



A Journal of Culture, English Language, Teaching & Literature

ISSN 1414-3320 (Print), ISSN 2502-4914 (Online)

Vol. 26 No.1; June 2026

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English Teacher Professional Development Challenges in Indonesia: From Reviewing to Designing a Program Model

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Abstract: Teacher Professional Development (TPD) programs have an important role in strengthening teacher competence and enhancing education quality. However, in Indonesia, English language teachers continue to face challenges that can impede their professional development as teachers. This study aims to investigate EFL teachers' challenges in pursuing their teacher professional development and to propose a model design that corresponds to the challenges. This study employed a systematic review of 30 journal articles published between 2018 and 2025 used to identify and analyze the challenges experienced by teachers. Guided by the theory of practice architectures, the findings reveal three major categories of challenges: cultural-discursive, material-economic, and social-political. These findings highlight the importance of designing TPD that is relevant to teachers' socio-cultural and material-economic conditions, integrates the Technological Pedagogical Content Knowledge (TPACK) framework, and promotes teacher motivation. Based on the findings, the study proposes integrating the Technological Pedagogical Content Knowledge (TPACK) framework and the L-VE (Localisation, Valuableness, and Engagingness) model to improve the quality and sustainability of TPD programs in Indonesia.

Key words: TPD, English teachers, Indonesia, Theory of Practice Architecture

Abstrak: Program pengembangan profesi guru memegang peranan penting untuk meningkatkan kompetensi guru dan kualitas Pendidikan nasional. Akan tetapi, masih banyak guru yang mengalami kendala dalam pengembangan profesi mereka sebagai seorang guru. Penelitian ini bertujuan untuk meneliti kendala para guru Bahasa Inggris dalam mengembangkan profesi keguruan mereka dan mengajukan model program pengembangan profesi guru sebagai upaya menjawab kendala tersebut. Penelitian ini menggunakan metode Systematic Literature Review (SLR) yakni mereviu kendala yang dialami para guru dalam mengikuti program pengembangan profesi guru di 30 artikel jurnal yang terbit mulai dari tahun 2018 sampai dengan 2025. Metode Analisa menggunakan teori Practice Architecture yaitu untuk mengelompokkan kendala-kendala tersebut. Hasil penelitian menunjukkan tiga kendala utama di ranah cultural-discursive, material-economic, and social-political, yaitu kurang sesuainya program terhadap kebutuhan para guru yang menginginkan lebih banyak materi kompetensi AI untuk mengajar. Selain itu program kurang sesuai dengan konteks sosial budaya di tempat mengajar para guru, dan kurang memotivasi para guru. Hasil penelitian menjadi dasar kami mengusulkan model program pengembangan profesi guru berbasis AI "L-VE

(localisation, valuableness, and engagingness) untuk meningkatkan kualitas dan keberlanjutan program pengembangan profesi guru.

Kata kunci: *Pengembangan Profesi Guru, guru Bahasa Inggris, Indonesia, teori Practice Architecture*

INTRODUCTION

One way to strengthen the Education sector is to improve teacher competence through Teacher Professional Development (TPD). This is also applied to English language teachers. TPD programs are instrumental since they can provide knowledge, strategies, and important skills for the teachers (Erickson et al., 2017; Lap et al., 2021; Ramdani et al., 2023) that would later impact on the quality of their students' learning (Sagita & Mudiyo, 2023; Ventista & Brown, 2023). The knowledge and skills the teachers acquire from TPD programs could improve their teaching competence. When we have better teachers, the education quality would also enhance. High quality education is one factor that could improve the welfare of the society.

Given its importance, TPD programs need to be carefully designed and effectively delivered. However, particularly in the context of English language teachers, TPD programs are not always easy to implement successfully. For example, Fauziyyah et al., (2023) reported the ineffectiveness of a teacher training TPD program. Similarly, the *Pesngembangan Keprofesian Berkelanjutan* (PKB, or Continuing Professional Development) program initiated by the Indonesian government in 2009 was found to have produced no significant improvement in teachers' instructional practices after its completion (Revina et al., 2020). Furthermore, Averina and Kuswandono (2023) revealed that Indonesian teachers often participate in repetitive, ineffective, and sometimes irrelevant TPD programs organized by either the government or formal educational institutions.

In light of the ongoing challenges in implementing effective TPD programs, it is essential to identify and examine the factors contributing to their ineffectiveness in order to improve future program design and delivery. Using a systematic literature review grounded in the theory of practice architectures, this study aims to examine existing research on teachers' challenges in TPD programs in Indonesia, from which a TPD model is designed. With that purpose, this study utilized the following research question:

What are the challenges of implementing TPD Programs in Indonesia? and

What TPD model fits the challenges?

It is hoped that the systematic review and proposed TPD model would provide an understanding on the challenges in previous and current implementation of TPD programs in Indonesia. Moreover, the TPD model could also give them insights on how to design and deliver a better TPD programs for English language teachers. Furthermore, it could be used by the ministry of education, education offices, education programs in universities, teacher educators, and other relevant stakeholders in the area of English language teaching in Indonesia.

LITERATURE REVIEW

A. Empirical Gaps in the Literature

The researchers identified empirical gaps in previous studies on English teachers' professional development practices in Indonesia that need to be addressed to enhance the quality of TPD programs. First, previous studies have explored challenges of TPD experienced by English language teachers. Yet, most of them were limited to a single setting, such as in Sleman (Monica, 2023), Yogyakarta (Widayati et al., 2021), Malang regency (Asiyah et al., 2021; Nurjanah et al., 2023), Cirebon (Averina & Kuswandono, 2023), Jakarta, West Java, and East Java (Rasmitadila et al., 2025); all were centralized in Java islands. There is therefore a need to include teachers' perspectives on the challenges they face when joining TPD from more diverse settings in Indonesia beyond the Java islands. This is the gap this study aimed to address. The richer and more varied perspectives will inform the researchers in proposing a stronger, evidence-based TPD program relevant to Indonesian contexts that might address those challenges.

Second, although most of those studies (e.g., Averina & Kuswandono, 2023; Nurjanah et al., 2023; Widayati et al., 2021) highlighted the need of English language teachers in mastering relevant technology to support their language teaching pedagogy, none of the studies related that discussion to recent development of artificial intelligence technology, which has attracted considerable interests among English language teachers, given its capacity to behave as a language teacher (Mali, 2025; Sumakul et al., 2022) and complete their tasks, such as grading, giving feedback on students' writing (Bonner et al., 2023; Song & Song, 2023), adjusting the difficulty of complex reading passages (Tseng & Warschauer, 2023), and summarizing a text in level-appropriate language of students (Bonner et al., 2023).

Third, the previous studies did not frame their findings under particular theories. To address that gap, this study offers methodological novelty in the literature by introducing the theory of practice architecture by Kemmis (2019), which the researchers used to frame their findings and discussions, providing new lenses for viewing English language teachers' challenges in participating in a TPD program in an Indonesian context.

B. Challenges in Teacher Professional Development from the Theory of Practice Architecture

Theory of practice architecture views how social practices at a variety of scales are held in place by a combination of cultural-discursive, material-economic and social-political arrangements that enable or constrain how the practices take place. For example, a practice of teaching in the education field (Kemmis, 2019). In a simpler way, Mahon et al. (2017) described the theory of practice architecture by saying that practices are not just shaped by individuals' experiences, actions, characters, but also by some arrangements that occur beyond the individuals as an individual actor or agent. Isharyanti and Ragawanti (2023) simplified the idea by explaining that the arrangements can represent conditions that support or impede teachers (challenges) when engaging in professional practice (in this case, TPD programs) to advance their professional qualification.

The arrangements that constraint (challenges) a profesional practice in education field (in this case TPD programs) can be based on Kemmis' theory of practice architecture. i.e., cultural-discursive (sayings), material-economic arrangements (doings), and social-political (relatings) (Kemmis, 2019). Cultural-discursive arrangements shape what can be said or thought in a practice

through language and discourse. This arrangement takes place at the cognitive level and realized in the medium of language. Material-economic arrangements involve physical, financial, and human resources that influence how practices are carried out. This is realized in the medium of activity and work. Social-political arrangements concern relationships, power, and rules that affect how people interact within the practice. This is realized in the medium of power and solidarity (Kemmis, 2019; Mahon et al., 2017).

METHOD

The authors used a systematic review method by Callanga et al., 2024; Teng, 2024; Zain, 2022) and Syifa et al., 2024) to explore knowledge in specific subjects by collecting and analyzing all relevant literature. Therefore, the unit of data analysis was the challenges the teachers face when participating in PD programs as presented in 30 journal articles on current practices of TPD for English teachers.

A. Data Collection Procedures

In the data collection procedures, we adopted the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to select high-quality and reliable data for their systematic review. Previous systematic review studies (Crompton et al., 2024; Putri et al., 2023; Syifa et al., 2024; Teng, 2024) successfully used the guidelines to explore various issues in English language education. The PRISMA guidelines used in this study consist of four main stages: identification, screening, eligibility, and inclusion.

1. Identification stage

The first stage was identification. The authors searched relevant journal articles from the Google Scholar database in April-May 2025. The database was selected because it is free and provides many open-access articles. In the search, the authors used the following keywords: English teacher professional development in Indonesia, practices of English teacher professional development in Indonesia, challenges of English teacher professional development in Indonesia, challenges of English teacher professional development in [name of the island, e.g., Sumatra/Java/Kalimantan//Bali/Nusa Tenggara/Papua]. The initial search resulted in 187 publications.

2. Screening stage

The second stage was *screening*. The articles retrieved from the initial search were then screened based on the following inclusion criteria to ensure the quality of the articles. First and foremost, the selected articles should provide ideas and insights that the authors could use to achieve their research goals. Second, the articles are open-access and empirical studies that collect research data as evidence. Third, the articles were published in the last five years (i.e., 2025-2020) to ensure the current discussion on the teachers' PD. Fourth, the articles are written in English and published in peer-reviewed academic journals, which can be in regular research journals or community service-based journals. An article not meeting the inclusion criteria described above (i.e., no insights to answer the research questions, non-open access, published before 2020, not written in English, not published in peer-reviewed academic journals) was excluded from the review.

3. Eligibility and inclusion stages

The following stages were *eligibility* and *inclusion*. Using the inclusion criteria described in the previous paragraph, the authors carefully reviewed the previous studies' abstracts, methods, findings, and conclusions and spotted 55 articles eligible for review. The authors finally agreed to include 30 articles that were most closely related to the topic of the study and provided rich ideas to answer the research questions. Among those 30 articles, the authors decided to include six studies published before 2020, considering their insights and supporting evidence on English teachers' PD in Indonesia that the authors could use to answer the research questions. Four of them were published in 2018 (Robertson et al., 2018; Wijaya & Kuswandono, 2018; Yansyah et al., 2018), while the other two were published in 2019 (Avillanova & Kuswandono, 2019; Utami et al., 2019). Overall, with the PRISMA guidelines, the authors could ensure that this systematic review was conducted in a structured and methodical manner, ensuring the quality of the findings and discussions that this study could contribute to the literature. Figure 1 below depicts the PRISMA diagram of this study.

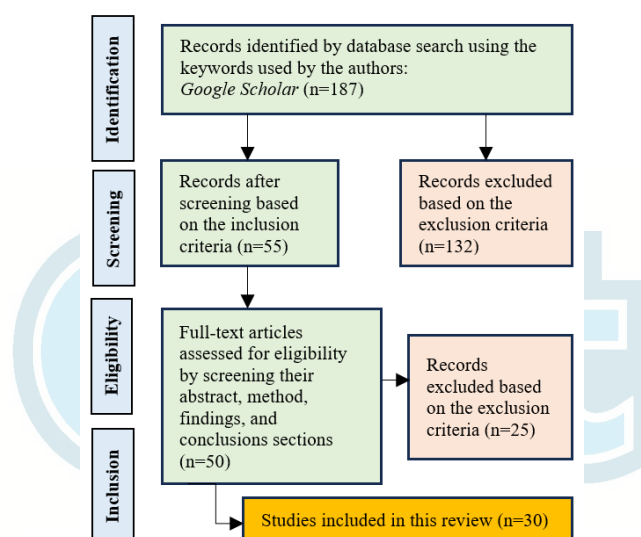


Figure 1:
PRISMA diagram

B. Data Analysis Procedures

The data analysis procedures used an inductive data analysis method as follows. *First*, the second (T) and third (C) began this analysis process by creating a *Google Sheet* to record relevant information about the chosen articles and note essential points describing practices of the previous PD and issues the teachers faced when joining the PD. *Second*, the first (D), fourth (V) and fifth (B) authors analyzed the articles, completed the *Google Sheet*, coded the information on the research setting and challenges that teachers face when getting engaged in TPD programs. *Third*, after coding, the three authors developed initial themes. The themes on the challenges during TPD programs were then viewed from the theory of practice architecture by categorizing the themes into actors and three arrangements (conditions) that inhibit teachers in TPD programs. i.e., cultural-discursive (sayings), material-economic arrangements (doings), and social-political (relatings) (Kemmis, 2019). *Fourth*, after all the coding and theme classification, the second (T) and third (C) authors checked the codes and themes. *Fifth*, all the authors then had two face-to-face meetings on June 15th and 30th, 2025, to discuss the codes and decide the final

themes presented in the findings section. According to Ary et al. (2019), this peer debriefing strategy could ensure the credibility of the research findings in a study.

RESULTS AND DISCUSSIONS

The results are classified into research settings where the TPD programs were conducted, i.e., eastern, western, and all over parts of Indonesia. Under the research settings, the challenges or arrangements that constrain teachers in doing their TPD program(s) are also categorized under different actors, both human and non-human ones. Table 1 below summarizes the findings of this study.

Table 1:
Summary of findings

Actors	Teachers	Power (relation)	Infrastructures	TPD	Time	Student
Challenges	Lack of technological competence and knowledge; lack of pedagogical knowledge and competence, anxiety and motivation	Lack of training, support from colleagues and support from the government	Poor /limited internet access and limited resources	Not context specific	-	Low motivation
Region:						
Eastern	28.36%	5.97%	11.94%	5.97%	5.41%	0%
Western	8.96%	2.99%	1.49%	1.49%	0%	0%
All around Indonesia	16.42%	1.49%	10.45%	0	0	1.49%
Total	53.73%	10.45%	23.88%	7.46%	2.99%	1.49%

Note: Two articles did not mention specifically the regions where the studies were conducted, so we called them as *all around Indonesia*.

The table reveals five actors/ agents constraining teachers' TPD practice, i.e., teacher-participants, teacher and relation, infrastructures, TPD programs, time, and students. The most constraining factors are their competence, motivation, and anxiety. This result bears a resemblance to the results in both eastern and western parts of Indonesia. The second most

significant constraint is the support from institution, colleagues and local government. Meanwhile, the third most considerable restraint is the limited infrastructure available to support their TPD practice. However, in the eastern part of Indonesia, the problem with infrastructure is twice as severe as in the western part of Indonesia. The following two actors (time and student) are also considered as constraining factors to their TPD practice by a few participants.

A. Results

A practice is “an encounter with the world and with people and things in it. Every practice is composed of sayings, doings, and relatings, all rolled together, and hanging together in the project (the purpose or end) of the practice” (Kemmis, 2019, pp. 14-15). In this study, the TPD program is understood as the practice that is shaped and prefigured by “sayings” (cultural-discursive), “doings” (material-economic arrangements), and “relatings” (social-political). This section is divided into three categories of challenges that teachers face when participating in TPD programs, in response to Kemmis’ framework of practice architecture.

1. Cultural-discursive arrangements

The discourse concerns English teachers’ participation in TPD programs within their teaching contexts. From the 30 journal articles reviewed, the cultural-discursive arrangements that hinder teachers’ participation in TPD programs are represented in the following manifestations, with their evidence from the journals: 1) teachers’ lack of technological knowledge and competence, 2) teachers’ lack of pedagogical knowledge and competence, 3) Teachers’ anxiety when using technology in the classrooms, 4) teachers’ view of the effectiveness of TPD programs, and 5) teachers’ low motivation in joining TPD programs.

The *sayings* expressed by teacher participants regarding conditions that hinder their participation in TPD programs highlight their limited knowledge of digital tools, digital literacy, and ICT (Eka Chandra et al., 2024; Iswari et al., 2023; Wijaya & Kuswandono, 2018). They also reported limited technological competence, particularly in educational technology skills and in integrating technology into the curriculum (Amelia et al., 2024; Shinta, 2018; Taopan & Siregar, 2021). The participants attributed their lack of technological knowledge and competence to a lack of experience and exposure to technology, as well as minimal guidance or training on educational technology. As a result, they struggled with technology use in the classroom and felt uneasy when encountering difficulties in handling technology in the classroom (Purwati et al., 2024).

In addition to technological knowledge and competence, participants also mentioned a lack of pedagogical knowledge and competences as inhibiting factors for their participation in TPD programs. They acknowledged weaknesses in pedagogical knowledge related to questioning techniques, assessment literacy, good teaching, and reflective practice (Fitriyah et al., 2022; Nurkamto & Sarosa, 2020; Silvhiany, 2022), as well as limited pedagogical competence in applying innovative teaching methods (Nurkamto & Sarosa, 2020).

Furthermore, the *sayings* extended beyond knowledge and competence to include participants’ views on TPD programs they had previously attended. Some teachers perceived TPD as merely fulfilling administrative requirements because it is mandatory, rather than as meaningful professional development. Others felt that the programs were not context-specific and did not align with their professional “wants”, needs, and teaching contexts (Avillanova & Kuswandono, 2019; Robertson et al., 2018).

Finally, the cultural-discursive arrangements were reflected in participants' low enthusiasm in the TPD program (Utami et al., 2019). This lack of motivation stemmed from personal factors (Anas et al., 2022; Avillanova & Kuswandono, 2019) as well as interpersonal relations or dynamics. Those factors include insufficient support from colleagues and principals (Fira et al., 2024; Ikhsanudin, 2021).

2. Material-economic arrangements

Material-economic arrangements involve physical, financial, and human resources that influence how practices are carried out (Kemmis, 2019). In the 30 journals reviewed, the material-economic arrangements that most frequently emerged as inhibiting factors to participate in TPD programs are infrastructures: affordability, access, and resources. Affordability concerns the affordability of TPD programs and financial barriers to accessing teaching and learning materials that require internet quotas (Kristiawan et al., 2022; Nurkamto & Sarosa, 2020; Silviany, 2022). Issues of access include limited facilities and restricted availability of both internet-based and non-internet-based materials (Fadhliyah et al., 2020; Nurkamto & Sarosa, 2020; Taopan & Siregar, 2021). These challenges were more prevalent in the eastern regions than in the western regions. Finally, another material-economic arrangement that hindered teachers' participation in TPD programs was time, due to their workload and family responsibilities (Avillanova & Kuswandono, 2019; Gandana et al., 2021).

3. Social-political arrangements

Social-political arrangements concern relationships, power, and rules that shape how people interact within the practice (Kemmis, 2019; Mahon et al., 2017). Issues of power relations that can impede teachers' participation in TPD program have been identified in some research contexts. Some teachers reported that they did not receive enough support from their superiors, colleagues, and even from the local government for their ongoing TPD. The findings from the thirty journal articles found participants' dissatisfaction with four kinds of support. First, support for providing technology-based teacher professional development programs (e.g. (Fira et al., 2024; Iswari et al., 2023). Second, support in the form of mentoring the use of technology for teaching English (e.g., Anas et al., 2022; Ikhsanudin, 2021). Third, support for technology-related infrastructures (e.g., Iswari et al., 2023; Yansyah et al., 2018). Fourth, support for joining teacher professional development (e.g., Anas et al., 2022; Iswari et al., 2023; Rani et al., 2023; Shinta, 2018).

B. Discussion

The discussion connects the research findings on the three arrangements (cultural discursive, material economics, and social-political) with the current TPD programs to highlight the interconnectedness between teachers' challenges and the current needs of TPD, as well as to identify what can be done to improve the TPD programs that are suitable for teachers' needs and teaching contexts.

1. Challenges of TPD programs

Teachers' challenges in TPD programs, as revealed in the cultural-discursive arrangement section, are closely connected to the advancement of TPD, in which challenges extend beyond pedagogical knowledge and competence to include technological knowledge and competence. These findings are parallel to the evolution of TPD. Traditionally, TPD, as a cornerstone of

educational quality, was structured around developing teachers' knowledge, skills, and strategies to enhance teaching (Rajput & Sharma, 2025). The research findings confirm that many teachers continue to struggle with these components, suggesting that such conventional issues remain critical for improving teaching quality. However, they also found themselves lacking of technological knowledge and competence. Bitalo (2024) describes this as a shift from traditional to digital education perspectives, in which TPD expands to integrate strategies for leveraging technology in the classroom. This shift often generates resistance, as teachers perceive themselves as digital immigrants. As explored in the research findings, many teacher-participants felt resistant due to their limited technological knowledge and competence, reinforcing their sense of being digital immigrants.

Teachers' concerns with their pedagogical and technological knowledge and competence, as revealed from the cultural-discursive arrangements, signal the need to incorporate the Technological Pedagogical Content Knowledge (TPACK) framework into TPD programs. TPACK integration involves a deep understanding of the entangled relationship among content, pedagogy, and technology (Drajati et al., 2023). More specifically, it is grounded in pedagogical content knowledge (PCK), which consists of pedagogical knowledge (PK) and content knowledge (CK). PCK is then extended through the incorporation of technological knowledge (TK) to strengthen teachers' understanding of effective technology integration. This extension results in technological content knowledge (TCK), technological pedagogical knowledge (TPK), and technological pedagogical content knowledge (TPACK) (Celik, 2023). In the research findings, integrating TPACK into TPD programs can help teachers enhance their skills in questioning, teaching, promoting literacy (assessment), and reflection, as well as the use of various digital tools in the classroom, thereby enabling them to deliver subject content more effectively.

Teachers' perspectives on the ineffectiveness of TPD programs that they had previously attended, due to irrelevant needs, *wants*, interests, and contexts, emerge as another issue in the cultural-discursive arrangements. The findings highlight the importance of providing TPD programs that align with teachers' professional needs, interests, and teaching contexts. Tack et al. in (McKee et al., 2024) emphasized addressing teachers' and educators' needs and interests as a core principle in teacher professional learning or development. Furthermore, they stressed the importance of considering teachers' sociocultural contexts in shaping such programs.

The final issue identified in the cultural-discursive arrangements section is teachers' low motivation to engage in TPD programs. McMillan et al. (2016) proposed a model of motivating and impeding factors of teachers' motivation for teachers' continuous professional development at three levels: personal, school-related, and system-wide. Based on the research findings, at the *personal level*, teachers' challenges stem from internal motivation, such as self-determination, passion, and interest. At the *school level*, teacher-participants' motivation is enmeshed with socio-political arrangements, as many participants reported a lack of support from colleagues, school and even the government. At the *system level*, teachers' motivation is connected to their statements that frame TPD as a mandatory requirement for professional development rather than a personal choice. The research findings align with an observation made by Ishler et al. (1998), who found that teachers' motivation for professional learning was strongly influenced by the support they received from their colleagues and leaders (e.g., principals). This highlights the connection between the cultural-discursive and socio-political arrangements. In this case, the interpersonal relations play a significant role in shaping teachers' engagements in TPD programs. Moreover, while system-level motivation can serve as a peripheral factor that encourages participation

through controlled forms of motivation, it may not be sufficient if teachers lack intrinsic motivation and self-determination.

Another critical issue relates to material and economic arrangements. Although teachers' need for professional learning through TPD programs has been widely acknowledged, they continue to face challenges in contexts where material resources are limited. Zhang et al. (2021) describe this as a gap between teachers' professional learning needs and their socio-material contexts, particularly for those striving to promote equity in and through their teaching.

2. A TPD model design to address the challenges

The discussion of the research findings highlights the need for teacher professional development that is contextualized to teachers' socio-cultural and material-economic conditions, integrates the Technological Pedagogical Content Knowledge (TPACK) framework, and promotes teacher motivation. To address these needs, we propose a model called L-VE, abbreviated from localisation, valuableness, and engagingness. L-VE is a framework in an L2 motivation study in technological contexts proposed by Sumakul (2025). Localisation, valuableness, and engagingness are formulated as the three factors that could affect L2 motivation when technology is implemented in the learning process.

The conception of those three constructs: localisation, valuableness, and engagingness could be understood with the following brief explanation. Adapted from the business field (Vavere, 2024), localization is about adaptation. In language education, localization is how a technology is being utilised in language classrooms by considering the existing local values and contexts. Meanwhile, valuableness is about the values one gains when performing a behaviour. This is closely related to identified regulation in self-determination theory (Ryan & Deci, 2020). Teachers will be more motivated to participate in a TPD programme when they found it useful for them. Finally, engagingness is related to the enjoyment one experiences when doing an activity. Interestingly, technology with its gamification potential could play an important role in engagingness (Dehghanzadeh et al., 2021).

The consideration of local values is in line with the social aspect related issues found in this study. In line with that, the design of a TPD programme should also include what the teachers find valuable for them. Moreover, the integration of artificial intelligence technology should help make the programme enjoyable. However, Sumakul (2019) argues in technology based TPD programmes, it is not only about the development of technological competence, but also more importantly pedagogical competence. Consequently, the design of TPD programs should consider the teachers' local contexts and put more importance to the development of teachers' pedagogical competence that would accompany their technological competence. In other words, L-VE could serve as a suitable framework to address the issues in the TPD programs in Indonesia found in this study.

CONCLUSION

The systematic literature review grounded in the theory of practice architectures revealed the challenges in implementing TPD programs for English teachers in Indonesia, including limited pedagogical and technological competence, low motivation, and the mismatch between the TPD goals and teachers' teaching contexts and socio-economic conditions. These constraints,

shaped by cultural-discursive, material-economic, and social-political arrangements, highlight the need for TPD programs that are context-sensitive, aligned with teachers' needs, and supported by adequate resources. Integrating frameworks such as TPACK and the L-VE model (localization, valuableness, and engagingness) can help make TPD more relevant, meaningful, and motivating. Future research should examine how these approaches can be applied across different regions and evaluate their long-term impact on teacher practice and student learning.

ACKNOWLEDGEMENT

This research was a project funded by the Directorate of Research and Community Service at Universitas Kristen Satya Wacana with contract no. 226/SPK.PF/RIK/09/2025.

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