Social Media-Based Professional Learning: What Are Teachers Doing in It?

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Abstract

The formal professional development of teachers in Indonesia still encounters various obstacles and limitations. Realising this, some teachers gather, interact and build communities, then run social media-based professional learning. This study investigates the diversity of teacher activities in social media-based professional learning in the community from teacher experience. For this reason, a qualitative approach with the phenomenological method is the appropriate approach. The respondents of this study were 16 teachers who consistently participated in social media-based professional learning in three teacher communities. They were interviewed in a semi-structured manner. Learning activities in the community were observed, and relevant documents were analysed to complement the research data. The study results indicate various engagements and experiences of teachers in the three teacher communities studied. It also shows the diversity of teacher learning activities in social media-based professional learning facilitated by the teacher community. Based on the research results, several implications have been given for teachers, teacher community managers, and future research.

Keywords: social media, professional learning, teacher learning, teacher community

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Aprendizaje Profesional Basado en las Redes Sociales: ¿Qué Están Haciendo los Docentes en él?

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Resumen

El desarrollo profesional formal de los docentes en Indonesia aún enfrenta varios obstáculos y limitaciones. Al darse cuenta de esto, algunos maestros se reúnen, interactúan y construyen comunidades, luego ejecutan el aprendizaje profesional basado en las redes sociales. Este estudio investiga la diversidad de las actividades docentes en el aprendizaje profesional basado en las redes sociales en la comunidad a partir de la experiencia docente. Por esta razón, un enfoque cualitativo con el método fenomenológico es el enfoque adecuado. Los encuestados de este estudio fueron 16 docentes que participaron constantemente en el aprendizaje profesional basado en las redes sociales en tres comunidades docentes. Fueron entrevistados de manera semiestructurada. Se observaron actividades de aprendizaje en la comunidad y se analizaron documentos relevantes para complementar los datos de la investigación. Los resultados del estudio indican varios compromisos y experiencias de los docentes en las tres comunidades docentes estudiadas. También muestra la diversidad de actividades de aprendizaje docente en el aprendizaje profesional basado en las redes sociales facilitado por la comunidad docente. Con base en los resultados de la investigación, se han dado varias implicaciones para los docentes, los administradores de la comunidad docente y la investigación futura.

Palabras clave: redes sociales, aprendizaje profesional, aprendizaje docente, comunidad docente

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The professional development of teachers in Indonesia must face challenges, one of which must reach more than 3 million teachers spread across 34 provinces (Indonesia Ministry of Education & Culture, 2021; Indonesia Ministry of Religion, 2021). In addition, the diverse geography ranging from urban, rural, and inland, even some are located on remote and small islands, is also another challenge. When relying on formal teacher professional development originating from government programs with a traditional face-to-face approach, some teachers cannot experience the teacher professional development process well and even have the potential not to experience it at all. While, the professional development of teachers is one of the important factors that will encourage the improvement of teaching quality, achievement of learning objectives, improvement of student learning processes and outcomes, improvement and effectiveness of schools, and education reform (Brooks & Gibson, 2012; Gibson & Brooks, 2013; Helleve, 2010; OECD, 2019; Ozdemir, 2013; Thacker, 2017; UNESCO, 2016).

Recognising various limitations and problems with informal teacher professional development, several teacher communities in Indonesia have taken the initiative to build and mobilise teachers to engage in informal professional learning by utilising social media. They gather, interact and build community, then carry out professional learning. Their activities use social media such as Facebook, Telegram, WhatsApp, YouTube Chanel, and various teleconference or video conferencing applications. Their activities increased when they entered the Covid-19 pandemic era in mid-2020. Among the teacher communities in Indonesia that facilitate professional learning for their members are the Asosiasi Guru Belajar (AGB), Komunitas Guru Belajar Nusantara (KGBN) and Sarasehan dalam Jaringan Ikatan Guru Indonesia (Sadar IGI). They have carried out these activities long before entering the pandemic era to overcome the isolation of some teachers in professional development due to barriers of opportunity, time, cost, and geographical location.

This phenomenon is in line with Scott's recommendation that professional development needs to be reconceptualised from a traditional face-to-face approach to a virtual approach, or he recommends better utilising a mixed learning approach (online and face-to-face) because technology (online) presents innovative ways to overcome the constraints of time and location constraints (Scott, 2010, p. 36). In line with technological developments, professional learning among teachers globally has shifted towards the use of

social media such as Facebook, Twitter, WeChat, Edmodo, Google +, LinkedIn, Edweb, Schoology, which empirically shows a positive impact on various aspects of teacher professionalism and competence (Bommel et al., 2018; Bommel & Liljekvist, 2016; J. P. Carpenter & Krutka, 2015; Colwell & Hutchison, 2018; Doak, 2018; Goodyear et al., 2019; Keles, 2018; Nagle, 2018; Prestridge, 2018; Trust et al., 2016; Xue et al., 2019).

Other researchers have completed their studies on professional learning for informal teachers in Indonesia. For example, the study of online and chat modes as an illustration or a new vehicle for learning in the context of teacher professional development in Indonesia (E. Sari et al., 2012; E. Sari & Lim, 2012b, 2012a; E. R. Sari, 2012). These studies show that implementing online learning communities for teacher professional development has opened up many new opportunities for teachers to use online media to collaborate with other educators throughout Indonesia. Further research examines Facebook as an informal mechanism for professional learning among teachers in Indonesia (Patahuddin & Logan, 2019). His research findings suggest that using Facebook for communication and collaboration appears to be a potential tool to support professional learning. In addition, it has the potential to be a liaison so that each teacher can interact easily with other teachers with various potentials, talents, skills, practices, and ways of thinking.

Observing some of the literature above, it appears that several aspects have not been studied further by previous researchers. One of them is about the diversity of activities that teachers do when engaged in social media-based professional learning from those who experience it. This research is important to describe the various activities that teachers can do after entering into an informal teacher professional development program through social media facilitated by the teacher community. The description of the diversity of these activities is also an important thing for developers and managers of the teacher community in facilitating professional learning activities for their member teachers. The results of this research can be used as a reference.

Social Media in Professional Learning Among Teachers

Along with the current technological developments, the professional development of teachers through various forms of professional learning is also affected. New technology has the potential to change teaching. Along

with it, technology also can change the professional development of teachers. Until recently, teachers have started to use various online forums, such as websites, personal blogs, Twitter, or Facebook, as resources for networking, sharing knowledge, giving and receiving advice, sharing, and discussing curriculum materials. (Liljekvist et al., 2017). In addition, the use of web-based technology allows opportunities to learn anytime, independently, and according to the needs of the teachers (Prestridge, 2018).

The ease of use of web tools, communication applications, and the growth of social media have encouraged the emergence of a teacher movement to start developing their professional learning online independently (Vu et al., 2014). Shelleyann Scott also explained that online practice communities that utilise social networking technology provide new opportunities to initiate learning networks to improve teaching practices. Individuals worldwide can engage in collegial collaborations that increase teaching passion (Scott, 2010). Another study concluded that when teachers commonly use digital gadgets, there is no longer a clear boundary between teachers' interactions with their colleagues at local schools and their interactions with other colleagues outside of school, namely through social media and social networking sites (Bommel & Liljekvist, 2016). Web 2.0 has evolved in the current period, allowing web users to adopt new attitudes and responsibilities while accessing the internet, not just to search for information but also to communicate, contribute, generate, and publish content (Coutinho & Lisbôa, 2013) dan the emergence of Web 2.0 sites and social media platforms has facilitated and provided opportunities for teachers to be able to learn anytime and anywhere (Trust et al., 2016). The development of social networking sites provides opportunities for teachers to engage in informal professional development that is self-initiated, practical-oriented, and collaborative. This opportunity changes the way teachers' everyday experiences are shared and discussed. It allows to focus the discussion on a specific issue and critically review a subject or learning methods. It must be admitted that the quality of knowledge sharing on social media varies. Still, it can be explained that activities on social media show a new dimension and dynamism of teachers' everyday experiences (Liljekvist et al., 2017).

Purpose of the Study

This study investigates the diversity of teacher activities in social media-based professional learning in the community from the perspective of teacher experience. This study will answer the following questions.

1.   What are the forms of engagement of teachers in social media-based professional learning?
2.   What are their experiences while engaged in it?

Method

This study seeks to investigate the experiences of teachers when they are engaged in social media-based professional learning in the teacher community. For this reason, the research approach used is qualitative with the type of phenomenological research, which is a systematic effort to uncover and describe the structure of life experiences to arrive at a deeper understanding of the nature or meaning of the experience of phenomena (Cilesiz, 2011). In this case, the phenomenon is the increasing engagement of teachers in social media-based professional learning in the teacher community in Indonesia, especially since entering the Covid-19 pandemic. Phenomenological research is appropriate research and an alternative to examining this phenomenon. This is in line with the explanation that phenomenology is an appropriate approach to studying human experience with technology for several reasons, such as 1) the procedures developed are suitable for studying the life experiences of various human phenomena, 2) describing the meaning of human experience interacting with technology, and 3) according to the phenomenological research domain (Cilesiz, 2009, 2011).

Research Site and Participants

This research engages resource persons or informants, namely teachers who consistently participate in social media-based professional learning facilitated by the teacher community. Sixteen member teachers from 3 communities, namely Asosiasi Guru Belajar (AGB), Komunitas Guru Belajar Nusantara (KGBN) and Sarasehan dalam Jaringan Ikatan Guru Indonesia (Sadar IGI), became the research samples or informants in this

study. The sample was taken purposively because the 16 teachers had consistently followed social media-based professional learning in their respective communities for three to four years, so they were considered suitable for extracting data for this research. They consist of kindergarten, elementary, junior high, high school, and vocational teachers, the youngest is 27 years old, and the most senior is 53 years old (mean 37.8 years), and teaching experience of at least four years and a maximum of 29 years (average 13.8 years).

Data Collection and Tools

We were collecting data using interview techniques, study documentation, and observation. The data collection instruments are the interview guide, document analysis guide, and observation guide. The data for this research are: transcripts of interviews (Code T), text documents/photos/videos from analysis of digital footprints on social media (Code D), and field notes from observations of learning activities in the teacher community (Code O). Interviews were conducted face-to-face or online through the Google Meet and Zoom teleconferencing or videoconferencing applications. Each respondent was interviewed 1 or 2 times with a duration of 30 to 40 minutes. Observations were made by observing the learning activities of respondents in the teacher community through various social media platforms such as WhatsApp Groups, Telegram, and Live YouTube. Meanwhile, the documents were obtained from digital traces on the official social media of the teacher community, for example, https://www.Instagram.com/asosiasigurubelajar, https://www.facebook.com/groups/KomunitasGuruBelajar, and https://www.youtube.com/channel/UC0O550iprQFrakHJEMV39Kw.

Data Analysis

Responses to interview questions from each respondent were recorded electronically, then transcribed to reveal the thematic patterns. The author used naturalistic inquiry (Lincoln & Guba, 1985). The main objective is to allow each respondent to speak and express their experiences while participating in social media-based professional learning facilitated by the teacher community freely and naturally. After that, the authors looked at the

data to find trends that emerged from their experiences. Meanwhile, observation of teacher learning activities and supporting documents will strengthen the data obtained from interviews. Constant comparative analysis (Barney, 1965) was used to code interview data. Each interview response from the first respondent was analysed and classified, and each time a datum was coded and classified, the previous code was re-evaluated. This method helps the author observe and pay attention to data patterns that are not immediately visible.

Validity and Reliability

This research refers to the process of data validity by doing validity strategies (Creswell, 2014, p. 191) in the form of triangulation of various sources & data collection techniques, further checking to determine the accuracy of qualitative findings and detailed descriptions in conveying results. Then, the researcher quotes directly from the respondents' responses to be included or used in analysing and interpreting the data to ensure the internal reliability of this study. Meanwhile, we tried our best to ask questions during the interview by maintaining neutrality or impartiality for external reliability. Besides that, we tried to write down the response without any intervention during the transcription process.

Results and Discussion

The research data findings describe the various activities of teachers during their professional learning in the Asosiasi Guru Belajar (AGB), Komunitas Guru Belajar Nusantara (KGBN) and Sarasehan dalam Jaringan Ikatan Guru Indonesia (Sadar IGI). This is represented through various forms of engagement and experience by three teachers community member. Here is the description and discuccion.

Teachers Engagement in Social Media-Based Professional Learning

Engagement in activities is carried out by teachers as long as they actively participate in various learning activities to develop their competence and professionalism through professional learning facilitated by the three teacher communities studied. This engagement reflects the seriousness of the

teachers in undergoing the learning process with the teacher community to improve their competence and professionalism as teachers. The forms of engagement found in the three communities are: 1) presence, 2) learning interactions, 3) constructive discussion, 4) self-reflection, and 5) mutual support, and 6) network building.

The first form of engagement found in the three communities was the presence of teachers in every learning activity. Those who consistently participate in professional learning facilitated by the three teacher communities show their presence in various learning activities. For example, the results of observations on AGB learning activities using the main live platform on AGB's YouTube Chanel show that there is a dynamic presence in every learning activity at AGB (O1). This can be seen from the number of "watching now" on the YouTube channel feature that is currently live. Throughout the learning activities, the numbers also fluctuate, which means that there are people who leave and others who come in following the live broadcast on the YouTube channel. However, the activity was recorded and can be viewed again for learning by AGB members who have not had the chance to attend the life. Likewise, the observations at Sadar IGI and its affiliates use the Webex Meetings platform as a learning space (O2). Based on the 2021 community activity document, the average attendance is 145 people per activity (D1). One respondent explained that "KGBN members are becoming more active in learning and sharing in various learning activities. And from the beginning there were more and more members in Kediri." (T1). In addition, "Yes, there are various (related to attendance and activity), some are learning militants, some are ordinary, and some are just listening. But at least the militant is growing." (T2).

Discussing presence as a form of teachers learning engagement, several aspects need to be considered, namely 1) affection, including enthusiasm, interest, and a sense of belonging; 2) cognition, including deep learning and self-regulation; and 3) behaviour, including time and effort, interaction, and participation (Ornelles et al., 2019). Similarly, other researchers also concluded that time, motivation, goals, discussion topics, and local context affected the presence and engagement of teachers in teacher learning spaces, including online spaces (Trust & Prestridge, 2021). This is what happened in the Sadar IGI teacher community, as explained by one respondent that "The only trend is this (if) there are more IT themes than non-IT participants, that's the tendency. In the past, there was an average of twenty who came, now it's

around 150 on average" (T3), and it was added that "When other affiliates also discuss the same (topic) then the interest of friends in learning also down" (T4). It was also seen in the enthusiasm of the teachers when they were studying that "We are usually limited by time, at 9.15 pm sometimes there are still many questions. Sometimes until 9.30pm. In fact, once I made an integrated evaluation application until almost 12 o'clock at night." (T4).

The next form of engagement is the teacher's learning interaction, either during or after learning activities. For example, at AGB, the learning interaction begins with listening to the speakers' presentations, interacting, and asking questions in the YouTube live room. In addition, during the project class, which is followed by consultation or guidance twice a week in a month or while working on a project. One respondent explained that "I use this network to ask questions, ask for directions so that my dreams come true. That's been a lot of fun. If you had kept quiet, it would not have happened." (T5). It's the same at KGBN, which maximises the use of social media as a learning interaction space. One respondent explained that "In the past, learning was only through WhatsApp and then shifted to Telegram, now through Stream Yard, a YouTube live stream" (T6). Another respondent explained that "The intensity of using various social media platforms greatly increased during the pandemic. We are maximising all platforms, such as Telegram, WhatsApp chat and now using Stream Yard to live on YouTube." (T1).

The findings of the data above are in line with the conclusions of previous studies, which concluded that in the context of online professional learning, learning interactions occur dynamically related to the content, namely learning participants (teachers) are at the centre of the interaction process, then they are actively engaged in learning. In collaboration with fellow teachers, authentic tasks are supported by mentors and adequate learning resources (Teräs & Kartoglu, 2017). In adult learning, such as what teachers do in participating in professional learning facilitated by the three learning communities, facilitating learning interactions and collaboration is key to adult learning because this facilitation promotes social aspects of learning through engagement in learning communities. They value facilitating various forms of interaction with fellow teachers and their learning community (Powell & Bodur, 2019). Other research has shown that learning interactions in teacher learning communities tend to be inherently related to certain pedagogical or methodological problems. However, sometimes dominant

socially-oriented interactions occur (Lantz-Andersson et al., 2017, 2018). However, forms of interaction that are simpler and reflect improvisation in the online teacher community that is carried out informally (such as sharing links and resources) need to be maintained at a professional level, although there are also studies that highlight the importance of informal interactions outside the scope of work. Teachers as an effort to develop and maintain the continuity of the online community, especially maintaining the atmosphere of interaction (Lantz-Andersson et al., 2018).

The next data finding is the existence of constructive discussions as a form of teacher engagement in professional learning facilitated by the three teacher communities studied. For example, the discussions at AGB took place in rooms during learning activities, both orally and in writing, in the chat column while living on YouTube and continued on WhatsApp groups. The same thing also happened at KGBN. One respondent gave an example that

> The administrators, sometimes facilitate and encourage the conversations of teacher friends in WhatsApp groups, for example, to interact with each other to learn. We came to hold a schedule of group guard activities in turn. His job is to spark a discussion or just ask how things are going. (T2)

The results of observations and interviews at Sadar IGI are also not much different, and interactions occur in the Webex Meetings room between resource persons and participants. Between participants sometimes also build a constructive discussion, because some participants also master what is being studied, such as by one of its members that:

> If you are in Sadar IGI, communication is more flexible, and fellow teachers' language. Sometimes when the question and answer are not finished, other teacher participants help solution, "sorry, please allow me to help answer," now, this is extraordinary, and I am very happy. Sharing it feels like a fellow teacher. (T7)

Constructive discussion spaces that occur, both during daily interactions on social media and during learning activities, will appear when participants feel they are being engaged in learning, good when they want to know the material being studied further or express the problems faced or convey their thoughts, ideas or learning practice experiences they have. There were really

wide opportunities for learning participants in the three teacher communities studied to conduct these constructive discussions. Conceptually, when designing professional learning opportunities for teachers, it is important to consider teachers' prior knowledge about learning, such as curriculum and assessment of their learning practices (Timperley, 2008). In other words, it is important to consider the diversity of their potential, which is useful for revitalising the teacher's learning process, such as building constructive discussion or reflective dialogue. Professional growth requires opportunities to converse and share teaching difficulties with others. Teachers need informal and helpful discussions such as advice on delicate issues and reflection on experiences, followed by a conversation with other teachers (Romano, 2008). Reflective dialogue engages conversations about learning problems then motivates teachers to discuss their teaching practices, even encouraging them to collaborate to improve their teaching (Prenger et al., 2020). Daily interactions on social media may not accidentally turn into serious discussions, sometimes into constructive discussions. This leads to a lifelong learning interaction because it takes place in the daily life of teachers, such as daily problems, ideas or practical thoughts related to their teaching practices. In such dialogues and discussions, knowledge is exchanged and developed to enhance understanding and problem solving. Their reflection leads to extensive and ongoing conversations among teachers about curriculum, student learning and development, and so on (Prenger et al., 2017).

The next form of teacher engagement is self-reflection, which reflects on what has been learned and implemented and then looks for the best in their learning practices. The process and reflection results are also shared back to be useful for other teachers. For example, one member of the respondent stated that "Every learning activity at our KGBN also reflects. So, we cultivate a culture of reflection, that's it." (T8). This was also emphasised by another respondent that "Every KGBN holds an activity, always at the end of the event there is a reflection on what has been conveyed or learned." (T9). Another respondent also said about his reflection that "This made me more aware, when studying online with friends every night that we are not capable of many, while out there it is very extraordinary." (T10). Another respondent said that "I'm used to doing reflection, so I don't feel compelled to reflect to improve the quality of teaching" (T5). Another respondent also stated that "I sometimes reflect on myself, teaching for so many years seems like this. So,

when you have learned a lot, then you feel you have the ability and then comes the courage to share." (T11).

In the context of technology-assisted professional learning, reflection is important because it allows teachers to critically question their assumptions and deepen their awareness of all learned in their professional development. At the same time, technology can help provide tools to broaden networks and put teachers in the best position to reflect effectively, regularly, and deeply in their practice (Scutt & Harrison, 2019). Not only engaged in self-reflection after learning but teachers are also engaged in reflection after they try to implement it in their daily teaching practice. In professional learning, teachers should focus on something that most teachers do every day, including reflecting on their professional practice, then working together and sharing ideas and resources to improve student learning. (Murray & Zoul, 2015). For teachers, reflection leads them to become aware of the conceptions of their teaching practice. It guides them to restructure these conceptions when better ways are needed to encourage healthy professional behaviour and teacher competency development (Lindberg & Olofsson, 2010).

The next form of engagement is mutual support between teachers. Various forms of mutually supportive activities show in various social media activities in the teacher community. For example, on AGB's Facebook account, every time a member uploads their work as a result of learning in a project class, other members give each other positive comments, as well as those on AGB's YouTube channel (O3). Another form of support was found in Sadar IGI, as stated by one respondent that "Sometimes in one area it is customary to hold face to face and teach each other. Those who can teach those who can't. So, they don't finish studying at night, but they collaborate. From online activities, it finally happened" (T3). It is the same at KGBN that fellow teachers provide input and support when new ideas emerge in discussions in learning activities that utilise their social media, such as the KGBN Telegram channel.

In terms of mutual support, Lindberg & Olofsson explain that teachers need community because when the focus of teaching often tends to lead to a solitary profession (isolation) and when they develop traditional professionals (area or school-based), they do not have time to establish ties of relationships and networks with fellow teachers, online professional learning communities can earn and retain them over time (Lindberg &

Olofsson, 2010). Previous research has also concluded that when teachers are active in online communities and networks, in addition to discovering, sharing, creating professional knowledge, and collaborating, they also find support from other professional teachers (Trust et al., 2016). Other studies have shown that other characteristics of professional participation in online communities among teachers, such as those facilitated by social media, enable them to provide meaningful support for fellow teachers or improvements to their profession, such as advising, giving feedback, or providing insight to others, share work experiences, engage in conversations, and share student-related experiences (Prestridge, 2018). So, in addition to teachers gaining knowledge, they also receive emotional support and collaborate with others through professional learning that they follow through social media (Trust et al., 2016).

Finally, research data shows teacher engagement in building relationships and networks with fellow teachers to participate in professional learning facilitated by the three teacher communities studied. One respondent explained that "The network of friends has become very, very wide. Through AGB it became extraordinary, the network grew, so the brotherhood with friends and teachers throughout the archipelago became very open" (T11). It was also explained that "What is clear is that it adds to my insight. That's clear. Besides that, friends, I feel this the most, I have friends from all over Indonesia." (T7). Another respondent explained, "I am an introvert, but by joining the community, I finally dared to build a network on Facebook, communicate on WhatsApp, etc." (T12). The act of building relationships and networks between fellow teachers has become so widely open to teachers. The facilitation of social media by the teacher community has increasingly opened up these opportunities. Besides, the learning activities are widely available for teachers from all over Indonesia. This action certainly has a positive impact on them. They became connected in their community lines and personally, not a few, leading to friendship and collaboration.

In this case, networks in professional learning are generally considered to represent groups or systems of interconnected people and organisations to improve learning (Brown, 2019). So the general purpose of the network is to facilitate the distribution of professional knowledge (Brown, 2019; Hargreaves, 2000). In other words, networks can be used to encourage knowledge-sharing, collaboration, and the development of learning practices

in schools (Brown, 2019). Networking also offers teachers an important opportunity to exchange new ideas and practices (Lindberg & Olofsson, 2010). In addition to developing perspectives on shared topics and organising knowledge, practices, and approaches to learning within the community, they also develop strong personal relationships and ways of interacting, perhaps even developing a common sense of identity (Wenger et al., 2002).

Teachers Experience in Social Media-Based Professional Learning

Experiences are activities carried out by teachers after they are active in learning activities to develop their competence and professionalism and are actively engaged in professional learning facilitated by AGB, KGBN, Sadar IGI. The research data findings show a number of their experiences: 1) discovering new things; 2) implementing; 3) re-sharing what has been obtained; 4) collaborating. The various experiences that teachers get after participating in the learning process represent their sincerity during the learning process in the teacher community.

The first form of experience that the teachers put forward while actively participating in professional learning facilitated by the three teacher communities studied was finding a variety of new things for their profession as a teacher. As respondents at AGB stated that they found friends and mentors, networking with resource persons, opportunities for self-actualisation. Some find a lot of knowledge and competence beyond their expectations and get space to be appreciated, find new ideas and ideas, chat with teaching problems, find self-potential, motivation to change, and self-confidence. One respondent stated that "First of all, it is clear that I broadened my horizons. It's clear. Besides that, I feel the most, and I have friends from all over Indonesia. Through Sadar IGI, I learn from friends all over Indonesia" (T7). In addition, "Every broadcast there is always something new, both in terms of content, atmosphere, presentation techniques/methods, and ways of communicating, especially about technology in learning" (T13) and "Through the community I feel that this potential is being channelled, even though only through videos and joins in online discussions during learning activities, especially when discussing computers" (T10). Another respondent said that "Gained new insights, new knowledge, and a new perspective on the world of education." (T14). In another interview, he revealed that "Besides, I have always learned to reflect. Then moulded me

into a teacher who realised that we must collaborate." (T14). So various new things are obtained by teachers, which add insight and knowledge, increase competence, experience developing potential, experience building networks and collaborations, and various opportunities or access to useful resources to improve their learning practices.

Previous research has also concluded that when teachers participate in virtual communities and networks, they will discover things, share, create professional knowledge and collaborate, and find support from other teacher professionals (Trust et al., 2016). The same thing is stated by the results of other studies that teachers describe the experience of finding things through the professional learning they participate in, such as interaction with different content, expanding awareness of new ideas, resources, teaching strategies, connecting with various people, and ways of interacting with others. Think about teaching and learning, including ideas, resources, or people they accidentally seek (Krutka et al., 2016). He also emphasised that the benefits found from the online community were an increase in the knowledge and cross-curricular skills of teachers, providing opportunities for them to apply knowledge to hands-on teaching practice, and the opportunity to reflect and talk about their learning needs, plans, and decisions (Lindberg & Olofsson, 2010). By engaging in professional learning, teachers can also find access to various features, including information, ideas, resources, skills, and habits that are useful or they can use when developing their teaching practice (Krutka et al., 2017).

Another form of experience expressed by the respondents from the three teacher communities studied was the experience of implementing various things learned through professional learning facilitated by the teacher community. A wide range of knowledge, skills, good practice inspiration, and put into practice in their learning in their respective classrooms. For example, the experience of one respondent who stated that

> If it is implemented in the class, it is always, when I get new knowledge from AGB, I always apply it in class, because I teach eight classes, each class has a different response, but at least there is significant progress in my classes. (T11)

Another respondent gave an example, "What is clear to my children is that I apply simple things. For example, I have applied live worksheets.

Although ideally not perfect, they do their job differently and learn differently. This is what makes the students happy." (T7). In addition, "If the implementation is frequent because the material, we discuss at the learning event is practical and simple to implement." (T15). Another respondent gave an example of "finally learning more and more about strategy at first. Good practice in language learning is often applied to the subjects I teach, namely Javanese. For example, I learned about Doodle Art. Then I applied it to learning Javanese." (T12). "So, what friends in the KGBN get and then take them to their respective schools, this is one of the strengths of the KGBN. That the good things that are obtained elsewhere can be immediately applied and shared again." (T6).

The examples of implementation experiences expressed by the respondents above show that they do not just stop the learning process when participating in professional learning facilitated by the community of teachers. They follow but arrive at the form of implementation that impacts student learning. Thus, the learning process they follow does not only stop at changes in themselves but instead focuses on their students' learning. Conceptually, professional learning for teachers focuses on applying teaching strategies and techniques that will encourage them to make or create change and difference for their students' learning (Cole, 2012b, 2012a). One of the studies on this subject explained that experimenting is a form of experience in participating in professional learning in general, which was expressed by the participants, namely the process of testing new ideas, resources, and ways of teaching and learning through implementation and reflection (Krutka et al., 2016). The implementation into learning practices by teachers who follow professional learning is a form of their professional awareness in terms of 1) adopting practices that are consistent with their learning management model and school culture; 2) publishing their good practices; 3) continuing to learn and improve their teaching practice; 4) assist colleagues with their professional learning outcomes; 5) collect and share data on changes in their students' learning; 6) care about students' learning in their schools; 7) setting goals and targets for improving schools, teachers and students; 8) adopt collective responsibility to improve student learning outcomes (Cole, 2012a).

Another form of experience expressed by the respondents is re-sharing various things that have been obtained. For example,

> If we are given AGB from us for us, it will make us enthusiastic, eager to share. What we learn at AGB is always inspiring, and we often share it in WA groups. How about in your area? We will try to apply it later. (T16)

Another respondent also shared the experience of the spirit of sharing, "The intention is to share, no matter how small so that those small things can bring tremendous benefits. Because some teachers may not know it, don't know it, then that's extraordinary, even though we may be used to it" (T10). In addition, "(at KGBN) sharing is like a culture. What we get, we must write, and we share. Indeed, we are so cultural. The method can be various, and the point is we share." (T8). "So, what friends in the KGBN get and then take them to their respective schools is one of the strengths of the KGBN. That the good things that are found elsewhere, can be applied and shared again." (T6). "(KGBN) A place to share good practices. There is an opportunity to share good practice experiences on Instagram or KGBN Facebook. In addition, sharing or sharing good practices through Learning Teacher Newspaper." (T9). The results of the documentation study show that in KGBN there are various means to share good practice experiences (D2). In addition to the learning activities, which are oriented towards good learning practices, there is also collaboration in writing good practice books for learning. There is also the Learning Teacher Newspaper.

One of the important elements in professional learning is sharing, a multidirectional mechanism for spreading information, expertise, and materials in an affinity space (Krutka et al., 2016). In this case, the affinity spaces are the social media spaces of the teacher community as a place or collection of sites where teachers are affiliated with other teachers based on shared activities, interests, and goals within a professional learning framework. Members of the online learning community share the same interests and benefits through the communication process between teachers, and they share knowledge and information to develop their professional (Lindberg & Olofsson, 2010). The strategy of exploring professional knowledge shared by other teachers from diverse backgrounds allows a teacher to gain new insights and resources that are also diverse and up-to-date on the most emerging areas of education (Trust, 2017).

Previous studies have also shown that online spaces, such as blogs, have the advantage of providing a virtual, private space and forming an online

community that functions as a means of discussion/interaction that helps community members with similar interests come together and encourage knowledge sharing (J. Carpenter & Krutka, 2014; Macià & García, 2016). According to previous research, teachers also utilise blogs and social networking sites like Facebook to share information, interact with other like-minded colleagues, and reach a wider audience (Prestridge, 2018). Various things can be why they carry out the process of sharing with fellow teachers. For example, the results of a previous study that investigated the reasons why teachers share knowledge online in the teacher community they follow, the results show several reasons, namely: 1) collectivism: teachers share information to full fill community members' common needs; 2) reciprocity: teachers want to spread information since they have been helped by others and wish to reciprocate; 3) personal gain: sharing knowledge personally implies assisting other teachers in gaining new information, and 4) altruism: teachers have empathy for other teachers' issues and troubles and wish to help them by offering solutions (Hew & Hara, 2007).

Finally, the variety of experiences that teachers get when participating in social media-based professional learning organised by the teacher community is the experience of collaborating. In addition to implementing learning activities themselves as a form of collaboration between teachers, various joint projects between teachers are also a form of collaboration in the three teacher communities studied. As exemplified by one respondent that "We have a group of Sadar Committee which is always brewing material that will be broadcast, starting from content, Narsum, flyers to its officers (host, backup host, narrator, recorder, report maker)." (T13). Likewise, other respondents said, "We collaborate in holding learning activity events, we always share the duties of who is the compiler of the activity flyer/poster, who is the moderator, who is the reporter and writer of activity coverage, etc." (T2). Another example is "In collaboration, for example, one becomes the speaker, and one becomes the moderator. In addition, we write articles and books together. I have collaborated in compiling three books. Because together, we can make it happen." (T16).

The above data shows that collaboration encourages teachers to interact, learn, share, and build a team to carry out learning activities and joint projects. The facilitation provided by the three communities allows teachers to develop their knowledge, experience, and competence by collaborating with fellow teachers extensively. In this case, Teras and Kartoglu emphasised

that one of the keys to a successful and effective teacher professional development is the realisation of collaborative knowledge construction through sharing among collegial activities, teamwork, and interaction and collaboration between participants (Teräs & Kartoglu, 2017). Interaction and collaboration are key for teachers as adult learners, as these features promote the Social components of learning that are enhanced by participation in a learning community (Powell & Bodur, 2019). Collaboration is also a key process in virtual communities and has been widely recognised as a crucial activity promoting effective professional learning in teacher communities (Lindberg & Olofsson, 2010). Holmes' study confirms this that referring to various works of the literature shows that individual professional development is often considered to be less successful than collaborative professional development, and he points to his study which shows teachers receive considerable social support through collaborative participation in networks (Holmes et al., 2013). In this case, Desimone uses the term collective participation as one of the important features of teacher professional learning that can be achieved through their participation and can be a very effective way for teachers to learn (Desimone, 2009).

Conclusion and Implications

In this section, it can be concluded that the engagement and experience of member teachers in the three teacher communities studied shows various teacher learning activities in social media-based professional learning facilitated by the teacher community. Teachers are actively engaged as indicated by the following activities: 1) presence, 2) learning interactions, 3) constructive discussion, 4) self-reflection and 5) mutual support, and 6) network building. In addition, they show various experiences while participating in social media-based professional learning facilitated by the teacher community, namely: 1) discovering new things, 2) implementing, 3) re-sharing what has been obtained, and 4) collaborating. The results of this study are in line with several previous studies that have been discussed in the previous section.

The implication is that future researchers need to conduct more specific studies. For example, studies on teacher and community strategies to maximise teacher engagement and experience, measure levels of engagement and experience, or examine the impact of teacher engagement and experience

on their performance or outcome characteristics of social media-based professional learning. Teacher community managers who facilitate social media-based professional learning must maximise teachers' engagement in various activities. So, they have to facilitate that. Thus, teachers can be engaged optimally while joining in it.

Another important thing is that they need to facilitate teachers to get a variety of experiences while engaged in it. Thus, teachers will get an optimal learning process and experience. This has the potential to produce maximum professional learning outcomes. The diversity of engagement and experience forms can also be a reference for teachers, especially in directing their activities when entering a teacher community that facilitates professional learning.

Although in practice, the willingness of teachers to take action varies at various levels (in the context of online professional learning). Like a study conducted by Trust, there are four characteristics of teacher actions in online communities, namely: 1) Contemplators, who simply read and think about other people's posts; 2) Curators, who collect and organise ideas and information obtained from their online activities; 3) Crowdsourcers, who take the initiative to request information from members of the online community; and 4) Contributors, who have reached the level of actively sharing, writing or responding to other people's posts (Trust, 2017). The results of Prestridge's research are almost the same. In practice, the actions of teachers in the online room show four categories of engagement: 1) Info-Consumers, who read all other people's posts; 2) Info-Networker, who start reading and sharing posts; 3) Self-Seeking Contributors, who have progressed to posting or replying to postings when a need arises, such as getting feedback or guidance.; and 4) Vocationalists, who have arrived at posting or responding to posts to contribute to community networks to build and develop their profession (Prestridge, 2018).

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