

# Pre-implementing strategies of continuing professional development of high-achieving English teachers

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## ABSTRACT

English teachers need to implement continuing professional development in case intending to improve their competency and carrier. To achieve it effectively, they need to apply strategies of self-management. The importance of continuing professional development and self-management led to the urgency of research on both, especially those implemented by a high-achieving teacher. The recent study aimed to discover the self-management strategies that a high-achieving English teacher named Badriah had applied before she implemented her professional development. It adopted two main frameworks: self-management for teachers, proposed by Cheung and Cheng (1997), and continuous professional development, recommended by the Ministry of Education and Culture of the Republic of Indonesia. It used a narrative qualitative design in the form of a biography. It employed an interview and a portfolio study to collect data. It utilized transcription-coding-interpretation steps to analyze the collected data. It found that the outstanding teacher had applied three self-management strategies before implementing her professional development. They are analyzing her self-condition, planning her continuous professional development, and developing and directing herself to prepare it.

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## 1. Introduction

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia has initiated change, innovation, and improvement of teacher competency, ranging from regulation to real action. They have encouraged innovation practices and teacher competency improvement by applying *Pembinaan dan Pengembangan Profesi Guru* (Establishment and Development of Teacher Profession) as stated in Chapter 32 of *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen* (Constitution of Number 14 of the Year 2005 about Teachers and Lecturers). It is then elaborated in *Peraturan Menteri Pemberdayaan Aparatur Negara dan Reformasi Birokrasi* (Regulation of Minister of State Apparatus Empowerment and Bureaucracy Reformation) Number 16 of the Year 2009 about *Jabatan Fungsional Guru dan Angka Kreditnya* (Functional Position of Teachers and its Credit Numbers). Letter c of Chapter 11 states that the establishment and development of the teaching profession employ *Pengembangan Keprofesian Berkelanjutan* (Continuing Professional Development (CPD)).

The Ministry have even conducted real action of some changes and innovations. Since 2019, they have launched such innovative ideas and practices as programs of *Merdeka Belajar* (Learning Freedom), *Guru Penggerak* (Leader Teachers), *Guru Belajar dan Berbagi* (Teachers Learning and Sharing), and their generative involving digital platforms of information and communication

technology. As innovative products, they are advantageous media for teachers to develop their competency and profession.

The Ministry also encourage and motivate teachers by holding an annual event called *Seleksi Guru Berprestasi* (High-Achieving Teacher Selection). It integrates innovation practice and CPD activities as part of its evaluation. It hopes innovations and changes grow bottom-up from schools. It empowers teachers in two levels of management: individual and organizational levels. The first is well-known as self-management, enabling teachers to manage themselves to do their function effectively. The teachers are the manager of themselves, the manager of the students, and the school manager (Toma, 1992).

Based on the thought above, the researcher assumes that self-management in the context of CPD is crucial for teachers to have and apply. Firman Yudianto delivers his thoughts that self-management is strategic for teachers to live their life meaningfully; not to meet difficulty when handling their duty and responsibility; and, to be able to work productively, effectively, and efficiently (Universitas Nahdatul Ulama Surabaya (UNUSA), 2020). The *Organization for Economic Cooperation and Development* (OECD) and *Information Network on Education in Europe* (Eurydice) report five competencies that have universal value and were historically never exchanged; one of them is managing self, then adopted as one of consideration in New Zealand educational policy (Treadwell, 2014).

Teachers can use self-management in developing their profession. Teachers must have basic competence in teaching and learning, attend training necessary and suitable for science and technology development, assess and criticize their performance, count suggestions and advice from society, and develop professionalism facilitated by the government and society (Duryat & Duryat, 2019). The first, second, and fourth suggestions are related to professional development; the third is to self-management; and the last is to both.

Professional development constitutes all activities teachers follow and conduct to enhance their performance quality and to develop their careers (Day and Sachs, 2004 in Ucan, 2016). It is an important mechanism to improve teachers' knowledge and instructional practice (Desimone et al. 2002 in Ucan, 2016). It encourages teachers to change their attitudes and belief (Guskey, 2002). It affects teachers' professional and personal aspects leading to their knowledge, competency, and values (Kazemi & Hubbard, 2008; Opfer & Peder, 2011 in Ucan, 2016).

In Indonesia, the policy of CPD, as stated above, is regulated in the Ministry Regulation of State Apparatus Empowerment and Bureaucracy Reform. The book *Pembinaan dan Pengembangan Profesi Guru Buku 4: Pedoman Kegiatan Pengembangan Keprofesional Berkelanjutan dan Angka Kreditnya* then elaborates the regulation (Kementerian Pendidikan dan Kebudayaan, 2019). CPD is teachers' competence improvement conducted based on the need gradually and sustainably to upgrade teachers' professionalism. It classifies CPD into three categories, as described in Table 1: *Pengembangan Diri* (Self-Development), *Publikasi Ilmiah* (Scientific Publication), and *Karya Inovatif* (Innovative Work).

Table 1. Categories of Teacher's CPD Activities

Categories	Sub-Categories	Examples
Self-Development	Education & Training Teacher Community	workshop, seminar, FGD, in-house training, etc.
Scientific Publication	Presentation on Scientific Forums Paper Publishment Book Publishment	workshop, seminar, FGD, in-house training, etc. research report, scientific review, best practice, etc. module/dictation, textbook, educational book, translation, teacher's CPD guidance, etc.
Innovative Work	Proper Technology Artwork Learning Tool/Medium Arrangement of Standard/ Guidance/Instrument	

Some previous studies about CPD are relevant to recent research. CPD is vital and beneficial for teachers to enhance their professionalism (Bicaj & Treska, 2014; Hamidah, 2019). It can improve teachers' competence in managing classes; utilizing motivating instructional media and methods;

providing the best service to students and their parents (Hamidah, 2019). CPD activities not only correlate to teachers' self-efficacy positively (Ravandpour, 2019) but also affect teachers' ability positively (Rini et al., 2019), eventually impacting learning quality improvement (Bicaj & Treska, 2014).

CPD activities have attracted more teachers, but the implementation has not been optimum yet; scientific publications and innovative work activities are less attractive, and only a low percentage of teachers possess the ability of both. It is self-development more interesting for teachers but has not impacted the change of participant teachers' behavior (Wijaya & Sumarno, 2017). Scientific publication activities have got more attention from teachers and institutions and should get more improvement (Rahyasih et al., 2020). Teacher CPD is a low extent (Susanto, 2016); teachers know less about those three components of CPD (Indrawati & Octoria, 2016); in fact, it can give a big chance to teachers to be the agent of change of knowledge skill, attitude, and belief influencing a whole system (Payne, 2018).

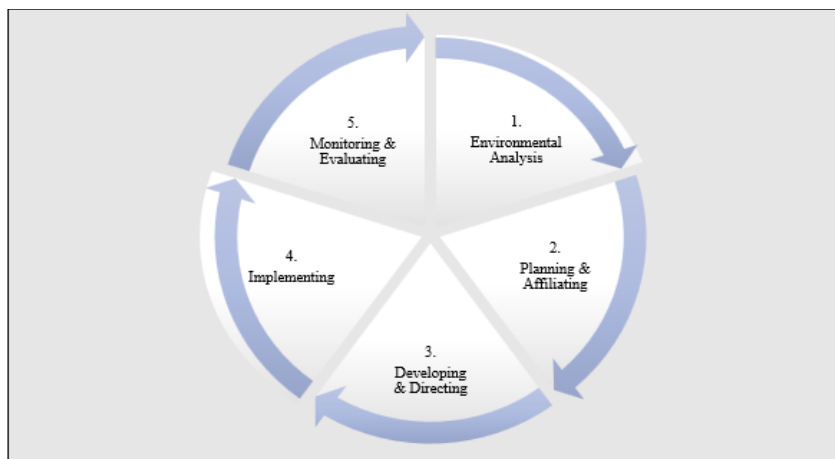
Teachers carried out CPD activities individually and collectively due to self-initiations, recommendations from their schools, and fulfilling invitations from other institutions (Priajana, 2017). Self-initiated CPD activities positively predict teachers' objectives, that is, to participate in the activities and implement the competency they convey (Goroizidis & Papaioannou, 2014). Collaborative CPD activities manage to raise teachers' pedagogical and professional competency implementation, encourage teachers to learn through networking with colleagues and experts, and hold discussions to help solve class problems (Sumaryanta et al., 2019).

Teachers should conduct CPD activities gradually and based on needs. To be effective, they need CPD management. Due to management, teachers are interested in engaging in CPD actively and being enthusiastic professionally. A blend of active involvement and professional enthusiasm can cause teachers to shape perception and practice it in learning themselves and with their students (Utami et al., 2019). CPD can proceed through four managerial functions: planning, actuating, evaluating, and reflecting (Mulyono, 2020).

The CPD management proposed by Mulyono (2020) above is at the organizational level. The management studied in recent research is at the individual level. It is the management teachers can apply, well-known as self-management.

Teacher self-management comprises a process in which teachers receive too broad autonomy to manage and finish their work but to keep within such boundary lines given by their school institution or work team as school vision, mission, goal, work team character, financial resource, school physical condition, and standing authority (Cheung & Cheng, 1997). It is a plan, arrangement, and controlling done by a teacher toward behavior according to the school norms to achieve personal goals that will contribute to school organizational goals.

Teacher self-management runs in a cycle of five stages, as illustrated in Figure 1: 1) environmental analysis, 2) planning and affiliating, 3) developing and directing, 4) implementing, and 5) evaluating and monitoring (Cheung & Cheng, 1997).



**Fig. 1.** Teacher Self-Management Cycle

Some former studies about self-management are relevant to recent research. Self-management is a promising way for employees to motivate themselves through daily habits without the direct supervision of others (Breevaart et al., 2014; Ghali et al., 2018). It makes employees engage themselves in work; employees' self-management affects their work engagement (Wijaya et al., 2020). It makes them play a positive and significant role in achieving organizational excellence (Ghali et al., 2018).

Employees use five self-management strategies to increase their work engagement: self-goal-setting, self-cueing, self-observation, self-reward, and self-punishment (Dhanpat et al., 2021). Self-goal-setting motivates them to achieve their goal by setting specific and complex objectives; challenging goal formulation stimulates the cognitive process of having activity toward the goals (Hartono & Murniati, 2020). Self-observation gives employees advantages and obstacles. It enables employees to make reflection and have awareness and development of their professions. They encounter problems due to their attitude, time consumption, motivation, and work burden (Boukadi, 2016).

The importance of self-management in continuing professional development causes the research about it to be urgent, especially the one done by such a high-achieving teacher as Badriah. Badriah was an English teacher in SMA Negeri 2 Cianjur. She was the first winner of high-achieving teachers of Cianjur Regency and Jawa Barat Province and won the second position of high-achieving teachers at the national level in 2015. The question is how Badriah developed her profession; what strategies she applied before, during, and after her professional development activities. This research focuses on what schema Badriah had performed before implementing CPD activities.

## 2. Method

The research utilized a qualitative design with a narrative method. Narrative qualitative research explores details of social and organizational characteristics and individual behavior with their meanings in primary data (Schensul, 2012). It also critically analyzes the social and cultural context of personal experience through the record of life experience (Lemley & Mitchel, 2012).

It took the source of data through purposive sampling, that is, to determine a sample suitable for the research objective. The researcher decided on the high-achieving teacher Badriah since she had the characteristics and features fixed for the research objective. She was active, creative, and innovative in CPD. As mentioned above, she won the first champion of the high-achieving teacher competition at Cianjur Regency and Jawa Barat Province and the second at the national level.

To collect data, the researcher held an interview and portfolio study. He interviewed Badriah to reveal how she did CPD and studied her portfolio to discover what CPD she did while she taught English. The researcher then managed and analyzed the collected data through three phases recommended in the narrative study. Firstly, he made the transcription of audio-visual data. He then made coding the transcript by classifying ideas, themes, topics, activities, and other categories relevant to the research (Schensul, 2012). He finally interpreted the coding result in a historical, cultural, and relational context.

## 3. Findings and Discussion

The recent research found that the high-achieving English teacher Badriah had carried out three strategies before she performed actual CPD activities. She analyzed her environment, made plans, and developed and directed herself toward the performance of CPD.

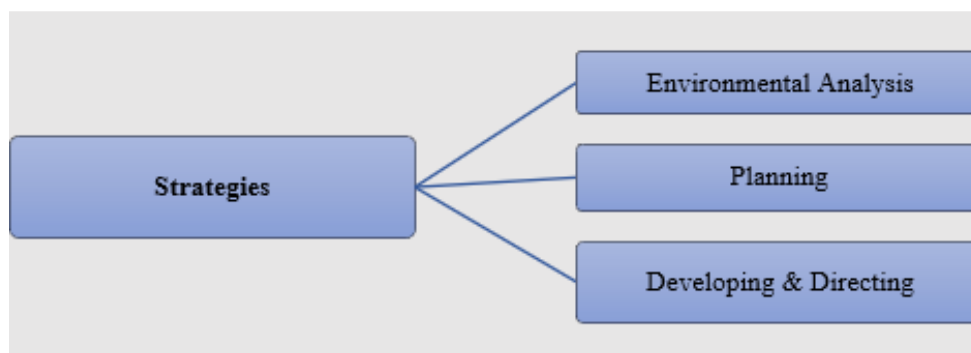


Fig. 2. Pre-Implementing Strategies of CPD Activities

### 3.1. Environmental Analysis

Environmental analysis is the first strategy that teachers apply before they do actual professional development activities. In this stage, they analyze four factors that affect CPD. The first two come from teachers' internal conditions (strengths and weaknesses); the two rest from external (opportunities and threats) (Cheung & Cheng, 1997).

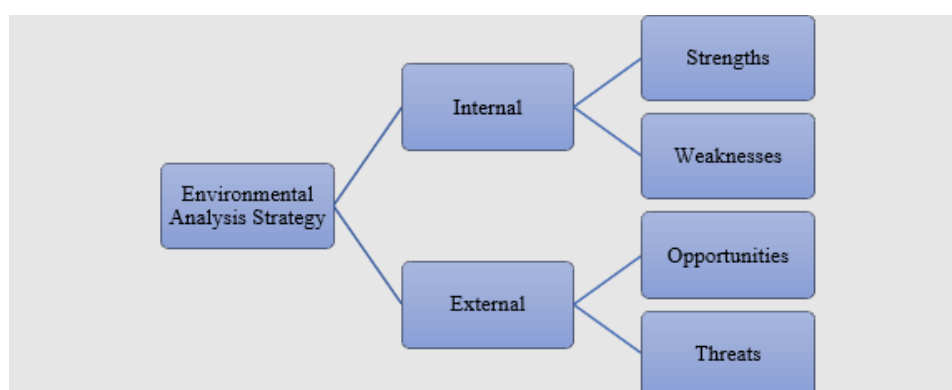


Fig. 3. First strategy done by teacher before CPD implementation

#### 3.1.1. Internal Conditions

Badriah said she was ready to invest both moral and material. She had such strong morale as resilience in facing learning problems, readiness to learn in teaching her students, and teaching and learning in CPD. She was curious to try new things with students in the classrooms and fellow English teachers in the community. Even she ever attended a course on playing *Kacapi*, a Sundanese musical instrument. Though it did not directly relate to the English teaching profession, she got a valuable lesson from it. She could learn how the trainer managed his class to serve learners' characters and needs.

Besides morale, Badriah had material strength. She initiated to enhance her competence independently, formally, and informally. She spent the amount of money undoubtedly to buy books, pay the fee for a workshop or seminar registration, paper presentation in a proceeding conference, or publication in a scientific journal.

Self-strength is one of the internal factors related to the experience and competence of a teacher's profession, goal, and belief (Cheung & Cheng, 1997). Teacher's readiness to grow moral and material investment is a positive attitude potential to support CPD success.

In analyzing self-condition, however, Badriah admitted she was weak in some ways. She felt excessively empathic toward others. She always accepted her colleagues' requests even though she was busy or unhealthy. She was easily attracted and influenced to give aid not only to the less competent colleagues but also to those having high potential and spirit in developing performance.

Self-weakness is another internal factor related to teachers' professional and personal experience, competence, values, and belief (Cheung & Cheng, 1997). Feelings of empathy, attraction, and helpfulness are positive, but they get negative when employed excessively.



### 3.1.2. External Situations

Badriah told she had some opportunities to develop her profession. As a state-employed high-achieving teacher, she met with a big chance to pursue training held by the government or the holders cooperating with or recommended by the government. She felt lucky since she often got invitations to attend the training though she had not registered before or asked for the invitation. Since she would invest materially, she had a chance to build CPD programs independently and voluntarily. She could spend some of her income to develop professional development sustainably.

Another opportunity Badriah held was family support. She felt lucky that her children and parents did not mind that she made a career. Furthermore, her husband supported her fully despite being a critical partner in discussions dealing with CPD activities.

Badriah expressed that she faced some threats. She fought against time, geographical conditions, and her absence from classes and family. She was a state-employed teacher. Consequently, she was obligated to hold 24 to 40 class hours a week (with a ratio of 45 minutes: 1 class hour). She frequently accepted the decision from the school that she had to teach around 30 class hours. It was a burden but a challenge for her to manage time to teach classes, develop a career, and have a family.

She needed to keep physical and mental fitness to face the geographical conditions in Cianjur. When going to the places where she had to attend scientific discussions, present scientific reviews in a seminar, give material for a workshop, or hold a meeting of the English teacher community, she had to pass by extraordinary road fields and long-travelled distances. In this town, she found narrow, winding roads through which her car could not pass. She could also not ride her motorbike safely in the rainy session since she found dangerous slippery pathways.

The school did not fully support her in professional development activities. Not all the principals leading SMAN 2 Cianjur allowed her to leave her classes though she would contribute more to the school later than she did. Some colleagues disagreed with her absence in her classes though she would share the materials she got from the CPD event to improve class teaching quality. However, Badriah could overcome the threat. She reasoned that if she were present in a workshop with 100 teachers, she would train 100 teachers in the teaching method they would implement in their classes comprising hundreds, even thousands, of students. Badriah illustrated in one of her books that what she did was more than teaching: she taught teachers how to teach; in the case of coaching 150 teachers, and if each taught 100 students, she meant teaching 1500 students (Badriah, 2021). She wrote in another book that teachers and students could learn in different places; students learned through online modules and media in their classroom, while teachers learned in their community through the CPD program (Badriah, 2018).

The analysis of internal and external conditions is self-observation. It gives someone strategic information for self-controlling, self-awareness for needing to change, and how to make the change (Manz & Sims, 2001). It enables them to reflect and be aware of developing their professions (Boukadi, 2016).

This strategy belonged to Badriah. It made her aware that she had such supporting resources as good readiness, strong resilience, high curiosity, enough money, and a permissive family. By self-observation, she also knew that she held such harmful conditions as excessive empathy and interest in someone else, work time, bad geographical conditions, and absence from family time. Her awareness of the supporting and harmful factors helped her manage herself and provided data to plan and develop her CPD.

### 3.2. Planning

After analysing the conditions around themselves, teachers do the second stage before conducting actual CPD activities. Planning deals with three main issues: goal-setting, action-planning, and achievement-standardizing (Cheung & Cheng, 1997).



**Fig. 4.** Second strategy done by teacher before CPD implementation

### 3.2.1. Goals, Action Plans and Achievement Standards of Self-Development

Badriah attended teacher training and community of practice. When taking part in a workshop, she set a goal: to give respect to the holder, advantage, and best contribution. She arranged such action plans to achieve the goal as identifying the theme; reading and taking note of the material related to the topic; writing down five things related to the training: the title, the place and time, the holder, the material elaboration, and the expected impact.

When holding the activity of community practice, Badriah had a goal: to duplicate herself to her fellow teachers in such ways as positive thinking, self-appreciation, and pride in being a teacher. She arranged the program of the teacher community into two categories. They were block grant-based and routine-based activities.

Later, Badriah would know she got the goal when she met the standard. The standard she had set was a cultural change in the teacher community she led. She could conclude that she got to the goal when she found the community members had had a before-after difference in mindset, behavior, way of treating other people, science, and knowledge. Through CPD, teachers are challenged to change knowledge, skill, attitude, and belief (Asmari, 2016).

### 3.2.2. Goals, Action Plans and Achievement Standards of Scientific Publication

Badriah presented in a scientific forum, wrote a scientific paper, and wrote a book. In making a scientific presentation, she set a goal: she was able to present her ideas, experience, and research results in academic forums and could aid researchers, particularly oversea researchers, in finding English instructional references in Indonesia.

She made action plans for scientific presentations following what role she would play. If she played as a presenter of a parallel session in a proceeding, she scheduled to get offerings from the university holding a conference; select the offerings by considering how much she ought to pay; take note of the manuscript submission procedure, namely the date of the presentation, abstract submission deadline; write and submit the abstract to the holder; write a whole paper though having not the Letter of Acceptance (LoA) yet; pay the fee of presentation and manuscript publishment after accepting the LoA. If she took the role of a keynote speaker, she would accept an invitation from the holder university, plan to write and submit the manuscript of the research result paper and its PowerPoint and prepare to present the paper. She formulated the standard that she could present the paper and possessed such documents as the invitation, the submitted paper, the published paper, the certificate, the list of participants and presenter presence, and the photograph.

In writing a scientific article, Badriah set the goal and the achievement standard: she was competent in writing research result reports published in journals owning ISBN, scientific reviews, and best practice papers kept in the school library and being a reading reference for colleague teachers, and disseminated in the school level or the teacher community in Cianjur Regency level. To achieve the goal, she arranged some plans. She would write the article reporting the research result to a journal with or without presenting it first in a scientific forum. She also planned to do class action research once three years.

On scientific popular article writing, Badriah asserted that she ought to hold competence in writing popular scientific articles published in mass media at the Cianjur Regency level, of Jawa Barat Province level, and at the national level, each owning ISSN. To approach the goal, she arranged some efforts. Firstly, she would write as soon as any idea came; secondly, in case of getting stuck, Badriah would create a moment leading herself to catch inspiration by reading a newspaper, for instance; thirdly, she would submit an article to newspaper reductions twice a year, one to local newspapers in semester one and another to the newspaper of the province or national level in semester two of the academic year.

Badriah also set another goal and its standard. She could arrange one module every semester to facilitate students' learning, make one teacher's guideline for CPD at the beginning of the academic year, and publish one textbook or educational book with ISBN.

Eventually, Badriah would make her research result report paper, popular scientific article, module, and book as the portfolio which she could propose for her career promotion.

### 3.2.3. Goals, Action Plans and Achievement Standard of Innovative Work

For Badriah, the goal of designing innovative work was to facilitate English teaching and learning. With the facilitation, students could find a way how to learn the material. She also arranged a tool or medium to inspire fellow teachers to be creative and innovative in holding subject instruction.

Based on the goal, Badriah planned her actions in four stages. Firstly, she grouped her students into three: fast learners, average learners, and slow learners. It was to give aid, particularly to fast and slow learners. Secondly, she created such innovative works as learning tools and media by taking advantage of easy-finding and safe-reusing materials around her. For example, she utilized used calendar to make a simple timeline for teaching her students how to listen, speak, read, and write a narrative text. Next, she planned the instruction on how to use the learning tools or media in her class. She integrated them into lesson plans she had arranged at the beginning of the academic year. And finally, she intended to disseminate them to fellow teachers and colleagues in her school institution and the English teacher community of Cianjur Regency.

Badriah formulated standards for her students and herself. She would say she reached the goal if she managed to accompany her students got the instructional objectives. She would conclude she achieved it if she could arrange learning media that enable her to bridge the gap between students' initial competence and learning objectives so that they could master the competence that was, at least, parallel to the minimum mastery criterion. She hoped students felt satisfied at the end of the lesson and waited for the subsequent works.

In planning strategy, goals are the most salient part of successful self-controlling; setting them means building foundations for self-directing and priority-determining (Manz & Sims, 2001). They guide someone on how to work to achieve goals (Van Der Hoek et al., 2018). Setting goals is a strategy to arrange specific and challenging short-term goals (Zeijen et al., 2018) and contributes to one's performance and main goal achievement (Latham & Locke, 1991; Hartono & Murniati, 2020).

Before implementing actual CPD activities, Badriah made plan by setting main goals that led her to arrange specific, challenging, and feasible action plans. It is consistent with research results done by Dhanpat et al. (2021) and Asmari (2016). Employees use five self-management strategies to raise their work engagement; they set goals first (Dhanpat et al., 2021). Most teachers state they set the goal to grow professionally and to enable to hold learning reflection (Asmari, 2016).

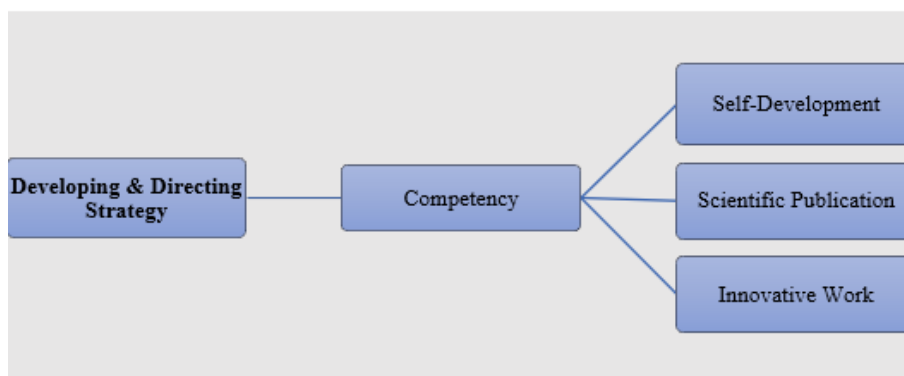
### 3.3. Developing and Directing

The third stage teachers do before implementing actual CPD activities is developing and directing themselves. In this stage, they prepare themselves to execute their action plans taking advantage of



professional competence, accessing competence improvement programs while having relation to their colleagues, and paying attention to and being sensitive to their surroundings. They also direct themselves to manage such resources as time management, commitment to realize every plan, and consistency to achieve the planned and standardized goals (Cheung & Cheng, 1997).

After planning CPD activities, Badriah developed and directed herself by learning the competencies needed in self-development, scientific publication, and innovative work.



**Fig. 5.** Third strategy done by teacher before CPD implementation

### 3.3.1. Self-Development Activity-Related Competency

Before following training and teacher community activities, Badriah developed five competencies: communication, self-leading, time management, knowledge management, and learning source management. She attempted to master the competencies since she needed to balance performing class instruction as her obligation and building her career as her right. Developing the competencies to have her training, learning, and sharing in the community succeed was one of the ways how teaching and career balanced. She said self-development would not be effective and efficient without the competencies.

Badriah knew how to learn the self-development-needed competencies. She made sense of every experience she received from the previous training and community activities. She always read books to update her knowledge and learning sources. She said people changed by reading; their attitudes, behaviour, and activity relied on what they read (Badriah, 2018). From her reading activity, she noted the book title, the idea, and the page the book conveyed in the form of a matrix. Besides, she learned from such a successful figure as Oprah Winfrey in knowledge management, learning source management, and learning product documentation.

### 3.3.2. Scientific Publication Activity-Related Competency

Badriah developed one essential competency directing her to the success of scientific publication activity. It was effective communication, she thought, including how to speak, the use of language, and body language. She reasoned that it was a must and challenge for her to communicate research results by using more understandable language for the audience. When presenting or publishing her paper, she often met with the attendees of teachers, and students possessing heterogeneous backgrounds and characters.

Badriah learned the competencies from the instructors and facilitators in the seminars, workshops, and courses she had ever attended before. She also watched videos showing how to present the material to training participants. She frequently asked experienced people about how to make presentations and scientific writing. She shared with colleagues and fellow teachers in the school she taught and the community she led.

### 3.3.3. Innovative Work Activity-Related Competency

Badriah learned pedagogical competency directing her to the ability to design innovative work and make use of it in classes. She set targets, determined achievement indicators, formulated arranging and utilizing guidance, and made an instrument of its effectivity assessment.

She employed three techniques to develop the competency. The first was by reviewing her teaching experience to identify the problems the students faced and determine the solution. The second was

visiting her fellow teacher's classes to observe and note how the teacher taught. She took the lesson from what she listened to, watched, and wrote during the visit. She told five advantages she could take from visiting fellow teachers' classes. She had a chance to reformulate instructional stages the teachers applied; she could redescribe learning-teaching method implementation; got inspired in class management; noticed students' responses to the teachers from different points of view; she could develop her competence (Badriah, 2018). The third technique was classic. Badriah used to read books related to instructional methodology to study updated innovations of educational technology and media she could combine with her experience.

Teacher CPD consists of the teacher's individual and collective activities. Each can be self-initiation-based or recommendation-based (Priajana, 2017). Badriah conducted all of them in terms of pre-implementation and actual implementation of CPD. Before following training, meeting in the teacher community, and writing and presenting papers, she read books and learned new knowledge and skills by herself or from experienced people. Personal and collaborative learning activities, whether they are self-governed or recommended, are beneficial for teachers. Self-governed activities positively predict goals by implementing the knowledge and skills the activities share (Gorozidis & Papaioannou, 2014). Collective ones succeed in improving the involvement of pedagogical and professional competence of teachers and motivate teachers to collaborate with colleagues and experts to find class problem-solving (Sumaryanta et al., 2019). They have a positive correlation with teacher self-efficacy (Ravandpour, 2019). They influence teacher competence (Rini et al., 2019). They enhance student learning quality (Bicaj & Treska, 2014).

Badriah applied the three strategies of self-management to conduct individual, collective, self-initiated, and recommendation-based professional development. It strengthens the research results of Breevaart et al., Wijaya et al., and Ghali et al. Employees' daily self-management relates positively to their daily work engagement (Breevaart et al., 2014). Employees' Self-management influences their work engagement simultaneously (Wijaya et al., 2020). Further, self-management plays a significant and positive role in the effort to achieve organizational excellence (Ghali et al., 2018).

#### 4. Conclusion

High-achieving English teachers conducted CPD activities to improve their competency, encourage their students to grow competent, and build their careers. They also take advantage of self-management to implement their CPD effectively. Before implementing actual CPD activities, they apply three strategies of self-management, namely analyzing their environment, planning, and developing and directing themselves.

High-achieving English teachers analyze their environment to find internal and external supports and obstacles. They understand, maintain, and enlarge the strengths and opportunities they face as supporting sources and understand, minimize, and eliminate the weaknesses they feel and the threats they encounter to realize CPD. From being aware of internal and external conditions, high-achieving teachers plan their CPD activities. They set goals, arrange action plans, and set achievement standards. High-achieving English teachers develop and direct themselves toward the realization of CPD planning. They supply themselves by learning the competencies they have not mastered but need in attending workshops, presenting papers, publishing their research products and scientific writings, and creating technological work, artwork, learning media, standards, guidelines, or instruments. The three strategies are the solution for English teachers before implementing actual CPD activities to balance their CPD program with their principal duty, teaching students. Through these strategies, teachers can prepare effective CPD to improve their competency, enhance teaching and learning quality, and build their careers without neglecting their classes.

The recent research used the narrative method with a single informant, Badriah. So, it is considerable to hold further research using such different methods as a case study involving more than one informant. Previous studies have reported the relationship between the use of self-management strategies and work engagement and the effect of self-management on the work engagement done by employees in general. For further studies, investigating the relationship between the use of self-management strategies and the success of teachers continuing professional development could provide valuable insights into how to implement these strategies effectively. In addition, examining the effect of self-management on teachers continuing professional development could help determine the impact of these strategies on teacher performance and student outcomes.

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### Declarations

I declare that this journal paper entitled “Pre-Implementing Strategies of Continuing Professional Development of High-Achieving English Teachers” is my original work and has not been submitted for publication anywhere. I have properly cited and acknowledged all sources used in this paper. I collected the data with the informed consent of the participants, following relevant ethical guidelines. I confirmed that I conducted the research fairly and transparently and presented the findings in the paper based on a genuine analysis of the collected data. I take full responsibility for the contents of this paper and any errors or inaccuracies.

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