THE TEACHER COMMUNITY ROLE TOWARD TEACHER PROFESSIONALISM ON DESIGNING EFL INSTRUCTIONAL OBJECTIVES

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Abstract

Developing professional competence is always required by the teacher to present meaningful learning experiences to reach the goal. Moreover, the pandemic has changed every side of life, including teaching and learning activities. One of the competencies is designing the instructional objectives, and the teacher community can support their development. This study explores the role of the teacher's community in developing teachers' professional competence in designing the instructional objective in the EFL context. This study uses qualitative methods with questionnaires and interview instruments to collect the data. Two teachers contribute to this study. They come from senior high school teachers. One teacher teaches in a public school, and the other teaches in a private one. The result showed that three types of teachers' communities play a role in respondents' development in teachers' professional competence in designing instructional learning objectives. Besides, they can design the learning objectives; further researchers may conduct follow-up research with a broader subject, complete literature, and more relevant methods to draw generalizations.

Keywords: *EFL, Instructional Objectives, Teacher Community, Teacher Professional Competence*

Introduction

Teacher professionalism has been widely regarded as one of education's most important issues. It has been a challenge for the government and educators to put their best foot forward regarding teacher professionalism since the need for education has increased over time (Wardoyo, 2017). Moreover, the world faced a pandemic in

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the last two years, which also changed learning activities. Hence, the need to develop teacher professionalism is gained regarding that situation.

Guskey (2000) defines it as a set of "processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve students' learning." It is generally defined as any activity intended to train staff members for enhanced performance in current or future responsibilities. (Little, 1987 in Osman & Warner, 2020). It can contribute to teachers' beneficial effects by fostering the constant individual and collective improvements required to meet the increased demands for enhancing student learning. (Elmore 2007; Fullan 2007 in Soine & Lumpe, 2014). It approaches to improve teaching practices, learning outcomes, and educational systems (Borg, 2015a, 2015b).

One of the aspects of developing teacher professional competence, particularly in the EFL context, is designing the instructional learning goals as part of understanding subject matters in making lesson plans and students' context. They are an essential part of teaching and learning activities. Harden (2002) defines them as an extensive and detailed set of instructional objectives to describe a course or curriculum. They emphasize the specification of instructional intent at a lower and more detailed level (Harden, 2002, pg 5). They also can determine the direction of teaching to reach the ultimate goal of learning.

Indonesia has released a new (Independent curriculum), Kurikulum Merdeka. This curriculum has the spirit to have freedom of teaching and learning, letting the teachers design the instructional objectives based on their context from the culminating objectives. However, they need help to design the learning objectives as the instructional goals that can meet the predetermined outcome based on their context. The objectives must be measurable and feasible in their context based on their students and school condition to reach the outcomes.

Teacher's communities are the professional community that can develop teachers' professional competence, including designing instructional learning objectives. They aim to continuously improve schools by building teachers' competencies (Vangrieken et al., 2017, p.48). Well-developed teacher communities

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positively impact teaching practice and student outcomes (Hord, 2004; Lomos, Hofman, & Bosker, 2011; Vescio et al., 2008 in Vangrieken et al., 2017, p.48). It is because the quality of teachers significantly impacts the quality of learners' education (Nye et al., 2004).

In the EFL context in Indonesia, teacher communities are the communities called MGMP created by the schools, government, or teachers themselves based on the specific subject to having room for discussion in the issues of the teaching methods, technique, lesson plan, new policies, etc. in order to achieve the learner's outcomes. These communities can help teachers' professional competence in designing instructional objectives. Hence, the strength of teacher communities lies in the members' willingness to share their subject matter and pedagogical expertise inside and outside their respective schools in order to develop their professional competence (Morris, Chrispeels, & Burke, 2003 in Mak & Pun, 2015).

There are some studies regarding teachers' community role in developing their professionalism: 1) First is O'Dowd and Dooly's study (2022) into teachers' professional development via involvement in virtual exchange. The study results show that teachers who participate in Virtual Exchange (VE) projects have many chances to grow professionally and try new ways of doing things. In particular, VE was seen as a way for teachers to make new professional connections and work together on academic projects, learn how to work together online, and add more innovative techniques to the way they teach now. 2) Second, Vescio et al., (2008) studied a review of research on the impact of professional learning communities on teaching practice and student learning. In his study the result shows that the implementation of professional learning communities has positive effects toward the teacher and students' achievement. It also shows that PLC assists in a fundamental change in the way that instructors approach their everyday job in the classroom.

Therefore, this study investigates how the teacher's community can develop teachers' professional competence in designing instructional objectives in the EFL context. Professional teachers are developed by themselves and by working together with other teachers. They can help one another by forming a community of teachers

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that aims to advance teacher professional development. Teacher communities are a structure for fostering teachers' capacity for growth and development through ongoing school improvement. It has been demonstrated that strong teacher communities positively impact teaching methods and student outcomes (Lomos et al., 2011; Vescio et al., 2008). Communities tend to be utilized in various ways to identify distinct forms of teacher professional development, which has been the focus of teacher professional development.

Teacher communities are effective in bringing about genuine modifications in teaching methods, beginning with the teachers themselves (D'Ardenne et al., 2013). There are three teacher communities: formal teacher communities, member-oriented teacher communities with pre-set agendas, and formative teacher communities. In the formal community, the government formally creates the teacher community to support the teachers in a community. This kind of society holds regular meetings at which the government initiatives to hold it (Vangrieken et al., 2017). While in member-oriented teacher communities with pre-set agendas, the school principal, instructors, or study writers are the ones who started this teacher community. In some instances, the teacher community, and formative communities develop organically over time and from session to session. Community members can develop a shared understanding and distinctive viewpoint on specific subjects, knowledge, practices, or approaches over time through the process of social learning, which is helpful to them when they are trying to solve problems or enhance their profession (Vangrieken et al., 2017).

Teachers are one of the most important factors that play a part in deciding the overall quality of a student's education (Ibrahim B, 2004). Teachers need specific abilities, including pedagogical, professional, personality, and social skills, following Regulation No. 16 of 2007 issued by the Minister of National Education. Competence is one of the characteristics of a teacher that can be used to evaluate other attributes that influence student progress (Alqiawi & Ezzeldin, 2015; Renol, 2015). As a professional teacher, a teacher should master the material and content that will be taught to students (Alik, 2019). One of the primary components of a competent teacher is familiarity with the pupils and how they learn, as well as the instructional

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materials and the methods used to teach them (Celik, 2011). Teachers need to be well-versed in both the subject matter being taught and the environment in which it is being delivered in order to assist students in developing an understanding of contextual learning (Johnson, 2002).

According to Leinhard and Smith (1985), instructors need to understand not only the content of the lesson but the methods used to manage the classroom (Good & Brophy, 1984). There is a correlation between pedagogical expertise and the management system used in the classroom. The ability to manage learning activities includes knowing students, planning, implementing, and assessing education, and promoting students' development to use a variety of potentials in several contexts and situations. (Inám, 2011). According to Regulation No. 70 of 2013 issued by the Minister of National Education, the components of pedagogical competence include effective communication with students, mastery of the theory of learning, the development of curricula relevant to the subjects, the utilization of information and communication technology, the facilitation of the development of students' potentials, and evaluation. According to Akhyak & Bakar (2013), pedagogical competency includes the development of lesson plans as well as procedures for assessment and evaluation.

According to Good and Broppy (1987), a teacher must focus their attention and fully know the content they are teaching. On the other hand, professional competence refers to a teacher's skill in the subject being taught. According to Akhyak (2013), the capacity to profoundly understand the subject matter of learning materials is a necessary component of professional competence. The following are components of professional competence:

a) mastering learning materials and scientific methodology;

b) mastering the structure and curriculum of learning materials;

c) mastering and utilizing information technology to improve the quality of learning.

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The competencies of a teacher need to be aligned with the curriculum that is being used. According to Johnson (Johnson, 2002), the term "curriculum" refers to a predetermined order that leads to specific educational goals. The curriculum is defined as "a collection of plans, arrangements, and lesson materials and methods used as guidelines for the implementation of learning activities in order to achieve specific educational goals" following Law No. 20 of 2003 on the National Education System. This law states that "the curriculum shall consist of a collection of plans, arrangements, and lesson materials and methods."

Regarding Reigaluth et al. (2016) and Kalsum et al. (2023), the purpose of setting instructional goals or objectives is to figure out how to help individuals learn more effectively. Instructional goals typically detail various strategies for enhancing student learning and when such strategies should and should not be implemented. When it comes to the process of planning and generating instructional content, one of the most important steps is the establishment of goals and objectives. Determining the specific educational goals that need to be attained is another component often viewed as being of the utmost importance.

The researcher finds an explanation of the differences between instructional goals and instructional objectives and their relation to the curriculum. According to Brown and Green (2015), Stephen Hawking made the following statement in 1985: "My purpose is clear. It is a comprehensive comprehension of the cosmos, including the questions of why it is as it is and why it even exists at all". Stephen Hawking has a mission statement that has an amusingly all-encompassing reach for its purpose. Having said that, taking into account the nature of his profession, it appears to be both suitable and reasonable. Our field of expertise is considerably different from Professor Hawking's, and in general, we do not approach the creation of curriculum with the intention of educating everyone, everywhere, and about everything. Our area of knowledge is somewhat separate from Professor Hawking's. The vast majority of the time, we come up with one-of-a-kind educational events that are meant to pass on specific information to demographic subgroups that have been specifically targeted. In order for us to be successful in this endeavor, we will need to first

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ascertain, and then proclaim, the aims and objectives for the training that we will be constructing.

In the context of Brown and Green (2015), it is important to note that the instructional aims and the instructional objectives should not be confused with one another. An exemplary example of an educational goal could be something like a general remark about the reason why the teaching is being provided. An instructional goal could be anything along the lines of "Students will become better writers." This is just one example of an instructional goal. On the other hand, an instructional objective will often be far more precise regarding how the training will affect the learners and to what extent it will do so. The following is an illustration of the kind of instructional objective that could be derived from the goal that "Students will become better writers": "Upon completion of the lesson, students will produce a traditional five-point essay with a recognizable introductory paragraph that includes a thesis statement, three paragraphs supporting the thesis statement, and a concluding paragraph that restates the thesis."

Random (2016) says that the word "instruction" comes from the late Middle English word "instruccion," which means "to give structure and direction." The word "curriculum" comes from the Latin word "currere," which means "to run a racecourse" (Hlebowitsh, 2005). As a marathon runner, this author finds this comparison to be interesting. Running on an open course with a goal or direction in mind is more interesting than running around a track, which can be boring. Changes in scenery and terrain, turns and straights, ascents and descents, and the weather make an open course more interesting. In the same way, changes interrupt and change the path of curriculum development, making it more interesting than just going around in a circle. Curriculum changes closely with or is made to counteract changes. Social forces, in particular, have a big impact on curriculum (Wiles et al., 2002).

Both the instruction and the curriculum can be defined in a subjective manner. Both "curriculum" and "instruction" are capable of having several interpretations, depending on whether one is interpreting them from a political, social, or educational perspective. Curriculum refers to the subject matter that is taught in schools, whereas

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instruction refers to the manner in which the curriculum is delivered (Wiles et al., 2002). There is a close connection between the curriculum and how it is taught. Because of how close they are, curriculum and instruction are often used as if they were the same word. Yates (2000) also uses the morphed words "curstruction" and "instriculum" to describe how "curriculum" and "instruction" seem to go together. One of the points of view Hlebowitsh (2005) gives is that the curriculum gives structure, an outline, and a purpose to what students do in school.

However, the most prevalent definition of curriculum is based on overt curriculum, which is designed to serve an educational institution's intentional instructional agenda (Wilson, 2005). In addition, the content that is being taught is referred to as the curriculum, while instruction refers to the process of carrying out teaching in accordance with academic curriculum.

The learning objective component uses a clear framework for developing learning objectives, which are constructed around four main components: audience, behavior, degree, and condition. The audience in this context is the participant of the training (I-Tech, 2010). The behavior is the action verb that describes the types of behavior the participant needs to display after training, while the degree is the standard of the task that must be performed. It answers the question, "how many?" "how fast?" or "how well?". Furthermore, the last one is a condition, which determines the time or place condition after the participant learns the learning objectives.

The framework SMART used to analyze the making learning objective is described as follows. SMART terms are Specific, Measurable, Action-oriented, Reasonable, and Time-bound which describes the knowledge, attitudes, or skill specifically (I-Tech, 2010). Measurable can be measured by test items, observation, problem-solving exercises, or other evaluation methods. Action-oriented is the action verb that demonstrates change or acquisition of knowledge, attitudes, or behaviors. Reasonable reflects the realistic expectations of knowledge, attitude, or behavior acquisition/change given the conditions for instruction. Time-bound is a time frame in which learners are expected to achieve.

Method

This study will apply a qualitative method using the instrument of a questionnaire, interview, and the document from the teacher's lesson plan. 2 teachers at the high school level will be participating in this study to see how they participate in teacher's communities and how their participation in them help them to design the instructional objectives to achieve the learning outcomes.

The questionnaire distributed to the participants in the online mode will give data about the teacher's participation in teacher communities and their activeness in them. Also, It will inform us how the teacher communities help them develop their professional competence in designing instructional objectives. The interview is equipped with a voice recorder, and notes will be conducted to obtain deeper information from the questionnaire. The data from the voice recorder will be transcribed to triangulate the data from the interview note. Then the document consisting of the instructional objectives in their lesson plan will be analyzed in several steps based on Cresswell's (2017) steps of data analysis to answer how they construct the instructional objectives to achieve the learning outcomes.

Result

The data showed that there are three types of teachers' communities that role to respondents' development in teachers' professional competence in designing instructional learning objectives.

1. Formal Teacher's Community

Through this section, we have figured out all of the information from respondents 1 and 2 related to the formal teacher's community by interpreting every answer the respondent gave with a deeper analysis. Below are the breakdown for the findings:

a. How long have you been a member of the formal teacher's community?

Respondent 1: "I have been a member for less than five years."

Respondent 2: "I have been a member of MGMP (formal teacher's community) since 2020 when the coronavirus hit the world."

As basic information, respondent 1 is an English teacher in a private school, and respondent 2 is an English teacher in a public school. Through the interviews, we can interpret that both respondents have less than five years of membership in a formal teacher's community.

b. *How often do you join a formal teacher's community in a week/month?*

Respondent 1: "I do not know exactly. It can be one in a week or only one in a month, with no exact time since there is no exact time for it. But, yea, you should know that I always join every event issued by the MGMP if there is an invitation letter to join or at least there is just an invitation through announcement in the MGMP group to join the event that issued for MGMP."

Respondent 2: "Mmm, I have not joined any formal teacher's community event yet because there is none, the teacher's community has not issued any event since the very beginning time I joined. Probably it was because of the coronavirus."

Regarding the information above, the first respondent cannot answer the question precisely about how many times in a week or a month they join the formal teacher's community event since the event issued by the formal teacher's community has no exact date and time. However, the primary information we gained from respondent 1 is that he always joins every event issued by the formal teacher's community if there is an instruction or invitation to join the event. While in the other side, respondent 2 has not joined any formal teacher's community yet. Therefore, since only respondent 1 has joined some formal teacher's community event, the next question of c, d, e, and f, only contains the answer from respondent 1.

c. *What kind of teacher's community events that you always join?*

Respondent 1: "Yea, workshops, yea, mmm, for the theme is dependent on the teacher's community itself, sometimes it could be about Kurikulum Merdeka, and our last meeting a few weeks ago, the discussion is about how to apply the English learning in Kurikulum Merdeka."

Respondent 1 informs us that the event he always joins is only a workshop. The topic or theme that will be discussed in the event is various and dependent on the community's needs. One of the last topics discussed in the formal teacher's community event for respondent 1 is Kurikulum Merdeka.

d. Is it online or offline?

Respondent 1: "It actually used to have offline meetings, but since the pandemic shut down schools and other things, mmm, the event is online so far. Even though it is offline now, it comes from other teachers' communities, not the formal one. The workshop issued by the formal teacher's community is actually better we call as seminar because, yea, it most of it we are just listening during the event, without further discussion."

Through the information, we figured out that the formal teacher's community program is conducted online without any further discussion related to the topic they gained from the seminar.

e. Do you feel enthusiastic about joining the event?

Respondent 1: "Not really, mmm, it is because they seldom have further discussions. We just listen, listen, listen, and listen but, ah, all right, even if there is a discussion, we are too shy to ask or discuss on the event or the formal teacher's community. Probably we feel that it is rigid, different from the informal event. We mostly enjoy the informal event and discuss everything there, I like to join every event there too because there are many things I get from the informal one."

Respondent 1's statement shows that he is not enthusiastic about joining the event because of some reason, such as the workshop system that does not fulfill their expectation and the rigidity of the event.

f. Do you often discuss how to create proper learning goals with your formal teacher's community?

Respondent 1: "Sometimes but we mostly discuss about it in other teacher's communities, not in the formal one."

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According to the respondent's answer, the formal teacher's community may discuss how to create proper learning goals but not as often in other teachers' communities.

g. Do your colleagues in the formal teacher's community motivate you to get better?

Respondent 1: "My colleagues in another teacher's community, yes, but not in MGMP made by the government, no motivation, because the event is accidental and only when needed, then the WA group that made also is not used for discussing it."

The response given by respondent 1 clearly shows that a formal teacher's community does not motivate respondent 1. Through this answer, we can also interpret that the formal teacher's community does not affect teacher professional development much.

2. Non-Formal Teacher Community

Responden 1 has been joining this community for more than five years. Based on the interview session, this community holds the activities more often. It has routine activities to discuss hot issues almost every week in an online mode. He even stated that he obtained the training to develop his professional competence from this community more often than the formal community.

*Saya bahkan lebih sering mendapatkan pelatihan untuk megembangkan kompetensi professional saya di komunitas ini (*I even often obtain the training to develop my competencies in this community*)*

Furthermore, this community always conducts discussions with certain topics in a whatsapp group almost everyday. Even Though He sometimes does not take part in the discussion, He read the other teachers' opinions and shares regarding the certain topics which are not found in formal MGMP.

Kita belajar banyak itu malah di komunitas guru yang lain (MGMP non formal), yang di sana secara langsung kita dapat banyak materi, terus ada diskusi juga memanfaatkan grup whatsapp, jadinya kita belajar banyak. Khususnya pas

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*kemarin-kemarin tuh yang tentang bahasan kurikulum merdeka dengan pembelajaran diferensiasi yang gak hanya belajar tentang apa itu kurikulum merdeka tapi sampai cara mengaplikasikannya. (*We learn a lot even in another teacher community (non-formal MGMP), where we directly get a lot of material, and also there are discussions using the WhatsApp group, so we learn a lot. Especially, the discussion about the independent curriculum with differentiation learning, we do not only learn about what an independent curriculum is, but how to apply it)*.*

In addition to that, through sharing the teachers' best practice in FGD in whatsapp, this community encourages him to be a much better teacher, trying to apply what other teachers have done including in designing the instructional objectives. This is something that is not found in other communities.

Kalau saya sih refers to komunitas ini, jadi melihat sesuatu dari guru-guru di komunitas lain selalu membuat saya terpacu gitu, jadi lebih sadar apa ya banyak hal yang harus saya pelajari. (I refer to this community (non formal teachers' community, the teachers in this community always motivate me, and I become more aware of many things that i have to learn.)

Therefore, for designing the instructional learning outcomes, He pays attention to the students' potential in learning English before and during the learning process using formative assessment such as pretest, diagnostic test and classroom observation during learning process in the class or the interaction outside of the class. He also gives the summative assessment to see the students' achievement in achieving the objectives.

Meanwhile respondent 2 has not joined this community since she has just been teaching in her school since 2019 when the pandemic first appeared. However, She often discusses with the other teachers in her school including about designing the instructional objectives.

3. School Teacher Community

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In his participation in the community or MGMP at the school level, Respondent 1 said that she often participates in MGMP activities at school but that is situational, and if there is a special need only and it is not routine.

> *Saya sering mengikuti MGMP di sekolah, namun itu situational artinya tidak dijadwalkan secara secara khusus. Jadi, jika ada keperluan atau kepentingan saja baru diadakan MGMP.* (I often take part in MGMP at school, but it is situational, meaning it is not specifically scheduled. So, if there is a need or interest, just hold by MGMP.)

Meanwhile, respondent 2 said that she almost never participated in MGMP activities at school. MGM's activities at school only discuss the distribution of schedules at the beginning of the year or semester. She also said that if there is anything to be said related to learning then it will be asked directly to senior teachers, not through MGMP. in addition, She also said there is no dedicated MGMP group.

> *Saya hampir tidak pernah mengikuti kegiatan MGMP di sekolah karena tidak ada kegiatan MGMP-nya. Terkadang ada tapi bahasannya tidak kepada hal-hal yang bersifat ke pengajaran melainkan ke pembagian jadwal di awala tahun atau di awal semester. Dan di sekolah kami tidak ada group MGMP khusus lingkup sekolah.* (I almost never take part in MGMP activities at school because there are no MGMP activities. Sometimes there is, but the discussion is not about teaching matters but rather the distribution of schedules at the beginning of the year or at the beginning of the semester. And in our school there is no MGMP group specifically for the school scope.)

There are two documents that are being analyzed from Respondent 1 and 2. The documents are their lesson plan or *RPP.* The documents are analyzed by two aspects which are the learning objectives component and the making learning objective "SMART".

The learning objective component uses a clear framework which is the ABCD concept that was found by the educational theorist Robert Mager in 1962 for developing learning objectives. Every letter in the acronym ABCD represents a different facet of the learning goal. Four questions concerning the purpose are

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addressed by these several sections: who, what, how, and how well. The acronym ABCD stands for Audience, Behavior, Condition and Degree. Audience is the participant of the learning objectives, Behavior is the action verbs that the participant needs to display after training, Condition is the condition that is related to the time and place, Degree is the level of proficiency to be elicited by the training. The respondents have given their documents of learning objectives to be analyzed, both can be seen as follows:

Respondent 1

Table 1 : Learning objective component

Setelah mengikuti proses pembelajaran hari ini, peserta didik diharapkan dapat:

- Mengetahui kosa kata yang berhubungan dengan tempat wisata
- Mendeskripsikan satu tempat wisata atau bangunan bersejarah di Bandung dalam bentuk video teaser singkat yang menarik

Learning objectives of respondent 1 has all of components, it can be seen from the analysis below

a. Audience is seen from the phrase *peserta didik*

b. Behavior is seen from the phrase *mengetahui* and *mendeskripsikan*

c. Condition, there are much condition in the Respondent 1's learning objective which are *setelah mengikuti proses pembelajaran hari ini, kosa kata, tempat wisata, bangunan bersejarah,* and *video teaser singkat yang menarik*

d. Standard can be seen from the word *satu*

Respondent 2

Table 2 : Learning objective component

Melalui model pembelajaran *discovery learning* peserta didik dapat mampu memahami, menganalisis, serta menulis teks interaksi transaksional lisan dan tulis

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> yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan dan menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan. (Perhatikan unsur kebahasaan *conjunction to show cause, conjunction to show effect*).

Learning objectives of respondent 1 has all of components, it can be seen from the analyis below

    a. Audience is seen from the phrase *peserta didik*.

    b. Behavior is seen from the action verb *mampu memahami, menganalisis, menulis, memberi dan meminta.*

    c. Condition is seen from the phrase *discovery learning*

    d. Standard is seen from the phrase *dengan memperhatikan dan menerpakan*

4. Making Learning Objective "SMART"

Who, will do, how much or how well, of what, by when are the five components of an effective learning aim. So the SMART concept stands for Specific, Measurable, Action-oriented, Reasonable, and Time-bound. Specific means that the learning objectives describe the knowledge, attitudes or skills that the learners should do. Measurable means that the achievement of learning can be measured by the test items. Action-oriented is the action verb that demonstrates change or acquisition of knowledge, attitudes, or behaviors. Reasonable means that the objectives reflect realistic expectations of knowledge, attitudes, behaviors change/acquisition. Time-bound means that the objectives specify a time frame. To have effective ways of making learning objective, the concept SMART is used not only to develop it but also to check that the teacher has taken all of the factors into account when creating learning objectives. The concept SMART The result from the making learning objective "SMART '' can be shown from the description of each Respondent's lesson plans below.

    Respondent 1

Table 1 : Learning objective of respondent 1

Setelah mengikuti proses pembelajaran hari ini, peserta didik diharapkan dapat:

- Mengetahui kosa kata yang berhubungan dengan tempat wisata

- Mendeskripsikan satu tempat wisata atau bangunan bersejarah di Bandung dalam bentuk video teaser singkat yang menarik

The framework of making learning objectives from respondent 1 shows that it has only four categories as follows.

a. Specific is seen from the phrase *satu tempat wisata atau bangunan bersejarah*

b. Measurable is seen from the phrase *dalam bentuk video teaser singkat yang menarik*

c. Action-oriented is seen from the phrase *mengetahui* and *mendeskripsikan*

d. Reasonable does not exist in the lesson plan

e. Time-bound is seen from the phrase *setelah mengikuti proses pembelajaran hari ini.*

Respondent 2

Table 2 : Learning objective of respondent 2

Melalui model pembelajaran *discovery learning* peserta didik dapat mampu memahami, menganalisis, serta menulis teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan dan menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan. (Perhatikan unsur kebahasaan *conjuction to show cause, conjunction to show effect*).

The framework of making learning objectives from respondent 2 shows that it has only four categories as follows.

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a. Specific is seen from the phrase *discovery learning, melibatkan tindakan memberi informasi terkait hubungan sebab akibat*

b. Measurable is seen from the phrase *memperhatikan dan menerapkan fungsi sosial, strukture teks, dan unsur kebahasaan*

c. Action-oriented is seen from the words *memahami, menganilis serta menulis*

d. Reasonable is seen from the phrase *peserta didik dapat mampu*

e. Time-bound, the lesson objective of the Respondent 2 has no Time-bound

Discussion

Based on the data from the questionnaire and the interview session, with respondent 1 and 2 related to formal, informal, and school teacher's community, the teacher communities play an important role in developing the teacher's professional competences through the relevant activities and sustainable discussion in FGD using WhatsApp group (Borg, 2015a, 2015b).

According to the interview, both respondents have been members of the formal teacher's community for less than five years. However, only Respondent 1 actively joins each event issued by the formal teacher's community. Through the interviews with respondent 1, the researcher interprets that the formal teacher community's participation and roles in developing teacher's professionalism is not quite significant since it is clearly stated and explained by the respondents, such as the kind of event issued by the formal teacher's community is accidental regarding the teacher request without any further discussion. This result is a little bit against the theory from D'Ardenne et al. (2013) that teacher communities are considered effective tools for making true changes in teaching practice, starting from the teachers themselves.

In the other hand, respondent 1 stated that the non-formal community helps him a lot in developing his professional competence including in designing instructional learning objectives. This community often holds free activities, training, and discussion almost every week in online mode using zoom. And importantly, it utilizes WhatsApp

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groups effectively to discuss certain topics which are relevant with the teacher and share the other teachers' best practice. In fact, this community opens the discussion almost every day except weekends. Hence, this is something that encourages him to try to apply in his class including in designing learning objectives. Meanwhile, respondent 2 did not join either formal or informal communities, But She often discusses with the teachers in her school teacher community including in designing the correct learning objectives. She intuitively asked the questions to the senior teacher or the other teachers about teaching learning issues such as students' condition which can affect in designing learning objectives.

Those findings indicate that the routine activities continued to another follow-up FGD using effective media such as Whatsapp group and also the activeness in participating into the activities and discussion positively impacted teacher's professional development. They develop their professional development because they are influenced and encouraged by the other teacher's best practice and their opinion about the class issues to be the better teacher after. Therefore, the strong teacher communities positively impact teachers' professional development in teaching methods and student outcomes including designing learning objectives. (Hord, 2004; Lomos, Hofin, & Bosker, 2011; Vescio, Ross, & Adams, 2008).

In addition, in relation to activeness at MGMP at the school level, respondent 1 said that she is often active in school MGMP activities but is situational, meaning it is not specifically scheduled. Meanwhile, Respondent 2 said that he almost never participated in MGMP activities at his school, even his activities were limited to sharing schedules. If there are any issues related to learning, they will be discussed directly with the senior teacher.

According to the document analysis that respondents 1 and 2 have completed the concept of ABCD in designing learning objectives. Meanwhile, in making learning objectives by using the SMART concept, respondent 1 has completed four parts except Reasonable; he does not include the reasonable statement in his document (lesson plan). On the other hand, respondent 2 does not have Time-bound in her document. In this case, the respondents have not put all of the categories to formulate their

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learning objectives in their teaching-learning process in the class. It happens for two reasons. First, the respondent does not know the perfect categories for formulating the learning objectives. Second, they put only 4 categories based on their students' needs.

Conclusion

Based on the data and explanation above, it can be infer that, overall, the teacher community played important role to gain teacher's professional competences through the relevant activities, training and discussion and optimizing whatsapp group to hold forum group discussions to have the teacher's best practice which can be motivated the other teacher to do the same things. There are two key points in the role of the teacher community. First is the routine activities in forum group discussion. Second is the activeness of the teachers' in participating such as actively sharing their best practice and their opinion regarding the classroom issues or other issues in developing their professional competences.

From those two keys, the competence in designing learning objectives can be developed as one of the basic parts of mastering content in their professionalism in order to achieve the learning outcomes (Akhyak, 2013), . It can be seen from the findings that those two respondents can develop their instructional objectives in the concepts of ABCD and SMART. Therefore, the strong teacher communities positively impact teachers professional development in teaching methods and student outcomes including designing learning objectives. (Hord, 2004; Lomos, Hofin, & Bosker, 2011; Vescio, Ross, & Adams, 2008). In addition, the activeness of participating in every chance of discussion and best practice sharing more positively impacts their professional development in designing learning objectives.

In connection with this research taking a limited subject, very specific material, and simple methods, the researcher suggests to other parties to conduct follow-up research with a broader subject, more complete literature, and more relevant methods in order to have more comprehensive results and draw generalizations.

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