

ABSTRACT

Rossa, Defanny Tiara (2025). Exploring the Role of Teacher Professional Development (TPD) in Addressing Teacher's Assessment Challenges: A Narrative Inquiry with In-Service EFL Teacher

The quality of teaching and learning greatly depends on teacher assessment. Assessment remains a critical component of measuring the students' achievement, yet many teachers continue to face challenges in designing, implementing, and evaluating effective assessments. Teacher Professional Development (TPD) is considered a key avenue for improving teachers' assessment capacity and pedagogical competence. This study aimed to explore (1) an EFL teacher's experiences of assessment practices after participating in TPD programs and (2) her perspectives on the role of TPD in addressing the challenges of her assessment practices. Employing a qualitative narrative inquiry design, the study involved one in-service EFL teacher, a member of MGMP Sub Rayon 05, who teaches at a public junior high school in Bandung, Indonesia. Data were obtained through semi-structured interviews, document analysis, and classroom observations, and were analyzed thematically to present the data narratively. The findings revealed that after participating in the TPD program, the teacher experienced meaningful improvements in her assessment practices. She developed a clearer understanding of assessment principles, became more competent at aligning assessments with learning objectives, and demonstrated greater ability to design authentic, contextually relevant assessments. She also felt more confident in using varied assessments and giving purposeful feedback to meet diverse student needs. The teacher further perceived TPD as instrumental in helping her address the assessment challenges she faced. TPD provided new insights, structured guidance, peer collaboration, and practical examples that supported her in solving problems related to effectiveness, validity, reliability, and technology integration in assessment. TPD also fostered continuous improvement, enabling her to address assessment challenges more effectively. The study concludes that sustained, context-based TPD substantially strengthens teacher's assessment literacy and pedagogical adaptability. Integrating assessment-focused TPD into English Language Teaching (ELT) can empower teachers to implement more practical, authentic, student-centred, and reflective assessment practices.

Keywords: Teacher Professional Development (TPD), EFL teacher, assessment challenges, narrative inquiry