



EXPLORING EFL EXPERIENCED TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT IN TPACK THROUGH COMMUNITY OF PRACTICE

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Abstract

This study has explored the experienced EFL teacher perspective on the teacher Continuing Professional Development (CPD) model in Indonesia, particularly the Musyawarah Guru Mata Pelajaran (MGMP) and the Merdeka Curriculum Platform (PMM) as government support for teachers in adjusting their Technology Pedagogical Content Knowledge (TPACK). A qualitative research approach with a case study design was used. Five participants who are teaching junior high school in an urban area were selected purposively based on predetermined criteria and volunteered to be interviewed. Data were collected through semi-structured interviews, observations, and documents, then analyzed using Reflexive Thematic Analysis (RTA). Experienced EFL teachers see the benefits of integrating technology into English language teaching but also acknowledge the challenges. The findings highlight that MGMP as a community of teachers both online and offline has facilitated the implementation of TPACK through collaboration and contextual appropriateness. In addition, PMM has become an additional support for teacher professional development and career advancement. Furthermore, this study paves the way for future studies to explore additional support for MGMP activities and the utilization of PMM or similar platforms as EFL teachers' CPD media on TPACK in other regions in Indonesia.

Keywords: TPACK; Community of Practice; MGMP; Merdeka Teaching Platform

INTRODUCTION

Teacher performance in Indonesia is based on four fundamental competencies: pedagogy, personality, social, and professional (Kementerian Pendidikan dan Kebudayaan, 2007). This means English as a Foreign Language (EFL) teachers must not only master English but also continuously adapt their theoretical and practical skills to changing student characteristics and technology-driven pedagogical approaches (Rahimi & Pourshahbaz, 2019). Consequently, teachers must constantly update their knowledge and skills through diverse professional development (PD) activities (Angus-Cole, 2021; Flowerdew & Miller, 2005). A key aspect of this adaptation is navigating the increasing dominance of technology in education, including Information Communication and Technology (ICT). Although integrating ICT offers significant benefits for EFL teaching and learning such as boosting motivation and independent learning (Azmi, 2017; Nurdin et al., 2023; Taopan et al., 2019), its successful adoption ultimately depends on teachers' mindsets (Sabiri, 2020) as well as teachers' pedagogical skills (Azmi, 2017).

Recognizing this, one prominent framework that has gained traction in this context is the Technological, Pedagogical, and Content Knowledge (TPACK) by Koehler and Mishra

(2009). This framework expands Shulman's Pedagogical Content Knowledge (PCK) concept about how teachers understand the subject and find ways to make it clear for students. The TPACK framework assists in understanding how to use technology effectively in education (Carrillo & Flores, 2020; Foley & Curtin, 2022; Su, 2023). Additionally, it highlights the crucial role of teachers' technological proficiency in aligning instructional methods with specific content knowledge for the target language.

Several studies on EFL teachers' professional development (CPD) related to TPACK highlight the issues of collaboration-based CPD and community (Bin-hady et al., 2024; Tseng et al., 2022) as what they expected. This step is considered capable of bridging the differences in abilities of existing EFL teachers (Langer, 2000) By sharing ideas and resources with fellow EFL teachers, they can gain deeper insights into the nature and application of TPACK (Cahyono et al., 2016; Nazari et al., 2019; Tyarakanita et al., 2021).

In Indonesian practice, community-based CPD has long been supported by the government, known as MGMP. MGMP plays a vital role as a Community of Practice (CoP) at the district/city level, facilitating collaboration among teachers of the same grade level and subject which functions as a forum for teachers to exchange experiences, discuss pedagogical strategies, and collectively address challenges in their respective fields (Atmoko & Kuswandono, 2021). According to Wenger et al., (2002) the CoP differs from other communities because it also pursuing lifelong learning. They emphasize the practical aspects of a particular practice, addressing everyday challenges, exploring new tools, staying updated on developments in the field, and sharing experiences about what works and what does not (Bostancioglu, 2018). Additionally, since the implementation of the Merdeka Curriculum in 2022, the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) launched the Merdeka Teaching Platform (PMM) which is designed to support teachers to carry out CPD and has added a feature called "community" in 2024.

Although interest in research on teacher CPD conducted by previous researchers has increased, such as studies of the impact of offline and online CoP in supporting EFL teacher CPD (Hayes, 2014; Kourkouli, 2018) and EFL teacher perceptions (Althobaiti, 2021; Ghait, 2018). In addition, the Web heads in Action (WiA), an OCoP in Turkey that has existed for more than 12 years, has been investigated (Bostancioglu, 2018). Furthermore, the Studies in Indonesia have also investigated the effectiveness of a hybrid approach to in-service EFL teachers PD (Dewi & Tarwiyah, 2022) and teachers' TPACK levels after participating in the OCOP (Tyarakanita et al., 2021). As well as the studies on MGMP (Atmoko & Kuswandono, 2021; Averina & Kuswandono, 2023) and PMM (Badriah et al., 2023; Labib et al., 2024). However, there is still a gap in the literature regarding Indonesian EFL teachers in urban areas and their perspectives on TPACK specifically in the context of MGMP and the use of PMM in supporting their TPACK.

Therefore, the research has explored how experienced EFL teachers in urban areas talk about their CPD supporting their TPACK through MGMP and PMM, within three research objectives, namely 1). exploring Junior high school EFL teachers' perspective in TPACK, 2). Investigating activities experienced Junior High School EFL teachers are currently undertaking in MGMP and using community features in PMM to support their TPACK and 3). Investigating the benefits and challenges faced by the experienced EFL junior high school.

METHOD

The qualitative approach with a case study design has been used in this research because this study tried to explore the experienced EFL teachers' perspectives in urban areas on their CPD that supports their TPACK through MGMP and PMM. Previously, the researcher had discovered the issue of collaboration in EFL teacher CPD in the form of a Community of Practice (CoP) as a forum for sharing challenges and needs in teaching, as well as the challenges of integrating technology into teaching and learning activities, as a trend that was still developing in English Language Teaching (ELT) until this study was conducted.

The CoP members consisted of 126 English teachers of Central Jakarta Junior High Schools who were identified through the member list of MGMP WhatsApp Group Central Jakarta MGMP 1 and 2. Since this study has used a non-probability sampling technique characterized by a selection process that does not ensure equal chances for all potential participants to be included in the study and only involves participants who meet the criteria (table 1) that have been made for this study. To filter the list of teachers with the criteria, the survey link has been sent to all members who are joining the MGMP Central Jakarta WhatsApp group with the aim of filtering participants based on sampling criteria regarding ethics.

12 EFL teachers were obtained who were willing to be research subjects, but 1 EFL teacher did not meet the criteria, 2 teachers withdrew due to the busyness of the MGMP organization and school administrative tasks, 3 teachers did not respond when contacted again, 1 EFL teacher did not continue the interview session via zoom due to health reasons, so 5 EFL teachers of public school were obtained who met the criteria as research participants and had completed the interview session (table 2). Three of the five participants have had experience as MGMP administrators, one informant is still carrying out MGMP management duties and another, although he has been a member of MGMP for a long time, has never been involved in MGMP management. The participants have received ethical approval from the researcher. All the participants were informed about the study's purpose and signed a consent form. Initials were employed throughout the findings.

Table 1. Sampling Criteria (Inclusion)

No	Criteria
1.	Has been teaching English at the junior high school level for more than 5 years
2.	Participate in activities organized by MGMP for at least 5 school years or more
3.	Have been using PMM
4.	Have completed undergraduate education in English Education or Linguistics
5.	Willing to be a research subject

Table 2. Participants

No	Initials	Gender	Teaching Experiences
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1.	RW	Male	25 years
2.	LH	Male	25 years
3.	SE	Female	25 years
4.	ATA	Female	5 years
5.	AH	Female	years

The participation observation of MGMP activities both offline, hybrid and online on the MGMP WhatsApp group has been conducted, until the data has reached saturation eighteen observations have been conducted. Then, semi-structured interviews with audio recordings were conducted. In addition, the interview methodology was based on Koehler and Mishra's TPACK Framework (2009). Furthermore, documents in the form of participants' teaching plans, as well as photo documents on MGMP activities have been collected.

Through the six steps of reflexive thematic analysis (Braun & Clarke, 2006) data in this research have been analyzed. Data analysis involves description of the semantic and latent meaning of the data extracts, with an inductive analysis approach from the transcription of interview recordings that begins with 1) familiarization with the data, 2) Generating initial codes, 3) searching for themes, 4) reviewing themes, 5) Define and name themes, and the last producing report. For the second to last RTA steps, this study has used MAXQDA 24 Analytics Pro software.

This approach involved an iterative process of identifying and connecting patterns of meaning within the data through this iterative process, in-depth themes have been developed that help achieve the research objectives using the lens of the TPACK framework (2009). The ideas reflected in the presented thematic map result from triangulating data sources to capture a comprehensive pattern of converging thoughts and ideas that substantially reflect the perspectives of experienced junior high school EFL teachers of Central Jakarta about their CPD supporting their TPACK through MGMP and PMM.

RESULTS AND DISCUSSION

Experienced Junior High School EFL Teachers' Perspectives in TPACK

The qualitative data analysis for the first research question revealed that that experienced Junior high school EFL teachers' perspectives on TPACK are centred around three interconnected themes. These themes, developed from interview data and teaching plans, they are: Advantage of Technology Integration, Benefits from Technology Integration, and Challenges in Technology Integration. As Figure 1 illustrates, these three themes are closely intertwined with the integration of technology in their ELT.

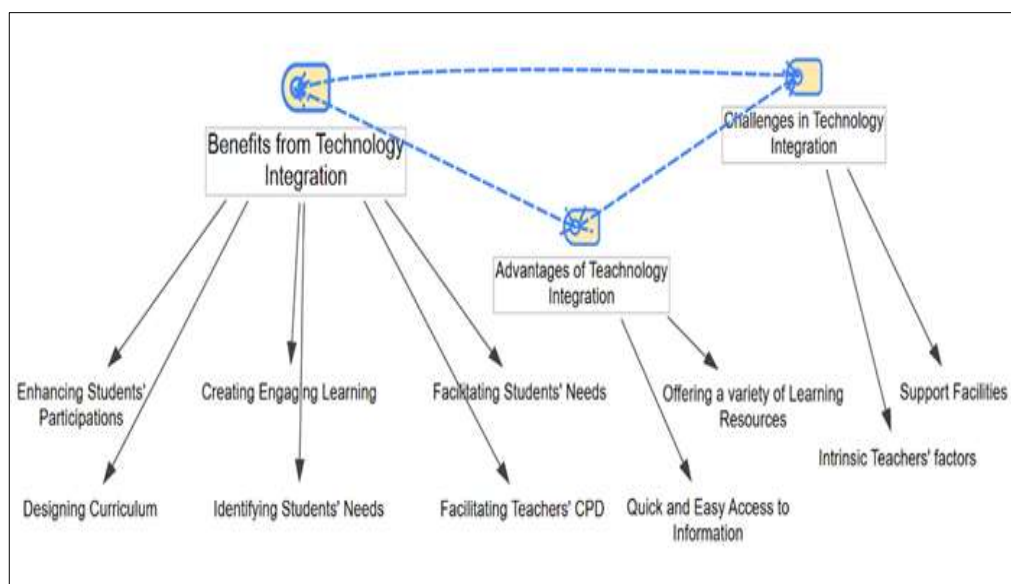


Figure 1. Thematic map 1 created by MAXQDA 24

Furthermore, the integration in ELT has provided benefits such as enhancing their students' participation, designing curriculum, creating engaging learning, identifying students' needs, facilitating students' needs and teacher CPD. In the first sub-theme, participants have utilized technology to enhance their students' participation. This is because students no longer solely rely on the knowledge presented by the teacher and the handbook they have. Instead, teachers can encourage students to engage in independent, or group explorations related to the material needed in learning activities and provide flexibility for them to choose their own sources of information they need in learning. As stated by teachers SE and LH in the interview data:

Usually, we want to learn two days before, we have shared it in the group. You must look for one example of procedure from the internet, and you must use your googling and many more! so you must see YouTube or TikTok, there are many of them. They have prepared, so they have printed it according to their wishes. There are those who write like that. Try to determine what information you get about, for example, descriptive descriptions of this, madam, this. It's fast, ...not only from the teacher, not only from the textbook. (Int.SE_p.8-9)

Well, so when compared to the past, of course the use of technology now makes it very easy. Especially we can find, for example, find material quickly, find information quickly, that's with technology. (Int.LH_p.2)

Additionally, the participants have stated that they have also utilized technology to design their teaching curriculum starting from creating learning plans, implementation, and evaluation for ELT. As stated by the participants in the interview data.

So far, I have used technology in the form of making teaching tools, teaching materials, and making assignments for students. ... For lesson plans, I usually use GPT or Gemini chat. For teaching materials, I usually take them from Youtube, videos. (Int.AH, p.2)

I use all of them (technology in ELT). So, both for the lesson plan (and assessment), the lesson plan is probably a combination of several programmes or applications. For example, word

combined with some kind of video, (it) can be in the lesson plan. So, the interactive lesson plan that I did it. (Int.LH_p.2).

Furthermore, the utilisation of technology integration in ELT according to participants is also related to creating engaging learning, identifying and facilitating students' needs. The use of technology can be utilized to assess students' initial English language abilities, motivation, and interest in learning. As seen from the RW interview data.

I have also just learnt (Gamma AI), I haven't tried all the menus in it. We can ask questions later; we know the abilities of our students. ... for example, can you write English students? later we can just answer briefly! try to write English as briefly as possible! (on the application). they will write, then the answer is there (on the application screen). If some students can't do it (English writing), just write that "I can't do it". That means we can know that out of all the students, it turns out that they have a basic, who can write English, we know it. (Int.RW_p.9-10)

Participants in this study have expressed that technology integration not only brings benefits to classroom learning activities with students. According to them the benefits from technology integration in education are also useful for facilitating teachers CPD and their TPACK. The participant's perspective has been narrated by teachers ATA and SE as follows:

In the webinar, we have been shared (introduced) with several platforms, right? Like Pear Deck, Centimetre, and also Gemini, and ChatGPT." (Int.ATA_p.10)

There are numerous English lessons and methods offered at PPM, I've also watched my peers' uploaded videos of their practical applications, you know. Well, it's good to learn something new, and I've even applied (adapted) some of them for myself." (Int.SE_P.16)

The benefits from technology integration theme, which has been developed along with the sub-themes discussed previously, has a connection with another theme it is the advantages of technology integration theme. This is because the benefits of technology integration in classroom learning by cannot be separated from the advantages of technology integration, namely offering a variety of learning resources as well as quick and easy access to information.

However, in practice, based on statements expressed by participants that the benefits of technology integration and the advantages of technology integration are inseparable from the challenges in it. The challenges include support facilities and intrinsic teachers' factors of physical and mental health, as well as their own perception about their students' English learning ability and motivation. However, several participants feel that supporting facilities are the first challenge they have faced, as expressed by teachers RW and SE.

Every classroom has an LCD screen and projector. But some schools may not have them, making it difficult to utilize technology. As for gadgets like smartphones, some of our students do not own them. ... Even if they have a phone, they may not have any data (internet). It's not always guaranteed that a phone will have data. (Int.RW_P.16)

I think Pear Deck (application) is very interesting, but I don't think it is supported at school. ... We (school) have prepared an LCD, but I think it's still insufficient... And the support from students who have limited access to technology is minimal (Int.SE_p.11-12)

Based on the results of this research, the participants have a perspective that technology is something that should be known and utilised in this era by EFL teachers in their ELT practice. As have stated by Mishra & Koehler (2006) that the integration of technological knowledge with teachers' content-pedagogy knowledge is as things that cannot be isolated in 21st-century learning, besides the actual use of technology is not a foreign thing in the world of education. Additionally, the integration technology (including ICT) in the EFL classroom positively impacted EFL teaching and learning activities (Azmi, 2017; Nurdin et al., 2023; Taopan et al., 2019) and can be utilized for teacher CPD (Dewi & Tarwiyah, 2022).

However, the integration of technology in education frequently faces practical challenges; for the participants in this study, the challenges were not due to a lack of knowledge and technological skills, but rather to a lack of support facilities and intrinsic teacher factors. Therefore, the findings of this study is in contrast with Rahimi & Pourshahbaz (2019), Setoningsih (2023) who stated that lack of teacher knowledge and skills in using technology is one of the obstacles to technology integration in education. This seemingly be due to an awareness of the advantages of technology in ELT, teaching experiences (Peters, 2022) leading them to feel the need to develop themselves both through personal motivation or self-development tasks from schools.

The findings in this study are also in contrast with Cahyono et al., (2016) and Shi & Jiang (2022) who stated that teachers struggle with low self-confidence in integrating technology with learning content or learning methods. This difference seemingly occurs because EFL teachers in urban areas are more capable to integrate technology effectively than teachers in rural areas, as found by Martina et al., (2022) and Nazari et al., (2019) although they still face challenges in technology integration in ELT.

The Activities Experienced Junior High School EFL Teachers are Currently Undertaking in MGMP and Using Community Features in PMM to Support Their TPACK

The participants have felt that MGMP has supported their TPACK through discussions to gain insights, seminars to facilitate practice in ELT, sharing information and experiences. Meanwhile, the use of PMM has supported their TPACK through activities such as webinars and sharing information and teachers' best practices. As illustrated by the dotted arrows in Figure 2, the theme of sharing information and experiences is related to seminars in MGMP and webinars as well as sharing information and teachers' best practices in PMM. These themes have been developed based on interview transcript data, observation notes of teacher CPD activities through online and offline MGMP communities as well as the photos of activities.

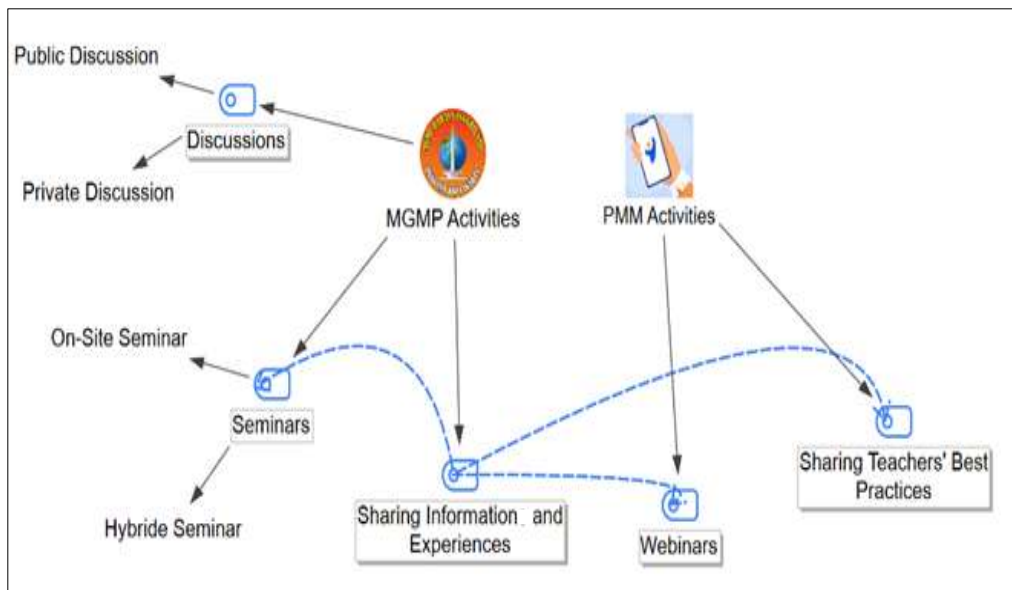


Figure 2. Thematic map 2 created by MAXQDA 24

Furthermore, the participants have stated that discussion activities in MGMP, both in public when participating in face-to-face MGMP or general discussions via WhatsApp Group and privately by sending private WhatsApp messages to other MGMP members, have supported their CPD activities in integrating technology in ELT which aims to solve problems that teachers have found in their classroom activities. As narrated by teachers SE and LH in the interview data:

Yes, maybe we should just chat privately with the administrators (MGMP). What do you think would be the best tech for something like this? Is it suitable to use Drive (Gdrive) like this? ... how do you teach this? ...Maybe there's something new? (Int.SE_p.14,19)

Yes, discussing with each other. ...about how is something best taught, and we discuss it there. (Int.LH_p.14)

Through MGMP, participants have also felt the benefits in the form of sharing information and experiences. As mentioned in the previous themes and data sources, the seminar's theme (On-Site and Hybrid) also includes sharing information and experiences. This is because the seminar presenters included experienced Junior High School EFL teachers who were willing to share or disseminate their knowledge and experiences related to technology, pedagogy, or content that they thought would be useful for other teachers' ELT in the classroom.

Moreover, the participants have revealed that the use of PMM has supported their TPACK through webinars and sharing information and teachers' best practices. Meanwhile, the theme of sharing teachers' best practice as an activity that participants considered to have supported their TPACK through PMM, was narrated by teachers SE and RW.

Then also sometimes we want to share real actions or best practices from our fellow, from all over Indonesia. We also want to know the experiences of people (teacher) who teach or plan to teach learning from (by) technology. Then we also use technology in class. (Int.SE_p.2)

It's like the government's box; we can put in every person's (teacher) work. We can study someone's (teacher) work. ...just use existing examples. If you think the existing examples are good, that's fine. If you don't think they're good, don't copy (adapt) them (in your ELT).” (Int.RW_p.19)

Additionally, although the research outcome has stated that the community feature in PMM, namely webinars, has also been used by some Junior high school EFL teachers to support their TPACK, the organizer of the webinar was not organized by Junior high school EFL MGMP DKI Jakarta but organized by other learning communities that have registered on PMM. Meanwhile, the MGMP WhatsApp group has been used to share information related to those webinars (PMM). Furthermore, the participants have utilized another feature of PMM, such as the self-development feature. They uploaded certificates of proof of self-development to increase their performance assessment points.

The research findings have shown that experienced Junior High School EFL teachers favor CPD activities conducted through MGMP for two primary reasons: firstly, because it facilitates collaboration through sharing experiences and discussions both private and in public, secondly because it facilitates context-appropriate TPACK knowledge. According to the research informants MGMP has bridged differences of age, teaching experience and knowledge, as well as the similarity of context influences the harmony of discussion topics in the activities held. The findings of this study have also revealed the existence of MGMP levels that have been undertaken by experienced Junior High School EFL teachers, namely (1) provincial level, (2) city level, (3) regional level (4) school level. The existence of school level MGMP is because all the informants of this study are EFL teachers who teach at public junior high schools where there are up to 5 EFL teachers per school. Therefore, MGMP is a community for teachers with similar subjects and educational levels within the same province, city, or region to share and adapt existing technological, pedagogical, and content knowledge, as well as new knowledge from CPD activities to specific contexts.

This research finding is in line with Atmoko & Kuswandono (2021) Atmoko & Kuswandono (2021) who have found that MGMP facilitates teachers with the same level and teaching subject, making it easier to determine the goals to be achieved where there is collaboration of different genders, educational backgrounds, ages, and teaching experiences. The research findings have also strengthened previous research findings that EFL teachers prefer and utilize collaboration-based CPD and community to facilitate their CPD related to TPACK (Bin-hady et al., 2024; Nazari et al., 2019; Shi & Jiang, 2022).

Additionally, although MGMP is called a learning community (Kombel), MGMP has the characteristics of a community of practice (CoP), namely three key interrelated elements in the formation and development of a community of practice: a knowledge domain that identifies the collection of challenges; a community of people who care about the domain; and the shared practice that they are developing to be effective in their domain (Wenger et al., 2002).

To put it in a nutshell, based on the results and findings of this study MGMP and PMM have supported EFL teachers TPACK and provided many benefits in their ELT

especially to continue to adapt to changes and developments in teaching according to applicable government policies and students' needs. Although its effectiveness in improving students' English learning outcomes is still uncertain.

The Benefits and Challenges Experienced Junior High School EFL Teachers Face in Supporting Their TPACK through MGMP and PMM.

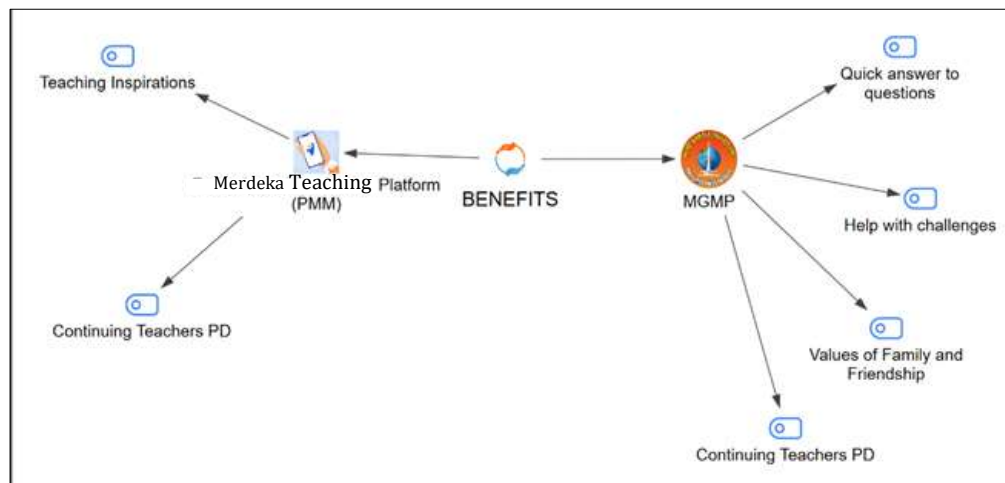


Figure 3. Thematic map 3 created by MAXQDA 24

Based on the interview data, observation notes, and documents in this study revealed that participants have benefited from PMM in the form of teaching inspirations and continuing their PD. Meanwhile, MGMP has provided benefits in the form of quick answers to questions, help with challenges, values of family and friendship, as well as continuing teachers' PD.

The participants have stated that PMM has provided benefits for them to seek teaching inspiration from other teachers throughout Indonesia which are then modified according to the needs and teaching practice environment of the research participants. As quoted from the following interview data expert.

I took it from Kalimantan. It's far away. How cool is that! He uses Google Drive. ...using Google Drive is simple, but the students have done (learned) something. I use that. (Int.SE_p.16)

Related to the theme of inspiration to teach, other participants also have narrated.

I've searched for a few teaching materials from PMM. Also, I have downloaded it for once or twice. Then I combine them with references from YouTube and English First (EF). The credible sources. (Int.AH_p.22)

Furthermore, the participants of this study have also revealed that they have benefited from PMM in the form of implementing CPD in the form of improving teaching knowledge, as well as certified independent professional development by utilizing the advantages of PMM technology. As stated by teachers ATA and RW

In my opinion, PMM itself already uses technology, right? We open PMM with our gadgets, laptops, mobile phones, right, as long as there is a data internet or wifi. If we don't have it, we can't open it. Just using the features provided by PMM itself, I think it already supports our current technology, right. Click open, open the info we want, right? Click search, type what we want, it come out (directly). (Int.ATA_p.16)

In PMM, there is an independent learning feature, provided with teaching modules from the government. Whether you like to open it or not, how to prove it?". When we open PMM, independent training, we will get a certificate. We will upload the certificate later. So, the more self-training we use, the more certificates we will get, and will increase the points. (Int.RW_p.21)

Although most of the participants in this study have stated the benefits of PMM for experienced Junior High School EFL teachers in supporting their TPACK, this study has also noted different perspectives regarding the doubtful benefits of PMM in supporting Junior High School EFL teachers' TPACK. According to him, PMM has not been able to facilitate the need for methods and technology that can specifically support ELT and English language learning.

Additionally, the participants have benefited from quick answers to questions through the WhatsApp MGMP group and have helped them to face challenges both in learning and in resolving obstacles in their careers. Moreover, the participants in this study have revealed that MGMP has kinship and friendship value which certainly makes the members of the community support each other in matters related to solving challenges in their ELT. Not only that, based on the observation notes in this study, it is manifested in the form of material and moral support for community members related to personal life such as fundraising for teachers who died or were sick. Regarding this theme of kinship and friendship value, the interview data from the research participants have elaborated on this theme.

There are benefits of knowledge, there are benefits of friendship. ...Yes, that is ...because MGMP is together (collaborating) so it ends up sharing together. (Int.AH_p.31)

Even though (knowledge) of applications (technology) we can learn by ourselves, but because I collaborate with friends, support each other when there are MGMP activities that we want." (Int.RW_p.18)

The next theme that has been developed based on the data in this study is MGMP activities have helped participants to conduct the Junior High School EFL teachers' CPD. MGMP as one of the collaborative activities of teachers CPD in the form of a community has made participants feel able to continue updating their knowledge. In addition, their participation in MGMP has made them feel able to adjust their knowledge and skills to the changes in ELT practices. Related to this theme, the following interview data excerpts have underlined it.

I got a lot from MGMP because I also met senior teachers who have more experience. Even the young ones (teachers) also want to share, what they have gotten, because we teach according to the times, there are many changes too. There are so many methods that can be taken from the

MGMP community itself. ... To emphasize again to the members in MGMP to let's advance our quality with technology in learning, I think so. (Int.ATA_p.14,16)

The more I join MGMP, the more I gain new knowledge, the easier it feels, or simpler, or I gain more experience in fulfilling (students') learning strategies. ...because when I (we) join MGMP we improve our skills, ... For me, MGMP is the parent that improves my competence. Why? (because) I am a type of old-school teacher. ...with the current digital era, even though I am an old graduate, I have to learn, understand new things (through MGMP). (Int.RW_p.20)

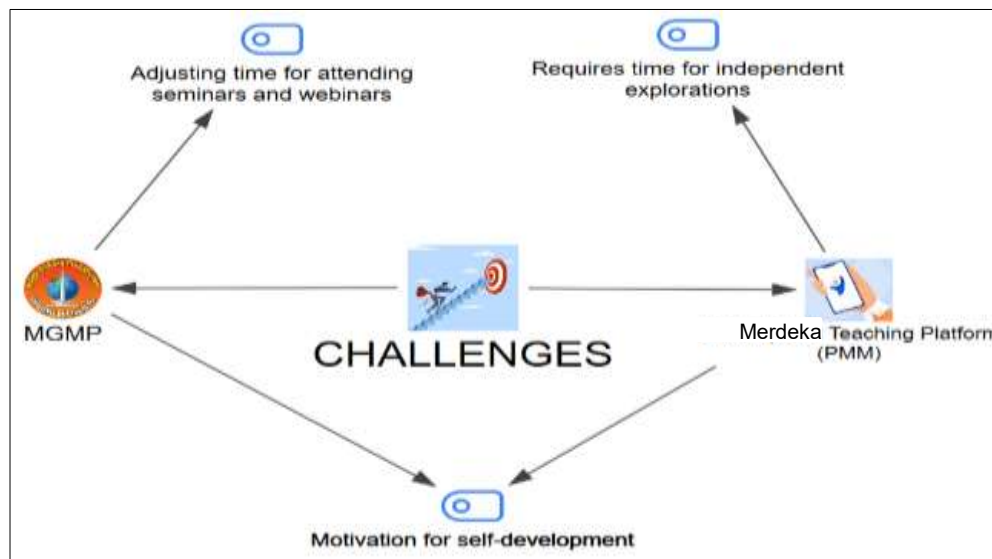


Figure 4. Thematic map 4 created by MAXQDA 24

These data revealed that participants faced challenges in supporting their TPACK from MGMP in the form of adjusting time for attending seminars and webinars, also motivation for self-development. Meanwhile, the challenges that informants have faced in supporting TPACK through PMM requires time for independent exploration, and motivation for self-development. Then, on the theme of challenges in the form of motivation for self-development that has been developed based on data from both MGMP and PMM, the informants have the same opinion that they have faced the same challenge, namely motivation for self-development.

The participants felt the challenge of MGMP activities in the form of adjusting time for attending seminars and webinars because at the time of seminars or webinars sometimes they also have other agendas, whether it is carrying out teaching activities in the classroom, conducting PD agendas elsewhere or not getting permission from the school to attend on-site seminars. Regarding the challenge of adjusting time for attending seminars and webinars, the following data extracts from teacher AH, LH and RW have underlined it by saying:

That's why yesterday (I) participated (in the MGMP webinar) but didn't get (a certificate). I wanted to ask ... I forgot to take a screenshot too, (at that time) I was also teaching. (Int.AH_p.33).

The only obstacle is ...the problem of each person's (teacher) busyness. Each person's (teacher) time, although now it has been made easier with WA or WA groups, isn't it? So, it is the only obstacle. ... for example, some certain schools (teachers) cannot leave easily. (Int.LH_p.20)

The obstacle is that we don't have time to discuss as often as we might like. We can only do it through social media and WA groups. It's hard for us to meet, you know. (Int.RW_p.30)

Based on the interview data it indicates that while online seminar activities offer flexibility and allow teachers to attend two different events simultaneously, this can reduce their focus during participation. Additionally, on the theme of the challenge of Motivation for self-development, participants have stated that another challenge of the MGMP activities that have been carried out in supporting their TPACK is laziness or tiredness caused by the teacher's busy routine or having other agendas, either personal agendas or school agendas. So that they cannot participate in every activity organized by MGMP. As stated by the interview data extract of teacher ATA below.

The challenge is within us, sometimes we are lazy. We are not free from laziness, is it? if there is a meeting (MGMP), sometimes we can't attend (it), what a pity, ... Because maybe it's not because we are really lazy, (but) sometimes we are sick or there are other activities that must be carried out that are more important than that (seminar or webinar). That's the biggest challenge. (Int.ATA_p.19-20)

In addition, some informants also stated that they felt pessimistic in carrying out various professional development because she has not found a significant effect on students' English learning outcomes. As narrated by teachers SE.

The challenge is (I) must fight ... the feeling of pessimism is the challenge. ... fighting pessimism when we try to continue (doing teacher CPD), trying to learn...sometimes a feeling of pessimism arises, why don't all students accept it (English language) according to expectations. (Int.SE_p.23)

The informants have faced challenges in supporting their TPACK through PMM in the form of requiring time for independent exploration. According to some informants, although PMM provides various self-development options, flexibility (Arnes et al., 2023; Susilawati et al., 2021) resources, inspiration, and collaborative learning with fellow teachers across the nation (Labib et al., 2024), PMM tends to be passive, meaning its utilization and usefulness are determined by the initiative and activeness of each teacher. Some informants feel that they will spend or need more time to meet their teaching needs and need to make independent decisions about which knowledge is the most appropriate for their teaching context because there is no dialogue or discussion forum in PMM, as Junior High School EFL teachers have utilized the MGMP WhatsApp group.

However, based on the data in this study, it was found that several other teacher CPD activities such as participating in in-service PPG or training from the ministry have played a role in supporting teachers to be more active in independent exploration using PMM in supporting their TPACK. Although participants know some of the benefits offered by PMM, some informants still have not maximally utilized PMM as CPD that supports their TPACK.

CONCLUSION

Technology integration in ELT has been beneficial for multiple learning purposes they are designing curriculum, enhancing students' participations, creating engaging learning, identifying students' needs', facilitating students' needs', and facilitating their CPD. EFL teachers have chosen technology for these activities because technology is considered to have offered a variety of learning resources, speed and ease in accessing information.

However, the teachers also faced challenges while integrating technology in ELT are the form of support facilities such as differences in the availability of supporting facilities, the availability of gadgets and quotas for students in learning, and internal factors of teachers such as health factors and teachers perceptions of students' lack of basic English skills, lack of student motivation in learning English are also considered to influence the success of technology integration in ELT.

The combination of activities in MGMP and PMM has supported teachers TPACK. MGMP activities include discussions, seminars, sharing information and experiences, while PMM activities include webinars and sharing teachers' best practice. Furthermore, although experienced EFL junior high school teachers' have participated in various types of CPD both individually and collaboratively, the existence of MGMP as a medium for discussion, sharing information and experiences is something that helps them to more easily put their TPACK into ELT practices. Meanwhile, PMM has become an additional support for teacher CPD and career advancement.

In addition, informants also revealed that they had faced challenges in conducting CPD through MGMP and PMM, namely the difficulty for teachers to adjust teaching time and school assignments with their self-development time, so that teachers often do CPD together with other activities so that they lack full concentration in participating in activities. Moreover, CPD activities through PMM itself as quite time-consuming because it requires exploration and adjustment to the teacher's teaching context before being used in their ELT and does not facilitate discussion. Moreover, self-development motivation also influences teachers' activeness in conducting CPD through MGMP and PMM. Continuous professional development activities through MGMP and PMM help teachers to always adapt to changes in knowledge and build teacher confidence when placing their TPACK in ELT.

This study has increased our understanding of the benefits of technology integration in ELT and the importance of contextualizing teachers TPACK so that the knowledge can be appropriately and easily applied to learning activities. In addition, this study also explains the important role of discussion and sharing experiences in MGMP in supporting teachers TPACK.

With the increasing use of technology in school learning including ELT, some suggestions for future research to examine how the use of technology in ELT can help teachers in supporting students in achieving language skills goals. Furthermore, the increasing number of online communities, as well as applications that can be freely accessed by teachers for their CPD activities, requires further research on how government support such as MGMP and PMM can be optimized for teacher CPD activities in supporting TPACK and facilitating its implementation according to their respective teaching contexts.

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