



A Systematic Review of Language Teachers' Professional Development in Western Indonesia: Current Practices and Challenges

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ABSTRAK

Pengembangan profesional sangat penting untuk meningkatkan kualitas pengajaran guru dan hasil belajar siswa. Oleh karena itu, penting untuk mengidentifikasi tantangan yang dihadapi guru bahasa dan praktik terkini dalam pengembangan profesional, khususnya di Indonesia bagian barat. Untuk mencapai tujuan penelitian ini, peneliti mengeksplorasi lima belas artikel penelitian dari tahun 2018-2025 melalui SINTA, Google Scholar, dan EBSCO. Hasil analisis dikelompokkan ke dalam lima tema, yaitu (1) partisipasi guru di lokarya luring dan daring, (2) keterlibatan dalam pelatihan formal dan informal, (3) pengaturan budaya dan diskursif memengaruhi partisipasi, (4) kendala material-ekonomi membatasi akses, dan (5) faktor sosial-politik membentuk dukungan instusional. Hasil studi ini menunjukkan dominasi lokarya, ketergantungan pada pelatihan eksternal dan keterbatasan sumberdaya dan motivasi. Studi ini menekankan perlunya kebijakan yang adil, dukungan institusional, dan pengembangan profesional berbasis sekolah yang berkelanjutan untuk mendorong pertumbuhan guru.

ABSTRACT

Professional development is crucial in improving teachers' teaching quality and student outcomes. Hence, it is essential to identify the challenges and the current practices that language teachers faced in professional development, in Western Indonesia. To achieve the aim of this study. This study systematically reviews fifteen empirical articles from 2018 to 2025, sourced from SINTA, Google Scholar, and EBSCO. The analysis results were categorized in five themes: (1) teachers' participating in offline and online workshops, (2) teachers involving in formal and informal training, (3) cultural-discursive arrangements influencing teachers' participation, (4) material-economic arrangements limiting access, and (5) social-political arrangements shaping institutional. The results show that teachers heavily rely on external training, workshops dominate in current practices, and structural barriers such as limited resources and extrinsic motivation limit teachers' participation. By exploring specific challenges and practices in Western Indonesia and putting them within the Theory of Practice Architecture, the study synthesizes these findings and adds to the literature on professional development in Indonesia. The review emphasizes the necessity of context-specific methods that use school-based models, technology innovation, and mentoring to promote continuous teacher development.

1. INTRODUCTION

Professional development is an important program for English as a Foreign Language (EFL) teachers in Indonesia. High-quality professional development enables teachers to acquire new knowledge and skills that enhance students' learning progress (Avalos, 2011; Avidov-Ungar, 2018; Erickson et al., 2016; Ventista & Brown, 2023). Such programs are essential in Indonesian EFL context, where teachers face diverse classroom challenges and continually adapt to educational standards and students' needs.

In today's digital era, it is also essential for Indonesian EFL teachers to develop skills in integrating technology in their classrooms. Digital tools can enrich lessons, support diverse learning styles, and build students' motivation through access to relevant materials and global communication (Bui, 2022; Mulyono et al., 2024). At the same time, the growing need for technology integration suggest the need for professional development programs that not only increase pedagogical skills but also equip teachers with the digital competence required to handle current classroom issues.

However, EFL teachers face various challenges in professional development, including a lack of digital skills, irrelevant training, and insufficient resources. Studies show professional development programs often fail to address teachers' needs, hindering motivation in teaching (Apriliyanti, 2020; Avillanova & Kuswandono, 2019; Tanang & Abu, 2014; Zein, 2015). In addition, teachers' lack of digital competency limits their use of ICTs in the classroom and causes them to be merely a support tool in traditional classrooms (Artacho et al., 2020; Demissie et al., 2022; Ghavifekr et al., 2016).

Considering the importance of professional development for teachers, it is crucial to extensively explore the various issues that arise during a professional development program in which teachers participate. These explorations will offer insights into ways to improve the quality and the success rate of the teachers' professional development program in the future. With that background in mind, the researcher is interested in conducting a systematic review to answer the following research questions:

- a. What are the current professional development practices for language teachers in Western Indonesia?
- b. What are the challenges experienced by language teachers in Western Indonesia when participating in a professional development program?

The answers to these research questions will benefit Indonesian teacher trainers and EFL teachers in Western Indonesia. Indonesian teacher trainers will gain valuable insights to address the challenges and increase the quality of current Indonesian teacher professional development. EFL teachers in Indonesia can benefit from professional development to enhance their teaching efficiency by developing new skills. They can improve their skills to give students with a more engaging and valuable learning experience.

The previous studies (i.e., Anas et al., 2022; Apriliyanti, 2020; Atmojo, 2021; Kristiawan et al., 2022; Taloko et al., 2024) have generally explored the language teachers' professional development without focusing on a specific area of Indonesia. Even though many researchers discuss the current practices and challenges of professional development, only few articles that are available to address professional development in the Western part of Indonesia specifically.

This geographical gap is significant since Western Indonesia has unique traits compared to other regions. Differences in demography, infrastructure, and rural-urban distribution, as well as contrasts between Sumatran and Java-West environments, impact the opportunities and limitations that teachers encounter. Addressing these factors provides a deeper understanding of professional development approaches. Therefore, this study seeks to address that empirical gap by exploring the professional development of language teachers, with a particular focus on practices done in Western Indonesia.

Literature Review

This study now continues with a brief literature review on definitions of professional development, arrangements in the Theory of Practice Architecture, and a systematic review.

a. Definitions of Professional Development

In this study, the development of professional development refers to the process of improving a teacher's skills, knowledge, and ability to adapt their teaching methods to enable them to teach their students better (Vadivel et al., 2021). As stated by (Zhang, 2022), professional development is crucial for advancing foreign language education, and the learning activities should be designed to fit professional responsibilities. According to (Bayar, 2014), there are two types of professional development: the traditional activities, such as seminars and conferences, and the non-traditional activities, such as mentoring, coaching, and peer observation. Moreover, collaborative learning communities are also an important part of professional development, allowing teachers to share discussions, give feedback to peers, and reflect on their practices (Avalos, 2011). According to the notions above, this study considered professional development to be a crucial process for strengthening teachers' teaching skills and knowledge, which is important for improving foreign language education and student outcomes.

b. Arrangements in the Theory of Practice Architecture

This theory used in this study is based on (Isharyanti & Ragawanti, 2023; Kemmis et al., 2014) theory in three types of social arrangements: cultural-discursive, material-economic, and social-political. These arrangements exist and can be transformed in any situation, with three dimensions associated with three distinctive media types for human sociality and social participation. Cultural-discursive arrangements are resources that determine what is considered relevant and appropriate for describing, interpreting, and justifying the practice, such as teachers' pedagogical and technological competence, knowledge, anxiety and motivation. Material-economic arrangements enable and constrain activities in practice, such as in a school setting, including infrastructure, access to digital tools, and resources for professional development. Social-political arrangements enable and constrain relationships between people and non-human objects in practice, such as power relations, and support from the government, institutions, organizations, and

coworkers. These arrangements impact how teachers use technology and participate in professional development programs.

c. Definitions of Systematic Review

There are some ideas for defining a systematic review. Systematic reviews are a transparent and reproducible method of synthesizing scientific evidence by collecting and evaluating all published evidence on a specific topic. These reviews aim to answer research questions, providing both quantitative and qualitative analysis, and are often followed by a meta-analysis (Brignardello-Petersen et al., 2024; Ferrari, 2015; Lame, 2019). According (Lim et al., 2022; Mali, 2025), a systematic review is an overview of scholarly research on a particular topic that can be done in the context of an empirical or conceptual study and an independent study. Based on the definitions provided, a systematic review is a research method that combines scientific evidence by gathering and evaluating published evidence, conducting quantitative and qualitative analysis, and frequently performing meta-analyses. It is essential for empirical or conceptual studies as well as background reviews.

2. METHODS

To meet the research goal, the researcher adopted a systematic literature review method by (Abdul Hakim & Wahyuni, 2024; AlTwijri & Alghizzi, 2024; Wang et al., 2024). A systematic literature review is particularly ideal for synthesizing various findings, as it provides for a comprehensive and structured analysis of current practices and challenges. The researcher reviewed fifteen articles (see Table 1) published in peer-reviewed national and international journals relevant to the purpose of this study. Similarly (Amanova et al., 2025; Guo & Keles, 2025) also analyzed fifteen articles to support their systematic review studies using the PRISMA flowchart of systematic review.

To select the articles to review in this study, the researcher collected relevant journal articles from three databases: SINTA, EBSCO, and Google Scholar, using the following keywords: "Teacher Professional Development", "EFL Teachers Professional Development", "Teachers Professional Development in Indonesia", "Teachers Professional Development Challenges", "Teachers Community Service". These keywords were taken from the titles of published journal articles associated with the study's topic and research questions.

Table 1. The Articles Reviewed in This Study

Author(s) and Year	Article Title	Journal	Research Goal	Research Method	Contexts and Participants
(Anas et al., 2022)	Digital language teacher professional development from a CALL perspective: Perceived knowledge and activeness in ECCR	Computer Assisted Language Learning Electronic Journal (CALL-EJ)	Examines digital language teacher professional development from a CALL perspective, focusing on perceived knowledge and engagement in digital activities	Qualitative	14 Vocational Higher Education English teachers in Indonesia.
(Apriliyanti, 2020)	Enhancing teachers' competencies through professional development program: Challenges and Benefits	Acuity: Journal of English Language Pedagogy, Literature and Culture	Investigates teachers' learning process, the challenges and the outcomes after participating in the program	Qualitative	5 senior secondary English teachers in Indonesia.

Author(s) and Year	Article Title	Journal	Research Goal	Research Method	Contexts and Participants
(Atmojo, 2021)	EFL teachers' online teacher professional development experiences amidst the COVID-19 pandemic: Practices and perceptions	Englisia: Journal of Language, Education, and Humanities	Investigates EFL teachers' practices and perceptions of online professional development (OTPD) during the COVID-19 pandemic	Qualitative and quantitative	42 EFL secondary schools teachers in Indonesia.
(Averina & Kuswandono, 2023)	Professional development of Indonesian in-service EFL teachers: Perceived impacts and challenges	Englisia: Journal of Language, Education, and Humanities	Explores EFL teachers' perceptions, impact, and limitation on teacher professional development activities	Qualitative	25 junior high schools English teachers associated with MGMP in Cirebon, Indonesia.
(Avillanova & Kuswandono, 2019)	English teacher professional development in Indonesia: The challenges and opportunities	ENGLISH REVIEW: Journal of English Education	Explores the challenges and prospects related to the professional development of junior high school English teachers in Indonesia	Qualitative	19 junior high school in-service English teachers in Cilacap, Indonesia.
(Fadhliyah et al., 2020)	Professional development of English teachers at a state Islamic senior high school in Palembang	Indonesian Journal of EFL and Linguistics	Investigates teachers' professional development, the challenges, their strategies, and school support for current professional development	Qualitative	24 senior high school English teachers in Palembang, Indonesia.
(Gandana et al., 2021)	Critical thinking, literature and teachers' instructional activities: An Indonesian case of community service program for English teachers	English Language Teaching Educational Journal	Explores Indonesian English teachers' conceptions of critical thinking in classroom activities after participating in a workshop on using literature to promote	Qualitative	15 English teachers in Bandung, Indonesia.

Author(s) and Year	Article Title	Journal	Research Goal	Research Method	Contexts and Participants
(Kristiawan et al., 2022)	Impact of CALL professional development for EFL materials on teacher agency and technological pedagogical content knowledge (TPACK) in Indonesian Islamic schools	Teaching English with Technology	critical thinking Explores how professional development workshops empower Islamic EFL teachers to enhance their technological and pedagogical knowledge	Qualitative	21 Islamic EFL teachers in Indonesia.
(Nugroho, 2018)	EFL teachers' need of language proficiency professional development: When policy and practice collide	International Journal of Language Education	Explores the phenomenon of EFL teachers' demand for language proficiency professional development (LPPD), efforts to improve, and challenges they face in participating in the LPPD.	Qualitative and quantitative	32 EFL teachers participating in PLPG program in Surabaya.
(Nurkamto & Sarosa, 2020)	Engaging EFL teachers in reflective practice as a way to pursue sustained professional development	International Journal of Pedagogy and Teacher Education	Reports the effectiveness and challenges of Indonesian English intensive training teachers develop reflective teaching practices	Study report	30 Islamic senior high schools English teachers in Surakarta, Indonesia.
(Rachmajanti et al., 2020)	Professional development as viewed by EFL teachers at lower secondary schools	JEES (Journal of English Educators Society)	Investigates EFL teachers perceptions on professional development	Qualitative	302 English teachers in East Java
(Resila & Mbato, 2024)	Leveraging critical incidents to	JEELS (Journal of English Education)	Examines the critical incidents	Qualitative	3 junior high schools in-service

Author(s) and Year	Article Title	Journal	Research Goal	Research Method	Contexts and Participants
(Silvhiany, 2022)	enhance in-service teacher professional development: A case study in Temanggung, Central Java	and Linguistics Studies)	faced by teachers and their impact on professional identity, values, beliefs, and teaching methods	Qualitative	English teachers in Temanggung, Indonesia.
(Silvhiany, 2022)	Indonesian teachers' professional development practices and needs in post pandemic education	Voices of English Language Education Society	Explores teachers' perspective on their professional development needs in post-pandemic era	Qualitative	265 English teachers in Indonesia: 87 from South Sumatra.
(Utami et al., 2019)	Continuing professional development and teachers' perceptions and practices - A tenable relationship	Indonesian Journal of Applied Linguistics	Investigates the relationship between continuing professional development involvement and teachers' perception and practices for effective English teaching	Qualitative	6 English teachers in Indonesia: 5 from Bali, and 1 from Jakarta.
(Wijaya & Kuswandono, 2018)	Reflecting critical incident as a form of English teachers' professional development: An Indonesian narrative inquiry research	IJEE (Indonesian Journal of English Education)	Investigates the effectiveness of using critical incident theory framework for teacher professional development	Qualitative	6 English teachers from a private school in Cirebon, Indonesia.

The articles in Table 1 were selected based on the following criteria. First, the articles should be written in English and peer-reviewed academic articles. Second, they should be empirical studies language teachers' professional development in the Western part of Indonesia. Third, they should be in indexed in SINTA 1-4 and cited at least ten times. Fourth, they should have been published between 2018-2025 and should be open-access.

Table 2. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Language	English	Non-English
Document	Journal articles	Non-journal articles
Article types	Peer-reviewed	Non-peer-reviewed articles

Content	Discussing the practices of language teachers' professional development in Indonesia.	Non- discussing the practices of language teachers' professional development in Indonesia
Context of study	Studies focusing on English language teachers in Indonesia.	Non-focusing on English language teachers, and not conducted in Indonesia.
Year of publication	2018-2025	Before-2018
Quality	SINTA-indexed or has been cited at least ten times.	Non-SINTA-indexed and has been cited less than ten times.

Figure 1 presents the geographical distribution of the selected articles reviewed in this study. It shows research on language teachers' professional development focused on the Western part of Indonesia. This provides a visual context for the information summarized in Table 1.

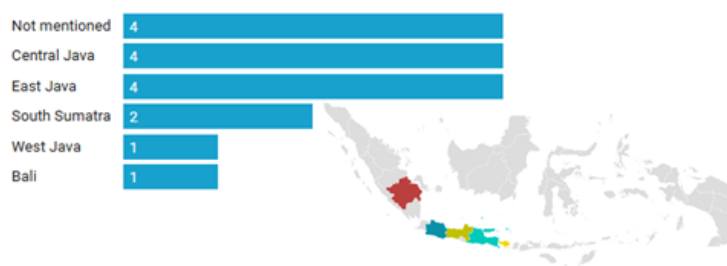


Figure 1. The Geographical Contexts of the Selected Articles

Note. Figure 1 above was created using the online tool Datawrapper (<https://www.datawrapper.de/>)

To provide a more comprehensive overview of the topics covered in the reviewed studies, Figure 2 shows the various research methods for language teachers' professional development.

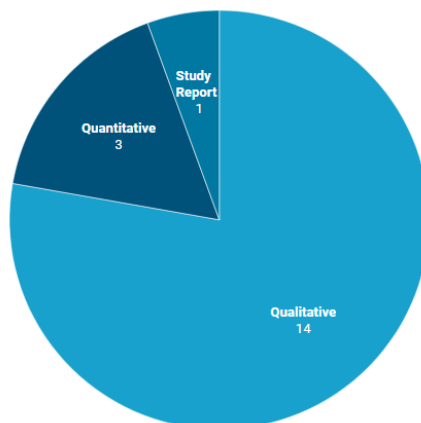


Figure 2. Research Methods of the Selected Articles

Note. Figure 2 above was generated by Datawrapper (<https://www.datawrapper.de/>)

The researcher used an inductive analysis approach to analyze the reviewed literature review, identifying patterns and commonalities in the data. The researcher allowed relevant themes to develop without imposing any preconceived notions regarding the research questions of this study (Liu, 2016; Thomas, 2006). Therefore, the researcher read all of the information on the selected articles several times before creating a Google Sheet to code and note any relevant information on each article that could answer the research questions. The researcher analyzed patterns and commonalities in her notes and categorize them as possible ways to address language teachers' current practices and challenges in professional development. The researcher eventually developed final themes under each of categories as the answer to the research questions.

3. RESULT AND DISCUSSION

Results

This section first presents two themes that answer the first research question: What are the current professional development practices for language teachers in Western Indonesia? Then, the section presents

the other three themes that answer the second research question: What are the challenges experienced by language teachers in Western Indonesia in participating in professional development program? More specifically, the second research question is answered according to (Isharyanti & Ragawanti, 2023; Kemmis et al., 2014) arrangements in the theory of practice architecture. Each theme is analyzed in relation to the relevant literature.

What Are the Current Professional Development Practices for Language Teachers in Western Indonesia?

Theme 1: Teachers Engage in Offline and Online Workshops in Professional Development Programs

Offline and online workshops have become key parts of professional development programs, allowing teachers to acquire new skills and knowledge to meet their educational needs. A study analysis result in East Java by (Rachmajanti et al., 2020) showed that participating in conferences, workshops, and seminars is considered the most popular option to improve the participants' professionalism (37.7%). Similarly, a study in West Java discovered that workshops become the most popular professional development programs (n=20; 80%), "For me, I enjoy joining workshops since it gives me the opportunity to know the theory and implement it directly" (Averina & Kuswando, 2023). Nonetheless, due to the COVID-19 pandemic, the only alternative was to hold webinars or online workshops (Gandana et al., 2021). One participant in a study by (Kristiawan et al., 2022) stated that they were fortunate to do an online workshop during the pandemic. An EFL teacher in (Atmojo, 2021) expressed, "What I have done so far to develop myself professionally to teach within an online learning environment is seeking references on how to teach online effectively by watching videos or tutorials on YouTube, participating in online conferences and webinars, and reading some online literature from blogs and journals".

Theme 2: Teachers Participate in Formal and Informal Teacher Training

Teachers take part in both formal and informal training to improve their teaching skills and meet the needs of their classrooms. One of the familiar formal programs in Indonesia is PLPG (Education and Training for the Teacher Profession), a two-month program that consists of 100 hours of in-person mentoring courses aimed at improving teachers' competencies (Apriliyanti, 2020). Beyond formal programs such as PLPG, professional development can also take the form of innovative work. A study in South Sumatra by (Fadhliyah et al., 2020) found that the English teacher have participated in several professional development programs to improve their innovative work. One of their participant said, "In professional development activities, it is also required to be able to create a fun learning atmosphere, and then how to assess students' abilities in developing English lessons."

In today's digital era, teachers need to learn more about integrating technology in the class. Supporting this, (Kristiawan et al., 2022) studied the impact of implementing Computer-Assisted Language Learning (CALL) in an informal professional development program. Their study showed that implementing CALL in professional programs for Islamic English teachers will help them develop their pedagogy, technology, and content understanding while building applicable local English lesson resources. Furthermore, contemporary approaches in current professional development programs often involve training based on specific educational theories, such as reflective teaching training and critical incident theory (Nurkamto & Sarosa, 2020; Resila & Mbato, 2024; Wijaya & Kuswando, 2018).

What Are the Challenges Experienced by Language Teachers in Western Indonesia in Participating in Professional Development Program?

Theme 3: Cultural-Discursive Arrangements Influence Teachers' Participation in Professional Development Programs

Teachers' participation in professional development programs is profoundly impacted by the cultural-discursive arrangements currently exists in the educational settings. In the post-pandemic era, teachers had to experience a sudden shift to online learning and they were required to adopt digital knowledge and competence. (Silvhiany, 2022) revealed that many teachers were unprepared, had to self-learn due to minimal structured technological guidance, and professional development programs were not equally available for teachers. Limited digital knowledge hindered their activeness in using teaching software in these programs, with factors such as teachers' interest, usability, and anxiety (Anas et al., 2022). Moreover, some teachers lack of pedagogical knowledge and competence in professional development programs. Teachers struggle to understand and apply concepts such as the concept of "reflective practice" in their teaching (Nurkamto & Sarosa, 2020). A data analysis from a community service in critical thinking and literary text for teachers in West Java by (Gandana et al., 2021) revealed that the teachers struggle to understand proposed model concepts and incorporate critical thinking activities, particularly connecting text to context to give students' understanding of the world.

Teachers also faced challenges of separating their intrinsic motivation as teachers from extrinsic motivation, such as the desire for incentives or a sense of obligation (Avillanova & Kuswando, 2019). Supporting this, (Utami et al., 2019) found that rather than improving their teaching approaches, these teachers mostly participated in professional development activities to earn points or rewards to support their career.

Theme 4: Material-Economic Arrangements Affect Teachers' Access to Professional Development Programs

Teachers' participation in professional development programs was limited due to insufficient material and economic resources. Some teachers in East Java felt that conference, seminar, or professional development programs are too expensive (Nugroho, 2018). (Apriliyanti, 2020) reported that the PPG program will be charged to the teachers in contrast to the PLPG program, where the government covers all training expenses. Lack of funding was a barrier since some programs required teachers to pay registration fees, which often occurred in schools with few teachers (Averina & Kuswando, 2023). "Not all expenses are covered regarding the international conferences, making me think twice about participating in the meetings and other similar forums," a vocational school EFL teacher said in (Anas et al., 2022).

Besides financial constraints, the school's infrastructure is another problem related to the material-economic arrangements. During the online professional development program (OTPD), (Atmojo, 2021) summarizes that EFL teachers struggled with unstable internet connections, limited time, data quota, interaction, difficulty asking questions, and limited facilities and infrastructure. Similarly, when implementing Computer-Assisted Language Learning (CALL) activities, the frequent challenge was having an unstable internet connection, as most teachers could not connect to the school's Wi-Fi during the workshop (Kristiawan et al., 2022).

Theme 5: Social-Political Arrangements Shape Supports That Impact Teachers' Engagement in Professional Development Programs

Social-political arrangements play an important role in shaping the support systems that influence teachers' engagement in professional development programs. (Wijaya & Kuswando, 2018) mentioned that teachers had to work independently in Indonesia with little support from the government or even their coworkers. During the early stage of the pandemic, when teachers found it challenging to adapt to the use of technologies, (Silvhiany, 2022) noted that 10.70% of the respondents felt unsupported, and teachers found themselves to be disengaged from their support communities in online learning settings. Additionally, lack of support from employers and permission from authorities to leave school and participate in teachers' professional development programs during school hours further hindered teachers' participation (Averina & Kuswando, 2023; Avillanova & Kuswando, 2019).

Discussion

To answer the first research question, related to current professional development practices in Western Indonesia, the findings indicate that teachers regularly participate in both online and offline programs, including webinars and workshops, formal training programs such as PLPG, and informal programs such as reflective practice and CALL-based programs. Among these, workshops remain the most dominant in current professional development practices, reflecting the fact that teachers heavily rely on external training. Yet access and motivation are still restricted by structural barriers, meaning that such activities provide exposure to new skills but require the depth needed for long-term professional growth.

Workshops are the dominant form of professional development because they are easy to organize and familiar to institutions and teachers, provide direct exposure to new methods or technologies and are generally considered a quick solution to policy needs for teacher training. However, this dependence reflects a preference for external, temporary activities over continuous, school-based training. The lack of organized professional development in schools, where mentoring and collaborative learning are still insufficient, is highlighted by teachers' reliance on external programs.

Structural issues continue to constrain teachers' participation in professional development. Teachers in rural and underfunded schools find it challenging to participate in these programs due to expensive training costs and a lack of resources, which affects the quality and effectiveness of these programs (Şahin et al., 2024). Additionally, many teachers are only motivated more by the need to gain certification points or get promotions than by a genuine desire to enhance their teaching skills. This reliance on extrinsic rewards hinders their possibilities for meaningful and sustained professional growth.

Comparing these findings to international professional development studies reveals both similarities and differences. Financial and economic issues are common worldwide, especially in rural areas (Broad, 2015; Eroglu & Kaya, 2021). In contrast to Indonesian teachers' reliance on external programs, international studies by (Avalos, 2011; Hardman et al., 2015) emphasize the effectiveness of the school-based professional development, sustained methods including professional learning communities

and peer coaching. Additionally, the Indonesian context shows a strong influence of extrinsic motivators, such as certification and rewards. In contrast, international studies highlight the importance of intrinsic motivation and equitable access (Zhang et al., 2021).

Future programs should consider how a balanced combination of formal and informal methods can improve teachers' professional growth. Professional development programs in Western Indonesia should be accessible, engaging, and adapted to teachers' needs, integrating mentoring with technology innovation. Moreover, teachers need supportive school environments that encourage them to learn and level up their knowledge and teaching skills.

4. CONCLUSION

In conclusion, this study has presented insights into the current practices and challenges of language teachers' professional development programs in Western Indonesia. The study also reveals how cultural-discursive, material-economic, and social-political arrangements interact to affect teachers' motivation, digital competencies, and involvement through analyzing findings within the Theory of Practice Architecture. This contribution challenges notions of similarity in Indonesian professional development programs and points out the need for context-specific approaches.

The effects extend to institutions, teacher educators, and professional development program providers. Institutions must prioritize equitable funding and infrastructure to tackle rural-urban gaps, while schools and teacher educators should develop school-based professional development designs that move beyond reliance on workshops. Program providers can build programs that encourage intrinsic motivation, incorporate digital competency, and connect with teachers' classroom needs.

Furthermore, the researcher would like to suggest a themes for future research to build this study on language teachers' professional development in Western Indonesia: (1) the effectiveness of professional development practices for teachers to improve their teaching skills and students' learning outcomes, (2) the technology affect and used in language teachers' teaching and learning activities, and (3) the latest developments of generative AI that help language teachers overcome challenges in writing tasks. All in all, addressing these areas will deepen understanding of how structural inequities and cultural practices shape professional development and help build more resilient, inclusive systems for teacher growth.

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