Professional Development of Novice English Teacher in Junior High School

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Abstract: Professional Development of Novice English Teacher in Junior High School.
Objectives: This study aimed at finding out novice English teacher's understanding about professional development in a junior high school in Palembang, novice teacher's professional development, its challenges, how challenges are met, and supports provided by school and government. **Methods:** In this qualitative case study, the data were collected through questionnaires, interview, and documentation and were analyzed by using Likert Scale, transcription, codification, and thematic analysis. The participants were an English novice teacher, a senior teacher, and vice principle of curriculum affair. **Findings:** Regardless of her good understanding, the novice teacher lacked of professional development. She encountered instructional, social status and identity, classroom management and workload challenges, which were met by joining subject teachers' forum, while advices and consent to join teachers' forum were given as school support. **Conclusion:** Novice teacher should understand and apply professional development in her career.

Keywords: *professional development, novice teacher, English teacher.*

Abstrak: Professional Development of Novice English Teacher in Junior High School. Tujuan: Penelitian ini bertujuan untuk mengetahui pemahaman guru pemula tentang pengembangan profesional, pengembangan profesional yang diadapatkan, tantangannya, cara menghadapinya, dan dukungan yang diberikan sekolah dan pemerintah. Metode: Dalam penelitian kualitatif studi kasus ini data diperoleh melalui kuesioner, wawancara, dan dokumentasi. Peserta penelitian adalah seorang guru pemula Bahasa Inggris (masa kerja 4 tahun), seorang guru senior (masa kerja 20 tahun), dan wakil kepala sekolah bidang kurikulum disebuah SMP di Palembang dan dianalisis menggunakan Likert Scale, transkripsi, kodifikasi, dan analisis tematik. Temuan: Terlepas dari pemahamannya yang baik, guru pemula ini kurang mendapatkan pengembangan profesional. Dia menghadapi tantangan instruksional, status social dan identitas, manajemen kelas dan beban kerja, yang diaatasi dengan mengikuti kegiatan MGMP,sementara dukungan dari sekolah diberikan dalam bentuk izin mengikuti kegiatan MGMP dan nasihat. Kesimpulan: Sudah seharusnya guru pemula memahami dan melakukan pengembangan keprofesionalan dalam karirnya.

Kata kunci: pengembangan profesional, guru pemula, guru Bahasa Inggris.

■ **INTRODUCTION**

One of the main challenges Indonesian government encounters is to improve the quality of its human resources, especially in education sector. Quality of education must be supported by professional teachers as a strategy to develop the quality of human resources. Therefore, a teacher is the person who is at the forefront row in transferring knowledge to students to improve the quality of education. Mbise (2008) states that teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor, as well as affective domain. Similarly, Mustofa (2007) asserts that a teacher is dominant element in an educational process so that the quality of education is largely determined by the quality of teachers in carrying out their roles and duties in the community. Meanwhile, UNESCO (2018) defines teachers as one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development. However, their training, recruitment, retention, status, and working condition remain preoccupying. In particular novice teachers, they still have less of teaching experience and have just implemented their teaching skills learned in a school.

Barrett et al. (2002) define a novice teacher as a beginning teacher who has less than three years of teaching experience and one whose teaching tends to focus on "survival" and establishing basic classroom routines. Meanwhile, Kim and Roth (2011) assert that novice teacher, beginning teacher, is defined as a teacher with less than five years of teaching experience. Beginning period of teaching is usually challenging for teachers of different subjects. Teachers play important role for the lives of their students. They become role model and they are at the forefront in improving the quality of education of their students as they directly interact with them in the classroom. Sarnou and Belatrech (2018) state that little experience of teachers in their profession would bring about several problems and obstacles due to the awkwardness of the induction stage of teaching where everything is new, inexperienced and sometimes unexpected. It can be concluded that novice teachers would face several problems and obstacles when they just have limited teaching experience and have difficulties dealing with their task at work, meanwhile they have the same responsibility as other teachers with many years of service.

Barrett et al. (2002) found that when novice teachers did classroom practices, they did not carried specific goals through, felt frequent confusion caused by missent signals, struggled to listen to children's thinking, dissonance between beliefs and practice and lack of confidence in her own subject. Sumarsono (2016) also found that novice EFL lecturers face internal challenges related to pedagogical, professional, and psychological aspect. In pedagogical aspects, they had no teaching experience so that they got difficulty in managing classroom especially handling students who are relatively similar ages as the lecturers. Besides, Sumarsono (2016) also uncovered that in professional aspect their knowledge about English subject-grammar, vocabulary, etc. was good, but sometimes they still did some mistakes when it was applied. Meanwhile, in psychological aspects, they are unstable or immature, their personality has not established well as they are still fresh graduates. Therefore, the efforts to develop the professional teachers become an absolute condition for the progress of the nation in terms of education. If the quality of teachers increases, it will encourage the improvement of the quality of education in both the process and the results.

British Council (2015) points out that there are twelve practices or aspects that teachers should master and do in order to develop their professional development. First, they should be able to plan the lessons and courses. Second, they should understand the learners. Third, they

should be able to manage the lesson. Fourth, they should know the subject. Fifth, they should be able to manage resources. Sixth, they should be able to assess learning. Seventh, they should integrate ICT. Eighth, they should take responsibility for professional development. Ninth, they should use inclusive practices. Tenth, they should be able to use multilingual approaches. Besides, they should develop and promote 21st century skills, and another is they should understand education policies and practice.

Indonesian government has set the standards of national education system for developing professional development for teachers. Professional development is the process of changing professional thinking, knowing, feeling and doing. Postholm (2012) defines teachers' professional development as teachers' learning. It means that the way the teachers learn how to learn and teach, how to apply the knowledge that they got to the students, how to support the students' learning, and how to develop their skills and knowledge. Similarly, Avalos (2010) asserts that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. In addition, Yunjun (2016) states that teachers' professional development refers to teachers' professional growth, which is a dynamic process of constantly updating and accelerating teachers' internal professional structure and professional attributes.

Law No. 20/2003 about National Education System states that teacher is the one who has an obligation to plan and do the learning process, evaluate the result of learning, guide and train the students, and do the research and public service. It is also supported by Law No. 14/2005 in line 20 about Rights and Obligations of Teachers that in doing the professional work, teachers have an obligation to increase and develop their academic qualification and academic competence by following the development of knowledge, technology, and culture. It means that teachers' job is not only teaching students the lessons but also developing their own skills in terms of technology, culture and knowledge. Moreover, Law No.16/2007 states that teachers have to possess four competences, viz. pedagogical competence, professional competence, social competence and personal competence in order to make them ready to become a qualified teacher. Qualified teacher will make qualified generations who are ready to face difficulties in their life because they have got the supplies when they meet challenges.

In contrast to the fact that happened in the field, Syafmen (2014) found although junior high school teachers in Jambi had already been certified as professional, it did not give the positive impact on their pedagogical and professional competence and their students learning outcomes. It is also supported by Tanang and Abu (2014) that the teachers of senior high schools in South Sulawesi, Indonesia still need to improve their pedagogical competence in terms of structuring teaching and teaching skills because they have low competence in this pedagogical aspect. The skills cover the ability in using visual aids, integrating technology to match the objective, and applying suitable evaluation technique. In addition, based on Ministry of National Education (2010) evaluation on teachers' competence in Indonesia, it was found that the national average score of TCT (Teacher Competence Test) for senior high school teacher of English was 38.73. This score indicated that Indonesian teachers are not qualified because the passing grade of TCT is 70, but their average score was under 70. It implies that the teachers still have problem in their teaching developments. Therefore, one of the main challenges of education in Indonesian is to improve the quality of its human resources in education sector.

Meanwhile, Sumarsono (2016) states the fact that certified teachers who are labelled as professional teachers were not really professional. In professional development, Veenman (1984) states that there were eight problems perceived by novice teachers namely classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationship with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies and dealing with problems of individual students. Besides, Education First English Proficiency Index (EF EPI) (2016) ranked 72 countries and territories based on data from more than 950.000 adults who took their online tests in 2015. The first section of the report looks at the relationship between English and a range of economic and social indicators, including earning power, innovation, and connectivity. The second section examines the position of English in four different regions of the world—Europe, Asia, Latin America, and the Middle East and North Africa (MENA)—and discusses the challenges and opportunities that countries in these regions experience as they strive to develop English-speaking workforces. In this international measure, Indonesia is in the 32nd rank from 72 countries. Meanwhile, Malaysia is in 12th rank, Singapore is in 6th rank, Philippine is in 13th rank and Vietnam is in 31st rank. It shows that Indonesia is still left behind from its neighbouring countries. Besides, Indonesia is almost categorized as the low proficiency country in the world. In addition, the Minister of Education and Culture (2014) reported the result of national examination in Indonesia that there were 7,811 students of senior high schools/senior high Islamic boarding schools failed in national examination in Indonesia, particularly 384 of those 7,811 students failed in national examination in South Sumatera. In other words, they were unsuccessful in reaching the standard score 5.5 at that time. If

teachers had good professional development, that problems might not have occurred.

Learning the phenomenon of teachers' professionalism above, the researcher was challenged to look at Professional Development of Novice Teacher of English in one public junior high school in Palembang. This school has been running for 6 years and novice teachers in this school might face more challenges in their professional development.

This study applied the framework from the Regulation of the State Minister for State Apparatus Empowerment and Bureaucratic Reform No. 16/2009 concerning Teacher Functional Position and Credit Numbers. It states that professional development (PD) consists of three major components: self-development, scientific publications and innovative work. Self-development activities that include functional training and collective activities of the teacher must prioritize the needs of the teacher to achieve standards or increase professional competence especially in relation to implementing learning services. There are eight indicators that the teachers should have in developing their self-development. Besides, scientific publications are scientific papers that have been published to public as a form of teacher contributions in improving the quality of learning process in schools and the development of the world of education in general. There are three indicators in doing scientific publication. Meanwhile, Innovative work is a work related to a development, modification or new discovery as a form of teacher contribution to improve the quality of the learning process in school and the development of the world of education, science or technology and art.

In specific, the objectives of this study were to find out: (1) novice teacher of English understanding about professional development, (2) professional development that the novice teacher had, (3) challenges faced by the novice

teacher in developing professional development, (4) how the challenges are met, and (5) supports provided by school and government.

■ **METHODS**

This is a qualitative study in a case study design. Creswell (2012) points out that in a qualitative study, a researcher can explore a problem and develops detailed understanding of a central phenomenon. In this study, the phenomenon is the professional development of novice English teacher. Meanwhile, Starman (2014) states that case study is a comprehensive description of an individual case and its analysis; i.e., the characterization of the case and the events, as well as a description of the discovery process of these features that is the process of research itself. In relation to this, the nature of research questions of this study requires the answers be sought through case study in order to get comprehensive description of the phenomenon.

The study took place in one public junior high school in Palembang. This school has just been run for 6 years. As a new school it was not well established yet. There were some limitations in terms of human resources, facilities, supports, and programs. Almost all teachers working in this school were transferred from other schools in the city or other regencies in the province. They have been working for more than ten years. There was only one newly promoted teacher in the school after two years it was run—a novice English teacher.

The participant was one novice teacher (henceforth abbreviates as NT) of English due to the only NT available in the school. This NT was purposively taken as participant since she was the only one who began her career in the school. She has been working for four years which is still categorized as novice teacher and had already been certified. In addition, the vice principal of curriculum affair, and an experienced teacher of English were also involved to support the data.

The data of this study were collected through questionnaires, interview and documentation. In this case, there were two questionnaires used. The first questionnaire (See Appendix 1), about professional development, was adapted from the Regulation of the Indonesian State Minister for State Apparatus Empowerment and Bureaucratic Reform No. 16/2009 about Teacher Functional Position and Credit Numbers. There were 15 items consisted of 3 components namely self-development, scientific publication, and innovative work. The second questionnaire (See Appendix 2) was a ready-made questionnaire about Adaptation Challenges of Novice Teacher of English developed by Özturk and Yildirim (2013). It consisted of 74 items and was divided into two main parts of personal information namely job-related challenges and social challenges. The items in job-related challenges were grouped under the section of (a) workload challenges, (b) instructional challenges including knowledge of subject matter, curriculum, planning and evaluation, and (c) classroom management challenges. The items in social challenges were grouped under the sections of (a) social status and identity challenges, (b) challenges in relationship with students, (c) conflicts with colleagues, (d) supervisor challenges, and (e) challenges in relationship with mentor teachers.

In analyzing the data, *Likert Scale* was used in the first questionnaires to find out the frequency of professional development in four-level from (1) Never, (2) one meeting in a month, (3) two or three meeting in a month, and (4) every meeting. In the Adaptation Challenges of Novice Teacher questionnaire, five-levels from (1) Never, (2) Rarely, (3) Sometimes, (4) Frequently and (5) always were used. Transcription, codification, and thematic analysis were used to analyze the interview data and a checklist was used to review the documentation as the supporting data. Besides, the researcher also used rubric in

checking NT understanding about professional development. There were three categories namely bad, good and very good understanding.

To obtain the objectivity of the data from the three participants, trustworthiness was established through triangulation. The triangulation of data was used to compare the data from questionnaire, interview and documentation. In this case, the data from NT, experienced teacher, and vice principal of curriculum affair were paired. In qualitative data, Lincoln and Guba (1985) state that trustworthiness replaces more conventional views of reliability and validity, and this is devolved on issues of credibility, conformability, transferability and dependability. Cohen et al. (2018) assert that trustworthiness can be addressed in the credibility, fittingness, auditability and confirmability of the data in qualitative data. Cohen et al. (2018) also point out that triangulation is a technique of physical measurement in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from one stand point and, in so doing and it is a powerful way of demonstrating concurrent validity.

RESULTS AND DISCUSSION

To obtain data related to the **first objective** of the study—NT's understanding about professional development—interview was used. Based on the result of the interview, it was found that NT had good understanding of professional development because she was able to define what professional development is, able to explain the reason why teachers should develop their professionalism, and able to explain the way to develop professionalism, as indicated in the following interview excerpts.

As far as I know, professional development is related to training, education, or professional learning. These kinds of things can improve our professional knowledge, skills, competence in carrying out our job as teachers.

Professional development is very important because knowledge is always developing and impossible to stop. This change certainly requires teachers to always increase their professional level. If teachers are professional, they will produce qualified generation.

I believe teachers should develop and upgrade their knowledge. It can be done by joining workshops and trainings related to their major and can support their career as teachers, or to continue further study. These activities will certainly develop their insight as teachers.

NT's understanding about professional development accords with the information given by the senior teacher and the vice principal of curriculum affair about her. The senior teacher stated that NT had good understanding about professional development. It was based on her experience working together with NT for the past four years at the school as a colleague. Besides, the vice principal of curriculum affair agreed that NT had good understanding about professional development. As someone in charge of the school curriculum she knew that NT showed good understanding of professional development.

The interview data above indicate that NT was aware of professional development, able to explain the reason why teachers should develop their professionalism, and able to explain the way to develop professionalism. In other words, she believed that professional development is necessary. In line with her, both the senior teacher and the vice principle of curriculum affair also admitted that she had good understanding about professional development.

In developing professionalism, there were many aspects that should be developed by teachers, especially NT, for examples; skills, academics, and techniques in teaching in terms of ability or increasing skills or knowledge with the training, making lesson plans, routine tasks, ways they teach students should be appropriate. In this case, NT stated that professional development was based on the skill from the academic of the teachers, applying the technique when the teacher taught, mastering the material when they wanted to teach and how they delivered it to the students. That was why teachers should upgrade the knowledge. This is in line with the Regulation of the State Minister for State Apparatus Empowerment and Bureaucratic Reform No. 16/2009 which asserts that teachers should do their self-development, scientific publication, and innovative work. Similarly, Postholm (2012) found that professional development was the way the teachers learn how to learn and teach, how to develop their skills and knowledge and how to apply it to the students. Meanwhile, Sumarsono (2016) also found that teachers should develop their pedagogical, professional, and psychological aspect. Furthermore, Tanang and Abu (2014) argue that teachers should improve their pedagogical competence which covers the ability in using visual aids, integrating technology to match the objective, and applying suitable evaluation technique.

By joining workshops, trainings or further study the insight of the teacher would develop. It is in line with what Mustofa (2007) points out that the teachers should learn continuously throughout their life, by opening up to being willing to hear and see new developments in their fields. They should join in-service training, build a good network with their colleague and do innovation or develop their creativity in the use of educational technology that utilizes the latest communication and information technology. Similarly, Avalos

(2010) states that teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change. Besides, Yunjun (2016) points out that teachers' professional development refers to teachers' professional growth, which is a dynamic process of constantly updating and accelerating teachers' internal professional structure and professional attributes. Moreover, Tanang and Abu (2014) assert that professional development is the efforts which guarantee to empower and to improve the quality of education and the quality of teachers. NT also stated that professional development was important because knowledge is always developing and it is impossible to stop. Meanwhile, Mustofa (2007) points out that there are three reasons why the teachers should develop their professional development. First, global competition now allows teacher mobility across countries. Second, as a professional, a teacher should follow the demands of professional development globally, and the demands of society who wants better services. Third, they should have efforts to achieve the required qualifications and competencies.

To collect the data related to the **second objective** of the study—the professional development that NT had—questionnaire, interview and documentation were used. Teacher's professional development is seen from three different aspects: self-development, scientific publication and innovative work, based on Law No. 16/2009 of State Minister for State Apparatus Empowerment and Bureaucratic Reform, in which the questionnaire was adapted. Based on the finding from the questionnaire, it was found that NT had different degree of experience of those aspects, that is 30 % of self-development, 5% of scientific publication, and

7% of innovative work with the mean score 42 (out of 100). This result indicates that NT lacked of professional development. In other words, NT did not have sufficient professional development during her career in the school.

The finding of the interview showed that in *self-development* aspect, NT did not frequently do what she stated in the questionnaire. Although NT stated that the teacher should be able to master the class, master the material, deliver the teaching material, and carry out administration such as preparing the lesson plan, teaching media, providing supplementary materials, however her statement was not supported by the real implementation of what she did in every teaching and learning process she had. Meanwhile, to be a professional teacher, someone has to understand the curriculum and syllabus, master teaching material, able to apply various teaching methods, ICT literate, and able to do evaluation of students learning. In other words, what she reported in the interview was contrasted to what she actually did in the daily teaching and learning process, as showed by the data collected from documentation. In terms of the curriculum and syllabus, teaching material, and teaching methods NT showed lack of knowledge and competence. It can be seen from the documentation of lesson plans that she prepared where there were some mistakes in translating the curriculum into the lesson plan, inaccuracy in formulating the learning objectives into teaching materials, and teaching methods. Although she seemed know what she should do, it did not happen in the actual implementation.

In terms of ICT to support teaching and learning, NT showed limited competence. She never made use of ICT in teaching although she knew that she could make the teaching and learning process easier through ICT, as Raja and Nagasubramani (2018) state that the use of modern equipment technology and tools could increase students' interest in learning and the transfer of knowledge becomes easier, more convenient, and more effective. In addition, Suherdi (2012) points out that teachers of English in 21st century should be able to make best use of ICT to maximize their contribution to successfully support their students to master English.

In term of doing evaluation, NT believed that evaluation should not be frequently given to students. It depended on her whether it was necessary to do or not. If she thought it was needed, she would do it and vice versa. In other words, evaluation was given as she liked, not as it had to. Jabbarifar (2009) states that teachers need to plan and administer assessment or evaluation of their own teaching in every classroom. It is important because it provides feedback on the effectiveness of instruction and gives students a measure of their progress.

In *scientific publication aspect*, the NT had never been involved in any scientific forum, such as never did research, never became a presenter at seminars, scientific workshop, colloquium or scientific discussions, never made scientific publications resulting from research or innovative ideas in the field of formal education. Whereas, Duff (2001) states that the benefit of doing research and publishing a paper in a professional journal is to disseminate knowledge and make expertise explicit for the advantage of others and on a personal level, publishing in professional journals increases the professional recognition, career opportunities and advancement. Adawi (2017) also found that there were positive effects of taking part in seminars or workshop in enriching teacher's knowledge and experience in which could impact on the teacher's professionalism in supporting students' achievement in learning. Besides, seminars were needed to update the teacher's knowledge in his or her field.

In *innovative work*, the NT never made any innovation in her work, such as discovering the appropriate technology in complex or single

category, never discovered, created, or developed complex categories of artwork, never made or modified learning tools or visuals practice in complex or simple categories, and never prepared standards, guidelines, questions and the like at the national and provincial levels. Meanwhile, Kovacs (2017) states that to do innovation is to simply apply a set of tools and techniques that make this change happen. Nevertheless, teacher learning in traditional school setting can be seen as unimportant and meagre, exploited mainly at the novice level. Innovative schools make a strong imposition on teacher learning, demanding from the entire school collective to switch to a dynamic mode.

To gather the data related to the **third objective** of the study—challenges faced by NT in developing professional development—questionnaire and interview were used. The questionnaire was ready-made one. This Adaptation Challenges of Novice Teacher of English questionnaire was developed by Özturk and Yildirim (2013). The challenge was measured based on scale of three categories of score: minor (74-172), moderate (173-271), and major (272-370). Based on the data from the questionnaire, it was found that NT faced minor challenges in professional development (total score 127). Further details about Aspects of Adaptation Challenges of Novice Teacher Questionnaire were shown in Table 1 below.

Table 1 showed that NT had the highest score of challenges in instructional challenges (7.57%) and social status and identity challenges (7.57%), while the lowest score of the challenges was in conflicts with colleagues (2.16%) challenges. Meanwhile, workload challenges (3.78%), classroom management challenges (4.86%), relationship with students challenges (2.70 %), supervisor challenges (2.70 %), and in relationship with mentor teacher challenges (2.97 %) in fell between. When confirmed with the data from interview, it was found that NT encountered serious challenges in terms of instruction, social status and identity, classroom management, and workload. In other words, interview findings support the ones from the questionnaire, as discussed in the following.

Instructional Challenges

Serious challenge that NT faced is the instructional challenges. The findings from interview showed that NT had *difficulties* in understanding the curriculum, needed extra support in planning the lesson, had difficulty in implementing what has been planned, had difficulty in choosing appropriate teaching methods, had difficulty in assessing student learning, and felt hardship in using instructional tools. She admitted that these instruction-related duties are not easy to carry out since she had never had induction about this when she started

Table 1. Aspects of adaptation challenges of novice teacher questionnaire

Aspects	Sum	% of total N
Workload Challenges	14	3.78 %
Instructional Challenges	28	7.57 %
Classroom Management Challenges	18	4.86 %
Social Status and Identity Challenges	28	7.57 %
Challenges in Relationship with Students	10	2.70 %
Conflicts with Colleagues	8	2.16 %
Supervisor Challenges	10	2.70 %
Challenges in Relationship with Mentor Teacher	11	2.97 %
Total	**127**	**34.32 %**

her career in the school, as reflected in the interview quote below.

> … not easy to understand the 2013 curriculum, moreover to make the lesson plan and make it works, to choose what materials best supplement what to teach, which method to apply, let alone to assess student learning…all need skills to do, but I did not get any training from the school when I start my job here…

Another instructional challenge that NT encountered was in using *instructional media* to support teaching and learning process. Instructional media is one of important components in teaching and learning process. Without instructional media availability, teaching and learning activity would be incomplete. In relation to this, NT stated that using instructional media became her challenge because of the inadequacy of instructional media provision at the school. Besides, the media should be innovative and interesting for the students but it spent time to prepare, as indicated in the following interview excerpt.

> … when I want to use the projector, it takes time to prepare. At other school, they have installed the projectors; teachers just need to connect the laptop but it's not here yet; so when a teacher cannot set the cable and everything, it took an hour just to do the installation… The number of projectors is also limited; there are only 2 in the school. If other teachers used them, I cannot use it…

Furthermore, NT was also inhibited in *ICT literacy*. Although ICT is important in the 21st century, it may become obstacle for some teachers to master to support teaching and learning activities. NT stated that mastering ICT and applying it in teaching and learning activities was hard because she was not really familiar with many

ICT applications. Moreover, the school classrooms were not fully installed with ICT facilities, no internet Wi-Fi connection, and had instable power source. Sometimes she felt inferior knowing that her students seemed know ICT better than she herself. This confession was strengthen by the information from the vice principal of curriculum affair and the experienced teacher who stated that ICT literacy may become obstacles for her and other teachers in the school, as stated below.

> …sometimes teachers are illiterate with ICT; let alone the computers. They do not understand how to operate computer. Perhaps, she or he can start it, but not to operate it skilfully. Meanwhile, in carrying out teachers' job almost everything uses computer and needs ICT skills, such as sending email, transferring data, preparing PPTs, selecting learning tool like computer applications, etc.(Vice Principal)

Meanwhile, the experienced teacher stated that ICT became one of the challenges NT faced because of her limited literacy in ICT. This condition was in line with what Özturk and Yildirim (2013) said that in instructional challenges, teachers usually get difficulties in curriculum conundrum due to lack of support in implementing what they plan, determining course objectives, choosing appropriate teaching method, deciding what is really important to teach, drawing attention of the students into the activities in the lesson, insufficient issues of teaching strategies, insufficient skills in evaluation, and hardship in using instructional tools.

Social Status and Identity Challenges

Social status and identity challenges are commonly met by NT. The finding from interview showed that NT was dissatisfied with her employee rights. She said that she needed an emotional support since she was unable to see herself as professional educator, was losing her

idealistic side for the profession, and was worried about whether she was a good teacher or not, as stated below.

> ...sometimes, I feel like I am not a good teacher to my students. I still can't manage my time when my workload is too much. I can't focus on teaching or I have to be absent from the class and just give the students assignments. I haven't given the best efforts to them...

> People sometimes underestimate a beginning teacher. They doubt his ability in teaching just because he hasn't had enough experience. As a novice teacher I feel it. Actually, if I am well-supported, I believe I can develop my knowledge and skills. Certainly I need professional development...

> ... I feel like I don't get my employee right yet... I haven't had any chance to join trainings, workshops or seminars provided by the government. When there is invitation for such activities, it's always for senior teachers ...sometimes I feel retarded...

The quotes above imply that NT felt disoriented about her status and identity as a teacher in the school where she is working. She saw herself as someone inferior in her job due to lack of supports from her working atmosphere. In relation to this, Mutluer and Yuksel (2019) found that the majority of teachers stated that there was a decrease in the social status of the profession compared to the years they began to profession and the career and professional development opportunities offered by the teaching profession are insufficient and the social status of the teaching profession is adversely affected. In the same state, Aydin, Demir and Erdemli (2015) point out that social status means prestige and a degree of honour awarded to people who hold a certain authority in society so prestige awarded to a profession is a significant determinant of the social status of that profession. Besides, professional development, award, and career opportunity become three factors influencing the social status and identity of the teacher. In addition, Morrison (2013) acknowledges that the capacity for other colleagues to shape teacher identities were also apparent in the ways that this did not occur. Where novice teachers were professionally or socially isolated and were unable to participate or engage in the types of interaction and support, their beliefs about themselves as teachers were plagued by insecurities. Doubts about their capacity to meet expectations flourished. Therefore, those teachers do not only expect a salary raise to enhance the status of their profession, but also expect the institution to support them in achieving spiritual satisfaction.

Classroom Management Challenges

NT thought classroom management was the most challenging part of the profession. She had difficulty in managing classes with discipline problems, could not use effective classroom management strategies, and had problems in implementing class rules, as reported in the following interview quote of NV.

> ... as far as I work here, I never get any training about how to understand students' characteristics, handle students with difficulties in learning, moreover, handle student with problems...certainly, I got difficulties in managing the class...

NV also admitted that although she got a sort of briefing from the school it was not sufficient. It was simply about how to make school administration such as how to make a lesson plan, arrange the syllabus and other teaching media because the curriculum always changed, but special training about classroom management

such as how to know students' characters, how to manage and deal with students in the classroom, understand their motives in learning, handle students with academic and non-academic problems was absence.

Workload Challenges

Workload challenges that NT faced were related to carrying out school administration tasks, such as official correspondence making, report making, non-instructional duties fulfilling, and handing extra-curricular tasks. This is in line with what Özturk and Yildirim (2013) stated that in workload challenges, teachers deal with the challenges when they prepare school administrative work, official correspondence, report making, non-instructional duties, and extra-curricular tasks.

NT felt those issues as challenges because she had never learned how to deal with such things when she studied at university, as revealed in the quote below.

> ... when I was in my collage, I never get the knowledge about how to deals with the workload in the teaching profession, I was just learning about the four skills that the English teacher should had namely listening, speaking, reading and writing...

Lacked of prior knowledge and experience during university study was the cause of NT difficulty in handling her job. Therefore she felt challenged to deal with the workload as she had to handle those jobs in addition to carry out her main job teaching. Although she stated that she got some briefings about it from the school, it was insufficient. The briefings was just about how to do school administration related to make lesson plan, arrange the syllabus, and prepare teaching media for teaching. Similarly, Trisoni (2011) found that the universities as institutions in educating prospective teachers needed to equip their graduates with the latest developments in knowledge and skills in accordance with the times and in accordance with the needs of the field, while it still seemed that the university was late in anticipating this.

In relation to the **fourth objective** of the study—how the challenges are met—interview was used to obtain the required data. Based on the interview findings, NT stated that there are some ways she did to meet the challenges. *First*, she joined MGMP (*Musyawarah Guru Mata Pelajaran*, Subject Teacher Consultancy Forum) activity in order to gain knowledge and experience related to theory and current practice of teaching and learning process from other colleague teachers from different schools. *Second*, she tried to ask people who she considered know something that she did not know. For instance, she had limited skills in ICT and instructional media use. Therefore she would seek help form them by asking questions. She was willing to do this after she was advised by the experienced teacher and the vice principal of curriculum affair to consult someone knew if she had difficulties in carrying out her job. As an instance, she was advised to consult the IT operator of the school if she needed help related to ICT or she could ask the senior teacher if she had problem with instructional media.

NT's effort to consult somebody in relation to her limitation is in line with Mustofa (2007) who points out that the teachers should learn continuously throughout life, by opening up to being willing to hear and see new developments in their fields. They should join in-service training, build a good network with their colleague and do innovation or develop their creativity in the use of educational technology that utilizes the latest communication and information technology. Moreover, Boakye and Ampiah (2017) admitted that one of the solutions that they generally used in solving some of their challenges was by contacting the people they felt could help them,

such as their head teachers for financial support to purchase the TLMs (Treasury Learning Management System), experienced teachers who they regarded as mentors, and resource persons. Furthermore, Trisoni (2011) asserts that there are many ways to improve teacher professional development, such as through: (1) teacher qualification improvement program, (2) equalization and certification program, (3) competency-based integrated training program, (4) education supervision program, (5) subjects' teachers consultancy forum empowerment program, (6) teacher symposium, (7) other traditional programs, (8) reading and writing journals or scientific papers, (9) participating in scientific meetings, (10) conducting research, internships, (11) following the actual news, (12) participating and being active in professional organizations, and promote collaboration with colleagues.

In finding the data of the **fifth objective** of the study—supports provided by the school and government—interview was also used. Based on the finding, the supports provided by the school were from the senior teacher and the vice principal of curriculum affair. Senior teacher's support was in terms of *giving advices* in case needed by NT. Meanwhile, the vice principal of curriculum affair supported NT in terms of consent given to *join the subject teachers consultancy forum*. Support from the government is usually given in terms of opportunity to attend workshops, trainings, or internship as continuing professional development activities but this opportunity could not be taken by every teacher in the school. Usually senior teachers were prioritized first leaving novice teachers behind. In other words, novice teachers hardly ever got this chance. This is what happened to NT in this study. She had never got her chance to join any since her five years employment in the school. Beside, this kind of opportunity was not frequently available annually.

Meanwhile, Kadarwati (2016) emphasizes the importance of supports for novice teachers. She argues that school is responsible to (1) generate and stimulate teachers in carrying out their respective duties with full responsibility, (2) assist teachers t ouse learning methods which are in line with the demands of existing curriculum, (3) guide teachers in analyzing and interpreting learning outcomes to improve student learning, (4) do class visits in order to carry out supervision of academic activities to improve teachers' ability in conducting learning process, (5) upgrade teachers' knowledge by providing them with continuing professional development such as teacher coaching, workshops, trainings, Training of Trainers (ToT), and (6) foster cooperative relations between school with the school committee or with other agencies within efforts to improve the quality of education for teachers and students.

However, the vice principal of curriculum affair stated that there was no such training as in-house training provided for novice teacher in the school. NT only tried her best by herself to adjust to the school environment. This was contrasted to what Pradhani and Imron (2016) found that the roles of school principal in supporting teachers in their professional development by doing management function related to teachers' professional development, making a plan that involves staff related to teachers' professional development, making a school program in accordance with the needs of the school and the needs of teachers in teachers' professional development activities, super-vising and evaluating the implementation of development programs of teacher professionalism, doing work in the form of teams in teachers' professional development activities, and providing opportunities for teachers to conduct education and training activities in the teachers' professional development. Therefore, NT badly needs guidance from senior teacher, the school and

government in developing her professional development. She would get lost in carrying out her duties or in developing her professionalism if she did not get help or supports.

In this case, teacher induction program is what the school needs to have to support all novice teachers, especially in the early years of their career. Similarly, Özturk and Yildirim (2013) assert that an effective teacher induction program is supposed to solve problems of new teachers. Therefore, a deep assessment of current induction applications together with the existing challenges teachers face could ease focusing on more accurate induction to take in the future. Moreover, Trisoni (2011) states that supervision is important and can be the alternative way to control the professional development of the teacher.

When confirmed to previous studies, the findings of this study were in line with the findings of Amin and Rahimi (2018) that novice teachers encountered social status and identity challenges and classroom management challenges in doing their professional development. Besides, they also found that induction process would help the teacher to meet the challenges. Similarly, Karatas and Karaman (2013) also found that support, identity and pedagogy were the challenges commonly faced novice teachers. However, other studies also showed different findings, like the ones reported by Lim, Pagram and Nastiti (2009) and Valickis (2014) that novice teachers' understanding of professional development would bring better efforts in doing professional development. That was because positive first experiences and strong sense of efficacy and motivation of professional development would push the novice teachers to have a good professional development.

CONCLUSIONS

Professional development is continuing process of teachers' career. It is needed as professional growth to upgrade teachers'

knowledge and skills. Being knowledgeable and skilful in handling their duties, they can be professional and qualified teachers in which later can produce qualified generation.

Teachers might need to works for years to become professional depending on the professional development they get during their career. Unfortunately not every teacher gets equal opportunity of professional development, especially the novice teachers. Many of novice teachers struggle to find their own identity, moral support, and material support as inexperienced teachers in their early career only to find that they are left by themselves to develop their knowledge and skills. This phenomenon was likely to have by NT of this study.

The findings of this study showed that although NT had good understanding about what professional development is, she lacked of knowledge and skills in implementing her duties related to her profession as a teacher. In other words, good understanding does not necessarily reflect good implementation. She experienced serious instructional challenges, workload challenges, classroom management challenges, and social status and identity challenges due to absence of professional induction at the beginning of her career in the school where she worked for. From three components of professional development—self-development, scientific publications and innovative work—she happened to be involved in a very limited self-development activity, without having any opportunity to experience scientific publication and innovative work activities at all. Since teacher's professional development is seen from those three components, providing teachers with skills in scientific publication and innovative work is urgently needed.

In addition to NT initiative to do her self-development, it is the responsibility of the school where NT is working, the local government, and the national government to provide and support

every teacher with adequate professional development as mandated in the Regulation of the State Minister for State Apparatus Empowerment and Bureaucratic Reform No. 16 year 2009.

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