

Online Learning Community for Teacher Professional Development in Indonesia

Eunice SARI^a and Adi TEDJASAPUTRA^{b*}

^a*Aalto University, Helsinki, Finland*

^b*OLC4TPD, Perth, Australia*

**josh@olc4tpd.com*

Abstract: In this paper, we describe the innovation to enhance the way Indonesian teachers conduct their professional learning and development. Using an ICT-based community named OLC4TPD (Online Learning Community for Teacher Professional Development), a group of educators across Indonesian archipelago participated in this grassroots initiative to develop their professional competencies on ongoing basis. This paper presents three learning journeys of three educators, i.e. a teacher, a teacher educator and a school leader, with different education, socio-cultural backgrounds and ICT literacy from this community. The emphasis on learning experience, challenges and impacts in their professional learning development is the focus of this paper.

Keywords: Teacher Teacher Professional Development, TPD, Online Learning, Online Learning Community, OLC, Online Learning Community for Teacher Professional Development, OLC4TPD, Information Communication Technology, ICT, Community of Practice, CoP, Learning Journey, ICT4D, HCI4D

1. Introduction

The rapid pace of technological innovation has changed the knowledge-based society and gradually changed the way teaching and learning are conducted over the past decade (Hargreaves, 2003). The role of teachers has increasingly shifted from the knowledge provider to the facilitator of a learning process. This change has been difficult for teachers, requiring substantial amounts of professional development to adopt.

In Indonesia, the most of the current TPD practice still focuses on teacher-centred approaches, where the delivery is mainly in the format of face-to-face interaction. This practice needs to be revisited as they have shown a lot of drawbacks to answer the needs of the knowledge-based society in the 21st century. These TPD activities usually limit the opportunities for teachers to grow their professional competencies, in addition to the limitations to constantly provide sufficient resources, especially for teachers who live and work in rural and remote areas, where access to facilities and resources, such as mentors and infrastructures are inadequate.

A number of recent studies have explored the use of ICT as a means to facilitate and support TPD (Arvaja et al., 2010; Barab, 2006; Duncan-Howell, 2007; Lloyd & Cochrane, 2006; Scott & Scott, 2010; Scott, 2010; Whitehouse et al., 2010). In these studies, ICT has been used extensively to facilitate effective processes of knowledge sharing and construction among the community members across geographical locations. Some of the identified benefits include the flexibility for teachers as community members to engage in ongoing reflective and collaborative learning, facilitating the process of knowledge transfer and construction and providing sustainable ongoing support for the teachers. Yet, only after 2007 (Sari and Herrington, 2013; Sari, 2012a, 2012b and 2012c; Sari and Lim, 2011 and 2012; Sari and Tedjasaputra, 2010), when we started to design and develop an ICT-based community of practice named OLC4TPD (Online Learning Community for Teacher Professional Development), we could empirically study how the ICT-based community transformed the way Indonesian educators develop their personal and professional competencies, which will be detailed in the format of learning journey.

2. Background of the Study

This study employed ICT to facilitate the delivery of online learning and to support the knowledge building and construction among the community members, i.e. Indonesian educators. Considering the unique ICT landscape of Indonesia, where the distribution of sufficient ICT infrastructure is unequal across the archipelago, the authors have designed and developed a professional learning and development framework to be systematically examined and implemented in this context. While some parts of the archipelago may have a limited exposure to ICT, Indonesia has been internationally considered as the home of the second largest Facebook users in the world. With the rapid adoption of mobile technology in daily life, most of the users access Facebook through their mobile devices. These facts have made Indonesia a good place to explore the potentials of ICT beyond day-to-day communication and entertainment tool.

While the concept of Online Learning Communities (OLC) was common in Western countries, such as Australia (Duncan-Howell, 2007; Lloyd & Duncan-Howell, 2010; Scott & Scott, 2010), Canada (Friesen & Clifford, 2003), United States (Dede, 2006; Whitehouse, McCloskey, & Ketelhut, 2010) and Finland (Arvaja, Hämäläinen, & Rasku-Puttonen, 2010), this concept was still considered new by most Indonesian educators when we introduced it in 2007. Nonetheless, the existing studies advocate that OLC is a viable means to cultivate sharing and provide a sustainable support for teachers (Dede, 2000; Lock, 2006). OLC provides an opportunity for teachers to reflect and examine their practice, which can lead to transformative professional development (Windschitl, 2002).

After two years of intensive field research, we founded an OLC-based TPD initiative so called OLC4TPD on 15th October 2009 to address the needs for ongoing professional learning and development of educators in Indonesia and the demands of the 21st century learning and teaching. In this community, a group of Indonesian educators who share a common interest and goal to improve the quality of education in Indonesia made a commitment to engage in the process of social learning and learn from each other in developing themselves personally and professionally. The community employed a number of online tools – both synchronous and asynchronous tools to support the social learning interaction.

The data in the study was collected during the period of 2009-2012 (Sari and Herrington, 2013; Sari, 2012a, Sari and Lim, 2011) using the data collection instruments described in Table 1. As an important part of the data analysis, the learning journeys describing three key stakeholders in the OLC will be described in the following section.

Table 1: Data Collection Instruments

Instruments	Subjects	Purpose
Interview 1 (Phase 1 and 3)	Teachers and Teacher Educators (West Java)	To investigate the existing practice of TPD in Indonesia.
ICT Survey (Phase 1)	Teachers and Teacher Educators (West Java) Teachers and School Leaders (East Java)	To investigate ICT landscape and competencies (infrastructure, access and literacy) in related to TPD in Indonesia.
Brainstorming (Phase 1)	Teacher Educators (West Java)	To explore design ideas for the design and implementation of OLC for TPD.
Community Transcript (Phase 3)	OLC4TPD Members - Teachers - Teacher Educators - School Leaders - Education Researchers From a number of educational institutions in Indonesia	- To investigate the feasibility of OLC4TPD implementation. - To investigate the social learning interaction in OLC4TPD. - To investigate the impact of OLC4TPD for professional development of its members.
Participant	OLC4TPD Members	To observe the community members' social

Observation (Phase 1 and 3)	• Teachers • Teacher Educators • School Leaders • Education Researchers From a number of educational institutions in Indonesia	learning interaction with the technology and among each other by participating actively in OLC4TPD synchronous.
Interview 2 (Phase 3)	Teacher Educators (West Java) Teachers and School Leaders (East Java)	To investigate the impact of OLC4TPD for professional development of its members.

3. The Learning Journeys

The implementation of OLC4TPD in Indonesia has opened up a new path for ongoing professional learning and development of teachers in Indonesia. The initiative has brought each individual to a different learning journey. This section discusses how the innovation in TPD has transformed the personal and professional competencies development of three educators in this study.

3.1 *Adi, the Teacher Educator*

Adi was a 30-year old teacher educator, who worked at an Indonesian non-governmental organisation for about five years. As a mathematician, Adi had a five year-experience as a teacher in a school and a five year-experience as a teacher trainer. He had been actively developing his professional competencies by reading books and articles related to his profession, conducting classroom action research, delivering seminars and workshops in various venues.

When the project started, Adi was not new to technology. He had access to desktop and laptop computers both at home and office, as well as access to the WI-FI and ADSL Internet at his office. He had been using a computer and the Internet for more than five years, for learning, working, entertainment and communication. Beside his laptop, he also used his Nokia Smartphone to communicate with colleagues, friends and family while he was at work. During the preliminary survey, Adi acknowledged that he was highly skilled with using the Internet, especially with using emails and an online community. However, he admitted that he only had some basic skills with blogging, writing a wiki, podcasting, using social media, using file or content sharing and using online learning environments (Sari, 2012a, 2012b and 2012c). He used a lot of search engines, such as Google to search for information.

3.1.1 *Learning @OLC4TPD*

Adi was an open-minded person, who appeared to be open to new ideas, to have positive attitude about anything, to share any of his thoughts and willingness to interact with new and existing members of OLC4TPD. He had a unique way of engaging with other educators in an online discussion. His postings were usually controversial, so that they invited a lot of discussion among the community members. He raised discussions that challenged the teachers to think outside the box and to be reflective about their current practices.

Participating and making a significant contribution to the community has made Adi to be considered as an informal *community leader* by the other community members. Another teacher educator respectfully considered him as a leader who knew more than him. He positively responded to any requests addressed to him from the community members. Although he was new to most of the technology used in the community, he was not afraid to try and learn. His strong motivation was inspired by his eagerness to “share and contribute to other people”, while at the same time “to reach out to teachers in remote areas of Indonesia”.

He believed that attending and participating in OLC4TPD online meetings was always rewarding. In one of his reflective comments, he said,

I always felt encouraged in each online session, as I am able to learn something new... I could actualise myself.... I felt fortunate because during the one-hour online session, I could meet great people with different expertise and experiences from various places in Indonesia and overseas.... I am very happy as I

can share and contribute to other people and they valued my thoughts ... I feel supported through the community, especially my future career" [DB: 17 November 2009].

His experience in the online learning community has increased his commitment to support the activities. He said, "I am always encouraged to prepare to the best of my abilities when delivering talks to OLC4TPD community members" [Interview, July 2010].

3.1.2 Challenges

One of the main challenges faced by Adi during his participation in OLC4TPD was related to access and connection to the Internet, in particular during an online meeting. When he first joined the community, he only had access to the Internet at his office. His office used a WI-Fi hotspot and ADSL connection, but the connection to the Internet often dropped when he participated in synchronous online discussions using Skype with many people. His voice faded when he was talking and his Internet connection went on and off.

The problem was usually solved by testing the equipment beforehand and by preparing the presentation in advance. The eModerator often worked with him to ensure that he was able to prepare his presentation and present it at its best. She asked him to send his presentation before the meeting and had a one-to-one discussion about his talk over Skype. On the day of presentation, the eModerator would read Adi's presentation and give any necessary explanation, while Adi added more information and answered questions using the Skype chat room. The eModerator would read his answers, questions and additional information and facilitate further discussion. The members usually posted questions and comments spontaneously using audio, because many of them joined the meeting as a communal activity group (in a big group of 10-20 people). Thus, it was not feasible for each of them to type into the chat window.

The strategy usually worked well as he was able to present and share his thoughts to the rest of the community members whom he never met before. They were able to connect and communicate properly during the online meetings and day-to-day discussion in OLC4TPD discussion forum. However, he also shared thoughts about his concern during the interview in July 2010.

I feel distressed when I could not get any good Internet connection in my office and I had computer problems ... I feel disappointed when people could not get my message across, during an online meeting discussion due to technical problems ...I felt dissatisfied, I could not listen to the discussion clearly and thus I could not learn anything.

However, regardless of any technology challenges he faced, he said,

"Attending an online meeting is important for me, therefore, I always felt nervous when I could not attend the online meeting on time."

3.1.3 Impacts

After about a year of his participation in the OLC4TPD online meetings, Adi grew his confidence to make an interaction with the English-speaker presenters. He became more pro-active in initiating an English-speaking conversation, when there was any chance to do so in online meetings. In 2011, he started to send some abstracts to several international conferences. Some of his abstracts were accepted and he was invited to present. Thus his confidence grew through presenting the paper in English. As a part of his professional development, he often asked for the researcher to review for his paper and/or co-present the paper virtually through Skype.

He felt that through OLC4TPD he has developed his professionalism and he always wanted to share his experience to his colleagues who worked and lived in rural and remote areas. He motivated them to join OLC4TPD online discussion. He said to them that he was proud to be a member of OLC4TPD and invited them to join. Some of his colleagues also joined OLC4TPD through his recommendation. He also occasionally demonstrated how OLC4TPD online meetings worked to in-service teachers in remote and rural areas by inviting the eModerator to be online while he was there.

He invited a teacher from a rural and remote area to give a presentation with him in November 2010 on one of OLC4TPD online meetings. This colleague worked in a junior secondary school in a rural and remote area in Indonesia and he was very excited to get a chance to share his first-hand experience from his school. He was overwhelmed by the opportunity to meet and share with other educators across different geographical locations in Indonesia.

3.2 Bambang, the School Leader

Bambang was a 52-year old male school superintendent with more than 25 years experience as an educator. He oversaw several local public schools in a district of East Java. Compared to most Indonesians, Bambang was considered fortunate as he had got an opportunity to pursue his postgraduate study overseas and had been appointed to represent Indonesia to lead an Indonesian school in another country. As a man with many hats, Bambang obviously is a busy person. He said, “I have too many activities and assignments that need to be done.” His busy schedules often became his professional hurdle.

Similar to Adi, Bambang acknowledged that he was highly skilled with the Internet, i.e. using email, social media and online community, but he only possessed basic skill on writing a blog, wiki and using online learning environments and did not to know much about podcasting and file or content sharing.

Bambang joined OLC4TPD after meeting the first researcher on Facebook at the end of 2010. Motivated by his personal interest, he joined and came to be one of OLC4TPD members on Facebook. He was particularly interested in participating in the fortnightly online meeting. His main intention was primarily to meet and have an academic dialogue with *OLC4TPD Hotseat speakers* and OLC4TPD members, who came from different places in Indonesia and overseas for each meeting. He had been trained to think critically and ask a lot of questions, thus having the opportunity to have a critical dialogue with educators was like a treat for him. He always looked forward to attending the next online seminar, because he “*can learn a lot of lessons that can improve the quality of education in his place.*”

3.2.1 Learning @OLC4TPD

Bambang was a proactive initiator in the community. He often suggested that it would be beneficial for his teachers by joining OLC4TPD. Receiving a lot of benefits from the community, he first invited one of the schools he supervised to come aboard and participate in the online meetings and other community activities. He supervised their participation, made them commit and evaluated their participation.

He actively engaged in the knowledge sharing and exchange in the online learning environment by posting, commenting, questioning, answering and contributing to the community. Bambang mainly used the Web Portal Discussion Forum, Skype and email to facilitate his online professional development. He made 12 percent of the total postings contributed by the community members during the period of October 2009 to May 2010. He attended more than half of the online meetings ($n=29$) conducted fortnightly through Skype. Interestingly, he only made one post on OLC4TPD Facebook during the period of October 2009-2010. His first interaction with the researcher happened on Facebook chatting. He used the Facebook chat room a lot in order to have a conversation with the eModerator or other members. Email was the most common tool he used to communicate and consolidate various matters related to OLC4TPD. As ICT was his ‘partner’ in learning, Bambang always tried to make the most of different online learning environments to support his process of teaching and learning.

Bambang always demonstrated his extensive knowledge about education and government policy through his postings. As a government officer, Bambang used to consider issues from both a government point of view as well as that of an educator. He tried to grow awareness about existing policies in the Indonesian education system in other educators. Thus, most of his postings on the Web Portal Discussion Forum could be categorised as *Constructive Uses of Authoritative Sources* in the Twelve Socio-Cognitive Determinants of Knowledge Building (Scardamalia, 2002).

At OLC4TPD, Bambang was known as an experienced leadership figure. His virtual identity had been built throughout the time, through his active contribution in sharing about the Indonesian education system and its policies, for example:

In response to your question, I would like to share with you the government laws that are available and must be applied as the foundation of education in Indonesia. Starting from UU No 20/2003 – System of National Education, then there is another Government Law No 19/2005 about National Education Standard that governs all education organisation must fulfil 8 standards, including assessment in hard and softcopy. The document can be accessed in form of soft copy or hard copy through Ministry of National Education's website...

As an initiator, Bambang played an important role in bringing people to the online community. He facilitated a group of junior secondary teachers to join. He assisted in the transition process, so that this group of teachers could move forward beyond 'peripheral participation' in the community (Wenger, 1998; Wenger, Dermot and Snyder, 2002). Once the group settled, he started to introduce a new group of teachers from a different school. Using the same strategy and following the same cycle, he invited at least four different groups of teachers from different schools in his district. These groups of people became *happy repeat customers* of OLC4TPD, who faithfully participate in the online activities from then.

3.2.2 Challenges

Using ICT to interact with other educators online was not a challenge for Bambang. With his skills, he required only minimum assistance, but reached maximum outcomes during his participation in OLC4TPD. The only inquiry he made was when he wanted to know what OLC4TPD online meeting procedure was in the beginning. He was able to download the Skype application, install and download it himself and he also was able to register for other OLC4TPD online learning environments, such as Facebook and the Web Portal Discussion Forum. He also only experienced one technical difficulty, where he wanted to post a comment on the Web Portal Discussion Forum, but he was not sure whether it had posted successfully. He clicked the post button twice, which resulted in double postings. He said, *"I am so sorry. There was a technical problem on my computer, so my comment got posted twice and I edited as it is. Thank you"*. While he knew there was a problem, he seemed not to know how to solve the problem. In his second posting that he said he had edited his posting, yet, in fact, the posting still had the same problem. Interestingly, Bambang never asked for any help.

3.2.3 Impacts

In OLC4TPD, Bambang had a lot of opportunities to share his extensive knowledge and experience with educators from Indonesia and overseas. His rich knowledge and experience gave a new perspective to the educators to think different aspect of education, such as assessment.

I remembered when I read the Egyptian Gazette – a daily newspaper in Cairo, which featured an article with a similar title as yours. I also agree with your writing on the 2nd paragraph as it reminded me the writing of Mr ... (name) from ... (a name of a well-known university in East Java), which said many learners experience "learning for test" syndrome ... [DB: 21st February 2010].

While Bambang contributed a lot to the community by sharing his insight on how to improve the quality of the education system in Indonesia, he received a lot of feedback from other community members that were rewarding for him. He usually wrote at the end of most of his postings, *"...please let me know what you think"* as he wanted to hear from other educators about how they perceived his ideas and thoughts. Their feedback was the real reward for him.

Despite his busy schedule, Bambang benefited from the flexible learning schedule offered by OLC4TPD. He was able to join in any ongoing online TPD activities, whenever he got a chance. Through his interaction in OLC4TPD, he was enabled not only to meet people from his physical community, but also the wider community across Indonesia and overseas. This experience enriched his professional practice. In one of the interviews, he said, *"I received a lot of inputs relevant to my professional job"* [Interview: July 2010]. He acknowledged the importance of OLC4TPD for his own

and other educators' professional development by saying "*OLC4TPD is very useful for learning and development. I hope that OLC4TPD will continue to grow and especially to provide a forum for sharing with experts from all over the world*" [Interview: July 2010].

3.3 Eko, the Teacher

Eko was a 40-year old male Math teacher from a state junior secondary school in a rural area of West Java province. He had been a teacher for more than 17 years. After finishing his Bachelor in Education degree in Math at a teacher-training institute, he went back to his remote village and followed his calling, which was to improve the quality of education at the local school. His wife, who was also a teacher, followed his path to teach in a state primary school at Eko's village. Eko's secondary school was located up a mountain, which is a 5-hour drive from Bandung city (West Java Province). While Eko had to leave home very early in the morning on his motorcycle everyday and take 2 hours one way to his school, some of his students had to walk 3 to 4 hours one way to reach the school.

The first author had the first contact with Eko in 2009 after an International Conference in Lesson Study that was conducted at his teacher-training institute. During the conference, the researcher met Eko's boss, who was the Principal of his school and had a chat with him about the possibility of involving teachers at his school during the initial phase of this study. He agreed and suggested the researcher contact Eko. Although Eko was a Math teacher, he was considered more highly qualified than other teachers to liaise with the *outside world*, because of his professional qualification and ICT competencies. Eko was given the responsibility to deal with some IT-related matters in his school, including online communication. The Principal said, "*Contact Eko. Here is his number. He is good with computer and email, so you can always be in contact with us when you are back in Australia.*" Several teacher educators from his teacher-training institute also advised the researcher to making a connection with Eko's school. One of the teacher educators said, "Eko is our contact for that school and he can be your contact too."

Using ICT for professional development was Eko's long-term vision. He said that he could only use ICT at *minimum capacity* for his professional development at that stage, but he had a vision that one day he could use it "*to obtain the information about the development of teaching and learning methods, compare education system in other places and adopt suitable ones were suitable for the school*".

3.3.1 Learning at OLC4TPD

Eko was the first three teachers who received the email invitation and decided to join the community. Among the early members, Eko was the only courageous teacher who built a simple personal site on OLC4TPD Web Portal with his broken and simple English. He made his first posting through the Web Portal Discussion Board nine months after he became a member in 2009 and his post was related to the Lesson Study approach, which was a TPD approach practiced at his school. He grew his confidence to contribute after he met the researcher face-to-face for the first time at one of national education conference. The researcher and Eko had a long informal chat, where he asked the researcher a lot of questions regarding OLC4TPD and how he could be involved in the community more actively. He shared some of the challenges he encountered as he participated in the community over the previous months, which included time, ICT literacy, ICT access and the feeling inferiority.

During the first 9-month of joining the community, Eko said that he had passively monitored and followed OLC4TPD online activities. He shared how much he had learnt during the last nine months since his first registration as a member. He said that he had received a lot of useful information for his professional development. The researcher discussed with Eko what he could do to participate in OLC4TPD and encouraged him to take a more active role in the community.

The day when the first author met Eko face-to-face was a turning point in his online professional development journey with OLC4TPD. Growing in confidence, he started to take a more active role in the community and proved to himself that he had the capability to do so. The face-to-face meeting with the eModerator was a significant time in Eko's OLC4TPD engagement as from that time he started to become one of the most determined and persistent member of the community.

My hope to join this forum is same as Lesson Study, if in school-based lesson study I can share with colleagues from the same school and in district level subject-matter lesson study, I can share with all teachers who teach similar subject in the district, teacher educators from teacher-training institute A and education government officers, I hope that through this forum, I can share with more people. Hope this will help me to make a meaningful teaching and learning process in my classroom [DB: 02 September 2010]

Eko loved to share. His spirit of sharing was apparent in his online interaction. He not only liked to share his own experiences, but he also liked to respond to questions posed by other community members. The following is an example of his response to a teacher who complained about the need to make a change at school, when there were a lot of challenges due to mountainous workloads and commitments.

The role of the government officer, especially the headmaster, is very important. When someone who liked reading led my school, the teachers were slowly influenced by his habit. They became to like reading. When the price of the newspaper became 1000 IDR (10c), our teacher started to subscribe for it [Facebook: 19th November 2010].

Most of his postings were categorised as *Real Ideas and Authentic Problems* in Twelve Socio-Cognitive Determinants of Knowledge Building (Scardamalia, 2002). He shared a lot of his authentic experiences from the school, which were unique and useful to give an insight and comparative perspective in the community. The authenticity of his experience was significant as a reference for the other community members to learn about the success or failure of certain methods, approaches, or thoughts practiced in the classroom.

There was an interesting finding from the study that showed how Eko who used to be timid and later proactive after face-to-face motivational talk with the eModerator, had been successfully influenced his own community to take part in the same professional learning and development journey as him. There were many new members participating in OLC4TPD mentioned Eko's name in their introduction. A couple of times, his name appeared on the Facebook. They usually said, "*I am Eko's friend from school...*" or "*I know about this community from Eko*".

Apparently, Eko never stopped sharing his experience with his colleagues about OLC4TPD 'behind the scenes'. Although he did not actively contribute by posting information on the Web Portal Discussion Forum or Facebook, he would share any information that he got by printing it up and share it with his friends who did not have sufficient access to ICT. One day when commenting about video-based teaching resources shared by the eModerator, he said, "*I will try, thank you, because many of my friends also asked for it*" [April 2011]. He meant that he would share this information with his colleagues offline. Through his efforts, his friends started to grow in their awareness about OLC4TPD. Many of them joined OLC4TPD at a later stage, as the mobile Internet connection got better at their school.

3.3.2 Challenges

OLC4TPD has led Eko to a new professional development journey he never imagined before, while he still faced a lot of ongoing challenges in relation to his involvement with OLC4TPD. The main challenges were related to time and ICT access. The significant distance from his school to his home, where he could get Internet access, often caused him to come late or miss an online meeting. In December 2010, after missing a meeting, he regretfully said, "*Oh no, I wanted to come, but on Thursday after leaving early from school, I still arrived at home at...*"

3.3.3 Impacts

Joining OLC4TPD opened a new door for Eko's professional development. Despite his particular circumstances, Eko has been able to reach his dream that he stated to the researcher at the beginning of study, which was to "engage in ongoing professional development so he could carry out a meaningful teaching and learning process for his students, so they can develop themselves." The online learning environments had provided flexibility across time and geographical differences. Eko

was able to obtain new information that he never had before without having to travel five hours to the teacher-training institute in the city. He was also able to expand his previously limited professional learning network and engage more in the process of information exchange and knowledge building.

Eko apparently had grown more in his confidence, knowledge and skills related to international-standard education systems and practice. In the beginning when the researcher met Eko, he was very hesitant to speak in English and even teach in English. As he moved beyond his *legitimate peripheral participation* and engaged in more meaningful and deep social learning interaction, he received value from his participation.

As OLC4TPD conducted a number of sessions about international education system, Eko received more exposure to this area that subsequently helped build his professional competencies. His competencies and confidence seemingly influenced his decision to take the new appointment as a teacher in a Leading to International-Standard School in the neighbouring district recently.

4. Discussion

The learning journeys of the three educators, i.e. a teacher educator (Adi), a school leader (Bambang) and a teacher (Eko) have demonstrated how OLC4TPD has transformed the way things have been practiced in Indonesia. Taking an active role in the community could benefit both themselves and the rest of the community members. Each individual had his own uniqueness to contribute in building the community of practice. The role boundaries of leaders and teachers have gradually become blurred in the online community. It seemed that each community member had the same equal footing and rights to improve themselves and people around them.

These educators shared the common characteristic, i.e. the passion of sharing. All of them believed in ongoing professional development to build their professional competencies. Although working together (*gotong-royong* in Bahasa Indonesia) is part of the Indonesian national identity, the willingness to think and question critically is not easy for most Indonesians, because Indonesia is a high power distance society. The educators had shown that an educator should be able to think critically about the subjects they teach and discuss them with their colleagues academically. They also demonstrated how they exploited various online learning environments to support their professional learning process.

Better proficiency with ICT will enable community members to learn and engage more actively in this ICT-based online learning environment. While the types of communication tools, access and infrastructure would influence how far one would be able to exploit the potentials of this community, the eagerness and courage to learn and try using ICT beyond communication and entertainment purposes were more crucial.

5. Conclusion

The learning journeys of these three key stakeholders in the OLC4TPD has shown several evidences how OLC-based teacher professional development is a viable means to support ongoing TPD activities in the 21st century (Sari, 2012a, b and c). The continuous learning activities conducted in this community have helped these educators to develop their professional competencies and fulfill the critical demands of educating students in the 21st Century. This model of TPD can be considered a “*flexible, authentic, reflexive and personalised model of TPD to support, guide and inspire teachers*” as suggested by Lloyd and Duncan-Howell (2010, p.60). This community has also served its main goal to open up a new horizon for the educators to explore and experience a new way of professional learning, but there are still many levels to go through in order to improve this model and integrate it in every day teaching and learning practice (Sari, 2012a; Sari and Lim, 2012).

References

- Arvaja, M., Hämäläinen, R., & Rasku-Puttonen, H. (2010). Challenges for the teacher's role in promoting productive knowledge construction in computer-supported collaborative learning context. In J. O. Lindberg & A. D. Olofsson (Eds.), *Online learning communities and teacher professional*

- development: *Methods for improved education delivery* (pp. 263-280). Hershey, PA: Information Science Reference.
- Barab, S. A. (2006). Embedded professional development. In C. Dede (Eds.), *Online professional development for teachers: Emerging models and methods* (pp. 155-174). Cambridge, MA: Harvard Educational Press.
- Dede, C. (2000). *The role of emerging technologies for knowledge mobilization, dissemination, and use in education*. Fairfax, VA: Office of Educational Research and Improvement, U.S. Department of Education. Retrieved January 22, 2009, from <http://www.virtual.gmu.edu/EDIT895/knowlmob.html>
- Dede, C. (2006). The evolution of online teacher professional development. In C. Dede (Ed.), *Online professional development for teachers: Emerging models and methods* (pp. 1-12). Cambridge, MA: Harvard Education Press.
- Duncan-Howell, J. (2007). *Online communities of practice and their role in the professional development of teachers*. Unpublished doctoral dissertation, Queensland University of Technology, Brisbane, Queensland, Australia.
- Hargreaves, D. H. (2003). *Teaching in the Knowledge Society: Education in the Age of Insecurity*. New York: Teacher College Press.
- Lloyd, M., & Duncan-Howell, J. (2010). Changing the metaphor: The potential of online communities in teacher professional development. In J. O. Lindberg & A. D. Olofsson (Eds.), *Online learning communities and teacher professional development: Methods for improved delivery I* (pp. 60-76). Hershey, PA: Information Science Reference..
- Lock, J. (2006). A new image: Online communities to facilitate teacher professional development. *Journal of Technology and Teacher Education*, 14(4), 663-678.
- Sari, E. R. (2012a). Teacher professional development in an online learning community : a case study in Indonesia" (2012). *Theses: Doctorates and Masters*. Paper 470. <http://ro.ecu.edu.au/theses/470>
- Sari, E. R. (2012b). Online Learning Community (OLC): A case study of teacher professional development in Indonesia. *Intercultural Education*, 23(1). February 2012, 63-72.
- Sari, E. R. (2012c). Online Learning Community (OLC): A case study of teacher professional development in Indonesia. *Intercultural Education*, 23(1). February 2012, 63-72.
- Sari, E., & Herrington, J. (2013). Using design-based research to investigate the design and development of an online community of practice for teacher professional development. In *Proceedings of EdMedia 2013 - World Conference on Educational Media and Technology* (pp. 121-127). Chesapeake, VA: AACE.
- Sari, E., & Lim, C. P. (2011). Design-based research: Understanding its application in a teacher professional development study in Indonesia. *The Asia-Pacific Education Researcher*, 20(3), 28-38.
- Sari, E., & Lim, C. P. (2012). Online learning community: Building the professional capacity of Indonesian teachers. In J. Jia (Eds.), *Educational stages and interactive learning: from kindergarten to workplace training* (pp.451-467). Hershey, PA: Information Science Reference.
- Sari, E. R., & Tedjasaputra, A. (2010). Collaborative learning among Australasian educators through online learning community (OLC). In C. H. Steel, M. J. Keppell, P. Gerbic & S. Housego (Eds.), *Curriculum, technology & transformation for an unknown future* (pp. 869-871). Sydney, Australia: Ascilite 2010.
- Scardamalia, M. (2002). Collective cognitive responsibility for the Advancement of knowledge. In B. Smith (Ed.), *Liberal education in a knowledge society* (pp. 67-98). Chicago, IL: Open Court.
- Scott, D. E., & Scott, S. (2010). Innovations in the Use of Technology and Teacher Professional Development. In J. O. Lindberg & A. D. Olofsson (Eds.), *Online Learning Communities and Teacher Professional Development: Methods for Improved Education Delivery* (pp. 20-41). Hershey, PA: Information Science Reference
- Scott, S. (2010). The theory and practice divide in relation to teacher professional development. In J. O. Lindberg & A. D. Olofsson (Eds.), *Online learning communities and teacher professional development: Methods for improved delivery* (pp. 20-41) . Hershey, PA: Information Science Reference.
- Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge, UK: Cambridge University Press.
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice*. Boston, MA: Harvard Business School Press.
- Whitehouse, P. L., McCloskey, E. M., & Ketelhut, D. J. (2010). Online pedagogy design and development: New models for 21st century online teacher professional development. In J. O. Lindberg & A. D. Olofsson (Eds.), *Online learning communities and teacher professional development: Methods for improved delivery* (pp. 247-262). Hershey, PA: Information Science Reference.