

Conference Paper

Development of Novice Teacher Induction Program Model in Sleman Regency, Indonesia

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Abstract

The study aims to identify and develop Novice Teacher Induction Program Model in Sleman Regency, Indonesia. This study used the method of Research and Development Borg and Gall. In this study, Research and Development was simplified into four stages from ten steps, namely: (1) the preliminary stage which is the initial research stage and gathering information about the implementation of Primary School Novice Teacher Induction Program (PIGP), (2) planning of Primary School Novice Teacher Induction Program (PIGP) as the development of initial product forms, (3) testing, evaluation and revision stages through assessment of model and product feasibility and limited testing, and (4) implementation phase of Novice Teacher Induction Program (PIGP) for Primary school. The data collection techniques used include: (1) Focus Group Discussion (FGD), (2) observation, (3) interviews, and (4) documentation studies. Next, quantitative and qualitative data analysis were used as data analysis techniques in this research. The study revealed that the development of Novice Teacher Induction Program (PIGP) was carried out in four stages: 1) the stage of designing the model and design, 2) expert validation, 3) testing, and 4) program implementation. At the design stage, the model is designed based on the results of the study and needs analysis of the PIGP model. Based on the results of the needs analysis, the school has a variety of mentoring techniques for novice teachers. However, in general the guidance of the learning process or counseling is carried out by the principal and senior teacher.

Keywords: Development; Novice Teacher Induction Program; Model

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1. Introduction

In 2010, the Minister of National Education of the Republic of Indonesia established regulation number 27 of 2010 concerning Novice Teacher Induction Program (PIGP). The program is organized based on professionalism, serviceability, accountability, and sustainability. Furthermore, PIGP aims to provide guidance for novice teachers to be able to adapt to the work and cultural climate of schools/*madrasah*, and carry out their work as professional teachers in schools/*madrasah* [8].

Ironically, in PIGP implementation, it is still found that there is no optimal role actualization of the principal, mentor teachers, and school supervisors. For example, based on

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pre-research interviews, there were mentor teachers who do not carry out their duties to guide the novice teachers. Moreover, the mentor teachers also do not understand comprehensively about PIGP, including its implementation mechanism.

Next, there are principals who also do not understand PIGP properly. The school principal has difficulty managing PIGP implementation in his school. For example, the principal has not been able to analyze the needs of novice teachers. This is a very crucial problem in PIGP's success because the process of mentoring a novice teacher is very dependent on the results of the analysis of these needs. The results of the analysis are used as a consideration in determining the material and approach in the mentoring process for novice teachers. Moreover, the principals also experience problems when assessing performance in PIGP. The school principals had tried to consult with the school supervisor who guided the school, but the school supervisor also do not fully understand PIGP.

2. Literature Review

The initiation to conduct an induction program for teacher can be theoretically justified. As great as any theoretical experience of prospective teachers on campus, when facing the working world reality, the atmosphere will be different. The teaching problem is not only related to what material will be taught and how to teach it, but all the sub-systems in the school and the community participate in intervening in real behaviors that must be displayed by the teacher, both inside and outside the classroom. Thus, the existence of the induction program is more in the form of policies that are derived on the basis of theoretical and reality considerations, not considerations of legal products.

Bubb states that induction exists to help new teachers [1]. Don't see it as a threat, a barrier to get across, but view it as a great opportunity to be helped to make a great deal of progress in a short amount of time. Teacher induction is a post-hire, in-service program to socialize beginning teachers into the profession and provide support during the first view years of teaching [2]. Next, Kearney defines induction for novice teachers as the basic phase in professional development of novice teachers that leads to progress in the learning and professional development communities throughout their careers [7]. As for Wong explains that induction is a process, a comprehensive, coherent and sustainable process of professional development, organized by the school district, to train, support, and retain new teachers and continue to develop them into lifelong learning programs [9].

Furthermore, the induction program is a program rooted in the needs of teachers for sustainable professional development which consists of two components namely mentoring and assessment. In this case, mentoring provides professional support, while assessment provides professional guidance and leads to confirmation of permanent work after the first year as a novice teacher [3–5].

Based on the above notions, it can be concluded that the teacher induction program is an orientation program in the form of guidance, training, and assistance provided by schools to new teachers in the first year of teaching, so that new teachers are ready to carry out the duties of teacher professionalism. Moreover, a consistent teacher induction program has a positive impact on three aspects including teacher retention, classroom learning practices, and student achievement [6].

3. Material & Methodology

This study used the method of Research and Development Borg and Gall (1989: 782). In this study, Research and Development was simplified into four stages from ten steps, namely: (1) the preliminary stage which is the initial research stage and gathering information about the implementation of Primary School Novice Teacher Induction Program (PIGP), (2) planning of Primary School Novice Teacher Induction Program (PIGP) as the development of initial product forms, (3) testing, evaluation and revision stages through assessment of model and product feasibility and limited testing, and (4) implementation phase of Novice Teacher Induction Program (PIGP) for Primary school. The data collection techniques used include: (1) Focus Group Discussion (FGD), (2) observation, (3) interviews, and (4) documentation studies. Next, quantitative and qualitative data analysis were used as data analysis techniques in this research.

4. Results and Discussion

4.1. PIGP preparation phenomenon

Some of the PIPG phenomena in Yogyakarta were explored through the needs assessment question, namely how the mechanism for analyzing PIGP implementation needs in schools. In SD Negeri I Karangasem, teachers who are in the civil servant status are very limited, so it is necessary to immediately procure new civil servant teachers to cover these shortcomings because it greatly influences school performance (KS, Interview, May 25, 2018). Whereas in SD Negeri Kalongan, it is more detailed in explaining the

mechanism for analyzing the needs of PIGP implementation in schools, namely: (1) appoint one senior teacher as a main teacher, (2) make assignment decree as PIGP implementer, (3) make a reference book as a guide or program of activities from beginning to finish systematically, and (4) attempt to prioritize the problem of novice teacher guidance.

Whereas in SD Negeri Adisucipto 2, based on interviews (KS, May 26 2018), that PIGP is the initial process for introductions (introduction to schools and their environment). The next stages are including: preparation/planning, guidance and assessment, reporting. Analysis of the need for PIGP implementation leads to increase the competition of novice teachers who are fostered covering 4 competencies (pedagogic, personality, social, and professional). In some elementary schools, the mechanism of PIGP implementation needs analysis involves: the availability of PIGP documents needs, management guidelines, the availability of human resources, and the availability of infrastructure, is an important consideration of the PIGP needs analysis mechanism.

Guidance activities, academic supervision, and monitoring are carried out systematically regarding the syllabus document, *RPP*, Annual Program, Semester Program, implementation of the learning process, assessment of learning outcomes, and supervision or monitoring of the learning process. Activities that are quite prominent are schools' effort to provide questionnaires or interviews for introducing the school environment, and preparation or planning, mentoring, assessment, and reporting. This kind of activity is quite representative as is the case in SDN Caturtunggal 7 so far. Analysis of the need for PIPG implementation in SDN Caturtunggal 7 aims to improve the competence of novice teachers who are trained including 4 competencies (pedagogic, personality, social, and professional). Likewise in SD Samirano, the mechanism for analyzing the need for PIPG implementation by considering the characteristics of the school, education background and experience of the novice teacher, the availability of qualified supervisors. In SD Caturtunggal, 4 activities carried out through interviews with novice teachers, preparation and planning of mentoring, implementation of mentoring, and reporting. As well as those conducted by some other schools, showing a trend that was almost similar to the preparation or planning, assessment and reporting activities that pay attention to four competencies that must be mastered by novice teachers.

4.2. Novice teachers introduction and guidance

Before getting full responsibility from the school, the novice teachers are given an introduction to the school and madrasah environment. In terms of introducing the

situation and condition of the school which approach is used by the principal/madrasah in introducing the situation/condition of the school/madrasah to the novice teacher. Due to the majority of there is no novice teacher, the respondents' answers were generally less than expected in the study. For schools that have novice teachers such as SDN Karangasem, novice teachers are introduced to the public schools, students, and teachers in the school. This is intended to recognize early school characteristics both concerning the physical environment and the psychological environment. This is important for novice teachers to be able to design learning activities to suit the characteristics of students. Meanwhile, at SD N Kalongan, novice teachers are asked to make their own observations of the school situation concerning students, teachers, and the school environment. While in SD N Adisucipto 2 is carried out with a professional approach, and a congruent approach.

Regarding the teacher's ethics code, principals assume that novice teachers must understand and internalize the ethics code that applies to the teaching profession. Therefore, principals have confidence that they need to make efforts to help novice teachers to do this. Efforts made for this are to convey and explain the teacher's ethics code to novice teachers. Next, novice teachers are given the opportunity to independently study the ethics code of the teaching profession along with the actualization of the code in their daily activities.

The school principal also provides support for novice teachers to internalize the teaching profession's ethics code in daily life by guiding, assisting, and directing novice teachers in the internalization. In addition, the principal also makes observations about the development of teachers in internalizing the teaching profession's ethics code as was done by SDN Depok 1 principal, SDN Gejayan and the majority of other primary school that were this study taken place.

Related to the guidance in terms of curriculum, the results showed that guidance for novice teachers in understanding the curriculum was done through several activities, namely: giving directions and explanations about the applicable curriculum, the participation of novice teachers in curriculum development activities, as well as assignments to novice teachers to study the curriculum both independently and through *Kelompok Kerja Guru* or Teacher Working Group (KKG) forum. The results of the study showed that the school's efforts in introducing the curriculum that applies to novice teachers have been carried out in various ways. However, these efforts have not been accompanied by an evaluation or follow-up on the effectiveness of each of these methods in introducing the curriculum to novice teachers.

4.3. Assessment

Performance appraisal of novice elementary school teachers in Depok, Sleman was carried out in various times. Thus, the time for the performance evaluation of elementary school teachers in Depok Sleman was different. The following is the variation in the time of the performance assessment of the novice elementary school teacher in Depok, Sleman. Assessment was carried out in two stages, namely the first stage assessment and the second stage assessment.

The first stage of assessment is carried out in various times. There are schools that run on the 10th and 11th month, such as in SD Corongan, SD Adisucipto 2, SD Caturtunggal I, and in SD Percobaan 2. However, there are also schools that carry out assessments in the 2nd month up to the 9th month by mentor teachers as happened in SDN Kentungan dan SDN Depok 2.

The second stage of assessment is done by two time variation patterns. The first pattern, carried out in conjunction with the Performance Appraisal of Non-novice Teachers, as this happened in SD Corongan, SD Adisucipto 2, SD Caturtunggal I and SD Percobaan 2. However, there was also a school which conducted the second assessment in the 2nd month to the 11th month as happened in SD Kentungan. This assessment was carried out by the Principal and Supervisor.

4.4. Reporting

PIGP reporting was carried out with varying time as follows: a) reporting is done in the 12th month after previously drafting on the 11th month; b) reporting is done in the 11th month; c) for schools that conduct assessments every three months, the reporting is also carried out every three months, at the end of the third month; d) reporting is done twice in one year, namely in the 6th and 12th months.

Based on the data presented, it can be concluded that the timing of the teacher performance appraisal report would be different between one school and another school. This difference is possible because the implementation of PIGP has not been based on guidelines. Another possibility is that there is no clear socialization from the Education Office regarding the implementation of PIGP. In addition, the lack of active supervision of supervisors in carrying out their duties, especially in informing the detail of PIGP to schools, is also thought to be the cause. Of these three things, one conclusion can be drawn that the handling of PIGP in Sleman Regency, especially in Depok District is still not optimal.

4.5. Problems/Obstacles in implementing novice teacher induction and its countermeasures

From the data that has been presented, it can be seen that the implementation of PIGP still reaps a variety of obstacles, both from the government, schools, tutor teachers, and from the novice teachers. The emergence of various obstacles is an evaluation material for the government to be more serious in handling PIGP. Moreover, many schools do not understand well about the implementation of PIGP because there is no socialization from the government.

The situation is contrary to the Regulation, where when PIGP is regulated and decided as something that is mandatory to be implemented, it should be followed by socialization. But until now, it seems that socialization and training on PIGP is still minimal. This condition is a little helped by the existence of internet media, where the principal or mentor teacher can utilize the media to find information independently about PIGP. Although this can be considered as a problem solving, the government's efforts to conduct socialization and training must be carried out, as a form of the government's seriousness in handling and realizing effective PIGP. The effectiveness of PIGP is very important to be pursued, as this is also confirmed by Ingersoll: "Implementing effective induction could help improve the situation in the long term". Kearney's statement confirms that effective induction will be able to have a long-term impact. For this reason, the government needs to improve the handling of PIGP so that the effectiveness of the induction program can be achieved [7].

5. Conclusion

The development of Novice Teacher Induction Program (PIGP) was carried out in four stages: 1) the stage of designing the model and design, 2) expert validation, 3) testing, and 4) program implementation. At the design stage, the model is designed based on the results of the study and needs analysis of the PIPG model. Based on the results of the needs analysis, the school has a variety of mentoring techniques for novice teachers. However, in general the guidance of the learning process or counseling is carried out by the principal and senior teacher.

The implementation of PGIP began with the introduction of novice teachers with the school atmosphere. Introductions that was done including introducing the environment of public schools, students and teachers in schools. Furthermore, guidance in studying the manual and work guide was carried out in several stages. The introduction of work

guidelines and guidelines included: understanding school data, internalizing school rules, and internalizing the teacher's ethics code. Counseling was also carried out in understanding the availability of learning resources which is available at school.

Guidance in terms of curriculum was done to introduce novice teachers with the applied curriculum. Coaching focuses on a number of things including: giving directions and explanations about the applicable curriculum, participation of novice teachers in curriculum development activities, as well as assignments to novice teachers to study the curriculum, both independently and through the Teacher Working Group (KKG) forum.

PIGP assessment in Sleman Regency, especially in Depok UPT was carried out with several times including: 1) assessment in two stages, 2) assessment every quarter, 3) assessment every semester, 4) once on induction, 5) at least twice a year, 6) assessment in the second semester, and 7) assessment at the end of each month. Determination of the results of the novice teacher performance appraisal was done with professionalism and through observation sheets/instruments. Assessment focuses on four teacher competencies. Novice teachers are declared successful if they meet good criteria as a result of assessment. Based on the results of the assessment will be given a recommendation. For successful teachers, a certificate of induction will be given as a proposed functional position of the teacher, while those who have not succeeded are allowed to do an extension of PIGP.

In the implementation, there are still various obstacles faced by both the government, schools, mentoring teachers, and novice teachers. The constraints experienced can be overcome by the existence of independent information dissemination or information through the internet.

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