



ENHANCING TEACHER PROFESSIONALISM THROUGH LITERACY WEBINARS: INSIGHTS FROM INDONESIAN EDUCATORS

Dyah Sunggingwati¹, Agis Andriani^{2*}, Felicia Lekatompessy³, Fitrawati Fitrawati⁴, and Jeni Lekatompessy³

¹English Education Department, Universitas Mulawarman, Samarinda, Indonesia

²English Education Department, Universitas Siliwangi, Tasikmalaya, Indonesia

³English Education Study Program, Universitas Pattimura, Maluku, Indonesia

⁴English Literature Study Program, Universitas Negeri Padang, Padang, Indonesia

*Corresponding author's E-mail address: andriania1983@gmail.com

ABSTRACT

Literacy is a pivotal aspect of an Emancipated Curriculum. This research aims to investigate educators' views on the importance of literacy activities, especially literacy webinars, for supporting teachers' abilities and enhancing their professionalism and professional development. Data were obtained through a survey of 349 webinar participants, including lecturers, teachers, and experienced teacher education students from various subject backgrounds, and included three statement components to capture participant responses to the literacy webinar itself, the literacy content, and the delivery of literacy content by keynote speakers. Descriptive statistics and thematic analysis were followed Braun and Clarke framework, including familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report, were used to analyze the questionnaire data. The findings indicate that participants highly value the webinar for its content, presentation, and the hope for its implementation. In addition, webinars can serve as a platform for various literacy activities in an online format that can be accessed by participants more widely, for example, by those in areas such as Indonesia. However, based on these results, challenges arise in the planning and socialization of activities that must be examined further to better anticipate them in the future by disseminating and increasing awareness of technological literacy among all relevant parties. This recommends future exploration by digging deeper into how to implement dissemination and increase technological literacy, and testing the impact of this webinar activity on motivation and best practices in teaching each subject.

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1. INTRODUCTION

Literacy is the ability to read, write, listen, and speak to find out one's knowledge both verbally and in writing (Puspasari, lin, & Dafit, 2020), allowing students actively participate in understanding various forms of information (Gayatri et al., 2023). In the emancipated curriculum, it is a solid foundation (Rintaningrum, 2009; Sutisnawati, Asti, Edwita, Yarmi, 2023), and relevant to the aims of emancipated curriculum to foster critical thinking, problem solving and independent learning skills, thus opening up broad opportunities for students to become active and independent learners (Arslan & Curle, 2024; Findikoğlu & İlhan, 2016; Moldavan et al., 2022; Pahrudin et al., 2021; Schiller et al., 2023). It is also expected to the skills to access, analyze, and utilize information effectively from various reference sources, including digital media (Bartlett, 2008; Keefe & Copeland, 2011; Olson, 2009; Smagorinsky, 2018).

However, the research result of Program for International Student Assessment (PISA) in 2022, which recently announced in December 2023, reported that Indonesia is in 68 level which means, scores in reading, mathematics, and science were significantly below the OECD average (Bulle, 2011; Hoidn & Kärkkäinen, 2014; Robertson, 2021). This means that since we participated in PISA from 2000 to 2022, there has not been a significant increase in quality as represented by the score obtained during 2000-2022 (Alam, 2023). It indicates the need for substantial improvements in student learning outcomes and highlights the challenges in achieving national education goals and in successfully implementing the independent curriculum (Rizkianti et al., 2024). Consequently, Indonesia's low performance in the 2022 has raised concerns about the country's progress in achieving its national education goals and the successful implementation of the emancipated curriculum. In addition, the low PISA scores suggest that Indonesian students may be struggling to develop the necessary literacy skills (Abbott & Lee, 2023; Marmoah et al., 2023; Maureen et al., 2020) to fully engage with and comprehend the content of the emancipated curriculum, which emphasizes critical thinking (O. Oktariani & Ekadiansyah, 2020), problem-solving (Arslan & Curle, 2024), and self-directed learning (N. L. T. Oktariani et al., 2022). These challenges highlight the importance of convincing the teachers who have to be equipped with the knowledge, skills, and strategies to effectively support the development of literacy skills among their students (Fatah et al., 2020; Rohandi, 2006; Salinas & Garrido, 2022).

Professional development initiatives, such as literacy-focused webinars (Alvarez, Abel & Corcuera, 2021; Rahmadi & Fitria, 2022), have the potential to play a crucial role in promoting literacy within the context of the emancipated curriculum, enhancing teachers' capacity and competence. By providing them with opportunities to enhance the understanding of literacy concepts, explore effective teaching methodologies, and share best practices, these webinars can contribute to the development of more literate and empowered students and also ultimately as a supporting factor of the realization of an emancipated curriculum of Indonesia. (Alifah & Jumrah, 2021; Hidayati, A. N., Ramalia, T., & Abdullah, 2021; Larasati & Kuswandono, 2023; Silvhiyany, 2022; Sundari et al., 2021; Tanucan & Uytico, 2021).

Previous studies show some evidence about literacy-focused webinars, including their flexibility in delivering content (Ebner & Gegenfurtner, 2019), as an assistive tool (Kumar et al., 2020), and increasing teachers' competencies in literacy (Fatimah et al., 2024). This research investigates how Indonesian educators respond to the significance of literacy activities in supporting teachers' capabilities and enhancing their professionalism. It aims to contribute to the ongoing discourse on literacy education and professional development for teacher in Indonesia. By exploring the experiences and perspectives of educators participating in literacy webinars, the study offers practical insights that can inform the design and implementation of future professional development initiatives, ultimately strengthening teachers' capacity to foster literacy skills among their students and contribute to the realization of an emancipated curriculum.

2. METHOD

This study provides valuable insight into how educators respond to the significance of literacy activities in supporting teachers' capabilities and enhancing their professionalism. By gathering feedback from a substantial number of participants who have engaged in literacy-focused webinars, a deeper understanding of the perceived importance of literacy webinars can be gained, as well as the areas that could be improved or enhanced to ensure the continued effectiveness and relevance of this professional development platform. To reach this, some considerations are deliberately prepared to collect and analyse the data, including determining the setting and participants.

The literacy webinar held was an online activity involving five keynote speakers from several state universities, representing the western, central, and eastern parts of Indonesia. All these speakers are lecturers who have experience teaching in education and teacher training faculties and have participated in an online literacy course organized by the Indonesian government in collaboration with one of the leading universities in Australia. The representation of these keynote speakers supports the dissemination of access to information on the implementation of webinars in each region in Indonesia focusing on basics of literacy and its understanding, multimodality, multiculturalism in education, critical thinking, and discussion of reflection in literacy. These topics serve as triggers to support and motivate participants, helping them realize the importance of literacy in education.

The study explores the experiences and insights of educators who had participated in literacy webinars, a valuable platform for professional development and the promotion of literacy-related skills. The participants consisted of 349 who are lecturers in faculties of education and teacher training, experienced teachers, teacher-students in an in-service teacher education program, and teacher-students in a teacher education program. They were from all over Indonesia.

A survey about participants' responses to the webinar implementation, the literacy content, and the delivery of material by the keynote speakers was conducted among 720 literacy webinar participants, comprising lecturers

in faculties of education and teacher's training, experienced teachers, teacher-students in in-service teacher education program, and teacher-students in teacher education program. Of them, 349 participants completed the questionnaire via Google Forms in Bahasa Indonesia. The participants were asked to assess the importance of literacy webinars and literacy itself, and to provide suggestions for their effective implementation. The detailed feedback and suggestions from 349 participants who completed the questionnaire have been giving crucial in informing the future planning and implementation of literacy webinars, with the goal of better meeting the needs and expectations of educators in their pursuit of professional growth and the advancement of literacy skills. The survey findings have provided valuable insights into the perceived benefits of literacy webinars, as well as the challenges and recommendations to enhance their impact on teacher professionalism.

The data analysis involved calculating percentages using descriptive statistics to quantify participants' responses to the questionnaire, which provided assessments of the webinar content, the literacy content, and the delivery of information in the literacy webinar. The questionnaire data containing the participants' suggestions for the organization of the next webinar were presented using NVIVO 12 Plus and were based on a thematic analysis framework. The statistics of the closed-ended questions provided quantifiable insights into the various aspects of the webinar, while the thematic analysis of the open-ended responses allowed for a deeper exploration of the participants' experiences, perceptions, and suggestions. By employing both statistical analysis and qualitative thematic analysis (Högberg et al., 2020), a comprehensive understanding of the participants' responds and feedback is gained. The findings from this analysis can inform future planning and implementation of literacy webinars, ensuring they effectively meet the needs and expectations of educators.

3. RESULTS AND DISCUSSION

The findings in this research are based on the questionnaire questions from the literacy webinar, given to all participants to measure aspects of the webinar. These measures capture participants' responses to the webinar content, literacy content, and the delivery of information related to topics presented by the keynote speakers. The percentage of responses shown from 349 participants for the three reference items in the question was measured as very good, good, quite good, not so good and not good. The results show that, regarding the literacy webinar itself, 262 participants (76.20%) stated it was very well implemented, 80 participants (23.30%) said it was good, and 7 participants (0.50%) said it was implemented quite well.

The percentage results of participant responses regarding literacy content were 261 participants (76.10%) said that the literacy content in the literacy webinar was very good, 80 participants (23.30%) said the literacy content in the literacy webinar was good, and 7 participants (0.60%) said it was not good for literacy content in literacy webinars. Meanwhile, regarding the delivery of information in the webinar, 244 participants (71.30%) stated that the delivery of the webinar by the keynote speakers was very good, 97 participants (28.40%) said it was good, and 8 participants (0.30%) said it was quite good. Furthermore, the results of these participant responses were incorporated into the survey, and participants were then asked for suggestions on implementing the webinar as a whole. Figure 1 below shows the results of the display of the percentage of each item answered by all participants.

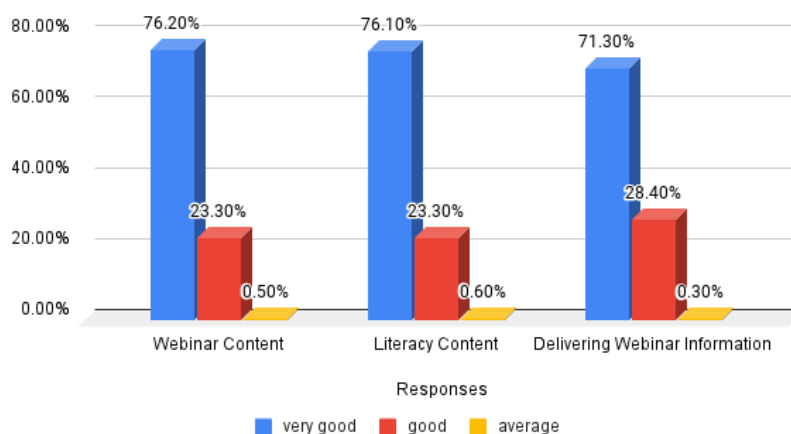


Fig. 1 – Results of Webinar Participant Responses

The three components—webinar content, literacy content, and information delivery—were further followed up in the survey with participants' statements about suggestions they would like to convey regarding the overall implementation of the webinar. Participants who filled out the questionnaire offered suggestions for implementing the webinar to ensure its continuity and the execution of the next webinar, including: the sustainability of the webinar, the benefits of the webinar, and the presentation of the next webinar. This feedback from participants provides valuable insights and recommendations to improve the organization and delivery of future webinars. By addressing the participants' suggestions, the webinar organizers can work to enhance the overall experience and ensure the continued success and relevance of the webinar series.

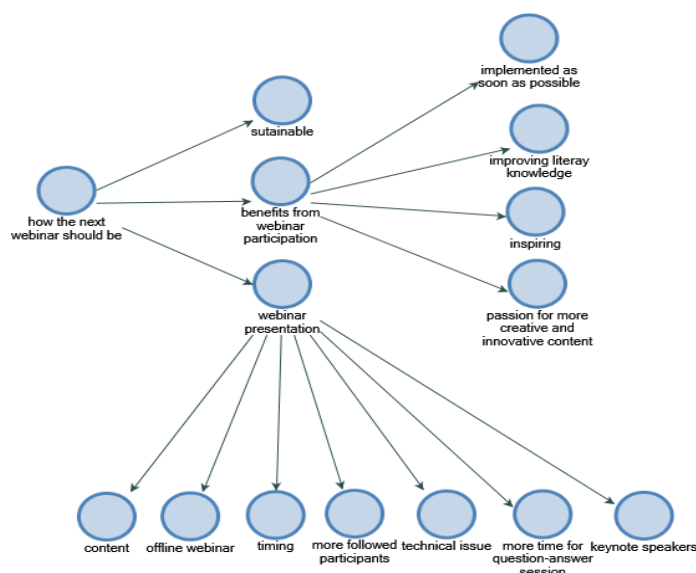


Fig. 2 – Participant Suggestions for the Next Webinar

Figure 2 shows the participants suggested for the next webinar. Most of them, 66% emphasized on the webinar presentation, 22 % for its sustainability, and 12 % for suggestions for webinar benefits. Based on the percentage that emerged from the suggestion data from participants after data collection, the response to suggestions regarding the implementation of literacy webinars for webinar content, literacy content and how to deliver it, presented several expectations and benefits. The existing expectation is sustainability in implementing the webinar. The benefit is how literacy webinars can improve abilities and motivate participants to practice. The largest percentage was related to webinar presentations which presented suggestions regarding perceptions of keynote speakers which were stated to have a positive impression on participants. However, the large percentage figure for literacy webinars also presents suggestions that the organizers need to pay attention to, namely regarding technical issues, timing and dissemination of literacy webinars.

Expectations

The excerpts highlight the participants' appreciation for the webinar series and their desire for it to be sustained as a long-term, impactful, and accessible initiative. The key aspects of "sustainable" in this context include continuity and consistency of the webinar series over time, positive impact on the professional growth and advancement of educators, and frequent and accessible scheduling of the webinar events (Farisia & Syafi'i, 2024; Vonkova et al., 2021). The participants' feedback suggests that they see the webinars as a valuable and transformative professional development initiative, and they hope to see it maintained and expanded in the future to benefit the broader community of educators in Indonesia. It can be seen as the following excerpts *"Hopefully there will continue to be these positive activities for the advancement of educators in Indonesia"* (Participant 111). Based on the excerpts provided, the key concept of "sustainable" in relation to the webinar series can be explained as follows: continuity and consistency, positive impact and momentum, frequency and accessibility. The participants express a desire for the webinar series to continue an ongoing basis as participant 161 states, *"Hopefully, there will be more of these positive activities for the advancement of educators in Indonesia."* This suggests that the participants perceive the webinars as contributing to the professional progress and empowerment of the teaching community. They also emphasize the importance of maintaining a consistent and frequent schedule of webinar offerings. This indicates that the participants value the accessibility and availability of these professional development opportunities (Aslan, 2024; Kanat Mutluoğlu & Balaman, 2023; Pasternak et al., 2023).

Benefits

The participants expressed that their participation in the literacy webinar supported them in promptly implementing the new knowledge they had acquired in their classrooms or schools. They also suggested that future webinar implementations should be able to provide even more benefits for practical application in the field, such as for the development of learning and teaching practices (Lieser et al., 2018; Songül, 2019). This feedback from the participants highlights the webinar's positive impact on their professional practices and their desire for the webinar content to be even more directly applicable to their day-to-day work in educational settings. The participants recognize the value of the webinar in equipping them with new knowledge and skills, and they want to see these translated into tangible benefits for their teaching and learning activities (Sunggingwati et al., 2022), as one participant reported

There should be more training for PPG Pre-service students and PPG Daljab students so that they can add insight and can share their experiences of becoming professional teachers". (Participant 161)

By incorporating the participants' suggestions, the organizers of the literacy webinar can work to enhance the practical relevance and utility of the content, ensuring that the webinar experience provides educators with easily implementable strategies and approaches to support their ongoing professional development and the implementation of effective literacy instruction in their classrooms or schools (Alvarez, Abel & Corcuera, 2021).

This feedback demonstrates the participants' engagement and commitment to leveraging the webinar platform to improve their teaching practices and, ultimately, benefit the students they serve (Hidayati et al., 2021; Rahmadi & Fitria, 2022). The excerpts below indicate that the webinar series successfully increased participants' knowledge and understanding of literacy-related topics. The webinars appear to have provided the educators with new insights, practical strategies, and a deeper appreciation for the role of literacy in their practice. The participants' positive feedback and desire for the webinars to continue suggest that the initiative was perceived as a valuable and transformative professional development experience, as one of them reported: *"It was very helpful for me in literacy knowledge, and it can be implemented in schools according to the needs. Thank you"* (Participant 14). The excerpt indicates that the webinar content directly contributed to the participant's literacy-related knowledge and provided them with practical insights that they could then apply in their school settings. This suggests that the participants found the webinars valuable for broadening their perspectives and expanding their knowledge as educators, particularly in literacy. Both excerpts highlight the participants' perception of the webinars as being highly relevant and beneficial for their professional development. The inspiring nature of the webinar series appears to have had a significant impact on the participants, fostering their enthusiasm, motivation, and commitment to enhancing their literacy knowledge and skills as participant 23 indicated: *"The content of the webinar was very inspiring, hopefully I can continue to participate in the webinar, so that I can increase my knowledge and other literary knowledge."* This indicates that the participants found the webinar content to be thought-provoking and motivating, inspiring them to continue their own learning and professional development. This suggests that the webinar experience was impactful and engaging, leading the participant to want to further their involvement and exposure to the content, and the webinar content prompted the participant to reflect on their own literacy practices (Chan & Lee, 2021; Murphy et al., 2023) and provided them with a sense of direction for further improvement and growth. In addition, the webinar content or experience has inspired the participant to strive for more imaginative and cutting-edge approaches to teaching and learning.

The webinar appears to have reignited the participant's passion for their work and inspired them to be more creative, innovative, and committed to enhancing their teaching methods and materials (Brown & Kuratko, 2015). It highlights the webinar's ability to foster enthusiasm, creativity, and a desire for continuous improvement among participating educators. The webinar seems to have provided the participants with the motivation and direction to explore more innovative and engaging approaches to teaching and learning (Lerum et al., 2021; Seidel et al., 2020).

The content of the literacy webinars and related webinars in the future should be more engaging and introduce current issues regarding literacy and education. This feedback from the participants indicates that they would like the webinar content to be more dynamic, up-to-date, and relevant to the contemporary challenges and developments in the field of literacy and education. By incorporating more engaging and timely content, the webinars can better capture the interest and attention of the participants, ultimately enhancing their learning experience and the webinar's impact. Addressing current issues and trends in literacy and education ensures that the webinar content is directly applicable to the participants' professional contexts and can better equip them with the knowledge and insights needed to navigate the evolving landscape of teaching and learning as participant 71 responded: *"The webinar should be more interesting and add more new knowledge specifically in educational development"*. The participant expressed that they hope the webinar content will cover the following topics: Differentiated instruction, numeracy, the emancipated curriculum (*Kurikulum Merdeka*), implementation of the *Merdeka Mengajar Platform (PMM)*, teaching module, learning innovations, and learning challenges. The lists of desired webinar content indicate that the participants are interested in exploring a range of pedagogical approaches, curriculum initiatives, and technological tools that can support effective teaching and learning. The topics of differentiated instruction and numeracy suggest a focus on addressing the diverse learning needs of students and strengthening foundational skills. The references to the emancipated curriculum and *PMM* indicate a desire to understand how these national education reforms can be implemented in practical terms. Additionally, the participants seem interested in learning about innovative teaching methods, effective instructional materials, and strategies for overcoming common learning challenges.

This range of topics reflects the participants' commitment to enhancing their professional knowledge and skills to impact student outcomes positively. By incorporating these areas of interest into future webinar content, the organizers can ensure that the webinars are highly relevant and responsive to the needs and priorities of the participating educators. This alignment between webinar content and participant needs can lead to greater engagement, knowledge transfer, and the application of the webinar learnings in the participants' classrooms and schools. This excerpt provides valuable insights into the specific topics and areas of interest that the participants would like to see covered in future webinars or similar professional development activities which is a pedagogical approach that tailors teaching and learning experiences to meet the diverse needs and learning styles of students. This suggests a desire to expand their knowledge and skills in designing and implementing effective differentiated learning activities (Devlin, 2019; Pai et al., 2023), and a need for professional development resources focused on strengthening teachers' and aspiring teachers' competencies in numeracy (Laghung, 2023).

The participants are interested in webinar content that is directly aligned with the emancipated curriculum, a new educational framework in Indonesia that emphasizes student-centered learning and the development of 21st-century skills. This reflects a desire to better understand and incorporate the principles and requirements of the emancipated curriculum into their teaching practice. They are also interested in learning more about the development of effective teaching modules or materials. This indicates a need for guidance and training on best practices in curriculum design and the creation of high-quality instructional resources. Therefore, a desire to explore innovative teaching and learning approaches that are both effective in improving student outcomes and efficient in terms of resource utilization. This suggests a need for webinars or workshops that showcase successful and scalable educational innovations.

The various challenges and issues can arise in the learning process. This broad request could encompass topics such as classroom management, student engagement, learning difficulties, and strategies for overcoming common learning barriers. The excerpts demonstrate the diverse range of professional development needs and interests among the participants (Gao & Cui, 2021; Kärkkäinen et al., 2023; Márquez-García et al., 2022). By carefully considering these specific requests and incorporating them into the design and content of future webinars or similar activities. The organizers can ensure that the professional learning opportunities are more closely aligned with the participants' needs and concerns, ultimately enhancing the impact and effectiveness of the programs. It is too passionate to be creative and innovative in education (Creely et al., 2022; Seechaliao, 2017).

Perceptions

There is positive feedback and appreciation for the keynote speakers and presenters involved in the previous webinars from the participants' suggestions. The participant expresses a desire for the future webinars to feature keynote speakers and presenters who share similar positive qualities, such as being friendly, approachable, and enthusiastic. This suggests that the current keynote speakers have been well-received and have had a positive impact on the participants' overall experience as reported *"Hopefully the upcoming webinar presenters will be as friendly and enthusiastic as this one"* (Participant 39). They also praised the keynote speakers or "resource persons" involved in the webinars, describing them as "extraordinary." This indicates that the participants have been highly impressed by the expertise of the presenters, and that their contributions have been valuable and impactful. These excerpts highlight the importance of having engaged, knowledgeable, and relatable keynote speakers and presenters for webinars and similar professional development activities. The participants' positive feedback suggests that the current speakers have been successful in delivering content in an accessible, inspiring, and effective manner, which has likely contributed to the overall satisfaction and engagement of the participants.

Ensuring that future webinars maintain this high standard of keynote speakers and presenters can help to sustain the participants' interest and investment in the professional development opportunities. Identifying and securing keynote speakers who share the qualities described in the excerpts, such as friendliness, enthusiasm, and exceptional expertise, can be a key factor in the continued success and impact of the webinar series or related initiatives. The literacy webinars and other webinars need to be implemented on an ongoing basis, with a more adequate duration and involving more participants, not only from teacher education programs but also from external participants. This is because the participants consider that webinars can increase knowledge and insight as well as provide inspiration for the application of literacy in real-class contexts. Of course, this also needs to be supported by resource persons with diverse competencies and better technical implementation of the webinars.

Some Concerns: Technical Issues, timing, and dissemination

The suggestions provided verify the percentage of participant statements regarding the delivery of literacy webinar content. Based on these suggestions, the participants provided input for better technical, timing and implementation outreach for implementing webinars in the future. Although participants sometimes face technical obstacles, such as network and access issues, they consider the implementation of the literacy webinars has been good and believe it will be even better in the future. The participants also hope that the proliferation of literacy webinars can support the successful implementation of the Merdeka curriculum in schools and, overall, advance national education in Indonesia.

Some concerns have been raised regarding the technical issues in conducting webinars. Technical issues are often encountered during online webinar sessions. Participants have suggested that future webinar organizers should be better prepared to address these technical challenges to ensure a smoother process. The main technical concerns that have been highlighted are related to signal interference and the duration of the webinars. Two participants uttered that

"The implementation is quite good, the time is also right, suggestions for maybe the connection or signal from the speaker is well prepared so that it does not break during the delivery of the material" (Participant 164).

Participants have emphasized the importance of the organizers addressing these technical aspects more thoroughly to provide a more seamless and uninterrupted webinar experience. By addressing the technical issues more proactively, future webinar organizers can help to minimize disruptions and ensure that participants can fully engage with the content and discussions throughout the session. Additionally, they also *"The webinar should be longer, so that it is more satisfying to have more time for discussion"* (Participant 266). This feedback provides valuable insights that can be incorporated to enhance the overall quality and effectiveness of upcoming webinars.

Regarding the technical constraints, namely network issues that resulted in difficulties in smoothly participating in the webinars, the participants also suggested that similar activities should be organized and conducted offline. *"My suggestion is that seminars like this should be opened to the public so that fellow teachers who are not from PPG can also participate in this seminar"* (Participant 35). The feedback from the participants indicates that the technical challenges posed by unreliable internet connectivity have negatively impacted their ability to fully engage and benefit from the webinar format. This is a common challenge faced by many individuals, especially in areas with limited or unstable internet infrastructure. By suggesting the organization of similar activities in an offline format, the participants are highlighting the need to ensure accessibility and inclusivity.

An offline format would eliminate the dependence on a stable internet connection and allow more participants to attend and actively engage without the disruption caused by technical difficulties (Kapoor, 2022). This recommendation aligns with the broader goal of providing equal learning opportunities and supporting the professional development of teachers and aspiring educators, regardless of their geographical location or access to reliable digital infrastructure. Incorporating this feedback and exploring the feasibility of organizing offline versions of the literacy-related activities would demonstrate a responsiveness to the participants' needs and concerns. It would also contribute to creating a more inclusive and accessible learning environment, where all

participants can fully benefit from the valuable content and resources being provided (Yuliana et al., 2023). By addressing the technical barriers identified by the participants, the organizers can further strengthen the impact and reach of the literacy webinars and related initiatives, ensuring that they effectively support the professional growth and competence development of the target audience (Fitrawati & Safitri, 2021; Patty, Jusak, Lekatompessy, Felicia Miranda, and Lekatompessy, 2021).

The Literacy Webinars Support the Success of the Emancipated Curriculum.

The literacy webinars motivate the relevant stakeholders to become literate not only in the content of learning, but also in other related content, such as digital literacy, literacy technology, and other forms of literacy (Andriani, 2022; Susanti et al., 2023), in a dynamic process of gaining experience to improve their abilities (Sari & Rozimela, 2021; Yamada, 2018). However, what needs to be observed is that literacy is not just about reading and writing (Horning, 2007; McKenna & Robinson, 1990; McMillan, 1996; Walter, 1999). Furthermore, it is a long journey that a person must take to achieve awareness within himself to understand how he can play a role and play a role as a role model that is realized from himself to his environment (Carter, 2006; Rezai et al., 2024).

Teacher Professionalism: Literacy is the key

All elements in literacy will contribute to the foundation of teacher professionalism (Iskandar et al., 2022; Lindquist & Seitz, 2009; Lopez, 2011). A professional teacher is one who is sensitive and willing to continuously improve their competence over time (Ho, 2010; Lyngsnes, 2016; Xiong et al., 2022). The insights gained from the interviews provide a more comprehensive understanding of the participants' perspectives and the broader context in which the literacy webinars are being implemented (Nguyen & Hung, 2021; Palacios Martínez et al., 2021; Wood et al., 2018). This information can help the organizers refine and strengthen the content, delivery, and support structures for future webinars, ensuring that they effectively address the needs and challenges faced by the various stakeholders involved in teacher education and professional development.

The point is that a professional teacher is a teacher who is always literate and aware of his duties and responsibilities. A real example in class, for example, is that a teacher not only transfers knowledge but also teaches morals and spirituality to his students (Alwi et al., 2021; Laghung, 2023; Madero, 2021; Palacios Martínez et al., 2021). These two elements can only be done by teachers, not by technology.

4. CONCLUSION

Literacy is in the body of education. As an important organ of education, literacy must remain well maintained. Maintaining literacy means doing real work. For a teacher, real work is the manifestation of his professional duties and responsibilities. Becoming a professional teacher means having the ability and awareness to continue to forge yourself and increase your potential for the benefit of your surroundings and self-development which has an impact on the wisdom of attitudes to overcome various problems that are challenges in education. This wise attitude will provide open opportunities to provide the best solutions to various obstacles encountered when preparing the educational process, implementing the educational process, and evaluating the process so that the results of the reflection can be useful for various improvements in the future. One of the concrete steps to carry out this process is the teacher's participation in activities that have an impact on him, including taking part in literacy webinars. Even though there are still obstacles in its implementation, it does not mean that it becomes a barrier for a teacher to follow it. It is hoped that government support through the presence of the emancipated curriculum will motivate teachers to participate in the successful realization of the values in the curriculum. Future research can expand the findings of this study by exploring how the values of the emancipated curriculum are enacted in teaching practices. These can be the focus of subsequent research through various data collection techniques, for example, interviews with experienced teachers and classroom observations that apply the curriculum, while still paying attention to the presence of areas in Indonesia.

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