



# European Journal of Educational Research

Volume 10, Issue 3, 1449 - 1470.

ISSN: 2165-8714

<https://www.eu-jer.com/>

## Preparing Prospective and Sustainable EFL Professional Teacher Development by Applying Blended Lesson Study and Clinical Supervision

Syarifuddin Achmad\* 

Universitas Negeri Gorontalo, INDONESIA

Sartin Miolo 

Universitas Negeri Gorontalo, INDONESIA

*Received: January 4, 2021* ▪ *Revised: March 8, 2021* ▪ *Accepted: June 21, 2021*

**Abstract:** This research explores how and what strategy is applied for preparing sustainable English teachers' professional development. This study utilizes lesson study strategy-based clinical supervision and quality assurance. Lesson study is a kind of action research based on a cycle base. This study is also recognized as research and development. Based on conceptual and empirical study, it is found that three grand principles of adding quality lesson study implication. Those are cycle reflection in accelerating the teachers' competencies in English language teaching, clinical supervision nuance, a quality assurance principle by implementing the plan, do, check, and act strategy. This research successfully finds a model for preparing a prospective and sustainable professional teachers development based on lesson study, blended with the clinical supervision and a quality assurance implementation. The outputs consist of connection among professional English teachers; accelerating realization learning and teaching quality based on reflection implication; forming the open attitude and reflecting discussion and depth analysis; building a self-responsibility and awareness as professional teacher attitude; helping one each other in the professional teacher community for accelerating teaching quality by utilizing clinical supervision. Finally, the outcome is obtaining candidates of English professional teachers, prospectively and sustainably, with high-quality EFL teaching performance in national competitiveness.

**Keywords:** *Teachers development, lesson study, clinical supervision, quality assurance.*

**To cite this article:** Achmad, S., & Miolo, S. (2021). Preparing prospective and sustainable EFL professional teacher development by applying blended lesson study and clinical supervision. *European Journal of Educational Research*, 10(3), 1449-1470. <https://doi.org/10.12973/eu-jer.10.3.1449>

### Introduction

Raising education quality in non-English native speaking in any parts or area in the world, such as in Indonesia, English subject should be learned by the learners, as one of the fundamental competencies as candidate scientists and professional works in any fields. Therefore, the Indonesian government by the Education and Culture Ministry Department representative has determined English as a compulsory subject that should be learned and taught starting from junior high schools up to universities. Particularly, English as a foreign language has a main role as a global international communication (Kemendikbud, 2013). This decision is based on some views: (a) Most references use English as media in exploring scientific work and knowledge, so the mastery of English both orally and written will support the learners doing autonomous learning in their future study; (b) by having well competency of English, the learners are unlimited to explore their ideas and insights in any parts, such as in the international meetings, or conferences, writing scientific works and materials in any purposes; (c) obtaining English, as fundamental competency, the learners will be able to raise their selves-capacity building, in carrying out the international activities.

The increase of the quality of English subject context, especially from Junior to Senior High Schools, is determined by the adequate learning facilities and being influenced by the professional EFL teachers to organize and implement the EFL subject plan at any courses.

Regarding to the context of this study, most of the experts of EFL professional teacher's development concern that teaching quality issue includes EFL professional teacher's development is a central issue for upgrading quality assurance of learning and teaching English as an EFL subject. Richards (2011) argued that English teaching professionalism is seen in the growth industry devoted to providing language teachers with professional training and qualifications. In continuous attempts to develop English language teaching standards and English language teachers,

\* **Corresponding author:**

Syarifuddin Achmad, Universitas Negeri Gorontalo, Department of English Education, Indonesia. ✉ [syarifuddinachmad789@gmail.com](mailto:syarifuddinachmad789@gmail.com)

some media distributes information of professional teachers on journals or teacher magazines, conferences, and professional organizations. The media act as an instrument for English teachers to demonstrate their level of proficiency in English, demand for professional qualifications of native-speaker teachers, and upgrade the level of sophisticated knowledge of language teaching insight and knowledge for sustaining the English teacher development.

Richards (2011) claims that it is necessary to prepare the prospective teachers and sustainable EFL professional teachers' development. This occasionally and nationally, the Indonesian government had professionally organized the recruitment of candidate professional teachers, including English Subject through '*Sarjana Mendidik pada Daerah Tertinggal, Terluar, dan Terdepan – Pendidikan Profesi Guru*' [Undergraduate Educating in Disadvantaged, Outermost, and Foremost Areas – Teacher Professional Education] (SM3T- PPG) system or Teachers Professional Development (TPD) Program. Upgrading the teachers' professional development of professional EFL candidates is the main issue of preparing the quality of professional EFL candidates in national. As teachers are interested in knowing how to improve the impact of their teaching (Castro & Villafuerte, 2019), the quality of teaching and learning represents a recurring key issue of research (Zehetmeier, 2009). Related to this issued, the quality of teaching and learning represents a recurring key issue of research. In particular, teachers are considered to be playing a central role when addressing this topic. Teachers are necessarily at the center of reform, for they must carry out the demands of high standards in the classroom (Garet et al., 2001).

This study utilized the lesson study (LS) blended with clinical supervision and quality assurance. This is an instrument for involving the EFL TPD candidates, gradually acquiring their EFL TPD and sustainability through discussing directly, professionally, collaboratively the instructional material. The material consists of the specific learning goals, language methodology for EFL Students, the media supporting learning activities, including the strategy for creating the language assessment rubrics (González & Deal, 2019). Thus, Halvorsen et al. (2021) argues that LS is an oriented form of TPD focused on transforming teaching activities and developing teachers' professional competencies. LS helps the teachers including the candidate EFL TPD in community practice to conduct experiment with curriculum design; observe and reflect one another's teaching practice; observe students' participation; analyse students' work; and conduct reflection on lesson enactment. Further, a research done by Schipper et al. (2017) examines the professional growth in adaptive teaching competence as a result of lesson study which refers to teacher professional growth in adaptive teaching competence. The study also shows the intensive focus on student's learning collaborative professional experimentation and the facilitators' role may contribute to this program (Schipper et al., 2017). Coşkun (2017) found that lesson study was considered beneficial by the instructors as a means of professional development. The qualitative data analysis revealed that the lesson study led to the improvement of the research lesson. Moreover, Coşkun (2017) found that lesson study can be considered beneficial for the instructors to develop and sustain professional teaching development.

Moreover, Atay (2008) showed that the institution of current In-Service Education and Training programs (INSET) is often unsatisfactory because they do not provide teachers with opportunities to be actively involved in their development and to reflect on their teaching experiences. Thus, the study provides the relevance of theoretical knowledge and guidance for research reflection and collaboration (Atay, 2008). The study results showed that although teachers faced difficulties in conducting and reporting their research, the program had a positive impact on their professional development. Thus, this kind of research-oriented program may help resolve the problems and difficulties associated with the INSET program in general.

Based on the previous research above, it is interesting to be researched how lesson study effectively improves the candidate professional EFL teachers recruited through SM3T – PPG system. However, this study tries to treat LS application by blending with other teacher development methods, particularly clinical supervision and quality assurance. It is assumed that this strategy has specific specifications to build up teaching professional development and sustainability because the three strategies blended can strengthen one another based on their function.

Furthermore, it can be stated that lesson study (LS) blended with clinical supervision and quality assurance is an instrument that effectively improves the candidates of professional EFL teachers' competencies in teaching on sustainable and development teacher profession, related to this highlight of this research. This case can be argued that groups of teachers prepare LS; LS is similar to the action research leading to teacher research and learning through collective lesson planning, observation, and reflection. LS is the evidence of effective classroom practice is proved only in the classroom. Thus, the LS theoretical background is associated with the situated learning theory (Lave & Wenger, 1991). Accordingly, learning is a social phenomenon contributing to the construction of knowledge through the cooperation of a group of teachers rather than its transmission from one lesson to another (Coşkun, 2017).

The focus of this study is to build up the candidate professional EFL teachers. There are 17 students labeled as *Pendidikan Profesi Guru* (PPG) or Teacher Professional Education students of State University of Gorontalo, working collaboratively with their classmate as a team community as PD of EFL teachers 2018. The PPG program or system was organized in two semesters, under seven lecturers of the English Education Department of the State University of Gorontalo as the facilitators of SM3T - PPG program. The first semester was carried out as a workshop for preparing the teaching and learning sets on Junior and High Schools, such as formulating learning objectives, indicators of achieving the learning goals; instructional materials, teaching implementation scenario: language teaching methodology, teaching

scenario; instructional media, language assessments, and their rubrics. In the second semester, the candidate of EFL professional development and sustainable teacher's carrying out teaching practice at schools by guiding teachers at school and lectures as the supervisors for six months. In upgrading the professional teachers' competencies of the candidates of professional teachers' development and sustainability, the strategy used as the research development applying LS blended with clinical supervision and quality assurance.

The contribution of clinical supervision in this research context as the instrument to change insight, behavior, and empirical analysis data concerning to set of teaching and learning kit and the strategy or scenario of teaching practice implementation in the classroom. In sustaining teachers' profession of the candidate teachers' profession community to treat analysis based on the data collection of the strength and the weaknesses by using indirect strategy reflection. This technique promotes the EFL teacher's professional candidates to obtain professional responsibility consciously and sustainably. Quality assurance is a principal for accelerating quality of teaching in some sub-components such as methodology and scenario of teaching, language teaching material, language teaching media, and language teaching assessment and its rubrics based on the high level of thinking or HOTS, creative thinking, problem-solving, and making an accurate decision based on reflection collaborative with lesson study community. The final aims of the study are to foster the candidate of EFL teacher professional development and the sustainability of their teaching and learning competencies which its characteristics being able to promote the students to think in learning and teaching process. Galini and Kostas (2014) argued that a characteristic professional teacher could be recognized as a teacher being able to promote the students to think in the learning and teaching process. Otherwise, he/she is being able to accelerate the students' capability of having a high level of HOTS thinking (Bloom, 1956). Related to this context, Falk and Blumenreich (2005) stated that EFL professional teachers further understand the students' learning style, skills owned, their interest, strengths, and weaknesses. It will be based on the learning and teaching design kits product, representing a meaningful EFL Teaching created by EFL professional teachers (Nesusin et al., 2014; Rohali, 2010).

In organizing the Indonesian future to be more competitive, it is necessary to improve the role of Higher Education Institution (HEI) to capture its capacity building, especially to manage the professional teachers' preparation development, including EFL teachers in Indonesia. English study program of State University Gorontalo is one of HEI to prepare professional teachers through a system developed by the Indonesian government, which is recognized as *Pendidikan Profesi Guru* (PPG) or Teacher Profession Education.

The aim of that system developed is a natural selection for candidate professional teachers and an instrument for building up Indonesian National Mentality by strengthening their sense of belonging to the Unity of Republic Indonesian National (*Negara Kesatuan Republik Indonesia*). After successfully carrying out their tasks at the Indonesian territorial region, they will be selected again and distributed to the HEI of PPG implementation, such as the State University of Gorontalo, State University of Makassar, State University of Malang, State University of Yogyakarta, etc.

Implementing the PPG program is a media for preparing professional teachers, including EFL professional teachers, to form the teachers' cultural profession by strengthening the fourth teachers' competencies (Achmad, 2012; Orlando, 2013). Those competencies consist of pedagogical, professional, personal, and social competencies. In terms of pedagogical competency, Kanauan and Inprasitha (2014) claim that the candidates of EFL professional teachers are expected to create warm and sophisticated learning and teaching process. The candidates are also applying a scientific approach to empower the students with a high level of thinking, as recommended in Curriculum K-13, emphasizing learning outcomes (Kanauan & Inprasitha, 2014).

In-depth analysis, this study reflects data by using clinical supervision nuance; in which digging and discussing problems, as reflection, the observers do not disturb the feeling of teaching actors (candidate professional teachers), but creating collaborative teamwork. In this context, the observer presents questions based on data acquired from the teaching and learning process without stating the inappropriate or insufficient activities strengthening teaching quality. Of course, it is expected in this reflected process; the client is comfortable, safe, able to find their weaknesses and strength, and what strategy is used to revise the teaching process in accelerating teaching quality from circle to circle. Thus, doing strategy is a kind of building self-awareness as EFL professional teachers.

Reviewing some previous studies concerning to Teaching Professional Development (TPD) focus, they seemed only applying Lesson Study (LS) without varying with other benefactions of principles from other action research strategies, such as Clinical Supervision (CS) and Quality Assurance (QA), as in a research done by Halvorsen et al. (2021), used a mixture qualitative and quantitative approach by using data from PD facilitators to reflect the range expertise and experience. However, both the focus of Halvorsen's study and this research has the same focus, namely Teachers Professional Development. The other the sameness seems in both studies utilized LS strategy, but its differentiation is, this research used LS blended with the CS and QA strategy in assembling action research applied in this study. It can be realized that the object of both studies is also different, where in Halvorsen's study focus on TPD of teachers in-service training, while in this research is concerning to pre-service teacher training teacher in preparing the candidate of professional teacher development more prospective and sustainable in the future. Talking of research finding, in Halvorsen's study has presented sample codes of TPD competences in applying LS were lingering Question about LS, working with peers to develop a lesson, LS supporting growth in practice and difficult/challenges of LS; its conclusion

some of them got expand, while the others of which needed improvement. Otherwise, in this research finding are consists of (a) successfully finding a model to improve the competencies of candidate EFL professional teacher development, sustainable and prospectus in the future, by assembling the principles of three action research development strategies, as scenario of doing professional guidance towards the internships at university and schools, (b) this research participant being able accelerating TPD competencies gradually and effectively. (c) the participants of this study were easy to get adaptation on learning and teaching community condition, especially in upgrading insight, practical knowledge, and prospective teacher's professional development attitude.

The other previous study done by Coşkun (2017) in the English as Foreign Language (EFL) context of Turkey, by applying LS. The method used is Content Analysis: A research qualitative approach to describe both teachers' and students' experience in examining lesson plan quality of teaching EFL. This study proved that LS application, as an action research, effectively improved that collaborative working among teachers in upgrading the quality of lesson plan through joint preparation context. Similarly, what Schipper et al. (2018) found in their study that participating in LS community, is strongly influence teachers' beliefs of self-efficacy and adaptive teaching behaviour. The finding of both previous studies indicated that LS application is more strategic and effective to improve teachers' teaching competence, learning and teaching insight through professional community activities, and also teachers' self-efficacy and adaptive teaching behaviour.

Similarly, the same with this study found that LS is strongly effective to build up the prospectus and professional candidate of EFL teachers' development, and sustainability; Even though, this study used different method and strategy in applying LS. This study used LS blended with CS and QA principles strategy to form the candidate professional EFL teachers' competency with mixture quantitative and qualitative method by circles, as an action research or research development. While other two previous researches presented before only used LS without the combination of other action research strategy. In this context, Coşkun (2017) used content analysis with qualitative approach exploring the learning and teaching experience of both teachers and students in application of LS context; while Schipper et al. (2018) used a quasi-experimental mixture qualitative and quantitative methods design in forming teachers' beliefs of self- efficacy and adaptive teaching behaviour.

Thus, in the further previous review studies, it is found a research done by Veloo, et al. (2013) applying CS, and effectively improving the teachers' teaching performance in the classroom at secondary schools. Interestingly, this study had been set up its' coverage that consisting of measuring daily lesson plan, induction set, lesson delivery, questioning techniques, student involvement, reinforcement, student exercise and assignments, lesson closure and class management before and after clinical supervision. The other benefactions acquired of applying CS in this Veloo study is to help the teachers to improve teaching and learning more effective to enhance the students' understanding; while CS can be used as guidance for teaching and learning improvement. Similarly, with this study, the coverage generally divided into two competences, namely: a) Knowledge Oriented and With Insight on constructing Lesson Plan, b) Implementing Instructional Teaching Process on EFL, by its sub-indicators: (1) Opening instruction Competence; (2) Core Learning and Learning Activities/process; (3) Closing and Feedback, (4) Reflection and Assessment by using Lesson Study and Clinical Supervision. Accordingly, gap analysis showed that this research development promotes the candidate professional EFL – teachers, by building up the candidate professional teachers community working collaboratively in nature to improve the quality in learning and teaching process, by forming customs of doing scientific analysis and reflecting the classmate teaching performance with applying CS professionally with being blended with other action researches principles, such as LS and QA, with its principle strategy: *Plan, Do, Check and Act (PDCA)*. However, in Valoo study used only a clinical supervision, and not automatically in circle base. So, it is clear that this research gap found, where this study is applying reflection systematically on base circles analysis, which being applied LS blended with CS and QA. The other research gap found is the research object, in this study provide a model to improve the candidate professional teachers on EFL, while research object of Valoo study is the existing teachers on secondary schools.

### Literature Review

In terms of professional competency, EFL professional teachers' candidates are also expected to have high creativity in building up their capacity building as professional teachers (Isoda, 2010). They should have efforts to enlarge their knowledge insight concerning teaching English as foreign language-oriented. Hence, preparing candidate professional EFL needs to provide them practice knowledge on instruction (Potalea & Toma, 2015; Suryani, 2015).

In terms of personal competency, the candidates of EFL professional teachers are expected to become a model or be eligible to be a reference in behavioral performance in surrounding their academic environment at the schools and wide social interaction. The indicators of that competence can be recognized by having responsibility, honesty, and appreciation of other people (Achmad, 2012).

The last term is social competency. In this term, the candidates of EFL professional teachers are also expected to have the largest attention concerning the inception of social problems in schools environment; searching strategy to overcome in that problems order capturing well academic atmosphere or more conducive. In other words, the candidate professional teachers will be able to build up well academic conditions while having well social interaction,

impacting to strengthen their social responsibility, well behaviors discipline, and being creative to shape warm academic and social interaction at school and the society.

As a system running at PPG program in university to capture EFL professional teacher’s competency, the fourth competencies mentioned above will be assigned to the candidates of professional teachers after finishing their study in the undergraduate program. In the previous period, they firstly should carry out the best practice of teaching and doing social service at the front territorial rural area of Indonesia that might impact the flat education quality and democracy, otherwise as an overcoming the rural society economy problem. That program is most popularly recognized as the SM3T Program. However, in the year 2018, the candidate EFL professional teachers may inter directly PPG Program, without doing the SM3T Program; after they are declared passing the entrance test sponsored by the Directorate of Learning and Students of Research, Technology, and Higher Education of Indonesia.

Further, several questions are eligible to be asked, as a base of this study. The intended questions are: a) what strategy used for fostering EFL professional teachers’ culture? b) how to form the candidates of EFL professional teachers having research culture by utilizing classroom action research that varied with lesson study, clinical supervision as a reflection of learning, and teaching quality? c) How to touch and to develop the candidates of EFL professional teachers’ soft skills and having a vision as EFL professional Teacher standard? Answering those questions, this study will provide a model of preparing prospective and sustainable teachers' development that accelerating EFL subject in Indonesia.

*Upgrading Teachers’ Profession*

Some eligible subtopics that will be presented concerning upgrading EFL professional teachers as being elaborated as follows:

1. Acquiring Qualification of EFL professional Teachers

Conceptually, creating professional teachers need to form their cultural behaviors to carry out the teaching and learning process. It can be realized that professional teachers cannot automatically guarantee to accrue, but it takes a long time and needs a long process to form their behaviors teaching professionally. Hence, teacher educators need an action plan to systematically accompany and guide the candidates of prospective and sustainable teachers in acquiring their teaching profession, including EFL Professional teachers. In recruiting a candidate EFL Professional Teachers based on the concurrent approach, it should be linear from academic study or science discipline, which is acquired from undergraduate level (Megawangi, 2013) as in the illustration chart below.

*Table 1: Road Map for Preparing EFL professional Teacher*

PPG	10	Experience for Teaching Practice	
	9	Workshop of teaching and learning kits	
Without or With SM3T Program			
	8	Social Service Program, Research & Final Exam	Attachment at schools
S1 Program (Under Graduat e level)	7		
	6		Att. 3
	5	Academic Education: Approach, and Methodology of	
	4	Teaching English as a Foreign Language	Att. 2
	3	Academic Discipline / English as a Foreign Language	
	2		Att. 1
	1		

Based on the elaboration of education level above, the characteristics of professional teacher’s behavior should be standard. Professional teachers’ behaviors can be recognized as how great and respect teaching and learning process as a professional job. Moreover, Orlando (2013) argued that professional teachers, however, work tirelessly to create a challenging, nurturing environment for their students. In this case, EFL professional teachers constantly modify classrooms and learning material kits more sophisticated in promoting the learners to think and to learn (Achmad, 2012).

Orlando (2013) has presented the professional teachers characteristics as a base for appreciating this profession in some cases.

- a. To respect students’ ideas and opinion valued; to make the students feel safer to express their feeling, ideas or opinions; so professional teachers create a welcoming learning environment for all students.
- b. Creating a sense of community and belonging in the classroom means promoting mutual respect by providing collaborative working in learning and teaching activities.

- c. EFL professional teachers are warm, accessible, enthusiastic, and care; They are approachable to the students and all school academic staff.
- d. Having a high expectation for all students may impact the students having excellent learning outcomes as well.
- e. Owning a high learning culture may inspire the students to love and creative learning the material provided.
- f. EFL professional teachers are skillful leaders, effectively forming decision-making and teamwork, and community building, by allowing all students to play leadership roles.
- g. Forming collaborative culture might support them in working in a team, especially in building up their teaching profession.
- h. They are flexible shift gear when they feel less understood by students; they can improve even change the teaching strategy to understand the key concepts in learning subject.
- i. Maintaining and sustaining their professionalism as EFL professional teachers by upgrading their four competencies: pedagogical competence, professional competence, social and personality competency.

## 2. Reflection on Upgrading EFL professional Teachers

Operationally, EFL professional teachers can be upgraded through the fourth teacher's competencies, such as pedagogic, professional, social, and personal competencies) by utilizing classroom action research combined with clinical supervision, quality assurance and lesson study. That strategy helps EFL professional teachers' candidates improve their insight and skills in upgrading their teaching quality (Hendayana, 2006). Therefore, study involves 17 candidate EFL professional teachers to be assessed systematically and comprehensively in the English Education Study Program of the State University of Gorontalo. Besides, this study utilizes nine mentors or facilitators from English Education Department and two collaborating teachers from schools. The steps start from collaboratively designing a lesson plan based on basic competency that will be acquired and lesson aims. Then, implementing the teaching and learning process. The other classmates and instructors observed and noted useful data or teaching journal notes systematically while the teaching process is running. After finishing the lesson material presentation, the next step is reflecting by discussing the implementation teaching process based on data acquired in teaching journal notes. On the other side, Mulyana (2007) opines that lesson study is a kind of classroom action research utilizing plan-do-check-act (PDCA) concepts.

### *Lesson Study*

Kostas et al. (2014) argued that the lesson study concept is a kind of study in upgrading insight of teaching and learning skills and its quality by operating collaborative team, building up the professional community through active involvement in reflecting, sharing, and discussing ideas of how to improve quality of teaching. Operationally, some benefits acquired from lesson study of research development consists of: a) lesson plan quality is guarantee improve; b) practice knowledge of candidate teachers and facilitators increase; c) observing ability more professional; d) collegial relationship of team strengthened; e) achievement motivation of candidates of EFL professional Teachers and facilitators gradually accelerated (Schipper et al., 2017).

Based on the above view, it can be concluded that lesson study is a kind of professional work for developing teaching quality-based research activities done by the teachers' community of a certain subject, including EFL. Lee and Tan (2020) argue that lesson study is a form of professional development where teachers collaboratively design research lessons and improve the instruction using evidence gathered on students' learning and development. Thus, the lesson study characteristic as part from other similar professional development approaches is the research lesson and the colloquium following it (Groth, 2011; Murata, 2011). In emphasizing this understanding, Lee and Tan (2020) put forth that lesson study is collaborative learning and debriefing of research lesson. It provides teachers with learning opportunities through share classroom experiences in which certain aspects of teaching and student learning might be highlighted and reflected upon as a group or teachers' community (Lee & Tan, 2020). The planning and debriefing of research lessons allow teachers to sharpen skills used to observe evidence of students' learning and collectively gain access to pedagogic content knowledge that would otherwise remain tacit (Dudley, 2013).

### *Quality Assurance*

In getting a high achievement to guide the candidates of EFL professional teachers, it is necessary to be considered the quality of assurance variable to accelerate teaching quality. That becomes the vision of PPG students in acquiring their profession as EFL – professional teachers. As conceptually, quality assurance is upgrading the teaching and learning process strategy from circle to circle. Thus, quality assurance should appear on their behaviors as a professional teachers' culture. The teachers systematically analyze and overcome teaching problems based on data circled by applying the PDCA strategy. Therefore, it is easy for them to apply a scientific teaching approach that can be recognized from the teaching mode itself, such as implementing problem based learning; inquiry learning, discovery learning and research project base learning (Kemendikbud, 2012).

### *Clinical Supervision*

Operationally, clinical supervision is an effort to guide the candidates of EFL professional teachers in acquiring their professional skills in handling teaching EFL more qualified at schools (Veloo et al., 2013). Therefore, it needs gradually and systematically mentoring by applying clinical supervision. Sutisna (1993) stated that the principle of clinical supervision concepts is to facilitate the candidate teachers in upgrading their teaching competence through classroom action research strategy. Thus, the benefit of applying clinical supervision in mentoring candidates of EFL professional teachers are a) rescuing and overcoming problems which conveying conference, sharing ideas and experiences; b) building up collaborative working that strengthening personal and social competence; c) scientific works to enhance the capacity building based on authentic records or data; d) customizing speak to data in justifying strength and weaknesses.

The purpose of clinical supervision is to create a learning climate in which teachers' candidates can obtain teaching skills (Prior, 2020). In this context, the supervisor using the clinical supervision approach is able to supply data to the teachers' candidates in affair equitable manner. The teacher's candidates and the supervisor jointly review and analyze the collected data then develop the improvement plan of teaching. Based on this statement proposed by Prior (2020), it is related to the lesson study implementation on doing this research, especially to prepare the candidates of EFL professional teachers. Therefore, both strategies, lesson study and clinical supervision, support one another to become unity in building up the participant or candidates of EFL professional teachers development obtaining the high level of teachers' professional competencies. Prior (2020) show some samples of clinical supervision statement or question that might facilitator used to lead the participants to acquire their teaching competency: (1) what was your main objective of teaching the lesson? (2) Did you achieve your objective? (3) How do you know? (4) How did the students respond? (5) What were your greatest strengths? (6) How did you feel about the lesson? (7) If you were to teach the lesson again, what would you do differently? Etc.

### *Guiding Prospective and Sustainable EFL professional Teacher Procedures*

The procedures of preparing prospective and sustainable candidates of EFL professional teachers are utilizing blended concepts and principles of lesson study, clinical supervision, and quality assurance (Inprasitha & Changsri, 2014). Lesson study, clinical supervision, and quality assurance are strategies for improving how the community works collaboratively to enhance teaching quality from knowledge, skills, and willingness. The strategies involve reflection and re-planning the teaching activity cycles to attain a high quality of education, including EFL. Each strategy almost has the same steps in improving the teaching quality research. Lesson study is strengthening community working collaboratively and Clinical Supervision helping the member of the community or the participants such as the candidate professional teachers acquiring their professional competencies of teaching. At the same time, quality assurance is applying principle quality standards that will be achieved in a certain standard determined by using PDCA (*Plan, Do, Check, Act*) strategy. After blending that concept to become unity as a sophisticated strategy. It is used to mentor the candidates of EFL professional teachers (PPG Students). Gradually steps have been arranged in the line of procedures, starting from at university: a) workshop: producing lesson plan, presenting lesson plan, peer reflecting and facilitator reflecting, responding the questions proposed; b) implementing peer teaching: peer and facilitator reflecting, responding and sharing and exchange ideas. Implementing teaching practicum at schools, its parts are arranged as follows: a) contracting lesson plan, b) peer reflecting and facilitators reflecting, c) acting feedback for improving teaching quality Potalea and Toma (2015). Handling guiding prospective and sustainable EFL professional teachers procedures should be built up by collaborative works between universities and schools, as capturing in the following illustration.

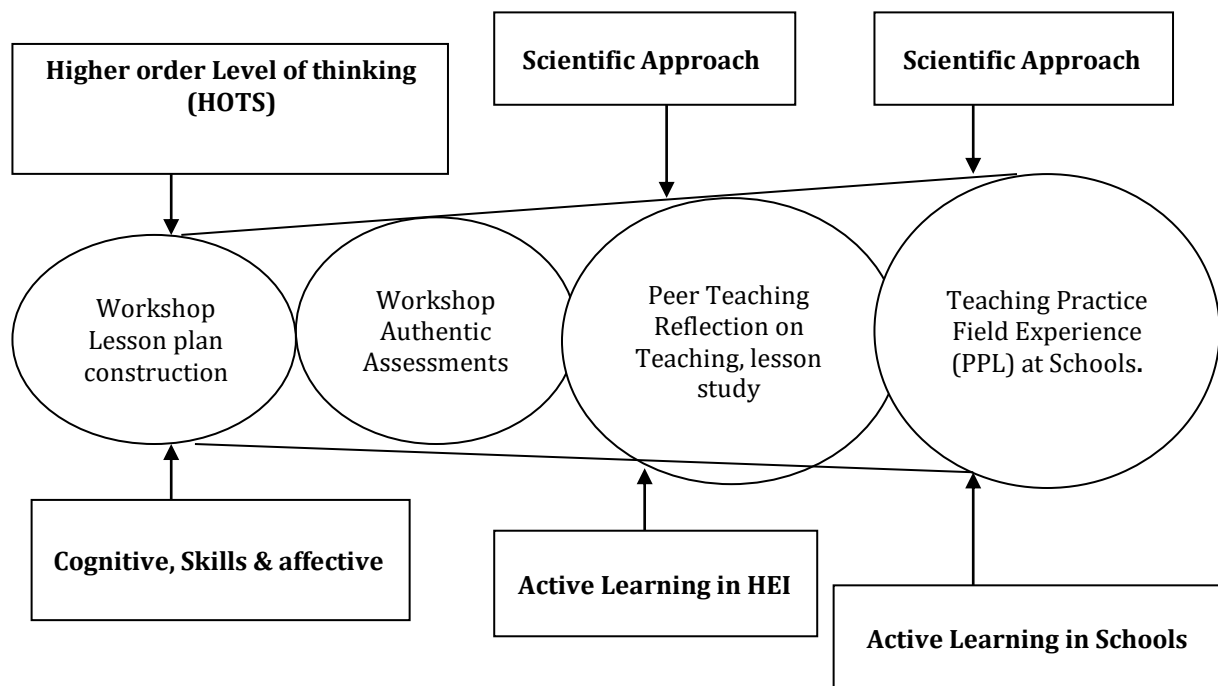


Figure 1: The Road Map of Preparing and Guiding EFL professional Teacher

### Methodology

This action research employed the research and development (R&D) method. According to Sugiyono (2014), research and development method is a method used to produce and test the effectiveness of certain products. This method utilizes a set of blending lesson study, clinical supervision, and quality assurance concepts and principles (Suryani, 2015; Taib et al., 2015; Wuryanto, 2011).

The implementation of PPG is assigned to several universities in Indonesia, including the English Education Study Program of the State University of Gorontalo. Thus, the input of PPG is the undergraduate alumni from the education study program of HEI.

Historically, the PPG Program system in Indonesia has been developed since 2012 as an instrument for recruiting, capturing, and preparing professional teachers in some subject matters, including English subject as foreign language in Indonesia. Start in early 2011, this system was designed and developed for recruiting the alumnus of undergraduate students in education study program by sending them to teach at schools in the front territorial rural, underdeveloped region, and outer region of Indonesia (Indonesian term is popularly recognized as SM-3T or 'Sarjana Mendidik pada Daerah Terdepan, Tertinggal dan Terluar').

### Research Model

The methodology used in this research is lesson study blended with clinical supervision and quality assurance. As it had been stated above, that the method used in this study is a different strategy from previous studies, such as in Halvorsen et al. (2021), Coşkun (2017), Schipper et al. (2018), and Veloo et al. (2013); this meaningful research gap from previous study, especially concerning to research methodology; purposely, this study is to enrich the strategy in forming and preparing prospective and sustainable EFL professional teacher development. In developing this research model, as an action research, the researchers had set up by being adaptive a model from Lewin (1946), as follow:



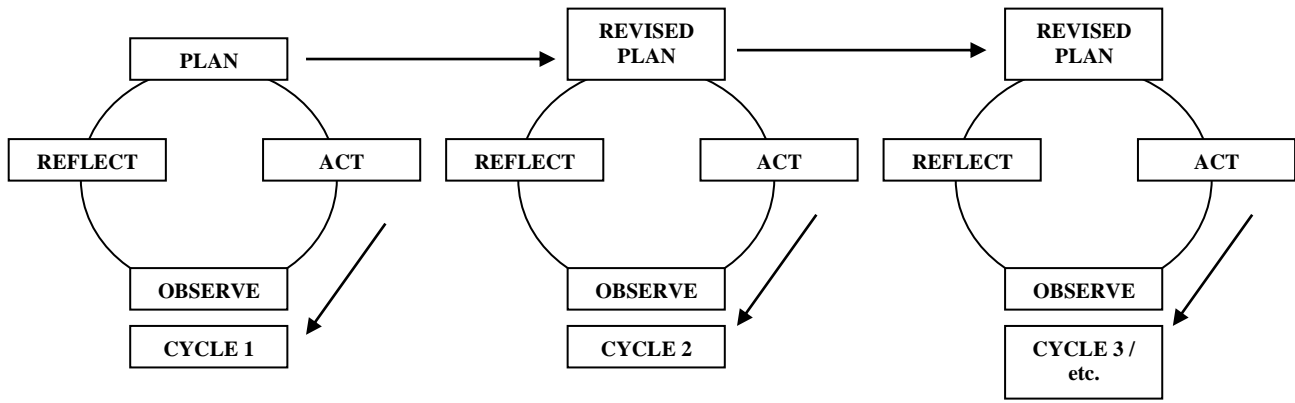


Figure 2: Adapted from Lewin's (1946) Design

The research strategy that is being developed is more similar with an action research, as research development. Concerning this context, Lee and Tan (2020) stated that exploring professional learning practices in lesson study contexts and discussing implications for enhancing teacher learning in a lesson study (Lewis & Hurd, 2011; Murata, 2011), teachers go through cycles of instructional improvement to collaboratively formulate goals for student learning. According to Halvorsen et al. (2021), in building up professional teacher development, participants of the research were asked to develop a lesson plan for the lesson study activities. Each professional learning community group was expected to complete and submit a finished lesson plan and all resources and materials prior to completing the lesson study. The distinctive characteristics that set lesson study apart from other similar professional development approaches are the research lesson and the colloquium (Groth, 2011; Murata, 2011).

However, this study tried to implement lesson study by blending the clinical supervision strategy to guide the candidates of professional teachers to realize their weaknesses and the strength in composing Lesson Plan and implementing teaching strategy as professional teachers' competence. In the other case, the participants were also expected to support the lesson study participants to aware of the quality standard of teaching EFL as a base for making the decision to construct lesson plan and teaching practice ideally and fulfil a high-quality standard. The reflection analysis was based on exploring data from the note of the lesson plans and teaching practice. So, in acquiring the data of this study will be followed in the following steps.

Based on the road map of teacher professional competencies elaboration, this research's design used achievement indicators as the based score. It is based on the score scales from 10 - 100 as a cumulative frequency (%) in acquiring the level competencies. The level of success indicators will be determined by calculating 26 items of achievement indicators elaborated on both diagrams. Furthermore, acquiring the average score of each item will be calculated based on individual and class participants' scores. Its standardization should be fulfilled 85%, as successful indicators for determining whether a cycle should be continued or not.

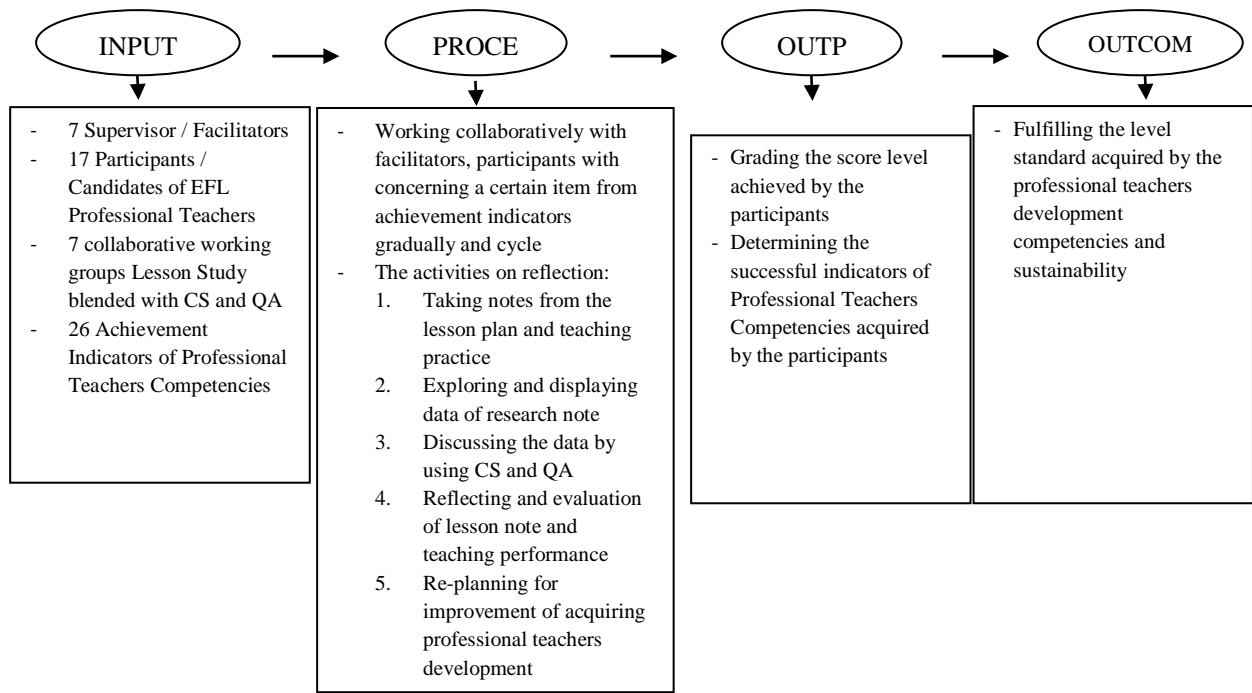


Figure 3 : The sequence of research model implementation

*Road Map of EFL Teachers' Development and Sustainability*

The road map of EFL Teachers' development and sustainability consists of two pathways: (a) professional teachers competencies achievement in constructing lesson plan; (b) professionals teachers' competencies achievement in implementing EFL instructional teaching process by circles.

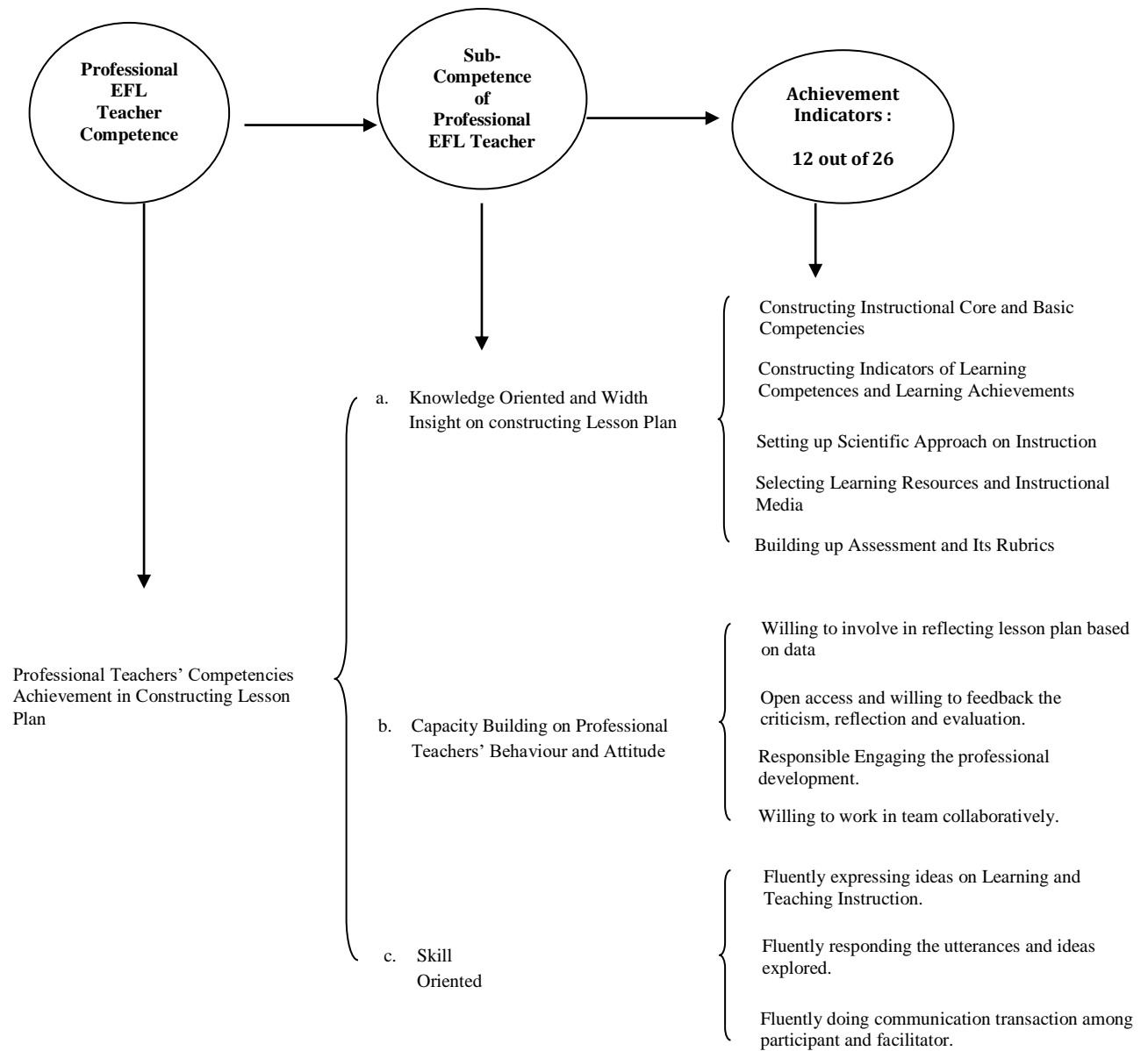


Figure 4: Road map of Professional Teachers Competencies Achievement in Constructing Lesson Plan

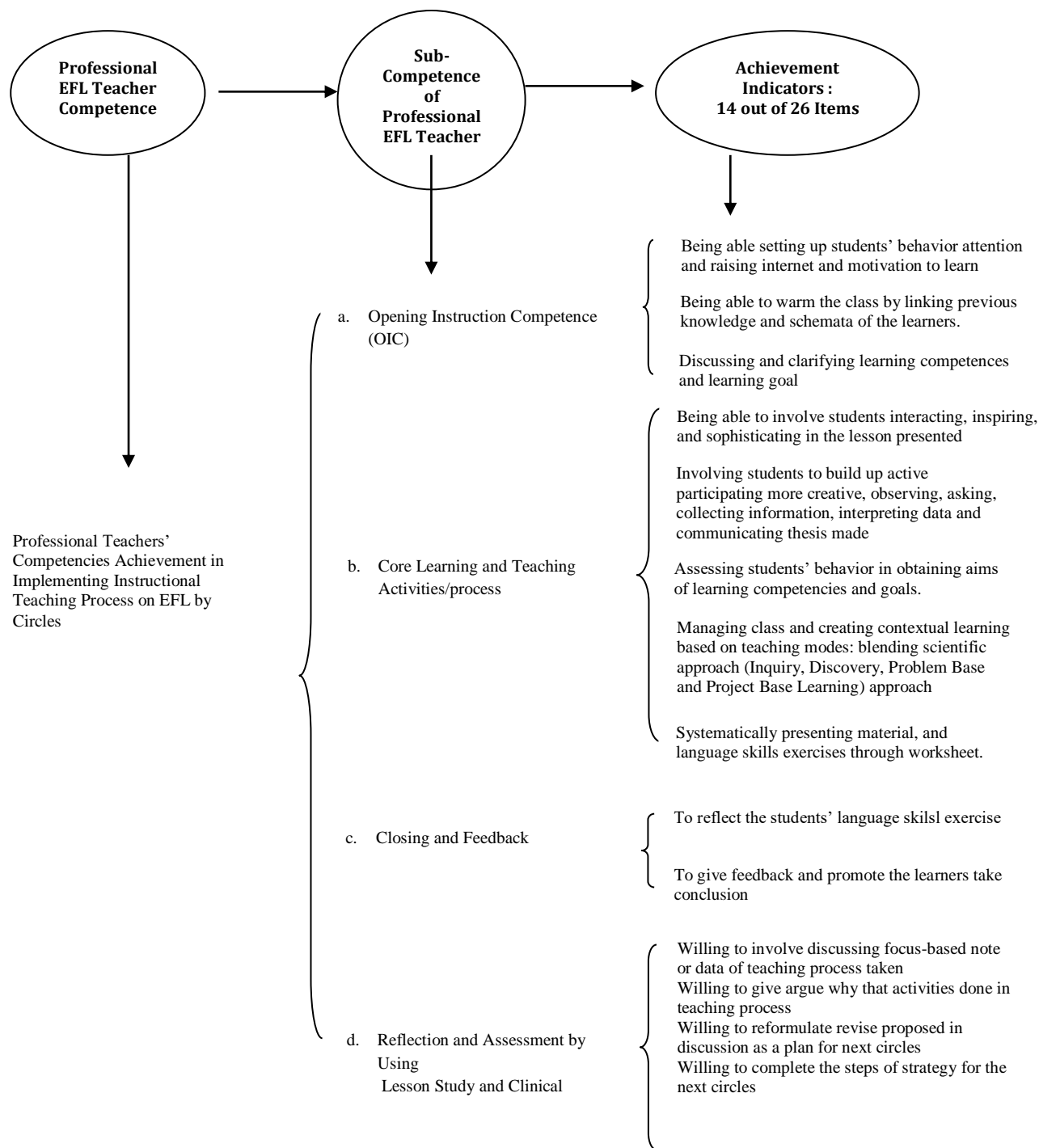


Figure 5: Professionals Teachers' Competencies Achievement in Implementing Instructional Teaching Process on EFL by Circles.

**Research Goal**

This strategy is used for fostering the candidate teachers of EFL Professional Teachers Development and sustainability by expecting to be a pilot project to promote the quality of teaching EFL in Indonesia. Therefore, this system is expected to be sustainable for upgrading education quality for all subjects, including EFL subjects in the future.

**The Technique of Collecting the Data**

In collecting the data, this research used the steps that have been figure out on the research design and the two diagrams by cycles. The data will be collected individually and in class based on the scores scale 10 – 100 in cumulative

frequency (%) achievement. The standard for moving into the next cycle is using 85% as a minimum standard of successful indicators. The data were used to be judgment consideration using these criteria:

95 – 100%	= Excellent	85%	= Fulfilling the minimum standard
90 – 94%	= Very Good	70 – 84%	= Fair
86 – 89%	= Good	<69%	= Less Competency

### *The Technique of Analysing the Data*

Analyzing data is based on the criteria that can be elaborated using cycles running, as the base on calculating and analyzing data, interpreting, reflecting, and justifying from the score acquired by each participant and sum up the average score acquired from the class. However, the average class fulfills the minimum standard (85%), which means that the next cycle moves to set up the next achievement indicators.

In calculating the research data, all cumulative frequency (%) scores that 17 participants have acquired will be summed up, and finding the average of that scores and the consulting the minimum standard achievement (85%). From that calculation, it will be interpreted whether the average score reaches the minimum standard or not. If that score unreachd the standard, the cycle should be repeated. However, if the score reaches the standard, the study should move to the other achievement indicators focus. In reflecting the unreachd standard of teaching competencies, the facilitators and other participants can show the research data acquired from the note of lesson plan analysis and/or teaching practice done by the participants discussed and reflected using clinical supervision and quality assurance strategy. Using this strategy, it is assumed that the participants will realize and be aware of their teaching performance about the strengths and weaknesses that should be repaired.

Based on that set of actions implemented, it can be measured how far the improvement of performance achievement occurred. The respondents of this study consisted of 17 candidates of EFL professional teachers with mentoring of seven facilitators from the faculty members of the English Education Department of the State University of Gorontalo and two collaborating teachers from schools. The accumulation of improvement of respondent performances was evaluated by the mentors and collaborating teachers based on the success indicators for each sub-indicator of each achievement competency, as noted in Table 2 to Table 5 in the following research finding session. Operationally, each respondent's performance evaluation was done in the group based on the mentors and collaborating teacher's observation note and score given. Then, summing up each sub-indicator's score as cumulative score per circle. The gradation improvement will be calculated and evaluated from one circle to the next circles.

### *Participant*

This study's respondents consisted of 17 PPG-Students who are doing their PPG-Course at the English Study Program of the State University of Gorontalo. Those 17 participants were divided into seven small groups, which consisted of three groups with three participants inside and four groups with two participants inside. The facilitators comprised seven instructors; one facilitator will guide each group. The way of collecting the data is based on how each participant can upgrade their competencies of building up their professional teaching development and sustain their developed competencies. So the focus of this study can be set up on competencies concerning teaching and learning professional teacher development. Therefore, this research data can be obtained from the observation of the research participants' activities: the ability to improve the EFL professional competencies on constructing lesson plans; as a first competency obtaining by the participant (candidate of EFL professional teachers). The next competency expected to be obtained by the participant was being able to improve the EFL professional competencies on language teaching process.

The success of the participants' first competency can be based on three subs indicators: knowledge-oriented, capacity building on professional behavior and attitude in lesson plan construction, and skill-oriented. The second competency's success is built up by several sub-indicators: opening instruction competencies, core learning and teaching activities step process, closing and feedback, reflection and assessment using lesson study and blended with clinical supervision and quality assurance principles. This sub-competency will be the indicators of collecting the improvement data from cycle to cycle organized in this research design on lesson study blended with clinical supervision and applying quality assurance in the research process.

## **Results**

In running this study, there were two domains used to guide a candidate of EFL professional teachers in acquiring their professional competencies; they were lesson plan construction and implementing teaching and learning process. In that process, the facilitators or instructors strengthened the PPG students to acquire their EFL teacher profession through reflection based on lesson study, clinical supervision and emphasizing on quality assurance. The third cycle convinces that the determined success indicators had been achieved successfully and satisfactorily as seen in the Table 2, 3, 4, and 5. The performance improvement of candidates of the EFL professional teachers acquiring their profession can be observed from circle to circle, as presented in the following sub-topics.

*The Improvement EFL professional Competence on Constructing Lesson Plan*

In constructing lesson plan session, the study focused on three competencies treated as an indicator of performance improvement of EFL professional teachers; namely: 1) knowledge-oriented and wider insight; 2) capacity building on professional teachers' behaviour and attitude; 3) skill-oriented.

This study's respondents consisted of 17 PPG-Students who are doing their PPG-Course at the English Study Program of the State University of Gorontalo. The row data acquired from how many respondents had successfully acquired the minimum score standard. Thus, the success of implementing competencies treatment was measured not only the success of individual achievement but also the success of class achievement to fulfill standard determined as 85 %. Whenever it failed to fulfill that standard viewed from individual and class achievement, the action should be set up and reacted for the next circle until getting success to fulfill that standard determined.

### 1. Knowledge Oriented

The success indicator of knowledge-oriented can be measured based on the data acquired as being shown in the sub-competences display; how many sub competences had fulfilled the minimum score 85%. The sub-competence consists of: (a) Competence of constructing core and basic competences, (b) Constructing indicators of learning competence and learning achievements, (c) Setting up Scientific Approach on Instruction, (d) Selecting learning resources and instructional media, (e) Building up assessment and its rubrics. The acquired score for each sub-competence above, it can be shown in the following table.

*Table 2: Professional Teachers' Competencies Achievement in Constructing Lesson Plan: Knowledge Oriented and Width Insight*

Competencies	Achievement Indicators	Circle and Achievement of Successful Indicator Standard (85%) In CF 'Cumulative Frequency' (%)			Grand Average Improvement (%)
		First Circle	Second Circle	Third Circle	
Knowledge Oriented and Width Insight on constructing Lesson Plan	Constructing Instructional Core and Basic Competencies	70.58	88.24	94.12	11.77
	Constructing Indicators of Learning Competences and Learning Achievements	64.71	76.47	88.24	11.76
	Setting up Scientific Approach on Instruction	70.58	82.35	88.24	8.83
	Selecting Learning Resources and Instructional Media	47.06	64.70	88.24	20.59
	Building up Assessment and Its Rubrics	76.47	82.35	94.12	8.82
<b>Grand Improvement Per Circle</b>			<b>12.94</b>	<b>11.73</b>	<b>12.35</b>

From the Table 2, it is readable that in first circle, all five sub-competences standard were not yet fulfilled by the respondents. However, in the second circle, there were 2 sub-competences were almost achieved the minimum standard; so, it was needed to set up the third circle to be implemented. The result of this action research showed that all five sub-competences had fulfilled the minimum standard.

This description can be interpreted that action research through reflection by using clinical supervision, and base lesson study nuance; Otherwise, applying quality assurance principles with its PDCA strategy can change and strengthen the EFL professional teachers' knowledge oriented and width insight on constructing lesson plan. It can be proved by the grand average improvement from circle one to circle 2 and 3 significantly reach 12.35 % or point.

### 2. Capacity Building on professional teachers' behaviour and attitude In Lesson Plan construction

The successful indicators can be measured from achieving 4 subs- competence of the capacity building on professional teachers' behaviour and attitude. That indicators were (a) Willing to involve in reflecting lesson plan based on data; (b) Open access and willing to feedback the criticism, reflection and evaluation; (c) Responsible Engaging the professional development, (d) Willing to work in team collaboratively.

Table 3 : Capacity Building on Professional Teachers' Behavior and Attitude in Lesson Plan Construction

Competencies	Achievement Indicators	Circle and Achievement of Successful Indicator Standard (85%) In CF 'Cumulative Frequency' (%)			Grand Average Improvement (%)
		First Circle	Second Circle	Third Circle	
		Willing to involve in reflecting lesson plan based on data.	88.24	100	
Capacity Building on Professional Teachers' Behavior and Attitude	Open access and willing to feedback the criticism, reflection and evaluation.	41.17	94.13	94.13	26.48
	Responsible Engaging the professional development.	82.35	100	100	8.82
	Willing to work in team collaboratively.	88.24	100	100	5.88
	<b>Grand Average Improvement Per Circle</b>		<b>14.70</b>	<b>8.82</b>	<b>11.76</b>

The information acquired from the table 3 is in the first circle only one from the fourth sub-competence were not fulfilled its standard of successful indicators, namely 'Open access and willing to feedback the criticism, reflection and evaluation'; and also occurred in the second circle. However, the third circle all four sub-competences had been successfully achieved by the entire candidate EFL professional Teachers; with its grand average improvement reached 11.76 % that being elaborated from the first circle achieved 14.70 %, and the second circle reach 8.82 %.

### 3. Skill Oriented

The indicator strengthens skill-oriented competence consists of (a) Fluently expressing ideas on Learning and Teaching Instruction, (b) Fluently responding the utterances and ideas explored, (c) Fluently doing communication transaction among participant and facilitator.

Table 4: Skill Oriented in Strengthening EFL professional Teachers

Competencies	Achievement Indicators	Circle and Achievement of Successful Indicator Standard (85%) In CF 'Cumulative Frequency' (%)			Grand Average Improvement (%)
		First Circle	Second Circle	Third Circle	
		Fluently expressing ideas on Learning and Teaching Instruction.	82.35	94.12	
Skills Oriented	Fluently responding the utterances and ideas explored.	76.47	88.24	94.12	8.82
	Fluently doing communication transaction among participant and facilitator.	82.35	88.24	94.12	5.88
	<b>Grand average improvement per circle</b>		<b>9.81</b>	<b>5.88</b>	<b>7.84</b>

The information that is acquired from table 4, the candidates of EFL professional Teachers gets a significant improvement on several competencies of skill-oriented that being built up from 3 achievement indicators, which are consisting of: a) Fluently expressing ideas on learning and teaching instruction; b) Fluently responding the utterances and ideas explored; c) Fluently doing communication transaction among participant and facilitator. Generally, the skills-oriented from the first circle to the second circle and the third circle get a meaningful improvement. Where the first circle, the average improvement reaches 9.81, and two of the achievement indicators were almost fulfilled by the research participants of SM3T – PPG students in the academic year 2018. In the second circle, all achievement indicators had been fulfilled by the participants or community of LS Blended CS and QA in this study. Even though the third circle is persistently done like that, because of this sub-competence were set up by two competencies above.

From this analysis, it can be interpreted that the improvement of professional teachers' competence that had been acquired significantly by the participants SM3T – PPG Students in the academic year 2018 as participants or community of lesson study blended with clinical supervision and quality assurance as a research & development (R&D)

or Action Research (AR) have a meaningful role to increase the students' knowledge and insight, skills of teaching, capacity building as a responsibility, working in a team, skills-oriented in constructing lesson plan and preparing learning kits.

The information acquired from Table 3 shows that EFL professional teachers' candidates get a significant improvement from the first circle to the second circle and the third circle. Thus, in the first circle, the average improvement reaches 9.81, and two of the achievement indicators were almost fulfilled by PPG students in the academic year 2018. In the second circle, all achievement indicators had been fulfilled by PPG Students. However, the third circle is persistently done because this sub-competence was set up by two competencies above.

From this analysis, it can be interpreted that the improvement of professional teachers' competence had been acquired significantly by PPG Students in the academic year 2018. It means that the application of lesson study, clinical supervision, and action research have a meaningful role in increasing the students' knowledge and insight, skills of teaching, capacity building as a responsibility, working in a team, skills-oriented in constructing lesson plans and preparing learning kits. Based on the evaluation done and reported by the facilitators, base score acquired from the research instrument consists of 26 items of successful achievement indicators. The gradual improvement of the average score obtained from each item can be analyzed from cycle to cycle, as noted in Table 4. The cycle reflects on the lesson plan and teaching practice based on the research design formed from the lesson study blended with clinical supervision and quality assurance.

#### *The Improvement of EFL professional Competence on Language Teaching Process*

Thus, implementing a lesson plan in the learning and teaching process, it is a golden opportunity to increase the candidate EFL professional teachers' competencies which concerning to pedagogical competence, professional competence, and social and personality competence. Thus, building up the professional teaching culture might through intensive interaction among their professional classmate and facilitators. In this context, it is necessary to sharpen their several customs and software, such as creative, critics, sharing idea customs, fluently communicating, involving self-active in lesson study, having large knowledge and insight in applying clinical supervision quality assurance principles in solving problems. The display data presented in Table 5, as the base for analysing the candidates of EFL professional teachers' competencies improvement.

*Table 5 : Professional Teachers' Competencies Achievement in Implementing Instructional Teaching Process on EFL by Circles*

Competencies	Achievement Indicators	Circle and Achievement of Successful Indicator Standard (85%) In (CF) 'Cumulative Frequency' (%)			Average of Improvement
		First Circle	Second Circle	Third Circle	
Opening Instruction Competence (OIC)	Being able setting up students' behavior, attention and raising interest and motivation to learn	74	83	89	7.5
	Being able to warm the class by linking previous knowledge and schemata of the learners.	82	86	89	3.5
	Discussing and clarifying learning competences and learning goals.	78	83	89	5.5
Average Improvement per circle (%)			6	5	5.5
Core Learning and Teaching Activities/process	Being able to involve Students interacting, inspiring, and sophisticating in the lesson presented	76	82	92	7
	Involving students to build up active participating more creative, observing, asking, collecting information, interpreting data and communicating thesis made.	82	86	94	6
	Assessing students' behavior in obtaining aims of learning competencies and goals.	77	83	90	6.5
	Managing class and creating contextual learning based on teaching modes: blending scientific approach (Inquiry, Discovery, Problem Base and Project Base Learning) approach	74	84	92	9
	Systematically presenting material, and language skills exercises through worksheet.	76	87	95	9.5



Table 5 : Continued

Competencies	Achievement Indicators	Circle and Achievement of Successful Indicator Standard (85%) In (CF) 'Cumulative Frequency' (%)			Average of Improvement
		First Circle	Second Circle	Third Circle	
Average Improvement per circle (%)			7	8.2	7.6
Closing and feedback	To reflect the students' language skills exercise	81	86	91	5
	To give feedback and promote the learners take conclusion	79	87	93	7
Average Improvement per circle (%)			6.5	5.5	6
Reflection and Assessment by using Lesson Study and Clinical supervision	Willing to involve discussing focus-based note or data of teaching process taken	76	3	6	5
	Willing to give argue why that activities done in teaching process	81	83	3	5
Study and Clinical supervision	Willing to reformulate revise proposed in discussion as a plan for next circles	80	83	92	6
	Willing to complete the steps of strategy for the next circles	82	85	96	7
Average Improvement per circle (%)			.75	8.25	6
<b>Grand average improvement</b>			<b>3.75</b>	<b>8.25</b>	<b>6.46</b>

Observing Table 5 above, no indicators were fulfilled or achieved the minimum standard determined; however, five indicators almost achieved the minimum standard by the respondents. Hence, it is needed to move the second circle; based on this circle's action, it is found there was 6 or 35.71% from 14 achievement indicators had been fulfilled by the respondent; while it was strengthened by an average improvement of 6.14 % in the second circle. In the third circle, all achievement indicators are successful in being fulfilled by the respondent, supporting the average improvement 7.36 %; while the total average improvement reaches 6.75 %. So, that improvement is significantly upgrading the candidates of EFL professional teachers.

### Discussion

As research finding on practicing English language teaching process, several competences of candidate EFL professional Teachers are successful to be improved through the action research, by applying blended principles strategy of lesson study, clinical supervision and quality assurance. The role of lesson study in this research is to build up the community of participants and the facilitators to be in one context in reflecting teaching performance include teaching notes and lesson plans. So, each participants in this context expected to have capacity building on professional teachers' behaviour and attitude which been indicated into several actions such as willing to involve in reflecting teaching and lesson plan data, open access and willing to give feedback, responsible in engaging the professional development, and willing to work in team collaboratively. According to Halvorsen and Kesler Lund (2013), the aim of lesson study, a teacher-driven form of professional development (PD) to improve instruction and advance student learning. In some cases, lesson study also involves additional debriefing of the lessons in preparation for teaching them a second time (Lewis, 2002). Basically, Lewis et al. (2006) further stated that lesson study focuses on collaborative planning, teaching, observing, and debriefing of live lessons. Thus, lesson study model can improve the candidate of EFL teacher professional development even to sustain the quality of teaching based on learning condition and environment.

Connecting to the clinical supervision role it will be simultaneously to guide the candidate of EFL professional teacher development. Due to the purpose of clinical supervision is to create learning climate that supporting the candidate of EFL Professional teachers to re analyze their competencies or performance in teaching practice based on the teaching journal data and lesson plan note. The teacher's candidate and the supervisor jointly review and analyse the collected data then develop the improvement plan of teaching. Based on this statement proposed by Prior (2020). In this context the supervisor using clinical supervision approach is able to supply data to the teachers' candidate in affair equitable manner. The teacher's candidate and the supervisor jointly review and analyse the collected data then develop the improvement plan of teaching. Based on this statement proposed by Prior (2020), it is related and strong relationship with the lesson study implementation on doing this research especially to prepare professional candidate EFL teachers. So, both strategies: lesson study and clinical supervision is supported one each other to become unity in building up the participant or candidate of professional teachers development obtaining the high level of teachers professional competencies.

In designing lesson plan some of successful indicators were expected to be owned by candidate professional EFL teachers that might appear in their lesson plan product, such as creative thinking such as building up the variance of student worksheet based on the question level promoted by Bloom (1956) that being recognized such as knowledge,

comprehension, application, analysis, synthesis, and evaluation. The other creativity of thinking made by the candidate of EFL professional teachers is creating the interactive multimedia which acquired from the learning application. Those variations empower and promote the students to think in their learning activity through the sophisticated exercises. This competence, of course, will be occurred towards the candidate professional EFL teacher through by applying the lesson study blended with clinical supervision, and the application of quality assurance principles.

The above view, is accordance with what Asfaw (2017) argued that the implication of collaboration in doing assessment of candidate professional EFL teachers is more significant better than inspection. So, learning experience or lesson learned can promote the candidate of EFL teachers better to form their creativities to improve their competencies in teaching profession; including to improve the quality of constructing lesson plan session.

So, in this research focus, the competencies that had been treated consists of knowledge oriented and wider insight; This sub-topic, it had been discussed and improvising and enlarging their insight towards the application of scientific approach in learning and teaching language instruction, that might be built up by the inquiry method, discovery method, problem-based learning, and project-based learning.

Certainly, the application of those teaching methods mentioned above, is adjusting the nature of language use/skills and language usage/linguistic competence; in capturing the students' speech act capability in doing communication interaction in EFL. So, the achievement or successful indicators should be fulfilled the minimum standard; namely 85 %; as showing on table 2 in the first circle, all sub-indicators were not met the minimum standard yet; in the second circle only one sub-indicator has fulfilled the minimum standard, namely formulating instructional core and basic competencies. Based on this condition, the collaborating researchers' team decided to reformulate the third circle. After evaluating, all components of successful indicators were successfully achieved; with its grand average improvement showed 12.35%. That improvement was affected and contributed by the application of applying lesson study, clinical supervision, and quality assurance principles in the treatment process.

The second part of constructing lesson plan competencies is the capacity building on professional teachers' behaviour and attitude. This sub-indicator was built up four components sub-indicators. It seemed that in the first circle there two indicators that can fulfil the minimum standard. This happened because of the respondent have an experience on the first part; while in the second circles all sub-indicators fulfilled the minimum standard 85%. However, the collaborating research team continue the third circles, as to strengthen the successful indicators. As what also happened in the third part: Skills Oriented; it is found that in the second circle, all components indicators had been achieved in the second circles; that is supported by full attention from the respondent in which they have to be a successful professional EFL teachers, as prospective and development professional teachers, in the future. So, they involved themselves to be active taking role, such as expressing idea, responding the questions in the discussion, being active to interact among classmate/other participant and facilitators to view the learning and teaching problems. From this research finding, is correlated to what Ha and Murray (2020) argued that the impact of a professional development (PD) program will enabling teachers to explore and to reflect in their belief about oral corrective feedback (CF). Thus, these authors added that this program examined whether, how and what extent those beliefs were influenced by a contextually feasible teacher professional development consisting of workshop followed by experiential and reflective activities. That is accordance with the model of application on blended lesson study, clinical supervision, and quality assurance by utilizing classroom action research that most familiar recognized as Research and development. (R & D Research).

The competences intended were Opening Instruction Competence (OIC), Core Learning and Teaching Process Competence (CLT-PC). Closing and Feedback Competence (CFC); the students are being reflected their language skills; while being given them feedback or assessment they are also promoted to take conclusion; by applying the Lesson Study and Clinical Supervision, based on data presented which had been acquired from the observation.

OIC was built up by three achievement indicators; namely: a) Setting up the learners' behaviours, attention and raising interest and motivation; b) Warming classroom by building up schemata of the learners; c) Clarifying lesson aims and goals. On this teacher competence was strengthened the grand average improvement reached 5.5%. That's significant and meaningful to increase the candidate EFL professional teachers' competence, and also, they have been successful to fulfil the minimum standard determined.

The rising up CLT-PC based on five achievement indicators which consists of a) involving students' creativity to think, to interact and to share sophisticated ideas among the academic community; b) exercising students applying scientific approach in learning; c) assessing learning aims and outcomes; d) creating contexts and language mode, as Inquiry learning, Discovery learning, Problem base learning and Project Base Learning; e) arranging lesson systematically and comprehensively. The average improvement of achievement indicators was obtained 7.6 %. That's quite significantly improve the candidate professional teachers' competence.

The increase of CFC was supported by two sub achievement indicators, namely: a) reflecting language skills exercises; b) to feedback and to support students taking thesis or conclusion. This competence is supported by 6 % improvement rate. Of course, it is significant to increase the PPG students acquiring their teachers' professional competence. This condition is to provide the candidate of professional EFL teachers having critical thinking in building up their

professional EFL teachers competencies. That's relevant the ideas of Michael Scriven and Richard Paul, as what Negari and Beiranvand (2013) had quoted that critical thinking on reflective teaching is set of skills formed in the self-candidate professional teachers, including to EFL teachers, as specific competence such as being able to (a) focus on the problem, (b) uncover assumptions underlying a problem; (c) reasoning inductively and deductively, and (d) judging the validity and reliability of assumption and resource information. Based on that ideas, it can be stated that critical thinking in which it's relation to reflective teaching is the intellectual process of activity, such as actively conceptualizing, applying, analysing, synthesizing, evaluating information that being generated from the observation, experience, reflection as reasoning to guide the belief and action (Negari & Beiranvand, 2013).

Thus, one of teachers' competences that should be owned in order to become professional teacher's culture is having capability to assess and to reflect the process of learning by using Lesson Study, clinical supervision and quality assurance principles. So, in this research context, it has been acquired the information that the rate improvement of achievement indicators obtained was 6%. That's score is significant to support the candidate of professional teachers' competence in order to prospective and sustainable professional teachers' development.

### Conclusion

The study concluded that the candidate EFL professional Teachers' competences were significantly improved from circle one to circle three; this was marked by the grand average improvement score both in constructing lesson plan domain reach 10.65 % and the implementing Instructional Teaching Process domain achieved 6.46 %. All sub-competences base on standard determined from both of two domains were fulfilled significantly.

Moreover, the success of obtaining the gradual teacher professional competences by candidate EFL professional teachers was significantly influenced by the action research based on the blended Lesson Study, Clinical Supervision, and Quality Assurance Principles application on doing treatment for mentoring PPG Students. Furthermore, applying the strategy model forcing the candidate EFL professional Teachers to be involved and taking role as reflectors to observe the classmates' teaching process; and sharing constructive idea, thinking the best and effective strategy by using the model stated in pint 2.

Consequently, implementing the lesson study. Clinical supervising, Quality assurance, it strengthened the PPG student having capacity building in teaching EFL professionally, responsibility, professional culture, behaviour and attitude; as well as reacting and anticipating to all probably occur in teaching and learning process, being able working collaboratively with all the academic staff.

### Recommendations

1. It is recommended that in mentoring the candidate of EFL professional Teachers need to apply lesson study, clinical supervision, quality assurance in order forming and preparing community of EFL - Professional Teachers; and building up teachers' profession on the pedagogic, professional, social and typical personality as the ultimate of preparing a prospective and sustainable teachers' development in the future.
2. In implementing reflection, it needs to base on data or journal both in constructing lesson plan and the implementation of teaching and learning process that acquiring from the observations, otherwise the improvement of candidate professional EFL competencies can be gradually and systematically reflection, which showing data or journal teaching record acquired as discussion material in doing reflection, and re-planning the next teaching period circles.
3. In doing reflection, it is recommended based on journal of data record from constructing lesson plan, and teaching and learning process; it is strongly suggested to use the principles of clinical supervision and quality assurances with using the PDCA strategy. Contextually the advisors or facilitators avoiding critics that addressee to candidate of professional EFL teachers; but it is need to speak to data, by presenting question strategy, in order to give them opportunity to explore their ideas, and strategy that might use to overcome the problems of learning and teaching process.
4. The conference of reflection time, it is recommended to carry out as quickly as possible, after teaching process done; in order the candidate professional EFL can remember all learning and teaching activities that have done, and they can construct the revised activities as improvisation of teaching quality assessment; and they can change their belief to be better performance in the next opportunity in carrying out teaching process.
5. For future researcher, contextually it is recommended to take role as a supervisor and researcher in applying this strategy about *Lesson Study Blended with Clinical Supervision and Quality Assurance principles*, by reviewing, analyzing and revising some steps of the research action more efficiently and effectively. Principally, this strategy is utilized supporting the candidate of EFL professional teachers to get their professional teaching competencies. That's why in this research context, it is built up 26 items of achievement indicators to develop as a Research & Development (R&D) instrument and model. Even though, this research successfully finds a model for preparing a prospective and sustainable professional teachers development based on that research design, but the future

researchers still have opportunity to reflect some cases adjusting with the object and coverage of Professional Teachers Development research.

### Limitations

The research material is only fair enough level to coverage the utilizing of multimedia interactive focus. Related this restriction, the author is also recommending the other researchers who are interesting to improve the material observation, concerning to the competence of using multimedia interactive in teaching language skills. The other case is the input of PPG, especially the candidate professional EFL teachers, having variety skills in using ICT as multimedia in teaching process, due to the basic knowledge from S1 program is also variety. That is because of ICT is not particular subject in their curriculum. However, the author beliefs that after preparing prospective and sustainable EFL professional teachers' development, they can continually improve their capability including to create and to utilize multi-media interactive through autonomous learning to sustain their teaching quality in the future.

### Acknowledgements

In this opportunity, the author is eager to express the highest appreciation and thanks to community academics of English Study Program of PPG UNG for their cooperation in implementing this study. Thus, the author also addresses deep thanks to PPG Director, and Head of English Education Department of UNG, and also thanks to the Research Institution of Kemenristekdikti and UNG, that supporting and facilitating the implementing of this study at Universitas Negeri Gorontalo.

### Authorship Contribution Statement

Achmad: Build up the concept and design, data acquisition, statistical analysis, data analysis and interpretation, drafting manuscript, reviewing and editing, and final approval. Miolo: Securing funding, technical or material support, administration and supervision, and critical revision of manuscript.

### References

- Achmad, S. (2012). Strategi UNG menyiapkan guru profesional melalui program PPG SM-3T 'Maju Bersama Mencerdaskan Indonesia' [UNG strategy in preparing professional teachers through the PPG SM-3T program 'Together to educate Indonesia']. In N. Aznam (Ed.), *Proceeding of the KONAPSI 7- Konvensi Nasional Pendidikan Indonesia* [Indonesian National Convention of Education] (pp. 596 – 607). Yogyakarta State University.
- Asfaw, T. M. (2017). Exploring hindrances in the implementation of continuous assessment of EFL teachers: A case in Abbiy Addi and Adwa Teacher Educational Colleges. *International Journal of Science and Research*, 6(7), 139 – 147. <https://doi.org/10.21275/ART20173072>
- Atay, D. (2008). Teacher research for professional development. *ELT Journal*, 62(2), 139–147. <https://doi.org/10.1093/elt/ccl053>
- Bloom, B. S. (Ed.) (1956). *Taxonomy of educational objectives: The classification of educational goals*. Longmans.
- Castro, L., & Villafuerte, J. (2019). Strengthening English language teaching in rural schools through the roleplaying: Teachers' motivations. *International Journal of Educational Methodology*, 5(2), 289-303. <https://doi.org/10.12973/ijem.5.2.289>
- Coşkun, A. (2017). The Application of Lesson Study in Teaching English as a Foreign Language. *Inonu University Journal of the Faculty of Education/ İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 18(1), 151–151. <https://doi.org/10.17679/inuefd.297845>
- Dudley, P. (2013). Teacher learning in lesson study: What interaction-level discourse analysis revealed about how teachers utilized imagination, tacit knowledge of teaching and fresh evidence of pupils learning, to develop practice knowledge and so enhance their pupils' learning. *Teaching and Teacher Education*, 34, 107-121. <https://doi.org/10.1016/j.tate.2013.04.006>
- Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and Student research*. Heinemann.
- Galini, R., & Kostas, K. (2014). Reflection of pre-service teachers in a tabletop exercise of lesson study during their practicum. *Procedia- Social and Behavioral Sciences*, 152, 868 – 873. <https://doi.org/10.1016/j.sbspro.2014.09.336>
- Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945. <https://doi.org/10.3102/00028312038004915>
- González, G., & Deal, J. T. (2019). Using a creativity framework to promote teacher learning in lesson study. *Thinking Skills and Creativity*, 32, 114–128. <https://doi.org/10.1016/j.tsc.2017.05.002>

- Groth, R. E. (2011). Improving teaching through lesson study debriefing. *Mathematics Teacher*, 104(6), 446-451. <https://doi.org/10.5951/MT.104.6.0446>
- Ha, X. V., & Murray, J. C. (2020). The impact of a professional development program on EFL teachers' belief about the corrective feedback. *System*, 96, 1 – 14. <https://doi.org/10.1016/j.system.2020.102405>
- Halvorsen, A.-L., & Kesler Lund, A. (2013). Lesson study and history education. *The Social Studies*, 104(3), 123–129. <https://doi.org/10.1080/00377996.2012.698326>
- Halvorsen, A. L., McArthur Harris, L., Doornbos, L., & Missias, M. T. (2021). Lesson study in historical inquiry: Teachers working across rural communities. *Teaching and Teacher Education*, 97, 1-12. <https://doi.org/10.1016/j.tate.2020.103206>
- Hendayana, S. (2006). Teacher learning through lesson study in Indonesia. In K. Wood & S. Sithamparam (Eds.), *Realising learning: Teachers' professional development through lesson and learning study* (pp. 62-77). Routledge.
- Inprasitha, M., & Changsri, N. (2014). Teachers' beliefs about teaching practices in the context of lesson study and open approach. *Procedia- Social and Behavioral Sciences*, 116, 4637-4642. <https://doi.org/10.1016/j.sbspro.2014.01.999>
- Isoda, M. (2010). Lesson study: Problem solving approach in mathematics education as Japanese experience. *Procedia- Social Behavioral Science*, 8, 17 – 27. <https://doi.org/10.1016/j.sbspro.2010.12.003>
- Kanauan, W., & Inprasitha, N. (2014). Collaboration between in-service teachers and student intern in Thai lesson study. *Procedia - Social and Behavioral Sciences*, 116, 28 – 32. <https://doi.org/10.1016/j.sbspro.2014.01.163>
- Kemendikbud. (2012). *The road map of creating professional teachers in universities and schools*. Ditnaga Kemendikbud.
- Kemendikbud. (2013). *Peraturan Pemerintah No. 32 Tahun 2013* [Government Regulation No. 32 Year 2013]. Kemendikbud Indonesia.
- Kostas, K., Galini, R., & Maria, M. (2014). The practicum in pre - service teachers' education in Greece: The case of lesson study. *Procedia- Social and Behavioral Sciences*, 152, 808 – 812. <https://doi.org/10.1016/j.sbspro.2014.09.325>
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511815355>
- Lee, L. H. J., & Tan, S. C. (2020). Teacher learning in Lesson Study: Affordances, disturbances, contradictions, and implications. *Teaching and Teacher Education*, 89, 1-15. <https://doi.org/10.1016/j.tate.2019.102986>
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2(4), 34-36. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>
- Lewis, C., Perry, R., & Murata, A. (2006). How should research contribute to instructional improvement: A case of lesson study. *Educational Researcher*, 35(3), 3-14. <https://doi.org/10.3102%2F0013189X035003003>
- Lewis, C. C. (2002). *Lesson study: A handbook for teacher-led instructional improvement*. Research for Better Schools.
- Lewis, C. C., & Hurd, J. (2011). *Lesson study step by step: How teacher learning communities improve instruction*. Heinemann
- Megawangi, R. (2013). *Lesson Study (LS) tantangan besar pendidikan kita dalam menyambut kurikulum 2013: Forum Mangunwijaya (Inratno, Eds.)* [Lesson study (LS) the big challenge for our education in welcoming the 2013 curriculum: Forum Mangunwijaya (Inratno, Eds.)]. PT. Gramedia.
- Mulyana, S. (2007). *Lesson study*. Kuningan.
- Murata, A. (2011). Introduction: Conceptual overview of lesson study. In L. C. Hart, A. Alston, & A. Murata (Eds.), *Lesson study research and practice in mathematics education* (pp. 1-12). Springer. [https://doi.org/10.1007/978-90-481-9941-9\\_1](https://doi.org/10.1007/978-90-481-9941-9_1)
- Negari, G. M., & Beiranvand, Z. (2013). Investigating Iranian EFL teachers' reflective teaching and their critical thinking abilities. *International Journal of Science and Research*, 4(3), 776 – 782.
- Nesusin, N., Intrarakhamaeng, P., Supadol, P., Piengkes, N., & Poonpipathana, S. (2014). Development of lesson plans by the lesson study approach for the 6th grade students in social study subject. *Procedia- Social and Behavioral Science*, 116, 1411-1415. <https://doi.org/10.1016/j.sbspro.2014.01.407>
- Orlando, M. (2013, January 14). *Nine characteristics of a great teachers*. Faculty Focus. <https://cutt.ly/amp3Gm6>
- Potalea, P., & Toma, S. (2015). The dynamic and multidimensional structure of the teacher's professional development. *Procedia- Social and Behavioral Science*, 180, 113 -118. <https://doi.org/10.1016/j.sbspro.2015.02.093>

- Prior, N. (2020). *Graduate study in criminology and criminal justice*. Routledge.
- Richards, J. C. (2011). *Competence and performance in language teaching*. Cambridge University Press.
- Rohali, M. H. (2010). *Pelatihan lesson study bagi guru-guru bahasa PRANCIS SMA/SMK di DIY, JATENG, JABAR, dan KALTENG sebagai upaya peningkatan profesionalisme guru* [Lesson study training for high/vocational school French teacher in Yogyakarta, Central Java, West Java, and Central Kalimantan Province as an effort on increasing teacher's professional]. ePrints@UNY. <https://eprints.uny.ac.id/43726/>
- Schipper, T., Goei, S. L., de Vries, S., & van Veen, K. (2017). Professional growth in adaptive teaching competence as a result of Lesson Study. *Teaching and Teacher Education*, 68, 289–303. <https://doi.org/10.1016/j.tate.2017.09.015>
- Schipper, T., Goei, S. L., de Vries, S., & van Veen, K. (2018). Developing teachers' self-efficacy and adaptive teaching behavior through lesson study. *International Journal of Educational Research*, 88, 109-120. <https://doi.org/10.1016/j.ijer.2018.01.011>
- Sugiyono. (2014). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D* [Educational research methods quantitative, qualitative, and R&D approaches]. Alfabeta.
- Suryani, L. (2015). *Lesson Study (LS) sebagai upaya professionalism guru* [Lesson Study (LS) as an effort of teacher professionalism]. Widyaaiswara BDK Palembang.
- Sutisna, O. (1993). *Lesson Study (LS) administrasi pendidikan: Dasar teoritis untuk praktek profesional* [Lesson study (LS) the education administration: The theoretical basic for professional practice]. Angkasa.
- Taib, M. R., Abdullah, Z., Ail, N. M. M., Yahya, M. R., & Jusoh, N. M. (2015). Clinical supervision of teaching Mara Junior Science College (MJSC), Malaysia. *Procedia- Social and Behavioral Sciences*, 191, 452 - 458. <https://doi.org/10.1016/j.sbspro.2015.04.543>
- Veloo, A., Komuji, M. M. A., & Khalid, R. (2013). The effects of clinical supervision on the teaching performance of secondary school teachers. *Procedia- The Social and Behavioral Sciences*, 93, 35 - 39. <https://doi.org/10.1016/j.sbspro.2013.09.148>
- Wuryanto, A. (2011). *Lesson study (LS) pelaksanaan workshop kegiatan pemberdayaan MGMP Bahasa Inggris SMA*. [Lesson study (LS) the implementation of a workshop on empowerment activities for senior high school English subject teacher conference]. LPMP.
- Zehetmeier, S. (2009). Sustainability of professional development. In V. Durand-Guerrier, S. Soury-Lavergne & F. Arzarello (Eds.), *Proceedings of the Sixth Congress of the European Society for Research in Mathematics Education* (pp. 1951–1960). Institut Français de L'éducation.