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TEACHER PROFESSIONAL DEVELOPMENT: A STUDY OF MOTIVATING FACTORS BETWEEN NOVICE AND EXPERIENCED TEACHERS

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Abstract: Motivation is one of crucial factors to teachers during their professional development. It is well established that motivation can positively increase their growth professionally. This study aimed to find out motivating factors between novice and experienced teacher. In this context, novice teacher is a teacher who has less than 5 years teaching experience while experienced teacher is a teacher who has more than 5 years' experience. This research employed descriptive study, involving 4 teachers. A questionnaire and a semi structured interview were employed to gain the data. The data were analyzed descriptively. From the study, it is found that there are some similarities between novice and experienced teachers' motivation. Moreover, it also found that taking postgraduate study gives a positive impact on their teaching practice. Indeed, it is recommended to give teachers more propelling on the importance of teacher need for their professional development.

Keywords: motivation, professional development, teacher

INTRODUCTION

Education reform in Indonesia has affect the main goal of learning. It is not only focus on transferring knowledge and preparing the students for career path but also preparing them to fit in 4.0 era. This changing reflects in the Indonesian curriculum which is curriculum 2013 or K-13. Curriculum K-13 is the latest curriculum applied in Indonesia (Habibi, et al., 2017). According to Indonesian Government Regulation No. 32/2013, there are four educational standards enriched in the curriculum namely standard of content, standard of graduate competency, standard of process, and the standard of evaluation. The 2013 curriculum is a reaction to a number of critics who have raised concerns about the disparity between expectations and outcomes. In this situation, pupils are required to concentrate more on the cognitive process than on moral character, which may result in inappropriate behavior (Mukminin, et al, 2019). Moreover, implementing the most recent curriculum to improve students' learning quality involves many aspects of education. It is a combination of complex interaction between curriculum innovation, teacher

motivation, professional development, and the characteristics of the teaching, learning, and leadership environments (Schieb & Karabenick, 2011). However, the curriculum implementation preparation was still restricted, resulting in issues with teacher competence, the evaluation process, school infrastructure, and supplies. (Habibi et al., 2017).

Indeed, as a key factor of the curriculum success, teacher's professional development is necessary. Nowadays, teachers are expected to meet the standard competencies that have been predetermined in curriculum 2013. They must be able to offer chances for all pupils to engage in deep and meaningful learning, encouraging their complete development (Bautista, Ruiz, 2015). As a major engine of education improvement, teacher professional development is essential to provide teacher with the competencies they need. Teacher Professional Development (TPD) is an area of teacher life stories that attracting great attention since it pertains to teacher improvement (Johnston, 2005). TPD has come in several form such as join conference, attending workshop or webinar, and taking postgraduate study. As one of the options to growth professionally, taking postgraduate study is highly corelated with motivation among the teachers. A growing number of studies are looking into how experienced teachers may continue to improve professionally by deepening their understanding of their job, whether through action research or other methods. (Murcia, 2005; West 2011). It is generally accepted that continuous professional development is the need of all teachers, regardless of their qualifications and experience.(Johnston, 2005).

However, teacher willingness to participate in the TPD particularly in continuing education cannot be separated from teachers' motivation itself. In fact, teacher motivation plays a major role in the interest and enjoyment of learning (Martin, 2003 as cited in Harvey, 2005). Motivation can be categorized as either extrinsic (workplace expectations or professional progress) or intrinsic (personal interest, a wish to extend one's network, or an interest in educational research and intellectual difficulties). Another important dimension of teacher development understanding is the difference between a novice teacher and an experienced teacher. Motivation for TPD participation varies from teacher to teacher. Stimulation is an important key for teachers to continue developing their professional skills. However, the motives of beginners and experienced teachers may differ because the teaching experience is also different. A study of Hapsari, Arief & Khaerudin (2020) found that Most of the participants realized that the teacher's professional development program was very important in preparing them to become professional teachers.

Many studies related to educational motivation aimed at motivating students and acquiring teaching skills. Research into TPD has typically focused on external factors e.g. the structure and content of the activities (Caena, 2011), and how Teachers' Learning Methods and Professional Development Impact on Teachers' Beliefs and Practices (Mohamed, 2006). Few studies have focused on psychological and other variables that can influence teachers' decision to participate in TPD. TPD is little known in synchronous empirical studies, especially if teachers must participate in TPD provided through graduate studies. According to the findings of Dixon& Ward (2015), teachers' motivations for pursuing academic research appear to be strongly linked to their ideas of what it means to be a teacher and how teaching and learning may be improved.

The purpose of this study was to look at the perspectives of postgraduate teachers on the influence that their studies had in the classroom. First, the findings demonstrated

the importance of postgraduate education studies to teachers' practice and the possibility for transformation in classrooms. (Ion & Iucu, 2016)

From the previous study, it is clear that TPD is important for novice teacher. It has given primary information on novice teachers motivation but there are still questions to be answered on experienced teacher motivation. This paper sets out to address the research gap. It aimed to give attention to the motivation factors toward TPD between novice and experienced teacher. In addition to calling attention to the process of teacher professional development, the influence of the motivation factors in TPD to the teaching practice as perceived by the teacher will be revealed. Findings of this study are expected to give detailed information on motivation factors between novice and experienced teachers along with the influence of those factors to the teaching practice. The information is important for policy makers to develop policy that can improve teacher motivation.

LITERATURE REVIEW

Professional Development

One of the most crucial aspects of educational achievement is the teacher. The growth of modernization and information and technology have forced Indonesian education to do some adjustment for future needs. As a result, the need for qualified teachers to teach is growing higher. According to Indonesia teacher policy, a teacher in Indonesia should cover four basic competence involving social competence, individual competence, pedagogic competence and professional competence. Highlighting the professional competence, it is important for teachers to teach professionally by mastering the subject being taught.

It is critical to maintain the quality of teachers' growth because without renewing or upgrading their knowledge and abilities, instructors may be unable to engage students in learning. As a result, teachers must learn to educate in new methods in order to help students improve their performance. In order to achieve this, TPD should be implemented. According to Harvey (2005), professional development for teachers is critical to the profession's long-term viability and progress. However, in order to acquire the advanced teaching skills needed for this goal, education systems must provide more effective professional learning opportunities for teachers (Hammond & Richardson, 2009).

Furthermore, professional development is a broad word that encompasses a number of actions undertaken for a variety of purposes. It is involved with the professional development of individual teachers or is tied to enhancing student learning in a school or system. (Clark, 2007). Professional growth is defined and described in a variety of ways. (Quattlebaum, 2013). Richard and Farrell (2005) for example, defined professional development as "formal and informal provisions for the improvement of educators as people, educated persons, and professionals, as well as the competence to carry out their assigned roles." Meanwhile, Gall and Rensler (1985; 6) in Nyam and West (2014) described professional development more specifically as "efforts to improve teachers' capacity to function as effective professionals by having them learn new knowledge, attitudes and skills." Moreover, they provide more clear understanding by describing briefly what it looks like, they assume that "teacher development can be viewed as teachers learning, rather than as others getting teachers to change. Teachers were learning to grow their views and ideas, improve their classroom practice, and pay attention to their feelings about change.

They also describe what they consider to be key features of the teacher development process: the first is the input of new theoretical ideas and teaching suggestions, and the second is the trying out, evaluation, and practice of these new theoretical and teaching ideas over a long period of time in a collaborative setting where teachers can receive support and feedback, as well as respond to critical feedback. Professional growth should thus be regarded as a continuous and self-renewing process of critical reflection on and in locally defined practice, rather than a one-shot event or a series of intermittent shots aimed at progressive attainment of an idealized level of teaching proficiency. Moreover, Richard and Farrell (2005) discovered that learning in professional development occurs in four modes: informal, incidental, non-formal, and formal. TPD is defined in formal manner in this work as a kind of postgraduate study.

Teacher's Motivation in the Professional Development

The research areas of Teacher Professional development have been studied in many different ways (Avalos, 2011) since it is critical for improving the quality of student learning (Guskey, 2002 ; Richards, 2008). According to Guskey (2002) and Richards (2008), it is essential for enhancing the quality of student learning, the research topics of Teacher Professional Development have been investigated in a variety of methods (Avalos, 2011).

Teacher motivation, on the other hand, is rarely mentioned in TPD. They also argued that the motivation of instructors is the most significant element of all. Teachers must retain their motivation in order to continue their professional growth. Teachers who are more driven to participate and engage in TPD are more likely to benefit from the experience (Harwell, 2003). The statement is in line with Avalos (2011) who claimed that personal responsibility for a teacher's own performance, growth and development is important to maintain a high level of professional performance. Professional growth motivation can be either extrinsic or intrinsic, according to Handerson (2012). The inherent desire for self-improvement that a teacher has cannot be equaled by any amount of pressure from the educational establishment. For true Teacher Professional Development to take place, the teacher must believe in it. The teacher must recognize and embrace the need for professional development. A teacher who prioritizes professional growth is motivated to gain new skills, information, attitudes, values, and dispositions. Pride, self-esteem, team spirit, dedication, drive, adventure, creativity, and vision are all present in such dispositions. The instructor must possess all of these qualities. Moreover, policy reform, reflective practice, and organizational support, according to AEU & VT (2009, in Handerson, 2012), have an influence on the degree of intrinsic motivation of the teacher.

Extrinsic motivation, on the other hand, comes from the circumstances that support the TPD's welcoming to improved improvements, with administrators providing the most essential element of that support. Furthermore, according to Karabenick and Conley (2011), instructors who felt personally accountable for student success, motivation, relationships with students, and excellent teaching were more motivated to participate in TPD and had more good experiences with it. It is consistent with the findings of expectancy-value theory research on teacher motivation (Richardson & Watt, 2006; Watt & Richardson, 2007 in Hettiarachchi, 2013), which shows a link between teachers' motivation and their engagement, commitment, and persistence in teaching, as well as their desire to participate in professional development.

Novice and Experienced Teacher

As Farrell (2012) pointed out, the term "novice" has been often used in research on starting instructors, and there is no precise definition of a novice teacher in the literature. Anyone teaching something new for the first time or entering a new cultural setting for the first time is considered a novice (Richard and Farrel, 2005). There is also no agreement on how many years of instruction are required to complete the beginner stage. A novice, according to some academics, is a teacher with fewer than five years of experience (Kim & Roth, 2011). Others referred to it as an instructor with little more than two years of experience (Gatbonton, 2008).

A novice teacher was defined as someone who has less than five years of teaching experience and someone who has more than five years of teaching experience for the purposes of this study. The phrase "experienced teacher" is used instead of "expert teacher" since expertise cannot be evaluated by the number of years spent teaching. An experienced teacher doesn't mean that she or he is an expert.

Furthermore, some of the disparities between new and experienced language instructors appear to be related to "the various ways in which they relate to their work environments, and therefore their conceptions and knowledge of teaching, which is formed in these contexts" (Tsui, 2003; 245). Because they are familiar with normal classroom activities and expected issues and solutions, experienced instructors approach their work differently than beginners (Richard and Ferrell, 2005).

Novice instructors, on the other hand, are less familiar with subject matter, instructional techniques, and teaching settings, as well as a sufficient repertoire of "mental scripts and behavioral routines" (Berliner, 1987; 72 in Richard and Ferrell, 2005). In accordance with this, a report presented by Shagrir (2010) and Ha (2014) presents that it is important for a novice to improve teaching practice and being mentored during early years of teaching. Based on the differences above, it is possible that there are differences in motivation between those two types of teachers.

METHOD

This study aimed to find out the motivation factors toward TPD between novice and experienced teacher and how TPD in a form of postgraduate study influence their teaching practice. To answer the research questions, this study used a qualitative method. It is chosen because it occurs in the actual setting of the phenomenon with an understanding of the social phenomenon from the perspective of the participants (Alwasilah, 2011). Using technical research in connection with qualitative methods, it described the experiences and events that actually occurred as completely as possible (Swathi, 2014). By using qualitative method, it is easier to navigate the phenomena in context using a variety of data sources (Baxter & Jack, 2008). All the data collected in this study is a descriptive analysis to describe the situation and current situation of the site as it is.

Instruments used in this study were questionnaire and interview questions. The questionnaire was developed to answer the research questions. It consists twenty-one questions related to some factors affecting teacher motivation and its influence into teaching practice adapted from Aminudin (2012). Meanwhile, to richer the gained data, a semi structured interview session is undertaken to triangulate the data. Four teachers were involved in this study, two labelled as novice teacher and the other two labelled as experienced teacher. The teachers participate in this study were chosen since they meet

the criteria of novice and experienced teacher and they were taking postgraduate study at the moment.

Concerning the procedure of the research, two steps were taken. Firstly, the teachers were asked to fill in the questionnaires related to their motivation in undertaking postgraduates' study. Secondly, an interview was conducted to find out the influence of taking postgraduate study to their teaching practice. The research was conducted in two days precisely on 14th and 21st April 2018. As this study is a descriptive study, the analysis was done descriptively. The result from the questionnaire was briefly described to find out the motivation of taking postgraduate study between novice and experienced teachers, the motivation then compared to find the similarity and the difference between two types of teachers. Moreover, the data from the interview were transcribed then descriptively described to examine whether taking postgraduate study influenced their teaching practice.

FINDINGS AND DISCUSSION

The findings showed that four teachers that have different years of teaching experience have different motivations both intrinsic and extrinsic in taking postgraduate study. According to the results of the questionnaire, both novice and experienced teachers believe that their professional development has an influence on their teaching practice. They also want to practice their knowledge that they got from the postgraduate study into teaching practice. The description below presented the data of teachers' motivations and the impact of postgraduate study into teaching practice.

Novice teacher

Teacher 1 (T1)

The first teacher is categorized as a novice teacher since he has three years of teaching experience in one of the senior high schools in Bandung. Regarding extrinsic motivation, he asserts by taking post graduate study, he can help his students to do better in the class. Moreover, his family environment really supports his decision to take postgraduate study. In the interview session, he elaborates that according to his culture, as the first son of the family, he is responsible to give a good example for his younger sister. Moreover, recognition and prestige from his fellow teacher and society also become a trigger for him to take postgraduate study. The last factor that becomes extrinsic motivation in taking postgraduate study is because of the remuneration and incentive improvement.

In terms of his intrinsic motivation, he claims that gaining more knowledge and understanding of the subject he teaches is one of the motives of taking postgraduate study. Moreover, he suggests that having a deeper thinking as the reason behind the education trends and the career development by having master qualification are his intrinsic motivation. Indeed, the challenge in teaching as a novice teacher who lacks experience also becomes his intrinsic motivation. The desire of the first teacher to be a better teacher is in line with the result reported by Farrell (2012) which states that teachers take postgraduate study to be a better teacher.

Moreover, in relation with the impact of the teaching practice, T1 perceives that he learns to try new and different approaches to teaching.

Teacher 2 (T2)

Categorized in the novice level teacher with the previous one, the second teacher has longer experience compared to the first teacher, which is three years. In connection with extrinsic motivation, he wants to help his students to do better in the class. The growth of communication and technologies and to gain recognition and prestige from the society also become his extrinsic motivation. Moreover, in terms of intrinsic motivation, by taking postgraduate study he wants to have more knowledge and understanding of the English subject. Providing a pathway of career advancement along with the enhancing credibility and employment qualification also become his intrinsic motives. He is also concerned to do his best in the postgraduate study by challenging himself to do the best in study in the postgraduate study. As a novice teacher who has limited experience in teaching, he feels that teaching is very challenging for him, because of that reason, he wants to take a master degree. This is in line with one of characteristics of a novice teacher as suggested by Richard and Farrel (2005) which is a novice teacher has less experience and it affects their awareness of problems that arise during teaching. According to the interview session, his biggest motivation in taking postgraduate study is to challenge himself, to the extent he can develop himself as a teacher.

In terms of the impact of postgraduate education on teaching practice, he states that by pursuing a master's degree, he hopes to experiment with new or alternative methods to his teaching and become a more reflective educator. Furthermore, because he obtains a greater comprehension of the topic, he is able to acquire stronger content knowledge. Pursuing postgraduate education, on the other hand, has nothing to do with keeping up with external pressures or increasing his confidence in the classroom.

Experienced Teacher

Teacher 3 (T3)

Teacher three is an experienced teacher, she has taught for about 8 years in a senior high school. She has several reason as extrinsic motivations; she wants to help her students to do better in the class. Moreover, her family and the school environment support her decision to take postgraduate study. She also gets full support from the province by giving her a full scholarship to take master degree. The advances in information and communication also become a motive for her to undertake postgraduate study.

As for her intrinsic motivation, she wants to have a deeper knowledge and understanding of the English subject. Indeed, being involved in a postgraduate study allows her to think more deeply about the reason behind current educational trends. Gaining qualification to improve her career also became her motives. Moreover, as an experienced teacher, she still thinks that teaching is challenging and it has become one of her motivations. Moreover, the data from the interview reveals that her biggest motivation comes from her family and also her school because she wants to develop her school as soon as she finishes her study. Based on the interview session, the biggest motivation comes from herself. She wants to build her school and also her region. Her last statement confirms findings of Evans and Edith (2013) which stated that one of the teacher's motivations for pursuing postgraduate study is to move to a leadership position.

Concerning the impact of pursuing postgraduate study, T3 perceives that by taking post graduate study, she learns to try new and different approaches to teaching. She also became a more reflective teacher and able to develop better content knowledge.

Concerning the external forces, she is able to keep up with that and become more confident with her teaching.

Teacher 4 (T4)

Teacher 4 is an experienced teacher with five years teaching experience. With regard to extrinsic motivation, similar to other teachers, he wants to help his students to do better in the class. As a family leader, his family really support him in undertaking postgraduate study. Moreover, his school and district also give him encouragement and show real support by giving a scholarship. By taking a master degree, he wants his fellows' teacher to be aware of his intellectual ability. Advances in information and communication technology also become one of his extrinsic motivations.

Furthermore, referring to his intrinsic motivation, he wants to have more knowledge and deeper understanding of the subject he taught along with deeper thinking on the reason behind current education trends. Indeed, by taking postgraduate study, he wants to gain qualification and enhance credibility and employment opportunities. The challenge that he feels in teaching also motivates him to take postgraduate study. According to the result of the interview, he wants to develop his teaching fluency as well as developing himself as a teacher.

During taking postgraduate study, he perceives that he learns to try new and different approaches to teaching. He also became a more reflective teacher and able to develop better content knowledge. In connection to external forces, he is able to keep up with that and become more confident with his teaching.

This study confirmed that both novice and experienced teacher have intrinsic and extrinsic motivation in pursuing postgraduate study as a form of their professional development. As Cardno (2005) had mentioned that Teacher motivation is an important part of improving classroom efficiency. In this study, all teachers mentioned that their students were their main extrinsic motivation, the teachers want their students to study better. These findings are consistent with Kiziltepe (2008), who discovered that students have been identified as one of the major elements that inspire and demotivate instructors, with students serving as the primary incentive in this situation.

This study also showed that both novice and experienced teachers took postgraduate study to improve their knowledge in teaching in order to help their students to do better as their intrinsic motivation which is in line with (Handerson, 2012). Indeed, both types of the teacher took postgraduate study for their career advancement. But, for novice teachers, taking postgraduate study was also used to open their pathways to a wider career opportunity. From the result, it can be seen since novice teachers do not have a stable career yet, they take master degree to open the career opportunity. However, for experienced teachers, since they already have a more stable career, they take a master degree for their career improvement. In dealing with supporting environment, not all of the teachers' families support their decision to take a master degree. The support in the form of scholarship is only given to experience teachers for career advancement.

We may deduce from the data that experienced instructors believe that postgraduate education allows them to explore fresh and diverse methods to teaching. They gain greater content understanding and become more thoughtful instructors.

As for the external forces, they are able to keep up with that and become more confident with his teaching. Unlike experienced teachers, novice teachers do not feel postgraduate study gives significance to their teaching. One of the novice teachers believes that postgraduate study has simply influenced his ability to try new or alternative

teaching methods. Another novice teacher believes that postgraduate study affects not just his ability to attempt new or alternative methods to teaching, but also his ability to reflect on his own teaching and acquire superior content knowledge. Moreover, both novice teachers do not perceive having higher confidence with their teaching by taking postgraduate study. These findings may help us to understand primary motivation between novice and experienced teachers were similar. They were taking postgraduate degree in order to gain knowledge so they can help their students to do better in learning.

CONCLUSION

Based on the data collected, it is found that both novice and experienced teachers have similar intrinsic and extrinsic motivation in pursuing postgraduate study as a form of Teacher professional development. Regarding intrinsic motivation, it was agreed that both novice and experienced teachers intend to improve their teaching skills and knowledge in teaching. Moreover, the difference relies on the career motivation; for novice teachers, taking postgraduate study aimed to open wider career opportunities while for experienced teachers, taking postgraduate study to improve their career advancement.

In terms of extrinsic motivation, the factors are varying. For instance, family support becomes a strong extrinsic motivation for most of the participant teachers. In addition, support from the government in the form of scholarships also becomes one of strong extrinsic motivation. In this study, all participant teachers agree that taking postgraduate study impacts their teaching practice.

As discussed previously that motivation can be intrinsic and extrinsic, it is recommended the government to increase teacher extrinsic motivation by providing more scholarship for teachers to develop themselves. In addition, to maintain teacher professional development, it is needed to arrange regular training or workshops.

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