

Teachers' Autonomy – The Missing Link in the Teacher Education and Professional Development in Indonesia

by Basikin

ABSTRACT

Despite many teacher professional development (PD) programs conducted by the government, teachers in Indonesia have long been criticised for being low quality and under performance. Questions, therefore, arise regarding the effectiveness of PD programs designed and implemented by the government. In addition, due to the large number of teachers in Indonesia, ineffective teacher PDs are a waste of time, money, and energy. Using the framework of the Self-determination theory of motivation (Deci, 1972; Deci, Eghari, Patrick, & Leone, 1994; Deci & Ryan, 2008), and the theory of planned behaviour principle (Ajzen, 1985, 1991), this study aims at investigating factors causing the ineffective PD programs and offering alternative solutions to the problems. Data about teacher motivation and their intention regarding the PD programs were collected from 210 school English teachers in Yogyakarta Special Region using the Teacher Motivation for a PD Program Scale (TMPDS) and Intention to Implement a PD Scale (IIMPDS). Structural equation modeling (SEM) using AMOS is used to analyse the data. Findings suggest that although teacher motivation is high, teachers are lack of autonomy, particularly when implementing the results of the PD. Findings imply that it is necessary to find alternative professional development design that can boost teacher motivation

Kata Kunci: *teacher autonomy, teacher motivation, teacher intention, teacher professional development*