p-ISSN 2252-7427 e-ISSN 2541-3635
Indonesian EFL Journal
AISEE The Association of Indonesia Scholars of English Education

FROM TRAINING TO CLASSROOM: A PHENOMENOLOGICAL STUDY OF ENGLISH TEACHERS' CPD IMPLEMENTATION

Ameleta Aprilia[1], Soni Mirizon*[2], Amrullah[3]
Universitas Sriwijaya, Indonesia

Corresponding author: smirizon@unsri.ac.id

APA Citation: Pamoso, D. K., Yunidar., Ulfah., Gazali., & Ulinsa. (2026). From training to classroom: A phenomenological study of English teachers' CPD implementation. *Indonesian EFL Journal, 12*(3), 1153-1162. https://doi.org/10.25134/ieflj.v12i3.155

Received: 21-09-2026 Accepted: 22-09-2026 Published: 08-11-2026

Abstract: Continuing Professional Development (CPD) has become a central strategy for enhancing teacher professionalism worldwide, yet participation in CPD activities does not always translate into meaningful classroom change. This gap is especially underexamined in Indonesian Islamic educational institutions, where English teachers must reconcile national curriculum demands, communicative language pedagogy, and institutional religious values simultaneously. This study employed a qualitative phenomenological design to investigate how English teachers at MAN 1 Palembang perceive, implement, and negotiate CPD outcomes within their classroom practice. Data were collected through semi-structured interviews, classroom observations, and documentation with English teachers purposively selected for their recent participation in CPD activities, and analyzed using thematic analysis. Findings show that teachers viewed CPD not as an administrative requirement but as an ongoing, meaningful process supporting professional growth, instructional innovation, and collaborative learning through forums such as MGMP. In implementing CPD outcomes, teachers moved toward more student-centered, technology-integrated, and reflective teaching practices, while actively adapting professional knowledge to align with the institution's religious and moral educational values. Teachers nonetheless encountered substantial challenges, including heavy workloads, limited instructional time, technological constraints, curriculum and examination pressures, and, for some, initial uncertainty in adopting new pedagogical approaches. Despite these obstacles, teachers demonstrated sustained adaptability, relying on peer collaboration and iterative reflection to translate professional learning into classroom practice. The study concludes that effective CPD implementation depends not only on the quality of training programs but on teachers' contextual agency, collaborative professional culture, and institutional support, with direct implications for how CPD is designed and sustained in Indonesian madrasah settings.

Keywords: *Continuing Professional Development; English teachers; phenomenology; madrasah education; teacher agency; Indonesia*

INTRODUCTION

As educational systems worldwide respond to rapid technological change, globalization, and shifting societal expectations, the role of the teacher has been fundamentally reshaped. Teachers are now expected to function as facilitators of critical thinking, creativity, collaboration, and digital literacy rather than as mere transmitters of content knowledge. Sustaining this expanded professional role requires continuous growth, and Continuing Professional Development (CPD) has emerged internationally as the primary mechanism through which teachers refine their pedagogical knowledge, classroom practice, and professional identity over the course of a career (Desimone & Garet, 2021). For English teachers specifically, CPD carries added weight: beyond linguistic mastery, teachers must cultivate communicative, intercultural, and technological competencies that support meaningful language learning across diverse educational settings (Chan & Hamid, 2024).

A substantial body of research now frames effective CPD not as a one-off training event but as a continuous, reflective, and context-sensitive process. Scholars argue that professional

development should incorporate collaborative inquiry, peer learning, and contextual adaptability rather than simple knowledge transmission (Avalos & Navarro, 2023), positioning teachers as active agents who construct professional knowledge through experience and reflection rather than as passive recipients of externally imposed training (Kennedy, 2021; Kennedy, Priestley, & Alvunger, 2023). This shift is reflected in Indonesian policy through Pengembangan Keprofesian Berkelanjutan (PKB), the government's formal CPD framework encompassing self-improvement, scientific publication, and creative professional work (Kemendikbudristek, 2023), operationalized for madrasah teachers specifically through the Ministry of Religious Affairs' complementary guidelines (Kementerian Agama Republik Indonesia, 2023).

Despite the expansion of CPD opportunities, research consistently shows that participation does not automatically translate into changed classroom practice. Opfer and Pedder (2021) argue that teachers' positive perceptions of CPD frequently coexist with persistent difficulty applying new knowledge, shaped by a tangle of institutional, contextual, pedagogical, and personal barriers. Avalos-Bevan, Alvarado, and González (2022) similarly identify limited institutional support, scarce resources, time pressure, rigid curricular demands, and inadequate post-training mentorship as recurring obstacles that produce a disconnect between professional development content and classroom reality — a gap further documented in the Indonesian context by Nugroho and Mutiarani (2023), who found that contextualizing CPD material for local classroom conditions remained a persistent challenge for Indonesian English teachers. Widodo and Riandi (2023) add nuance to this picture: Indonesian English teachers generally view CPD favorably, crediting it with improved professional confidence and pedagogical competence, yet still struggle to adapt theoretical content to their specific teaching contexts — a finding that underscores the centrality of teacher agency and contextual relevance to successful implementation, a theme Zeybek (2022) develops further in arguing that teachers who are given room for critical reflection and contextual modification are more likely to enact meaningful pedagogical change than those treated as passive implementers.

Collaborative and reflective dimensions of CPD have received particular attention in this literature. Drawing on Wenger's (1998) concept of communities of practice, researchers describe professional learning as fundamentally social, occurring through participation in groups where practitioners exchange experience and co-construct meaning — a dynamic realized in the Indonesian context through teacher working groups such as Musyawarah Guru Mata Pelajaran (MGMP), which provide recurring venues for discussing classroom innovation and curriculum implementation.

Complementing this collaborative dimension, Schön's (1983) account of reflection-in-action and reflection-on-action frames individual critical self-examination as equally essential to professional learning, a claim empirically supported in Indonesian rural school contexts by Pratiwi and Utami (2021), who found reflective practice central to how teachers translated professional development into sustained instructional change. Meanwhile, the accelerated shift toward digital and online professional development following the COVID-19 pandemic has introduced a further layer of complexity: Zhang and Xu (2022) identify digital pedagogical competence as an increasingly non-negotiable component of teacher professionalism, while Rahmawati and Yuliana (2022) document how uneven digital literacy and limited technological access constrained many Indonesian teachers' participation in and application of online CPD, and Guo and Xu's (2025) longitudinal study of English teachers in online CPD programs suggests these digital-access constraints continue to shape professional learning trajectories well beyond the initial pandemic disruption. Underlying

successful implementation across all these dimensions, institutional support remains decisive: Darling-Hammond, Hyler, and Gardner (2022) argue that sustainable professional development requires institutional environments that permit experimentation and reflection without undue pressure, a claim substantiated by Kabilan and Arshad's (2021) finding that supportive school leadership and collaborative culture generate more conducive conditions for instructional innovation, and extended specifically to Indonesian Islamic educational institutions by Susanto, Marlia, and Zahra (2024), who found institutional support a decisive factor in CPD implementation within madrasah settings.

Despite this expanding literature, a clear gap remains. Much existing research evaluates CPD programs, measures teacher perceptions, or examines policy implementation at a general level, while comparatively few studies closely document how individual teachers interpret, negotiate, and

enact professional development within their own particular institutional and cultural settings (Tawalbeh, 2022). This gap is especially significant for English teachers in Islamic educational institutions such as Madrasah Aliyah Negeri (MAN), who must simultaneously fulfill communicative language-teaching goals and uphold institutional religious and moral values — a dual professional identity that existing CPD research, largely developed in secular or non-madrasah contexts, has not adequately addressed. Moreover, much prior work favors quantifiable CPD outcomes over the subjective, meaning-making processes through which teachers actually experience professional learning (Schultz & Thompson, 2023), leaving the lived, day-to-day reality of CPD implementation within Indonesian madrasah settings largely unexamined. This leads to the present study's central questions: RQ1: How do English teachers at MAN 1 Palembang perceive Continuing Professional Development? RQ2: How do they implement CPD outcomes in their classroom practices? and RQ3: What challenges do they encounter in this implementation process?

The present study addresses this gap through a phenomenological investigation of English teachers' CPD experiences at MAN 1 Palembang, grounded in a constructivist view of professional knowledge as actively built through social interaction and reflection (Vygotsky, 1978), Guskey's (2021) model of teacher change, which positions observed classroom results as the trigger for shifts in teacher belief and attitude, and Lave and Wenger's (1991) situated learning theory, which frames professional learning as embedded in social participation within communities of practice such as MGMP forums and school-based peer networks.

Its novelty lies in applying a phenomenological lens — one attentive to teachers' own interpretation and meaning-making rather than to program effectiveness alone (Creswell & Poth, 2018) — to a setting where professional identity is shaped simultaneously by national curriculum demands, English-language pedagogy, and Islamic institutional values, a configuration largely absent from the existing CPD literature reviewed above. Its significance is twofold: theoretically, it extends CPD research into an underexamined institutional context by foregrounding teachers' lived experience of implementation rather than treating implementation as a straightforward extension of training; practically, it offers policymakers, school leaders, and teacher educators an empirically grounded basis for designing CPD that is collaborative, reflective, and contextually responsive to the specific realities — religious, institutional, and classroom-level — that shape how English teachers in Indonesian madrasahs actually put professional learning into practice.

METHOD

This study used a qualitative phenomenological design to explore how English teachers at MAN 1 Palembang experience and implement Continuing Professional Development (CPD) outcomes in classroom practice, following Creswell and Poth's (2018) view that phenomenology is best suited to understanding how individuals interpret and make meaning of a lived phenomenon.

Participants were English teachers purposively selected using three criteria: currently teaching at MAN 1 Palembang, having participated in CPD activities within the past two years, and having attempted to apply CPD outcomes in their lesson planning (Palinkas et al., 2023).

Table 1 *Data sources and instruments*

Instrument	Purpose
Semi-structured interviews	Elicit perceptions, experiences, and challenges related to CPD (DeJonckheere & Vaughn, 2021)
Classroom observation sheets	Document instructional strategies and technology use linked to CPD
Documentation checklist	Corroborate interviews/observations via lesson plans, certificates, reflective notes



Figure 1. *Data collection and analysis workflow.*

Data were analyzed thematically following Braun and Clarke (2021), moving from familiarization and initial coding to theme development, review, and narrative interpretation, yielding five principal themes: perceptions of CPD, classroom implementation, challenges, collaborative learning, and instructional innovation. Trustworthiness was strengthened through triangulation across the three data sources, member checking, and reflective researcher notes (Shenton, 2021).

RESULTS AND DISCUSSION

English teachers' perceptions of continuing professional development (CPD)

The results showed that English teachers at MAN 1 Palembang perceived Continuing Professional Development as a crucial process for enhancing professional competence, instructional quality, and classroom efficacy. Participants defined CPD as a valuable opportunity to advance pedagogical expertise, technical proficiency, and creative teaching techniques rather than merely a formal administrative requirement. Teachers reported that seminars, workshops, BIMTEK programs, MGMP forums, and collaborative professional activities gave them a more comprehensive understanding of how to teach English effectively in contemporary educational settings — a pattern of favorable perception broadly consistent with cross-national findings that English teachers who engage regularly in structured professional learning report greater confidence in their pedagogical decision-making (Chan & Hamid, 2024; Tawalbeh, 2022).

Several participants indicated that CPD activities increased their awareness of student-centered learning strategies and encouraged more interactive teaching approaches, exposing them to technology-assisted language instruction, differentiated instruction, deep learning techniques, and collaborative learning. Teachers also described CPD as an ongoing process rather than a one-time event, reflecting an understanding that curriculum policy, technology, and educational expectations continue to evolve — a view consistent with Borko's (2021) broader mapping of professional development research, which frames sustained teacher learning, rather than isolated training events, as the mechanism through which instructional quality actually improves over time. Collaborative professional learning emerged as a further crucial component: participants emphasized that MGMP forums and peer discussions allowed them to share instructional practices, discuss classroom difficulties, and exchange ideas, providing both professional and emotional support during curriculum implementation and classroom adaptation.

Table 2 *Teachers' perceptions of CPD*

Theme	Description
Professional Growth	CPD improves pedagogical and professional competence
Instructional Innovation	CPD introduces new teaching methods and strategies
Collaborative Learning	Teachers learn through MGMP and peer discussion
Lifelong Learning	CPD is perceived as a continuous professional process
Contextual Adaptation	Teachers adapt CPD outcomes to classroom realities

To visualize these five themes at a glance, Figure 2 summarizes how English teachers at MAN 1 Palembang perceived Continuing Professional Development, ranging from its role in professional growth and instructional innovation to the more contextually grounded dimensions of collaborative and lifelong learning.

p-ISSN 2252-7427, e-ISSN 2541-3635
https://journal.uniku.ac.id/index.php/IEFLJ/index

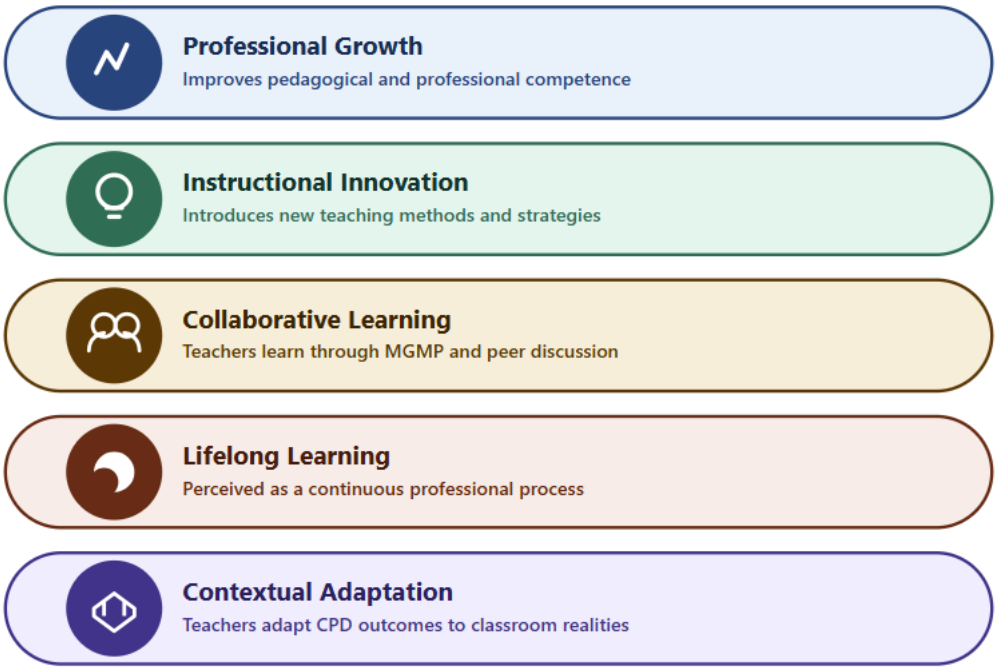


Figure 2. *Themes in teachers' perceptions of Continuing Professional Development*

These findings address the first research question concerning how English teachers perceive CPD and its role in their professional practice, indicating generally positive impressions grounded in opportunities for pedagogical growth, instructional innovation, and collaborative reflection. The results support the broader claim that effective CPD fosters reflective and collaborative professional learning environments, encouraging teachers to become active change agents rather than passive recipients of training (Putri & Wibowo, 2024) — a stance consistent with inquiry-based models of CPD shown to shift teachers' pedagogical beliefs and practices more durably than transmission-based training alone (Tan, Choo, & Goh, 2021).

The results align with earlier research showing that teachers view CPD favorably because it strengthens professional confidence and pedagogical skill, yet the present study departs from much of that literature in one respect: teachers at MAN 1 Palembang placed greater emphasis on contextual adaptation and collaborative learning than on formal accreditation or institutional compliance. CPD was experienced here as a hands-on, reflective process directly tied to classroom reality rather than a professional obligation to be discharged. Institutional culture also shaped these perceptions distinctly: as teachers in an Islamic school, participants viewed professional development as supporting moral and character education alongside pedagogical advancement, a contextual layer largely absent from CPD research conducted in non-madrasah settings (Susanto, Marlia, & Zahra, 2024).

Implementation of CPD outcomes in classroom practices

The results demonstrated that English teachers translated CPD outcomes into classroom practice through instructional innovation, technology integration, student-centered learning, and reflective teaching. Professional development experiences visibly shaped how teachers designed lesson plans, structured classroom activities, selected instructional materials, and encouraged student participation.

The adoption of student-centered learning strategies was among the most notable findings: teachers worked to increase student participation and reduce teacher-dominated instruction, incorporating cooperative discussions, group presentations, problem-solving tasks, and communicative language assignments to build students' confidence in using English. Technology integration was similarly prominent, with several participants describing how CPD exposed them to online assessment tools, interactive software, multimedia resources, and digital learning platforms — consistent with Zhang and Xu's (2022) identification of digital competence as an increasingly central component of teacher professionalism, and with Harun and Marlina's (2024) finding that online CPD initiatives in South Sumatra, while uneven in reach, measurably increased participating EFL teachers' willingness to experiment with digital tools in the classroom.

Teachers also applied deep learning approaches emphasizing critical thinking, interpretation, and active participation over rote memorization, and incorporated reflective teaching into their routine practice, regularly evaluating student responses, classroom engagement, and learning outcomes to refine future instruction — a practice consistent with Korthagen's (2021) account of reflection as a transformative rather than merely evaluative professional activity.

Table 3. *Implementation of CPD outcomes in classroom practices*

Theme	Description
Student-Centered Learning	Teachers encourage active student participation
Technology Integration	Digital tools are used to support language instruction
Deep Learning Approaches	Instruction promotes critical thinking and engagement
Reflective Teaching	Teachers evaluate and improve classroom practices
Contextualized Instruction	Learning materials are adapted to students' needs

To visualize how CPD moved from participation to classroom outcome, Figure 3 traces this implementation pathway.

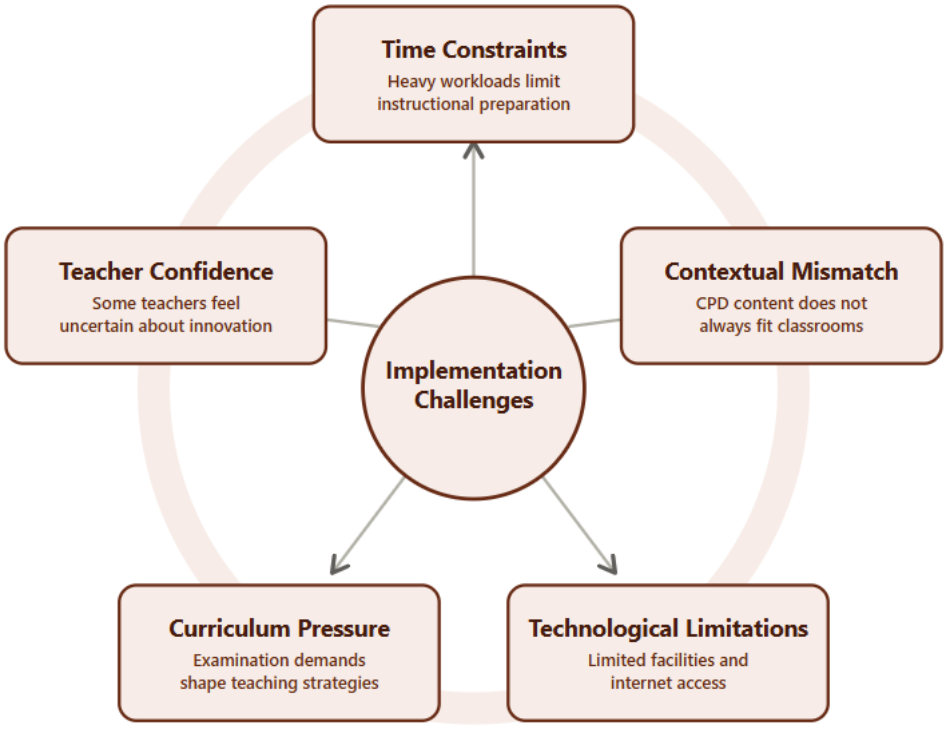


Figure 3. *Pathway from CPD participation to classroom implementation, mediated by teacher interpretation and contextual adaptation*

These findings address the second research question regarding how English teachers incorporated CPD outcomes into their teaching methods, showing that CPD encouraged more interactive, reflective, and student-centered instruction. This is consistent with research indicating that successful CPD facilitates instructional improvement precisely when teachers can connect professional development to classroom reality (Avalos, 2022); because teachers in this study actively interpreted and adapted professional knowledge to students' needs, institutional culture, and classroom conditions, they exhibited the kind of professional agency that Richards and Farrell (2021) identify as central to effective language-teacher development.

The present results diverge from studies treating formal workshop attendance as the primary indicator of CPD success: at MAN 1 Palembang, collaborative discussion and reflective adaptation appeared more consequential for sustained instructional improvement than participation alone. The results also revealed a distinctive contextual integration: teachers combined pedagogical innovation with character education values consistent with Islamic educational principles, attending not only to linguistic competence but also to respectful interaction and moral conduct in the classroom — a dimension of CPD implementation with few parallels in the broader, largely secular CPD literature.

Challenges encountered in implementing CPD outcomes

Despite generally positive perceptions of CPD, participants encountered a range of difficulties when implementing professional learning in the classroom, spanning time management, technology constraints, curriculum pressure, and personal confidence.

Time constraints emerged as the most frequently cited obstacle: heavy teaching loads, administrative duties, assessment responsibilities, and extracurricular commitments left teachers with limited time for planning, reflection, and experimentation with new techniques, particularly where technology integration or student-centered material design required additional preparation. A related difficulty involved contextual mismatch between CPD content and classroom realities — some professional development programs introduced idealized strategies difficult to sustain in classrooms with large student numbers, uneven skill levels, limited technology, or constrained instructional time, requiring teachers to simplify or adapt what they had learned.

Technological limitations compounded this difficulty: uneven internet connectivity, inadequate classroom facilities, and unequal student access to technology sometimes undermined the effectiveness of digital instruction, consistent with Rahmawati and Yuliana's (2022) documentation of infrastructural constraints on Indonesian teachers' digital CPD implementation. Curriculum and assessment pressure further complicated innovation, as teachers balanced curriculum coverage under limited instructional time against implementing CPD-supported, student-centered strategies, at times reverting to more conventional methods under exam pressure. Finally, some participants described psychological and emotional difficulty — initial uncertainty and lack of confidence when trying new pedagogical approaches — a pattern consistent with research on teacher motivation and resistance in professional development, which finds that hesitancy toward CPD-driven change often stems less from disagreement with new methods than from anxiety about their classroom consequences (Alameri & Alawadhi, 2025).

Table 4. *Challenges in implementing CPD outcomes*

Theme	Description
Time Constraints	Heavy workloads limit instructional preparation
Contextual Mismatch	CPD content does not always match classroom realities
Technological Limitations	Limited facilities and internet access affect implementation
Curriculum Pressure	Examination demands influence teaching strategies
Teacher Confidence	Some teachers initially feel uncertain about innovation

Notably, participants showed resilience and adaptability despite these obstacles, drawing on peer collaboration, reflective practice, and incremental instructional adjustment to work through implementation difficulties, with MGMP sessions and informal teacher exchange functioning as crucial collaborative support. These results address the third research question concerning challenges encountered during CPD implementation, showing that implementation is a complex, contextual process shaped by resource availability, teacher confidence, classroom reality, and institutional conditions — consistent with evidence that CPD effectiveness depends jointly on training quality and the supportiveness of the implementation environment (Darling-Hammond, Hyler, & Gardner, 2022). While these obstacles echo widely reported barriers to CPD adoption elsewhere (Kabilan & Arshad, 2021), teachers at MAN 1 Palembang showed marked commitment to adapting rather than resisting professional learning, actively adjusting instructional practice to classroom circumstances while retaining the core principles introduced through training. The madrasah context added a further layer of complexity, as teachers worked to reconcile religious educational principles, communicative language instruction, and curricular innovation simultaneously — a multifaceted instructional responsibility with few direct parallels in more general educational settings.

Taken together, these findings show that Continuing Professional Development substantially shaped English teachers' professional growth, instructional practice, and reflective awareness at MAN 1 Palembang. Teachers experienced CPD as a valuable professional development process supporting classroom adaptability, instructional creativity, and collaborative reflection, while their capacity to contextualize professional development according to institutional culture, classroom reality, and student needs proved critical to successful implementation.

These results suggest that CPD acquires meaning not through formal participation alone but through teachers' active interpretation, adaptation,

and application of professional knowledge within real classroom settings. In modifying instructional strategies, integrating technology, reflecting on classroom experience, and collaborating with colleagues, teachers in this study exercised considerable professional agency — consistent with emotionally and interculturally attentive models of teacher growth that frame effective CPD as reshaping not just technique but professional identity and confidence (Torres & Ali, 2023). The findings further underscore the value of collaborative, contextual professional learning: activities emphasizing peer interaction, reflective discussion, and real classroom application appeared more beneficial than theoretical training alone, suggesting that sustained professional development depends on ongoing support structures within professional communities and institutions rather than isolated training events (Desimone, 2009).

Despite obstacles related to workload, technological constraints, and curriculum pressure, teachers persisted in applying CPD-driven innovations, demonstrating professional dedication and adaptability in responding to classroom and institutional demands. By showing that effective CPD requires reflective practice, contextual adaptability, collaboration, and institutional support, these findings contribute to broader conversations about teacher professionalism and educational development, while underscoring the importance of understanding teachers' lived experience in designing more relevant and sustainable professional development strategies within Indonesian educational settings, particularly madrasah institutions.

CONCLUSION

This study set out to examine how English teachers at MAN 1 Palembang perceive, implement, and negotiate Continuing Professional Development (CPD) within their classroom practice. The findings show that teachers regarded CPD not as a bureaucratic obligation but as a meaningful, ongoing process central to their professional growth — one that strengthened pedagogical competence, instructional confidence, and awareness of student-centered teaching approaches. Consistent with constructivist accounts of professional learning (Vygotsky, 1978) and Guskey's (2021) model of teacher change, participants did not passively absorb CPD content; they actively interpreted, tested, and adapted it against the realities of their own classrooms, revising their practice as they observed its effects on student engagement and learning.

In implementing CPD outcomes, teachers moved toward more student-centered, technology-integrated, and reflectively grounded instruction, incorporating collaborative tasks, digital tools, and deep-learning approaches emphasizing critical thinking over rote memorization. This pattern of active, selective adaptation — rather than uniform adoption — supports Lave and Wenger's (1991) situated learning theory: much of this adaptive work was visibly social, occurring through MGMP forums and informal peer exchange rather than in isolation, echoing Wenger's (1998) account of learning as participation in a community of practice. At the same time, teachers consistently negotiated a dual professional identity distinctive to the madrasah context, working to align communicative English instruction with the institution's religious and moral educational values — a form of contextual negotiation not fully captured by CPD frameworks developed in secular or non-madrasah settings.

The study also identified substantial obstacles to implementation, including heavy workloads and limited preparation time, gaps between idealized CPD content and classroom realities, uneven technological infrastructure, curriculum and examination pressures, and, for some teachers, initial uncertainty when adopting unfamiliar pedagogical approaches. Yet these obstacles did not translate into resistance or disengagement. Teachers instead responded with sustained adaptability — adjusting strategies incrementally, leaning on peer collaboration, and persisting through iterative classroom experimentation — suggesting that successful CPD implementation depends as much on teachers' contextual resilience and collaborative culture as on the design of training programs themselves (Avalos-Bevan et al., 2022; Kabilan & Arshad, 2021).

Taken together, these findings position CPD not as a discrete training event but as an ongoing, socially embedded, and interpretive process, one whose value is realized only when teachers are given the agency and institutional support to reshape professional knowledge around their own students, resources, and cultural context. By foregrounding this lived, interpretive dimension of CPD within an Indonesian Islamic educational setting, the study extends existing research — which has more often measured program effectiveness or general teacher attitudes — toward a fuller account of how professional development is actually enacted, negotiated, and made

meaningful in practice (Schultz & Thompson, 2023; Tawalbeh, 2022).

These findings carry practical implications for how CPD is designed and supported. Policymakers, school leaders, and teacher educators would benefit from developing CPD content that is responsive to classroom realities, technological constraints, and institutional culture rather than assuming uniform applicability across settings. Institutions can further support sustained implementation by strengthening mentoring structures, peer-observation practices, and collaborative professional learning communities, and by treating CPD as a continuing cycle of follow-up support rather than a series of isolated workshops (Darling-Hammond et al., 2022).

This study is not without limitations. Its focus on a single institution and a purposive sample of English teachers means its findings speak most directly to the particular institutional and cultural configuration of MAN 1 Palembang, and should be interpreted as an in-depth account of this context rather than a generalizable model of CPD implementation across Indonesian education broadly. Future research could extend this inquiry across multiple institutions, regions, or subject areas to examine how CPD experiences vary by context; incorporate student perspectives on the instructional changes teachers attribute to CPD; and adopt longitudinal designs capable of tracing how CPD shapes teacher identity, instructional practice, and student outcomes over time. Further attention to digital and technology-enhanced professional development, in particular, remains an important direction as Indonesian madrasahs and schools continue to navigate the demands of a rapidly evolving educational landscape.

ACKNOWLEDGEMENT

The author wishes to express sincere gratitude to MAN 1 Palembang for the permission and support extended throughout this study, and to the English teachers who generously shared their time, experiences, and professional insights as participants in this research. Heartfelt thanks are also due to the thesis advisers for their guidance, constructive feedback, and encouragement throughout the completion of this work. Finally, the author is grateful to family, friends, and colleagues for their steady support and encouragement during the research process.

REFERENCES

Avalos, B., & Navarro, S. (2023). Teacher development in changing educational contexts: Challenges and possibilities. *Teachers and Teaching: Theory and Practice, 29*(2), 145–162. https://doi.org/10.1080/13540602.2022.2145678

Avalos-Bevan, B., Alvarado, M. C., & González, E. (2022). Teacher professional development in times of global crises: Learning from the COVID-19 pandemic. *Teaching and Teacher Education, 112*, Article 103634. https://doi.org/10.1016/j.tate.2022.103634

Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.

Chan, M. H., & Hamid, M. O. (2024). Continuing Professional Development for English teachers in Asia: Policies, practices, and challenges. *Asia-Pacific Journal of Teacher Education, 52*(1), 58–74. https://doi.org/10.1080/1359866X.2023.2256782

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2022). *Effective teacher professional development: Lessons from research and practice*. Learning Policy Institute. https://learningpolicyinstitute.org

DeJonckheere, M., & Vaughn, L. M. (2021). Semi-structured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health, 9*(1), Article e000057. https://doi.org/10.1136/fmch-2018-000057

Denzin, N. K., & Lincoln, Y. S. (2023). *The SAGE handbook of qualitative research* (6th ed.). Sage Publications.

Desimone, L. M., & Garet, M. S. (2021). Best practices in teachers' professional development in the United States. *Psychology, Society & Education, 13*(1), 27–40. https://doi.org/10.25115/psye.v13i1.2788

Guo, Y., & Xu, S. (2025). Redefining teacher professional learning in digital spaces: A longitudinal study of English teachers in online CPD programs. *Journal of Education and Information Technologies, 30*(1), 122–144. https://doi.org/10.1007/s10639-024-12031-9

Guskey, T. R. (2021). *Professional development and teacher change*. Teachers College Press.

Kabilan, M. K., & Arshad, M. M. (2021). Challenges in implementing CPD among English teachers in Malaysian secondary schools. *Asian EFL Journal, 23*(3), 134–156.

Kemendikbudristek. (2023). *Pedoman Pengembangan Keprofesian Berkelanjutan (PKB) bagi Guru*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Kementerian Agama Republik Indonesia. (2023). *Pedoman Pengembangan Keprofesian Berkelanjutan (PKB) Guru Madrasah*. Direktorat Guru dan Tenaga Kependidikan Madrasah.

Kennedy, A. (2021). Professional learning in education: Models, paradigms, and the challenge of teacher agency. *Professional Development in Education, 47*(4), 573–586. https://doi.org/10.1080/19415257.2020.1869703

Kennedy, A., Priestley, M., & Alvunger, D. (2023). Rethinking teacher professional learning for 21st century education: Towards a more transformative model. *Professional Development in Education, 49*(2), 169–184. https://doi.org/10.1080/19415257.2022.2083007

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.

Nowell, L. S., Norris, J. M., & White, D. E. (2022). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 21*, 1–13. https://doi.org/10.1177/16094069221116468

Nugroho, A., & Mutiarani, S. (2023). Contextualizing CPD for Indonesian English teachers: Barriers and opportunities. *Indonesian Journal of English Language Teaching and Applied Linguistics, 7*(1), 45–63.

Opfer, V. D., & Pedder, D. (2021). Conceptualizing teacher professional learning. *Review of Educational Research, 91*(1), 1–27. https://doi.org/10.3102/0034654320963245

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. E. (2023). Purposeful sampling for qualitative data collection and analysis in implementation research. *Administration and Policy in Mental Health and Mental Health Services Research, 50*(1), 25–36. https://doi.org/10.1007/s10488-022-01219-4

Pratiwi, N. R., & Utami, L. (2021). Reflective practice in teacher professional development: Lessons from Indonesian rural schools. *ELT Worldwide, 8*(2), 230–244. https://doi.org/10.26858/eltww.v8i2.18732

Rahmawati, D., & Yuliana, D. (2022). Digital literacy in teacher professional development: Insights from post-pandemic Indonesia. *International Journal of Educational Technology in Higher Education, 19*(11), 1–15. https://doi.org/10.1186/s41239-022-00318-6

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.

Schultz, K., & Thompson, L. (2023). Phenomenology in teacher development research: A reflective approach. *Journal of Teacher Education Research, 79*(2), 101–116.

Shenton, A. K. (2021). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 39*(1), 63–75. https://doi.org/10.3233/EFI-190405

Susanto, H., Marlia, N., & Zahra, R. (2024). Institutional support and CPD implementation in Indonesian Islamic schools. *Journal of Educational Management and Leadership, 9*(2), 88–104.

Tawalbeh, A. (2022). EFL teachers' perceptions and experiences of professional development: A qualitative study. *International Journal of English Language Education, 10*(2), 1–18. https://doi.org/10.5296/ijele.v10i2.19755

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Widodo, H. P., & Riandi, R. (2023). Reimagining CPD for Indonesian English teachers: A case of practice-based development. *TESOL Journal, 14*(1), Article e00475. https://doi.org/10.1002/tesj.475

Zeybek, G. (2022). Teacher agency in continuing professional development: A narrative inquiry of language teachers in public schools. *Teaching and Teacher Education, 115*, Article 103743. https://doi.org/10.1016/j.tate.2022.103743

Zhang, Y., & Xu, H. (2022). Digital competence in teacher professional development: New challenges and opportunities. *Teaching and Teacher Education, 115*, Article 103727. https://doi.org/10.1016/j.tate.2022.103727