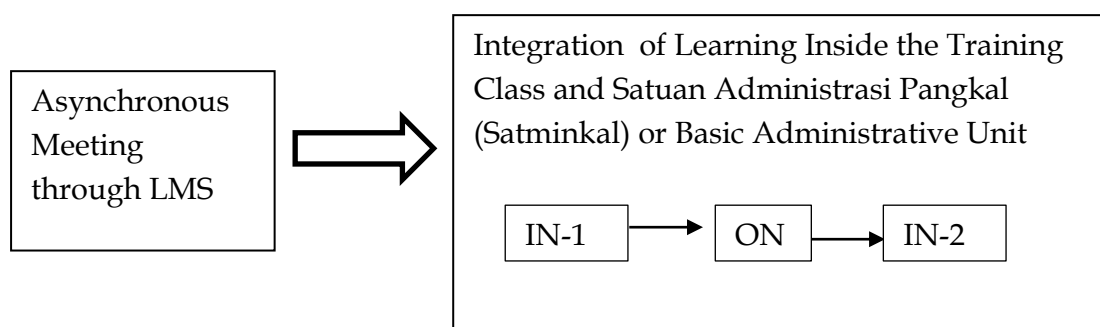


Figure 1. Flow of PD on deep learning approach (adopted from decision of the Director General of Teachers, Education Personnel, and Teacher Education of the Ministry of Primary and Secondary Education No. 13/B/HK.03.01/2025) (Kementerian Pendidikan Dasar dan Menengah, 2025)

As depicted in the figure, the PD program was implemented over three months through three interconnected stages: IN-1 (*In-Service Training 1*), ON (*On-the-Job Training*), and IN-2 (*In-Service Training 2*). The stages were designed to integrate theoretical learning, classroom implementation, and collaborative reflection.

During the initial five-day face-to-face training, participants learned the principles of deep learning pedagogy through workshops and microteaching. Participants alternated roles as model teachers, students, and observers, enabling collaborative feedback and reflection. The second stage focused on classroom implementation through three OJT cycles. Participants applied the deep learning approach in their own classrooms, recorded teaching practices, revised lesson plans based on feedback, and participated in Open Classes to refine instructional practices. The final face-to-face stage emphasized reflection and knowledge sharing. Participants presented their classroom experiences, discussed implementation challenges, and showcased instructional innovations through best-practice presentations and exhibitions.

Teachers' Perceptions and Professional Development

Teachers' perceptions are central to understanding the effectiveness of professional development (PD). Guskey (2002) emphasizes that teachers are more likely to implement new practices when they perceive PD as relevant to their needs and classroom realities. Similarly, Avalos (2011) highlights that PD outcomes are shaped not only by program design but also by teachers' beliefs, motivations, and the contexts in which they work.

Studying teachers' perceptions may also lead to a deeper understanding of teaching problems and help recognize solutions to these problems (Mohan et al., 2017). In this sense, teachers' voices provide critical insights into the challenges they face and the kinds of support that are most meaningful for their professional growth. Furthermore, understanding teachers' perceptions of PD provides valuable guidance for designing more effective programs that are responsive to their needs and classroom contexts (Zhang et al., 2024). Such insights ensure that PD initiatives move beyond policy intentions and become practical mechanisms for improving teaching and learning.

Taken together, the literature underscores that effective PD requires sustained duration, active and reflective learning, collaboration, and contextual support, while also being shaped by teachers' perceptions. Yet, little is known about how these principles are enacted by English teachers within diverse institutional settings in Indonesia, particularly in relation to recent PD initiatives linked to the Deep Learning approach in *Kurikulum Merdeka*. This study seeks to address that gap by examining teachers' lived experiences, perceptions, and classroom adaptations.

METHOD

This study employed a qualitative descriptive study design to explore English teachers' experiences of participating in a professional development (PD) program on deep learning pedagogy and how those experiences were translated into classroom practice. The design was appropriate because it enables an in-depth exploration of participants' experiences and perspectives within their real educational contexts (Creswell & Creswell, 2018).

The participants were two junior high school English teachers in West Java: one from a public school (T1) and one from a private school (T2). Both were purposively selected because they taught in the same urban area, had more than 20 years of teaching experience, and had completed the same three-month PD program on the deep learning approach in *Kurikulum Merdeka*. Including teachers from different institutional contexts enabled comparison of how school settings shaped their perceptions and reported experiences of classroom implementation.

Data were collected through semi-structured interviews. The first interview was conducted during the ON (On-the-Job Training) phase to explore teachers' initial experiences of implementing the deep learning approach, whereas the second interview was conducted after the second open class to investigate teachers' reflections, perceived challenges, professional learning, and classroom adaptation. All interviews were audio-recorded with participants' consent and transcribed verbatim prior to analysis.

Data were analyzed thematically following Braun and Clarke (2021). After familiarization with the interview transcripts, initial codes were generated and organized into broader themes related to teachers' perceptions, challenges, supports, and classroom adaptation. Themes were subsequently reviewed and refined to ensure coherence within the dataset. The final themes were then interpreted in relation to relevant previous research.

To enhance credibility, researcher triangulation was conducted during the data analysis process. The researchers collaboratively reviewed the coding process and preliminary themes, discussed different interpretations of the interview data, and refined the themes through consensus. This collaborative process helped reduce individual researcher bias and strengthened the credibility and trustworthiness of the findings (Creswell & Creswell, 2018).

FINDINGS AND DISCUSSION

The findings show that teachers experienced the PD program differently according to their institutional contexts, professional beliefs, and classroom realities. The discussion examines their perceptions, implementation challenges and supports, and reflections on translating deep learning pedagogy into classroom practice.

Teachers' Perception

Interview findings indicate that teachers' perceptions of the PD program were shaped by institutional contexts and personal experiences. Although both viewed the program positively, they differed in their perceptions of participation, duration, collaboration, and program content, revealing the aspects they considered most meaningful.

Participation and Voluntariness

The interviews showed that participation in the PD program was not always voluntary. Although both teachers considered the program valuable, their willingness to join similar programs voluntarily remained uncertain. T2 explained that participation was mandatory when assigned by the school.

Excerpt 1

"It is not optional. It is a duty to meet." (T2)

This finding highlights the institutional nature of PD, where participation is often driven by school requirements rather than intrinsic motivation (Ilgan & Basaran, 2023). Similarly, T1 acknowledged the benefits of the program but still preferred supervision, viewing it as a more familiar form of professional learning.

Excerpt 2

"I think supervision is enough though supervision only involves our senior watching us at the back and supervising." (T1)

This finding suggests that experienced teachers may develop stable preferences for familiar forms of professional learning, such as instructional supervision, based on their previous experiences (Tesfaw & Hofman, 2014). T1 further explained that her preference was reinforced by her school's demanding schedule, as ongoing school activities often overlapped with the PD sessions, making sustained participation more challenging.

Excerpt 3

"Besides that, we have a running schedule where we will certainly have activities to carry on." (T1)

This finding illustrates how institutional routines and workload may influence teachers' engagement with sustained professional development. Viewed across the two institutional contexts, the teachers experienced different institutional influences on PD participation. T2, from the private school, described participation as a school obligation, whereas T1, from the public school, emphasized the difficulty of attending an extended PD program alongside ongoing school activities and preferred the more familiar practice of supervision. Although these cases cannot be generalized to all public and private schools, they illustrate how institutional conditions shaped teachers' experiences of sustained PD.

These findings suggest that engagement in PD is influenced not only by individual preference but also by institutional workload and contextual conditions, consistent with studies emphasizing the importance of school context in teacher learning (Opfer & Pedder, 2011; Patfield et al., 2023). Similarly, Revina et al. (2020) note that Indonesian PD implementation is often constrained by workload, limited support, and gaps between policy and school realities.

Despite these constraints, both teachers regarded the program as valuable. Although participation was institutionally driven, collaboration, reflection, and classroom experimentation encouraged meaningful professional learning. This supports Kennedy's (2016) argument that PD becomes more effective when teachers actively interpret and adapt pedagogical change rather than simply implement policy directives.

Duration and Activities

Both teachers commented on the duration and activities of the program. Although the program was lengthy, they agreed that sustained sessions provided more opportunities for meaningful engagement compared to one-day workshops. Their responses also indicate that sustained participation allowed teachers to become more familiar with the learning process and classroom implementation.

Excerpt 4

"Our last 5 day activities were cool. Today was less."(T1)

This excerpt shows that longer sessions were perceived as more engaging, particularly when they involved active participation. These findings suggest that while duration matters, the design of activities and institutional workload also play a crucial role. This resonates with Yoon et al. (2007), who argue that sustained PD is more effective, and Rezai et al., (2025), who emphasizes the importance of active learning strategies.

Further, activities which involve collaboration were perceived positively, especially by T2, who enjoyed teamwork and discussions with colleagues from different disciplines. Collaborative activities appeared to create a more interactive learning atmosphere during the PD sessions. Through these interactions, teachers had opportunities to share experiences and exchange ideas related to classroom practice.

Excerpt 5

"Our last activities were full of teamwork."(T2)

This perception reflects Howell's (2021) argument that PD is more effective when it involves active participation and collegial support. It also aligns with Darling-Hammond et al. (2017), who highlight collaboration as a cornerstone of effective PD. In this study, collaborative activities such as teamwork and peer discussion appeared to make the sessions more engaging and practical for teachers. Through interaction with colleagues from different disciplines, teachers were able to exchange ideas, discuss classroom problems, and learn alternative strategies for implementing the deep learning approach.

A comparison of the two teachers' accounts indicates that they placed emphasis on different aspects of the PD experience. T1, teaching in the public-school context, highlighted the duration and intensity of the activities when evaluating her engagement with the program. As noted in the previous section, her experience of sustained PD was also situated within a demanding school schedule. T2, teaching in the private-school context, placed greater emphasis on the collaborative dimension of the program, particularly opportunities for teamwork and interaction with colleagues from different disciplinary backgrounds. These differences do not necessarily indicate systematic differences between public and private schools; rather, they illustrate how teachers working in different institutional and professional circumstances may value different features of the same PD program. This supports the view that teachers' engagement with professional learning emerges from the interaction between program characteristics, individual experiences, and the contexts in which teachers work (Opfer & Pedder, 2011; Patfield et al., 2023).

This suggests that the effectiveness of sustained PD may not only depend on duration itself, but also on how the activities encourage meaningful interaction and participation. Such findings reinforce Avalos' (2011) view that teacher learning during educational reform is socially mediated and shaped through collaborative professional interaction.

Memorable Content

Beyond duration and collaboration, the teachers also highlighted specific concepts that left a lasting impression. The two teachers, working in different institutional contexts, identified different aspects of the PD content as particularly meaningful. T1 emphasized that the principles of mindful and meaningful learning were the most memorable aspects of the program, reflecting her orientation toward affective and contextual teaching. In contrast, T2 found the session on growth mindset most impressive, suggesting that exposure to motivational and psychological perspectives enriched her perception of PD.

This contrast further illustrates that teachers participating in the same PD program may selectively interpret and value professional learning according to their existing beliefs, professional concerns, and classroom realities. However, the difference should not be attributed solely to whether the teachers worked in public or private schools. Rather, their respective institutional and professional contexts formed part of the broader conditions through which they interpreted the relevance of the PD content. This interpretation is consistent with Opfer and Pedder's (2011) conceptualization of teacher professional learning as a complex process shaped by the interaction of individual, school, and learning-activity systems.

The findings also suggest that teachers tend to value PD content that supports both pedagogical and emotional dimensions of teaching. Mindful and meaningful learning, for instance, may encourage teachers to become more attentive to students' learning experiences and emotional readiness, while growth mindset perspectives may strengthen teachers' beliefs about continuous improvement and learner potential. This aligns with Avalos (2011), who emphasizes that teacher learning becomes more meaningful when professional development connects with teachers' existing beliefs and lived classroom realities. Similarly, Darling-Hammond et al. (2017) argue that effective PD should not only provide instructional strategies but also engage teachers in reflective processes that influence their professional thinking and identity.

The emphasis on growth mindset also reflects recent Indonesian studies highlighting the relationship between teachers' beliefs and professional learning. Baharuddin et al. (2024), for instance, found that growth mindset positively influenced teachers' lifelong learning orientation and continuous professional development engagement in Indonesian classrooms. In this study, exposure to growth mindset perspectives similarly appeared to encourage teachers to view pedagogical improvement as an ongoing learning process rather than as a fixed professional competence.

Taken comparatively, T1's emphasis on mindful and meaningful learning and T2's interest in growth mindset demonstrate that the same professional development content may resonate differently with individual teachers. Rather than producing uniform professional learning outcomes, the program provided ideas that the teachers interpreted in relation to their own professional orientations and teaching realities. This finding supports Avalos' (2011) argument that teacher professional learning is shaped by teachers' personal histories and working contexts, while also reinforcing the importance of designing PD that allows teachers to connect new pedagogical knowledge with their particular classroom needs.

Taken together, the findings show that teachers' perceptions of PD are multifaceted, shaped by voluntariness, duration, collaboration, and the relevance of content. Positive perceptions foster motivation and classroom application, while institutional constraints may limit voluntary participation. These findings highlight the

importance of designing PD programs that not only deliver instructional knowledge but also provide learning experiences that teachers perceive as meaningful and applicable to their teaching contexts.

Challenges and Supports in Implementation

The findings revealed that teachers encountered both challenges and supports when implementing the deep learning approach in their classrooms. These experiences were shaped by institutional contexts, collegial collaboration, and personal motivation. While structural limitations sometimes hindered practice, collegial support and intrinsic motivation provided important resources that enabled teachers to adapt and sustain their efforts. A comparison of the two cases further indicates that the challenges and supports experienced by the teachers were not identical, reflecting the different institutional and professional conditions surrounding their classroom practice.

Structural and Institutional Challenges

Teachers reported that school conditions posed significant obstacles to implementation. However, the nature of these institutional constraints differed between the two cases. In the private school, teachers were often required to teach subjects outside their expertise, which reduced opportunities for effective open class practice. These conditions made the implementation of unfamiliar pedagogical approaches more demanding for teachers.

Excerpt 6

"Sometimes we teach subjects beyond our expertise, so that it is a little bit hard to conduct an open class."(T2)

This finding illustrates how institutional conditions may shape teachers' opportunities to translate professional learning into classroom practice. In T2's private-school context, teaching assignments outside her area of specialization created an additional challenge when preparing and conducting the open class. T1, who taught in a public-school context, did not report the same challenge related to teaching outside her area of specialization. Instead, as discussed in the previous section, her concerns were more closely associated with the difficulty of balancing participation in an extended PD program with her school's ongoing activities. Thus, although both teachers encountered institutional constraints, the nature of these constraints differed across the two cases. This contrast suggests that, even when teachers participate in the same PD program, the conditions surrounding their classroom practice may create different opportunities and constraints for implementation. Such findings resonate with Marsevani et al. (2024), who argue that pedagogical innovation requires supportive institutional structures.

The findings further suggest that the implementation of pedagogical reform may be uneven across institutional contexts. Teachers who are assigned to teach outside their disciplinary expertise may experience additional cognitive and professional burdens when adapting new instructional approaches. In this situation, implementing innovative practices such as open class activities becomes more challenging because teachers must simultaneously manage subject adaptation and pedagogical adjustment. This indicates that the success of PD implementation depends not only on teacher commitment but also on institutional capacity and workload distribution. Similar concerns have been

raised in Indonesian educational contexts, where disparities in school resources and staffing continue to influence the enactment of curriculum reform (Revina et al., 2020).

Institutional constraints in T2's private-school context also extended to the availability of technological resources. T2 reported difficulties in accessing an LCD projector when preparing her open class. As an alternative, she asked students to use their mobile phones for digital activities; however, this strategy was also constrained because not all students had access to mobile devices or sufficient internet data. This illustrates how limitations in available resources may directly shape teachers' pedagogical decisions and require adaptation when translating professional learning into classroom practice. Rather than preventing implementation altogether, these constraints led T2 to seek alternative ways of integrating digital resources. In comparison, T1 did not report similar technological constraints in the available interview data. However, this difference should be interpreted as a contrast between the experiences reported by the two participants rather than as evidence of a general difference in technological resources between public and private schools.

Taken together, the two cases illustrate different forms of institutional constraint. T1's experience highlighted the challenge of engaging with sustained professional development alongside a demanding schedule of ongoing school activities, whereas T2's experience highlighted challenges related to teaching assignments and access to technological resources during classroom implementation. These findings make visible the role of institutional context in shaping how the same professional development program is experienced and translated into practice. However, given the small number of participants, these differences should be understood as context-specific illustrations rather than general characteristics of public and private schools.

Collegial Support

Despite structural challenges, collegial support emerged as a strong enabler. Teachers described how colleagues assisted with technical and organizational aspects of implementation, such as recording videos and maintaining classroom conditions during open classes. This assistance helped teachers carry out classroom activities more smoothly during the implementation of the deep learning approach.

Excerpt 7

"Misalkan ini lagi take video tong ribut ya kelas sebelahnya dikondisikan [For example, when I made a video, my partner ensured the next-door class to be quiet]." (T2)

This illustrates the collaborative culture within schools, where teachers rely on one another to ensure successful implementation. This finding aligns with Vangrieken et al. (2015), who argue that teacher collaboration provides not only professional assistance but also emotional reassurance that helps teachers cope with the demands of pedagogical change. Beyond technical assistance, collegial collaboration appeared to reduce implementation-related pressure during the adaptation process. Assistance from colleagues created a more encouraging environment in which teachers could experiment with unfamiliar practices without feeling isolated or excessively burdened. This suggests that collaborative school culture plays an important role in sustaining pedagogical change, particularly during periods of curriculum transition and instructional adaptation. In this sense, collaboration functions not merely as organizational support

but also as a social resource that strengthens teachers' confidence in implementing new pedagogical practices (Darling-Hammond et al., 2017).

Intrinsic Motivation

Intrinsic motivation also played a significant role in sustaining teachers' engagement with the PD program. T2 expressed enthusiasm for teaching grade 7 after several years, describing it as an opportunity to explore new practices. Her response indicates that changes in teaching assignments may also create opportunities for renewed professional interest and experimentation.

Excerpt 8

"It is also exciting to teach grade 7, so I try to implement new things."(T2)

T2 associated her motivation with the opportunity to experiment with new instructional practices. Teaching a different grade level was perceived as an opportunity to explore unfamiliar pedagogical approaches rather than simply fulfilling a new teaching assignment. This finding suggests that curiosity and professional interest encouraged her to engage actively with the ideas introduced during the PD program. Such motivation is consistent with Yang (2021), who argues that intrinsic motivation encourages teachers to engage more deeply with professional learning beyond external requirements.

T1, however, described a different motivational process. Rather than beginning the PD with strong enthusiasm, she initially felt reluctant to conduct an open class and believed that conventional supervision would have been sufficient for her professional learning. Nevertheless, after completing two open-class cycles and reflecting on the experience with colleagues and the school principal, she came to recognize its benefits.

Practical Difficulties in Application

Teachers admitted to occasional lapses in remembering and consistently applying the stages of deep learning. These difficulties mainly emerged during the process of translating theoretical understanding into consistent classroom practice. As a result, teachers often needed repeated practice and adjustment before becoming familiar with the implementation process.

Excerpt 9

"Sometimes (I) forgot the steps of the deep learning approach, so I had to retry."(T2)

Unlike T2, whose motivation appeared to precede implementation, T1's motivation emerged through participation and reflection. Experiencing the open-class process enabled her to appreciate the value of collaborative observation and feedback, which gradually changed her perception of the activity. This finding resonates with Guskey's (2002) proposition that meaningful changes in teachers' beliefs often occur after teachers experience successful classroom implementation rather than before it.

Viewed across the two institutional contexts, the teachers demonstrated different motivational trajectories rather than different levels of motivation. T2, teaching in the private-school context, expressed motivation in terms of curiosity and opportunities to experiment with new practices, whereas T1, teaching in the public-school context, described motivation that developed gradually after experiencing the practical benefits of the PD activities. These differences should not be interpreted as characteristics of

public and private schools in general. Rather, they illustrate how teachers working in different institutional and professional circumstances may develop motivation through different pathways while participating in the same sustained PD program. This finding supports Avalos' (2011) argument that teacher professional learning is shaped through the interaction of teachers' beliefs, professional experiences, and workplace contexts, as well as Opfer and Pedder's (2011) conceptualization of teacher learning as emerging from the dynamic interaction of individual, school, and learning activity systems.

Overall, the findings suggest that while structural challenges such as staffing and facilities can hinder PD implementation, supports from colleagues and intrinsic motivation help teachers sustain their practice. Implementation is therefore shaped by a dynamic interplay between institutional constraints, collegial collaboration, and personal drive. These insights highlight the importance of designing PD programs that not only provide content and strategies but also foster supportive school cultures and recognize the role of teacher motivation.

Reflection and Adaptation in Classroom Practice

The findings revealed that both teachers engaged in reflective practices as they attempted to translate the deep learning approach into classroom practice. However, their reflections differed in orientation and emphasis. T1's reflection was particularly evident in her contextual adaptation of instructional strategies and attention to students' emotional and learning needs, whereas T2 demonstrated a stronger emphasis on systematic instructional planning and collaborative refinement. These orientations were not mutually exclusive, as both teachers engaged in processes of planning, reflection, and instructional adjustment. Rather, the differences reflect the particular aspects of professional learning that each teacher emphasized in responding to her classroom and professional context. This illustrates how teachers may construct and enact professional learning differently even when participating in the same PD program (Avalos, 2011; Opfer & Pedder, 2011).

Contextual and Emotional Reflection (T1)

T1 emphasized the importance of adapting teaching strategies to diverse student backgrounds and building emotional connections with learners. Her reflections indicate that pedagogical adaptation was closely connected to students' emotional responses and classroom participation. For T1, successful teaching appeared to depend not only on instructional preparation but also on students' willingness to engage positively in the classroom.

Excerpt 10

"It made me have a picture on planning open class, either the first open class or the second one...., we had ATM, amati (observing), tiru (copying), modifikasi (modifying)."(T1)

This shows that T1 relied on observation and modification (*Amati, Tiru, Modifikasi*) to refine her teaching practice. Her reflection involved not merely adopting ideas observed during the PD activities but adapting them to the conditions of her own classroom. This iterative process was evident across her open-class experiences. Following the first open class and feedback from observers, T1 reconsidered the organization of student groups and redesigned aspects of the subsequent lesson. She

also modified her instructional media, moving from the use of a single picture in the first open class to a short story incorporating English and Indonesian in the second. These adjustments demonstrate a process of reflection-on-action and reflection-for-action, in which previous classroom experiences and feedback informed subsequent instructional decisions (Schön, 1983; Van Manen, 1991).

She also highlighted the use of multimodal teaching media as can be seen from the following excerpt. The use of different forms of media appeared to help students better understand the learning materials during classroom interaction. This adaptation also reflected T1's effort to make learning more accessible and engaging for students with different levels of understanding.

Excerpt 11

"My media was short story so that students could listen the English and the translation.... So, they would understand the purpose of the story." (T1)

This adaptation reflects principles of active learning (Prince, 2004; Desimone, 2009), where varied stimuli enhance student engagement. The use of bilingual audio and multimodal materials also suggests T1's attempt to reduce students' anxiety and improve comprehension during classroom interaction. Such adaptation indicates that teachers may selectively modify instructional media to accommodate students' linguistic readiness and learning needs.

Finally, T1 stressed the affective dimension of teaching. She emphasized the importance of building positive emotional relationships with students before focusing on academic instruction. For T1, students' acceptance and comfort appeared to become important foundations for successful classroom learning.

Excerpt 12

"The students should accept me first. If they were happy seeing me, the subject would then be accepted." (T1)

This mindful approach underscores the role of emotional connection in effective learning, consistent with situated learning theory that emphasizes the social and emotional context of practice. In this sense, teaching was viewed not only as instructional delivery but also as the development of positive interpersonal relationships within the classroom. This finding also aligns with Jennings and Greenberg's (2009) argument that supportive teacher-student relationships and positive classroom emotional climates contribute significantly to students' engagement and learning processes.

Systematic and Collaborative Reflection (T2)

T2's reflection was more systematic, focusing on lesson planning and collaboration with colleagues. Her reflections suggest that structured preparation and collaborative planning were perceived as important elements in improving classroom implementation. This orientation was reflected in her emphasis on revising lesson ideas and organizing instructional steps before conducting the open class.

Excerpt 13

"I discussed with my friends prior to the open class, and I was also helped by my fellow teachers to revise."(T2)

This illustrates the role of professional learning communities in refining instructional design. Through discussion and collaborative revision, teachers were able to evaluate and improve their lesson ideas before classroom implementation. Such interaction indicates that collaborative reflection may support teachers in developing more organized and effective instructional practices. This systematic orientation was also reflected in T2's emphasis on clearly organizing instructional objectives in each meeting, as shown in the following excerpt.

Excerpt 14

"Write Learning Objectives in each meeting."(T2)

Such structured reflection resembles the lesson study model (Lewis, 2002), where collaborative planning and revision enhance instructional quality. It also supports Darling-Hammond et al. (2017), who argue that reflective communities facilitate meaningful teacher learning. In contrast to T1's emphasis on emotional and contextual adaptation, T2 appeared to interpret the PD experience through organizational and procedural improvement. Her reflections focused more on lesson structure, collaborative revision, and instructional planning, suggesting a more systematic orientation toward classroom change. This indicates that teachers may prioritize different aspects of professional learning depending on their teaching concerns and professional experiences.

Viewed comparatively, both teachers demonstrated reflective adaptation, but with different emphases in translating professional learning into classroom practice. T1, teaching in the public-school context, demonstrated a stronger emphasis on contextual and affective adaptation. Her reflections on previous open-class experiences and observer feedback led her to modify student grouping, instructional media, and classroom strategies in response to students' learning and emotional needs. T2, teaching in the private-school context, demonstrated a stronger emphasis on systematic planning and collaborative refinement, as reflected in her discussions with colleagues, explicit formulation of learning objectives, and ongoing documentation of planned and realized classroom activities. These differences, however, should not be understood as a strict distinction between the two teachers, as both engaged in planning, reflection, and instructional adjustment. Rather, they illustrate different pathways through which teachers working in different professional and institutional circumstances interpreted and adapted the same professional learning to their classroom realities.

Taken together with the challenges and supports identified in the previous section, the findings suggest that institutional context formed part of the conditions shaping teachers' translation of professional learning into practice. T1's adaptation occurred alongside the demands of ongoing school activities, while T2's implementation involved negotiating teaching assignments, technological constraints, and reliance on collegial support. At the same time, individual beliefs and professional experiences remained important: T1 prioritized students' emotional engagement and contextual responsiveness, whereas T2 placed greater emphasis on systematic organization and collaborative preparation. Therefore, the differences observed between the two cases cannot be attributed solely to their public- or private-school status. Rather, the cases

illustrate how institutional conditions interact with teachers' individual beliefs, professional experiences, and classroom realities in shaping the enactment of professional learning (Avalos, 2011; Opfer & Pedder, 2011; Patfield et al., 2023). Given the study's two-participant case design, these findings are intended to provide contextualized insights rather than generalizable distinctions between public and private schools.

CONCLUSION

This study highlights the role of sustained professional development (PD) in supporting teachers' professional learning experiences during curriculum reform. The three-month PD program provided teachers with opportunities to learn, reflect on, and engage with deep learning pedagogy. The findings indicate that sustained duration, combined with active learning, collaboration, and reflection, contributed to teachers' perceptions of professional growth and their efforts to apply new pedagogical ideas within their teaching contexts.

Although both teachers valued the PD program, they experienced and interpreted the program differently. The public-school teacher initially encountered difficulties in balancing PD participation with school responsibilities but gradually developed new perspectives through reflection and attention to students' contextual and affective needs. In contrast, the private-school teacher described challenges related to teaching assignments and limited technological resources while identifying collegial collaboration and systematic planning as important supports for her professional learning. These cases illustrate that teachers' professional learning is shaped by the interaction of institutional conditions, professional experiences, and individual beliefs rather than by the PD program alone.

Given that this study involved only two teachers from different institutional contexts, the findings should not be interpreted as representing general differences between public and private schools. Instead, they provide contextualized insights into how institutional conditions and personal experiences may influence teachers' engagement with sustained PD. Future studies involving larger and more diverse samples, as well as additional data sources, are needed to further examine how teachers experience and apply professional learning across different educational contexts.

Overall, the study suggests that effective PD should extend beyond isolated training events by combining sustained learning opportunities with institutional support that encourages teachers to experiment, collaborate, reflect, and consider adapting new pedagogical practices to their classroom contexts. Such approaches may help teachers develop meaningful connections between professional learning experiences and their ongoing teaching practices.

REFERENCES

- Agbayahoun, J. P. (2016). Teacher professional development: EFL teachers' experiences in the Republic of Benin. *International Journal of English Linguistics*, 6(4), 144-152. <https://doi.org/10.5539/ijel.v6n4p144>
- Aghabarari, M., & Rahimi, M. (2020). EFL teachers' conceptions of professional development during the practicum: Retrospective perceptions and prospective insights. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1), 6. <https://doi.org/10.1186/s40862-020-00084-0>

Pepita, K. & Rodliyah, R. S. (2026). Adapting Deep Learning in Practice: Insights from English Teachers' Perceptions and Reflections on Professional Development. *Journal of English Pedagogy and Applied Linguistics (JEPAL)*, 7(1), pp.14-32. <https://doi.org/10.32627/jepal.v7i1.1839>

- Al-Badi, A., Al Harassi, N., & Alkharusi, H. (2022, March). Objectives of using Massive Open Online Courses (MOOCs) by Omani teachers during the COVID-19. In *The Sharjah International Conference on Education in Post COVID-19* (pp. 119-132). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-99-1927-7_10
- Arslan, F. Y. (2019). The role of lesson study in teacher learning and professional development of EFL teachers in Turkey: A case study. *TESOL Journal*, 10(2), e00409. <https://doi.org/10.1002/tesj.409>
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10-20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Averina, F. E., & Kuswandono, P. (2023). Professional development of Indonesian in-service EFL teachers: Perceived impacts and challenges. *Englisia: Journal of Language, Education, and Humanities*, 10(2), 71-91. <https://doi.org/10.22373/ej.v10i2.15589>
- Baharuddin, F. R., Amiruddin, A., Nurlaela, N., & Setialaksana, W. (2024). Teacher growth mindset and ICT integration in Indonesian classrooms: insights from in-service and preservice teacher programs. *Quality Assurance in Education*, 32(2), 197-212. <https://doi.org/10.1108/QAE-08-2023-0136>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE Publications.
- Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning policy institute. <https://doi.org/10.54300/122.311>
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199. <https://doi.org/10.3102/0013189X08331140>
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2023). *Surat Edaran Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi No. 4263/B/HK.04.01/2023 tentang Optimalisasi Komunitas Belajar*. [https://pskp.kemendikdasmen.go.id/assets_front/images/produk/1gtk/kebijakan/No_2_Februari_2024_Risalah_Kebijakan_Optimalisasi_Kombel_\(IKM\).pdf](https://pskp.kemendikdasmen.go.id/assets_front/images/produk/1gtk/kebijakan/No_2_Februari_2024_Risalah_Kebijakan_Optimalisasi_Kombel_(IKM).pdf)
- Farnsworth, V., Kleanthous, I., & Wenger-Trayner, E. (2016). Communities of practice as a social theory of learning: A conversation with Etienne Wenger. *British Journal of Educational Studies*, 64(2), 139-160. <https://doi.org/10.1080/00071005.2015.1133799>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381-391. <https://doi.org/10.1080/135406002100000512>
- Howell, R.A. (2021). Engaging students in education for sustainable development: The benefits of active learning, reflective practices and flipped classroom pedagogies. *Journal of Cleaner Production*, vol. 325, 129318. <https://doi.org/10.1016/j.jclepro.2021.129318>
- Ilgan, A., & Basaran, Y. (2023). Examining types and duration of teachers' professional development activities and their relationship with job satisfaction. *Acta Educationis Generalis*, 13(2), 96-119. <https://doi.org/10.2478/atd-2023-0016>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>

Pepita, K. & Rodliyah, R. S. (2026). Adapting Deep Learning in Practice: Insights from English Teachers' Perceptions and Reflections on Professional Development. *Journal of English Pedagogy and Applied Linguistics (JEPAL)*, 7(1), pp.14-32. <https://doi.org/10.32627/jepal.v7i1.1839>

- Kementerian Pendidikan Dasar dan Menengah. (2025). *Keputusan Direktur Jenderal Guru, Tenaga Kependidikan, dan Pendidikan Guru Kementerian Pendidikan Dasar dan Menengah Nomor 13/B/HK.03.01/2025 Tentang Petunjuk Teknis Pelatihan Pembelajaran Mendalam Bagi Guru, Kepala Sekolah, Dan Pengawas Sekolah*. <https://gtk.kemendikdasmen.go.id/public/uploads/dokumen/siaran-pers/hDxCdIwYh8M5YYFyR9hIVxpHBGbYkchvdMN3UXoF.pdf>
- Kennedy, A. (2016). How does professional development improve teaching?. *Review of Educational Research*, 86(4), 945–980. <https://doi.org/10.3102/0034654315626800>
- Lewis, C. (2002). Does lesson study have a future in the United States? *Nagoya Journal of Education and Human Development*, (1), 1-23. <https://files.eric.ed.gov/fulltext/ED472163.pdf>
- Lim, C. P., Juliana, & Liang, M. (2020). An activity theory approach toward teacher professional development at scale (TPD@ Scale): A case study of a teacher learning center in Indonesia. *Asia Pacific Education Review*, 21(4), 525-538. <https://doi.org/10.1007/s12564-020-09654-w>
- Lindvall, J., Kirsten, N., Eriksson, K., Brehmer, D., & Ryve, A. (2025). Does the duration of professional development programs influence effects on instruction? An analysis of 174 lessons during a national-scale program, *European Journal of Teacher Education*, 48(3), 489-507, <https://doi.org/10.1080/02619768.2023.2198101>
- Marsevani, M., Slikker, G. M., Pratiwi, T. L., & Nugraha, H. (2024). Portraying young learners' language learning strategies: A case study from EFL teachers' voices. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 9(2), 383-405. <https://doi.org/10.21093/ijeltal.v9i2.1806>
- McChesney, K., & Cross, J. (2023). How school culture affects teachers' classroom implementation of learning from professional development. *Learning Environments Research*, 26, 785–801. <https://doi.org/10.1007/s10984-023-09454-0>
- Mohan, P. P., Lingam, G. I., & Chand, D. D. (2017). Teachers' perceptions of the impact of professional development on learning and teaching in a developing nation. *Australian Journal of Teacher Education* (online), 42(11), 18-33. <https://doi.org/10.14221/ajte.2017v42n11.2>
- Mtebe, J. S., Kondoro, A., Maro, S., Simmons, H., & Komba, A. (2025). Usage patterns of teachers' continuous professional development learning management system in primary schools in Tanzania. *East African Journal of Science, Technology and Innovation*, 6(2).
- Nguyen, C. D. (2017). Connections between learning and teaching: EFL teachers' reflective practice. *Pedagogies: An International Journal*, 12(3), 237-255. <https://doi.org/10.1080/1554480X.2017.1356725>
- Nuraini, I., Roesminingsih, E., Riyanto, Y., & Khamidi, A. (2025). Implementasi Program guru penggerak dalam meningkatkan kompetensi guru: Studi multi situs di Surabaya [Implementation of the leading teacher program in improving teacher competence: A multi-site study in Surabaya.] *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 5(01), 189-201. <https://doi.org/10.47709/educendikia.v5i01.5660>
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376–407. <https://doi.org/10.3102/0034654311413609>
- Patfield, S., Gore, J., & Harris, J. (2023). Shifting the focus of research on effective professional development: Insights from a case study of implementation. *Journal of Educational Change*, 24(2), 345-363. <https://doi.org/10.1007/s10833-021-09446-y>

- Pepita, K. & Rodliyah, R. S. (2026). Adapting Deep Learning in Practice: Insights from English Teachers' Perceptions and Reflections on Professional Development. *Journal of English Pedagogy and Applied Linguistics (JEPAL)*, 7(1), pp.14-32. <https://doi.org/10.32627/jepal.v7i1.1839>
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>
- Rahman, A. (2022). Investigating school conditions for teachers' professional learning and development in Indonesia. *Teacher Development*, 26(2), 240-262. <https://doi.org/10.1080/13664530.2022.2034662>
- Revina, S., Pramana, R. P., Fillaili, R., & Suryadarma, D. (2020). Systemic constraints facing teacher professional development in a middle-income country: Indonesia's experience over four decades. RISE Working Paper Series. 20/054. https://rise.smeru.or.id/sites/default/files/publication/RISE_WP-054_Revinaetal.pdf
- Rezai, A., Ahmadi, R., Ashkani, P., & Hosseini, G. H. (2025). Implementing active learning approach to promote motivation, reduce anxiety, and shape positive attitudes: A case study of EFL learners. *Acta Psychologica*, 253, 104704. <https://doi.org/10.1016/j.actpsy.2025.104704>
- Richards, J. C., & Farrell, T. S. (2011). *Practice teaching: A reflective approach*. Cambridge University Press.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Smith, R., Ralston, N. C., Naegele, Z., & Waggoner, J. (2020). Team Teaching and Learning: A Model of Effective Professional Development for teachers. *Professional Educator*, 43(1), 80-90. <https://files.eric.ed.gov/fulltext/EJ1276114.pdf>
- Suryani, F. B., Rukmini, D., Bharati, D. A. L., & Hartono, R. (2018). Promoting EFL student teachers' life-long learning through microteaching lesson study. *Celt: A Journal of Culture, English Language Teaching & Literature*, 18(2), 267-281. <https://doi.org/10.24167/celt.v18i2>
- Tesfaw, T. A., & Hofman, R. H. (2014). Relationship between instructional supervision and professional development. *International Education Journal: Comparative Perspectives*, 13(1), 82-99.
- Thao, N. P. (2025). Scaling blended approaches in teacher professional development: A model for empowering teachers in under-resourced contexts. *Journal of Science Educational Science*, 81-90. <https://doi.org/10.18173/2354-1075.2025-0092>
- Van Manen, M. (1991). Reflectivity and the pedagogical moment: The normativity of pedagogical thinking and acting. *Journal of Curriculum Studies*, 23(6), 507-536. <https://doi.org/10.1080/0022027910230602>
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17-40. <https://doi.org/10.1016/j.edurev.2015.04.002>
- Wake, G. and Seleznyov, S. (2020). Curriculum design through lesson study. *London Review of Education*, 18 (3), 467-79. <https://doi.org/10.14324/LRE.18.3.10>
- Wenger-Trayner, E., & Wenger-Trayner, B. (2015). *Introduction to communities of practice*. <http://wengertrayner.com/introduction-to-communities-of-practice/>
- Yang, J. (2021). Understanding and enhancing Chinese TEFL teachers' motivation for continuing professional development through the lens of self-determination theory. *Frontiers in Psychology*, 12, 768320. <https://doi.org/10.3389/fpsyg.2021.768320>
- Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues &

Pepita, K. & Rodliyah, R. S. (2026). Adapting Deep Learning in Practice: Insights from English Teachers' Perceptions and Reflections on Professional Development. *Journal of English Pedagogy and Applied Linguistics (JEPAL)*, 7(1), pp.14-32. <https://doi.org/10.32627/jepal.v7i1.1839>

Answers Report, REL 2007-No. 033). Regional Educational Laboratory Southwest.
<https://files.eric.ed.gov/fulltext/ED498548.pdf>

Zakaria, Z. (2020). Teachers who reflect, teach better: Reflective practice at the heart of teachers' professional development programs. *Ideology Journal*, 5(2), 215-227.

Zhang, L., Carter Jr, R. A., Zhang, J., Hunt, T. L., Emerling, C. R., Yang, S., & Xu, F. (2024). Teacher perceptions of effective professional development: Insights for design. *Professional Development in Education*, 50(4), 611-624.
<https://doi.org/10.1080/19415257.2021.1879236>