Development of the Non-Formal Educator Teacher Profession in Semarang City and Regency

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Abstract: *Education is a condition for the progress of the country to create quality human beings. Quality education depends on the quality of the teachers. Teachers as educators are required to integrate technology in classroom teaching. However, not many non-formal teachers have these skills. The demands of the world of work and the future require non-formal teachers to participate in teacher professional development programs to elaborate various problems that occur in the non-formal learning process and find solutions. This study aims to identify professional development programs for non-formal educator teachers in Semarang Regency and City. This research also identifies the form of professional development programs and obstacles that occur and challenges in the future. This research method uses a mixture of qualitative and quantitative research methods to answer research questions. The study data was collected by online questionnaire. Research findings show that all non-formal educator teachers in Semarang Regency and City are interested in participating in professional development programs, and it is proven that 76% of non-formal educator teachers in Semarang Regency and City have participated in professional development programs. The remaining 24% are still unable to get access to professional development due to various factors. The forms of professional development programs that are followed are diverse, and most of them are interested in teaching programs that integrate technology and teacher education programs (PPG). Obstacles in professional development are mentioned by several factors, namely limited access, expensive costs, decreased motivation, and the ability to use technology. Meanwhile, the challenges of professional development of non-formal educator teachers include increasingly sophisticated technological developments, student character development, increasingly fierce competition, and the start of many new young scholars. However, these challenges are not only faced by non-formal educators, but also by formal educators.*

Keywords: *Teacher educators, teacher professional development, barriers, and challenges, non-formal*

1. Introduction

Education is one of the requirements for the progress of the country and through education the community is fostered to develop deep awareness, positive attitudes and values, participate in effective decision-making, and develop their ability to contribute to the welfare of the community. Teachers are the backbone of the education system and the architect of society, so the progress of an educational organization depends on the quality of teachers in it. Education policy will develop strong human competencies where teacher skills are one of the competency standards. Like other professions, teachers also face various challenges in the world of work, considering that increasingly diverse and sophisticated technological innovations cause higher educational standards, more diverse students, and the growth of the knowledge economy that further expands the role of teachers in schools. This is one of the reasons why teachers should be involved in continuous learning activities. The goal is to be able to carry out their duties effectively in classrooms that are increasingly modern or at risk of

becoming obsolete in their professional practice. A high level of professionalism and a good attitude among educators towards the subjects they teach can be a catalyst to advance and improve the teaching process while preserving the potential that already exists in their fields. Currently, there is still often pedagogical dissatisfaction by teachers with the teaching they are currently doing and what can be done is to participate in teacher professional development programs with the main goal of improving teaching skills using an inquiry-based approach. Teachers are the key to the quality of the education system and the improvement of schools. The important role of a teacher in schools has stimulated the interest of education researchers to study the development of the teaching profession. Opportunities and development of a quality teacher profession can have a positive effect on student learning and achievement. The current education policy explains the multidimensional nature of the teaching profession, describing and defining teachers as agents of the organization. This means that treating teachers as a profession goes beyond the general and narrow interpretation of the development of the teacher's profession that refers to his role in the classroom. (Srinivasacharlu, 2019) (Fongkanta et al., 2021) (Abakah et al., 2023) (Balta et al., 2024) (Coppe et al., 2024)

The competence of the teacher's profession is considered one of the factors that determine the quality of learning. The context of learning and teaching has changed drastically so that teachers must continue to improve their competencies for the sustainability of their careers. Teachers are required to adapt their teaching to the curriculum, technology, the demands of the times, and to make a variety of teaching to meet the needs of diverse students. This has led to an increase in the need for more professional educators to improve the quality of teaching, so that student learning outcomes are also expected to be better. This is because efforts to improve schools depend on the capacity of teachers for professional development and learning. (Lindl & Hilbert, 2023) (Magnusson et al., 2023) (Antonsen et al., 2024)

The idea conveyed by Dewey (1916) which was outlined in the study was revealed that Dewey was very concerned if he saw students being passive in the learning process and directed to reach the specified end point, the possibilities for further growth and innovation became limited. This means that through varied learning experiences, a person can become more or less critical, more or less willing to learn on future experiences, more or less able to make his learning practice researched, more or less creative or independent. Learning progress here refers to increasing teachers' learning capacity for continuous learning and development, so that professional learning in all careers is a continuum, and learning capacity building is important. (Teslo et al., 2023)

Every year, investments in improving the quality of teaching are made through the development of the teaching profession and a set of rules is also designed to ensure that teachers are involved in sustainable professional learning activities. However, the teacher and educator professional development program does not have sufficient evidence that it has a good impact on student learning outcomes. This is also revealed by (Gore et al., 2017) (Kirsten et al., 2023) the fact that experts do not have enough evidence of effective and impactful professional development programs for teachers as educators. The reason is that teachers and schools rarely get access to professional development programs. The study also found that participation in teacher professional development can increase or hinder student achievement. The development of the teaching profession has a negative effect because it requires time and resources from other purposes but will have a positive impact on improving student achievement if teaching is improved. Professional development, in addition to disrupting the continuity of teaching, can also increase the use of less skilled substitute teachers. There are many professional development interventions ranging from the aims and objectives of professional development related to content and pedagogy, the nature of facilitators, materials, resources, and support that have the potential to provide qualitative evidence of more nuanced teacher learning and the development of the teacher profession as a solid educator is very important to prepare the new generation. (Koellner et al., 2024) (de Almeida & Richit, 2023)

The development of the traditional teacher profession has been the norm for many years, but the development of the modern teacher profession has emerged as a more effective way to improve teachers' knowledge and skills, for example through webinars, virtual training, and more. The training-based professional development model means that teacher development occurs through presentations, internships, or practicums. Professional development must be based on what a teacher thinks is effective, not only because professional development initiatives are very expensive but because teachers are pressed for time and deserve to acquire efforts based on existing knowledge of effective and useful ways. The nature of coaching in professional development also affects

the benefits felt by teachers. Teachers tend to have the assumption that coaching in professional development efforts is very useful if it is done individually and adjusted to the independent goals they expect. Examining the reason why educators participate in teacher professional development programs is because sustainable professional development is a way to detach and rejuvenate oneself, as a requirement and a must to do, motivated by better career advancement and salary, and increased competence and more effective task performance. (Sekano et al., 2023) (Shabani, 2016) (Magnusson et al., 2023) (Njenga, 2023)

1. Need and Significance of the Study

The role and leadership of a teacher in the learning process are factors that determine the effectiveness of the teaching and learning process in the classroom. Teacher skills and pedagogical skills must be evaluated and improved so that teaching quality and standards can be achieved. A teacher must be sensitive to all the changes that occur, including the world of technology, applied pedagogy, and social skills. This causes the development of the teaching profession to be something very important. Job satisfaction and professional development are the talk of the town among educators in facing the challenges of 21st century learning. Educators are required to be able to adapt to the advancement and development of information and communication technology. This is because technology in the world of formal and non-formal education can be used in the process of modernizing the continuing education system and implementing lifelong learning. In addition, well-trained, professional, skilled, and responsible teachers who are able to make a real difference to the quality of learning of the younger generation are considered essential for educational reform and economic sustainability in the world. (Copriady, 2013) (Juhji et al., 2023) (Sydorenko et al., 2020) (Groves & Robinson, 2022)

Professional education is a culturally mediated process that is formed in the conflict between social representations of what it means to be an educator and its implementation in daily practice. The development of the teaching profession has been widely agreed upon as an important element in educational change, especially for the more effective application of technology to improve learning. The research literature examining teacher professional development has reported many successful examples of this professional development program, although the challenges to greater success are still numerous. explained that professional development should have a positive impact on student learning, but many professional development programs fail to achieve their goals. According to the professional development program for teachers in the local scope, it is very conducive to teachers' mastery of knowledge and skills directly related to the classroom learning system, while non-local professional development programs play a role in sustainable teacher professional development in the long term. More and more knowledge related to the development of effective teacher professions. However, it tends to show a centralized, school-based, and teacher-centered approach to teacher professional development compared to a centralized, traditional, and top-down approach to teacher professional development. This shows that the teacher and educator professional development program is more effective using a more modern approach so that teachers as participants in the program get what is not obtained from the traditional approach. The development of the teaching profession plays a role in translating educational reform into a more active teaching method. The development of the teacher profession has a positive effect on their job satisfaction. The development of the teacher profession is carried out in accordance with the needs and goals of teachers. (by Almeida Sousa & Amiel, 2023) (Tondeur et al., 2016) (Bates & Morgan, 2018) (Ding et al., 2023) (Sasere & Makhasane, 2023) (Baharuddin et al., 2023)

Professional development programs are based on different theories about how students learn and different theories about how teachers learn. The development of the teacher profession aims to increase the capacity of teachers in integrating project-based or constructive learning with technology in the curriculum and pedagogy of education. Teachers play a very important role in the success of teaching and learning. Therefore, empowering teachers to use digital technology with confidence is very important to improve the quality of education provided to students. High-quality professional development is placed in practice, focuses on student learning, thrives in a professional community, is sustainable and measurable, and is supported and accommodated by carefully designed research. Variations in the characteristics of high-quality professional development increase ambiguity in finding answers to the question "what causes professional development to be effective?". Currently, the development of teachers' professions has shifted from a one-shot training model to a more diverse professional development process with their involvement in the continuous learning process. Therefore, the importance of feedback from teachers for the

growth and development of their profession has always been a relevant strategy of educational development programs and initiatives. Feedback from teachers to students is essential to improve the quality of learning, knowledge and teaching skills for improvement. Academics and practitioners have called for the development of a personalized and widely accessible profession for teachers. However, the limitations in support and increased access are obstacles to increasing the development of high-quality professions for every teacher. However, teachers believe that well-organized and frequently available professional learning opportunities will facilitate the success of learning initiatives. Critical self-assessment and practice review can be used to identify areas of learning that need improvement and refinement in its teaching methods. Especially during the pandemic, teachers reorganize their teaching and learning activities by relying on peers and collaboration to strengthen their quality. (Kennedy, 2016) (Charania et al., 2023) (Sapkota et al., 2023) (Copur-Gencturk et al., 2024) (Suryadi et al., 2023) (Velasquez et al., 2023) (Eradze et al., 2023)

The development of the teaching profession shows benefits to build teachers' self-efficacy and promote a culture of sharing knowledge and expertise. To measure the impact of teacher professional development effectively, certain methods are used and are still a challenge to this day and although they can be measured, the guarantee of immediate changes in learning practices is still not guaranteed. The purpose of teacher professional development must improve teacher understanding, practice, and improve students' abilities, so that training support is known to have an influence on professional development. The training program has a significant positive impact on the knowledge and behavior of educators, so it is highly recommended for the sustainability of the program. (Abakah et al., 2023; Kager et al., 2023; Traga Philippakos et al., 2023) (Arslan et al., 2020)

Teacher learning and professional development are interrelated phenomena. Teacher learning is not only limited to pre-service teacher training. Although teacher learning is often associated with prospective teachers in the early stages of their professional preparation, it also underlies the development of the teacher's profession in the knowledge derived from both experiences. A teacher who has many years of teaching experience still needs professional development, because the availability of information through digital platforms has a big impact on the world of education because its progress tends to continue to increase. The continuous professional development of a teacher educator has been widely recognized because pre-employment education and training alone are not enough to cultivate the quality and teaching of teachers who are able to cope with the rapid changes in today's world of education. The limited budget allocation makes school principals and school administrators face major challenges related to the provisions of sustainable professional development. They must ensure that every educator teacher gets equal access and opportunities and fund other continuing professional development activities in their school. The structure of professional development can be very different even though the elements used are the same . The form of professional development also varies depending on the priorities and institutions, both mandatory and voluntary. However, the goal remains within the scope of providing the support that educators need to continue to improve their teaching skills and keep up with the latest practices and trends in the world of education. (ARSLAN et al., 2019; Pawan et al., 2023) (Abakah et al., 2023) (Koellner et al., 2024) (Fernandes et al., 2023)

(Bates & Morgan, 2018) He also explained that based on the results of the analysis of 35 studies as a literature review identified, seven design elements were found that contributed to the development of an effective profession. The first element, focusing on the content discusses what is being taught, thus allowing teachers to combine theory and practice. The second element is active learning that focuses on teacher learning in professional development sessions. The traditional lecture model is less attractive, so an interactive experience must be presented. The third element, support for collaboration, the nature of collaboration, and collaborative ways to support professional learning whether in one-on-one scope, small teams, or entire schools. The fourth element, an effective practice model, is therefore directed here to show rather than tell. The fifth element, expert coaching and support so as to create rich learning opportunities through the use of active learning strategies, collaborative work, discussions, and experiences in a strong content focus. The sixth element, feedback and reflection to give teachers time to think, receive input, and make changes to their learning practices constructively. The seventh element is the continuous duration of effective professional learning. If the duration of professional learning is maintained, then educators have the opportunity to identify practical problems and start trying to solve these problems.

In Indonesia, the ineffectiveness of teacher professional development is due to the coherence of various elements

of the education system. This goes beyond the technical and operational elements of the development of the teacher profession itself. The lack of a clear vision regarding the goals of teacher development causes confusion and uncertainty for teachers. The absence of four key factors in the various TPD reforms has led to the dissatisfaction of teachers and other stakeholders with the implementation of professional development. This includes consideration of the teacher's skills, background and capacity; relevance of training; feedback given to teachers; and follow-up workshops.   (Revina et al., 2023)

In this study, the researcher studied the professional development of educators in Semarang Regency and City, including the form of programs and the obstacles and challenges faced.

Therefore, this research focuses on the Professional Development of Teacher Educators in Semarang Regency and City: Forms, obstacles and challenges.

2. Review of Related Literature

According to relevant literature surveys, there have been few studies examining the development of the teaching profession of non-formal school educators in recent years. Previous researchers have shown more interest in the development of the teaching profession in general. In this study, the researcher used a narrative method to review the literature related to the development of the teacher and educator profession which is presented as follows:

Research   (Eßling et al., 2023) on the vision of a teacher's profession during the term of office develops linearly throughout undergraduate education. In the study, it was explained that the professional development of a teacher is carried out through teacher education and it is proven that the vision of this profession is increasing.

The development of the teacher profession in the research   (Sedova et al., 2016) is intended as a means of transforming students' conversations in the classroom on the application of dialogical teaching practices measured through four indicators, namely student talk with reasoning, open-ended questions for teachers with high cognitive demands, teacher absorption, and open discussion. This teacher development program has succeeded in changing the communication behavior of teachers with their students in the classroom.

(Girvan et al., 2016) Introducing the use of experiential learning in the early stages of teacher professional development. Teachers observe student outcomes from the initial process and experience the new pedagogical approach as learners before adapting and applying it in the classroom.

(Parada-Gañete & Trillo-Alonso, 2023) provide evidence of how schools are able to offer quality education to all students while taking into account the diversity of their personal and contextual characteristics to students with special educational needs (SENS). The results show that the educational community determines the development of professions and institutions that are able to serve diverse students effectively, so that inclusive schools can be realized.

(González & Skultety, 2018) Examine geometry video club discussions in a two-year professional development intervention that combines study learning, video clubs, and animated discussions to pay attention to students' initial knowledge. The professional development model and facilitator movement encourage and maintain teachers' attention to students' thinking during the intervention, thereby encouraging teachers' ability to identify relationships with students' previous knowledge. This is also done in research   (Gröschner, 2023) that examines the contribution of video in teacher education and teacher professional development from the ontological, methodological, and epistemological aspects.

(Sapkota et al., 2023) conducting an investigation related to the perception of junior high school teachers on their professional development in university-school collaboration. Based on the regression analysis carried out, the results showed that university-school collaboration had a positive relationship with the impact of professional development and feedback on professional development, and a negative relationship with barriers to professional development.

(Teslo et al., 2023) conduct research on teachers' perceptions of their learning practices after participating in a continuous professional development program in physically active learning to improve student learning. The findings of the study show that teachers view their participation as beneficial by diversifying their teaching practices, stimulating the reflectivity of their profession, and encouraging collaborative learning.

(Kager et al., 2023) proposes a Lesson Study model in the concept of sustainable professional development, but the proposed model is still purely conceptual and has not been applied in the real environment and does not detail how to assess the results of sustainable professional development carried out.

(Villa et al., 2023) examine the development of the teacher profession through digital game-based learning (DGBL) to encourage the equitable distribution of K-12 STEM education. However, few teachers have expertise in DBGL, and few professional development models are available to support teachers in acquiring these skills and advancing equality. To support the development of such models, professional development to explore the acquisition of technological knowledge, pedagogy, and content by teachers for games (TPACK-G) during a series of DGBL workshops grounded in culturally relevant pedagogy.

(Mardhiah et al., 2023) researching the development of the teacher profession through the teacher education program (PPG). This study reveals changes in curriculum design and content, improvement of instructional skills, personal and personalized, product development, increased procedural effectiveness, and development of basic discipline competencies among teachers. The results of this study show that teacher professional development programs through teacher professional education have a significant impact on improving teacher professionalism, aligning teaching and results-based evaluation, and fostering important skills and abilities for educators in the future. Teacher education must have an impact on aspects of teacher professional development, one of which is professional practice so as to help educators integrate and transform their professional reference knowledge to interpret professional practices. (Pérez-Montilla & Arnal-Palacián, 2023)

(Lytvynova & Melnyk, 2018) Examine the development of the teacher profession using cloud services during normal education. This is due to the rapid development of cloud services and their implementation requires increasing teacher competence in non-formal education. ICT training for non-formal teachers is characterized by the existence of high-speed internet supported by computer facilities. As a result, the basic and additional services obtained allow teacher educators to make extensive use of cloud services for classroom learning activities. For example, organizing student group work, teamwork in a project, and so on. The context of this research is also carried out by examining the impact of an interactive and personalized computer-based teacher professional development program on student performance. The goal is to address the challenge of lack of teacher support and access to teacher professional development through the development of computerized programs for mathematics teachers in secondary schools. The results show that the computerized program used has a significant effect on students' mathematical performance and the results show the potential of combining AI-powered automated and interactive feedback tools to create effective and measurable teacher professional development. (Copur-Gencturk et al., 2024)

3. Objectives

- Studying the development of the non-formal educator teacher profession in Semarang Regency and City.
- Identify forms of professional development of teacher educators that are considered effective according to the perception of teachers in Semarang Regency and City.
- Identify challenges and obstacles to the development of the teaching profession in Semarang Regency and City.

4. Delimitation of the Study

The present study had the following delimitations:
i. This research is limited to non-formal educators in Semarang Regency and City
ii. The effectiveness of the form of the teacher educator professional development program is seen based on the perception of non-formal teachers as participants in the professional development program.

5. Research Methodology

This research seeks to collect information related to the development of the non-formal educator teacher profession in Semarang Regency and City, including the form of programs, obstacles, and challenges in the future. Therefore, the research method used is a qualitative and quantitative mixed method to describe the development of the profession of non-formal educator teachers in Semarang Regency and City.

6. Population of the Study

In this study, the population consisted of all non-formal school educator teachers such as KINDERGARTEN, KB, TPA, SPS, PKBM, and SKB in Semarang Regency and City. The total population in the study is 4,946 as described in Table 1.

Table 1. Population of Non-formal School Educator Teachers in Semarang Regency and City

Level	Semarang City		Semarang Regency	
	Total		Total	
	Male	Female	Male	Female
KINDERGARTEN	22	1.544	15	1.035
KB	10	443	8	596
LANDFILL	2	41	1	65
SPS	7	531	0	27
PKBM	93	183	92	162
LCS	4	9	12	44
Total Educator	**138**	**2.751**	**128**	**1.929**
Total Population	**4.946**			

Source: Data on educator teachers was collected from the official website of the Directorate General of Early Childhood Education, Primary and Secondary Education, Ministry of Education, Culture, Research and Technology on February 04, 2024

7. Sample of the Study

From a total population of 4,946 educators who are members of the research population, 10% of the total population was selected to represent the research sample. So the number of research samples is 495 non-formal school educators.
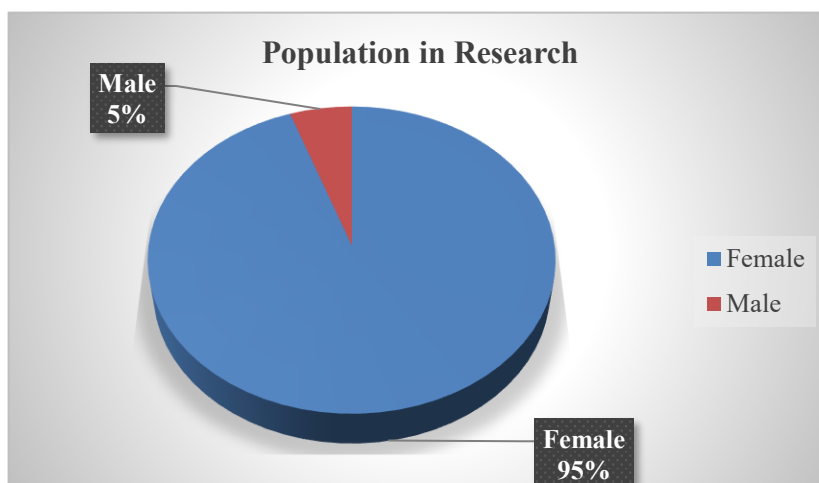

Figure 1. Population in Research

8. Tools of the Study

The collection of research data was carried out using the help of an online questionnaire instrument formed using Google Form. The research instrument contains 27 core questions consisting of 15 questions representing the focus of professional development of teacher educators, 10 questions representing the form of professional development programs, and 2 questions representing challenges and obstacles to professional development programs.

Table 2. Number of questions that measure research objectives

No.	Objectives	Total Number

		of Questions
1	To study the development of the non-formal educator teacher profession in Semarang Regency and City	11
2	Identify forms of teacher and educator professional development programs that are considered effective according to the perception of non-formal teachers in Semarang Regency and City	10
3	Identifying challenges and obstacles to the development of the non-formal educator teacher profession in Semarang Regency and City	2
Total questions		**27**

9.   Data Collection

The required research data was collected using a questionnaire instrument in Google Form.

10.   Data Analysis

The research data that has been collected through Google Form is analyzed using descriptive statistical methods. The results of the study will be displayed in the form of a percentage graph.

11.   Findings of the Study

Based on the results of analysis of data that has been collected through a questionnaire using Google Form, the findings of the study are explained as follows:

1.   100% of non-formal educator teachers revealed that they are very interested in teacher educator professional development programs. Given that they are in a different non-formal teaching corridor, their learning programs include the curriculum and their goals with formal schools.

2.   33% of non-formal educator teachers revealed that the needs of each non-formal student are diverse, so they need experts to exchange ideas so that they can solve these problems through teacher professional development programs.

3.   All non-formal educator teachers are more focused on the process of professional development than the final result.

4.   85% of non-formal educator teachers answered that the reason they were interested in teacher professional development programs was because of the demands of the world of work. Another 15% answered for personal satisfaction.

5.   7% of the 15% of non-formal educators who are interested in teacher professional development programs out of personal satisfaction want to create a more attractive and modern teaching system.

6.   17% of 85% of non-formal educators answered that the reason they were interested in teacher professional development programs was because of the demands of the world of work motivated by future careers, including job promotions and salary.

7.   Based on participation in the teacher educator professional development program, 76% of non-formal educator teachers have participated in the development program. However, in different forms of programs. These findings are explained in more detail in the next discussion.

8.   24% of non-formal educators have not participated in the teacher educator professional development program due to various factors, one of which is limited funds.

9.   15% of non-formal educators who have participated in teacher professional development programs have participated in several professional development programs (more than 1 teacher professional development program) with different forms of development activities.

10.   13% of non-formal educators who have participated in the professional development program think that their professional development is their own responsibility with the support of the school, 66% think it is the responsibility of the government and 21% think it is the responsibility of the principal.

11.   33% of non-formal educator teachers who have participated in the teacher professional development program are satisfied with the duration and content presented in the program, but the other 67% are dissatisfied because their goals have not been achieved due to the limited time of the program.

12.   45% of non-formal educators can meet the facilities and infrastructure of the program, but 65% who have participated in the program experience limited facilities such as laptops and the internet.

13. 79% of non-formal educators feel an increase in the ability to use information and communication technology after participating in the teacher professional development program.

14. All non-formal educator teachers who have participated in the professional development program are given the opportunity to ask questions and get feedback that suits what they want.

15. 57% of the total non-formal educator teachers can apply the skills and knowledge they gain from teacher professional development programs because they are very helpful in overcoming problems felt in the learning process in the classroom. While the remaining 43% still do not apply the skills and knowledge gained because what is obtained with what is in the field is irrelevant.

16. 64% of non-formal educator teachers answered that the results of the professional development program were able to improve their competence as more qualified educators. Another 36% answered that progress or improvement is still not visible.

17. 51% of non-formal educators consider that the more non-formal educators who have participated in the teacher professional development program, the more competition between individuals in the world of education will increase.
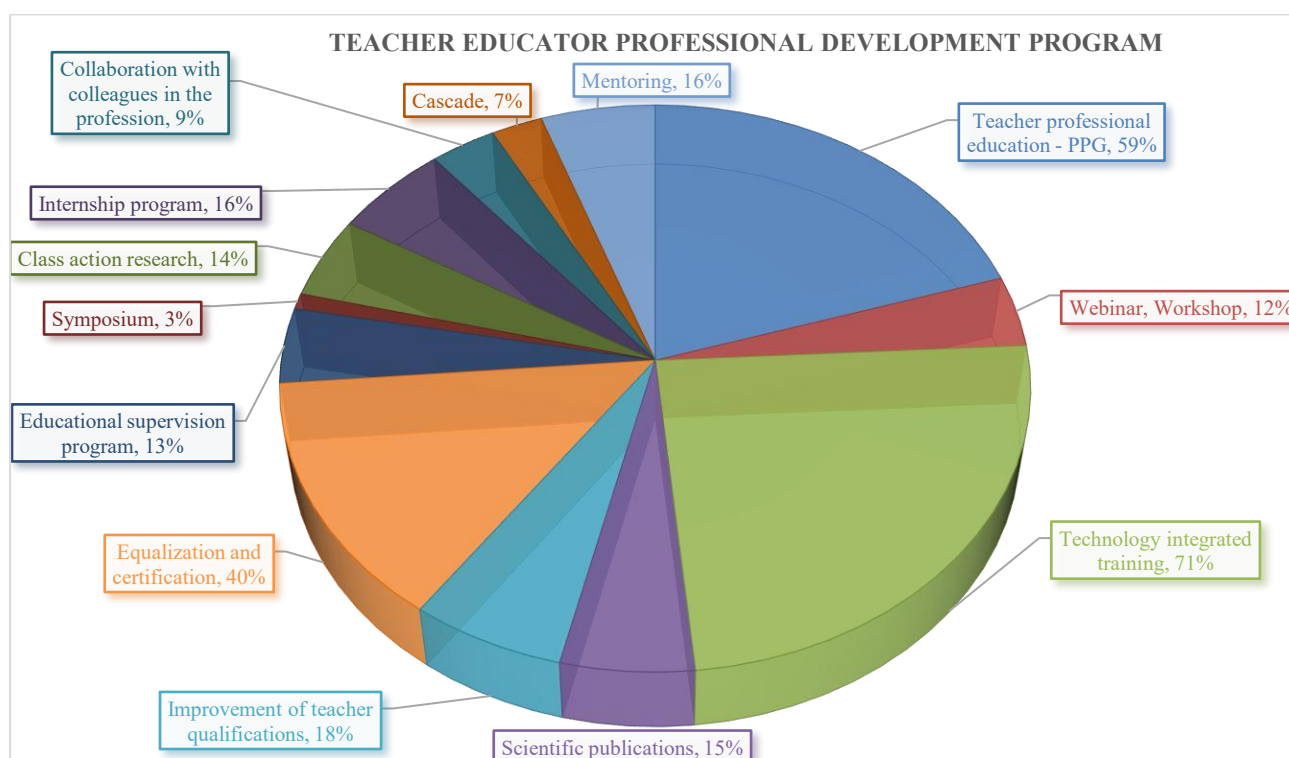

Figure 2. Teacher Educator Professional Development Program

In terms of the form of teacher professional development programs that are considered effective, it is explained as follows:

1. 71% of non-formal educators say that technology-based training is a must and very effective to be applied in classroom learning. This is because the development of information and communication technology, globalization, and digitalization that occurs causes the learning system to be integrated with the use of technology, both in content creation, projects, and evaluation of learning outcomes.

2. 59% of non-formal educator teachers are more interested in teacher education programs (PPG) to support their profession as teacher educators, both for teachers who have just graduated from bachelor's degrees and teachers who have been working as non-formal educators for several years in Semarang Regency and City.

3. 12% of non-formal educators participate in seminars and workshops held online to save money and time.

4. 16% of educators follow mentoring programs with experts to address learning problems in their classrooms.

5. 9% who are non-formal educators who have just graduated from undergraduate participate in internship programs as supporting activities for lectures and field practices.

6. 15% of non-formal educators participate in scientific publication programs, but only a small percentage of

them have successfully published their results.

7.   9% of non-formal educators choose collaboration with their peers to exchange opinions regarding the learning problems they experience.
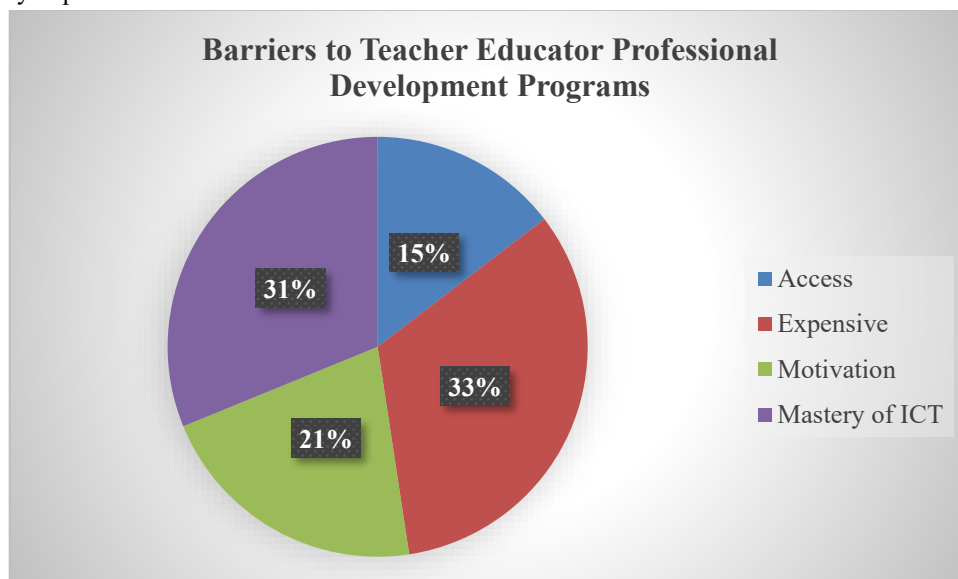

Figure 3. Barriers to Teacher Educator Professional Development Programs

 In terms of obstacles to the professional development program of teacher educators, it was found that:

1.   31% of non-formal educators have obstacles in the ability to use information and communication technology. One of them is due to the age factor, so that the ability to adapt to technological advances is a little slower than in educators whose age is much younger in the age range of 25-35 years.

2.   33% of non-formal educators experience obstacles related to the high cost of teacher teacher professional development programs, especially for those who want to participate in teacher education programs (PPG). They expect financial assistance to participate in the program to support the profession they are in, considering the importance of the professional development program for non-formal educators to improve the quality of education and teaching in schools.

3.   21% of non-formal educators experience a decrease in motivation to participate in development programs. This barrier is also related to the high cost. The government and schools must also support the provision of assistance funds for the development of the teaching profession in non-formal schools, because improving the quality of education is a shared responsibility.

4.   15% of non-formal educators experience obstacles to access teacher professional development programs. This access is related to the uneven or unequal opportunities for them to participate in professional development programs due to several internal factors.

5.   17% of 21% of non-formal educators who experience a decrease in motivation to participate in teacher professional development programs are due to a lack of support from the surrounding environment, including schools.
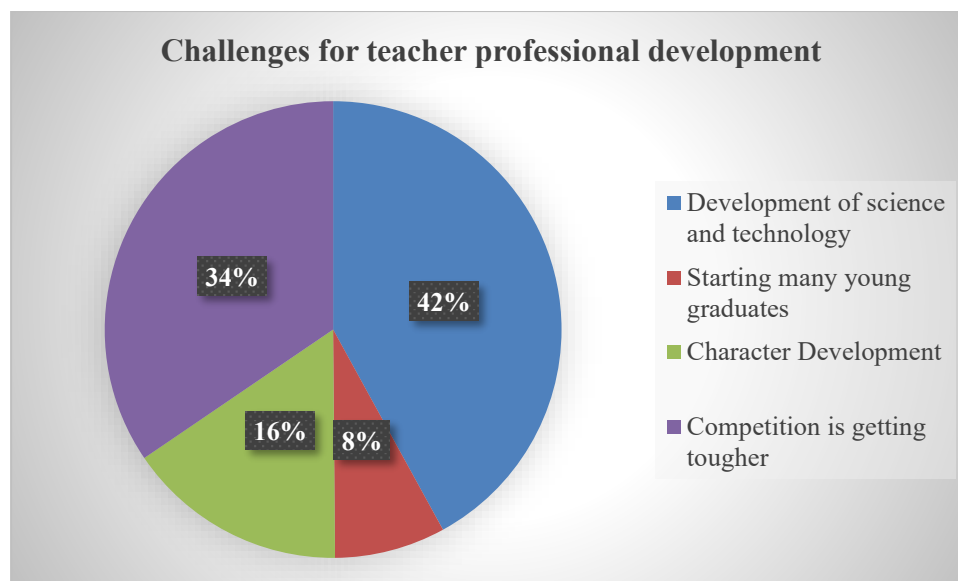
Figure 4. Challenges for teacher professional development

The challenges of teacher professional development in the future, according to non-formal educators, are
1.   42% of non-formal educators answered the increasingly rapid development of information and communication technology. This has led to a shift in the educational paradigm, so the education system must be integrated with technological sophistication. However, not all human resources have the skills and ability to adapt quickly to technology.
2.   34% of non-formal educators answered the increasingly fierce competition. This is because more and more young bachelors are interested in working as teachers, so that slowly human resources that do not improve their quality will be selected by nature and eliminated.
3.   16% of non-formal educators answered the character development of each student. Moreover, seeing the character of each student is different, so educators must shape the character of students to be better, polite, and virtuous. Not only are they different characters, almost all non-formal school students come from different backgrounds.
4.   8% of non-formal educator teachers answered the emergence of new baccalaureate. This challenge is related to the increasingly fierce competition in the world of work. Inevitably, every individual as an educator must improve their quality, skills, and abilities in order to be able to compete with each other.
5.   77% of non-formal educators agree that the biggest challenge of developing the teaching profession is technological advancement.

12.   Conclusion

The development of the teaching profession is one of the important parts that encourages the improvement of the quality of learning and education. The quality of learning and education is in dire need of qualified educators. The development of the teaching profession is a shared responsibility between yourself, the government, and the school. The development of the teaching profession is also to support the career of teachers in the future. The forms of activities or programs for teacher professional development are very diverse. 76% of non-formal educators in Semarang Regency and City have participated in teacher professional development programs and tend to be more interested in development programs that are integrated with technology and teacher education programs (PPG). However, a small percentage of them have participated in more than one teacher professional development program. The biggest obstacle experienced by non-formal educators is related to the ability to use information and communication technology. For them, non-formal educator teachers who are old are not easy to adapt quickly, so difficulties will arise. But this does not apply to those non-formal educators who are younger in age. The habits and application of information and communication technology in daily life greatly help them to adapt. In addition, other barriers are related to uneven access, expensive program costs, and decreased motivation. In essence, these obstacles will reduce the interest and motivation of non-formal educators to participate in teacher professional development programs. The challenge of developing the non-formal educator profession in the future is related to the rapid and sophisticated development of technology, so that information from anywhere can quickly enter without being filtered. In addition, technological developments also cause competition between

individuals in the same profession to become increasingly fierce. Those who have the quality and can adapt to change, then they are the ones who will survive. No matter how many young bachelors start their careers as educator teachers, without quality and mastery of technology, will be selected naturally. Another challenge has to do with the character development of each student in non-formal education which is different even in terms of his background as well. This is a challenge for non-formal educators to create learning according to the needs of each student with more attractive, adaptive packaging, and can form a character of manners, virtue and good manners. These challenges are actually also a challenge not only for non-formal educators but for almost all teachers who explore their role as teachers in formal schools.

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