

PROFESSIONAL IDENTITY OF NOVICE INDONESIAN TEACHERS

A MASTER THESIS

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Magister Pendidikan* Degree
in English Language Education**



By

Thomas Wahyu Prabowo Mukti

Student Number: 161242012

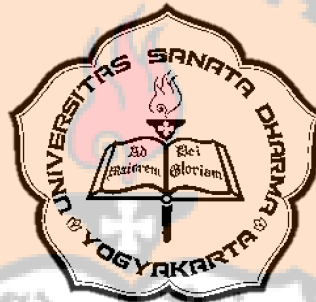
**ENGLISH LANGUAGE EDUCATION MASTER PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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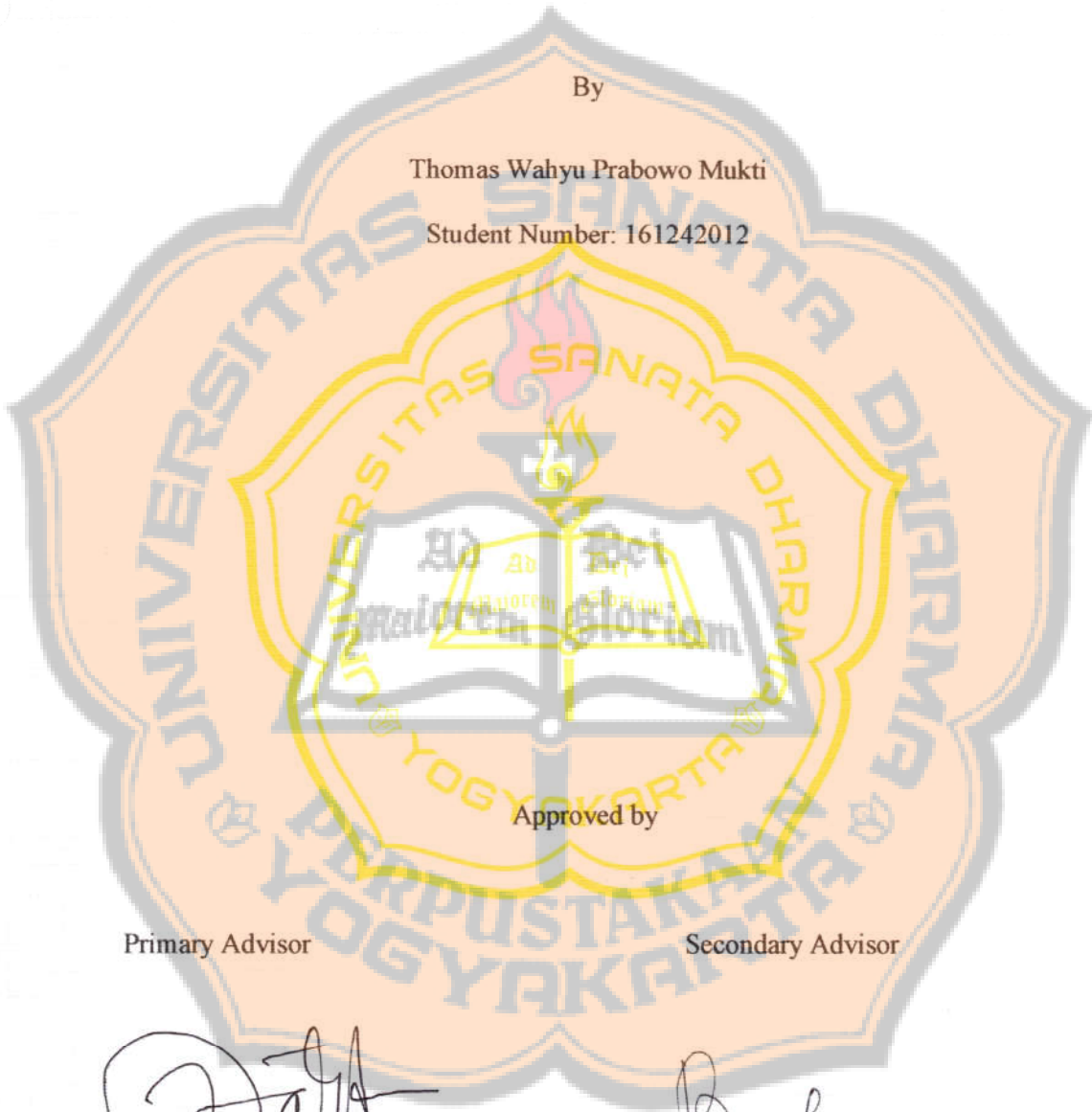
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Approved by

Primary Advisor

Secondary Advisor

F.X. Ouda Teda Ena, Ed.D.
Date: May 30, 2018

Barli Bram, M.Ed., Ph.D.
Date: May 30, 2018

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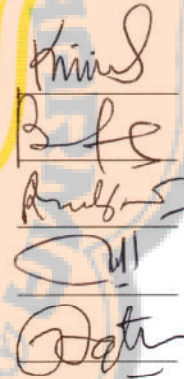
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Yogyakarta, 16 June 2018

Faculty of Teachers Training and Education

Sanata Dharma University

Dean



Dr. Yohanes Harsoyo, S.Pd., M.Si.

STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this master thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 June 2018

The Researcher



Thomas Wahyu Prabowo Mukti

161242012

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Thomas Wahyu Prabowo Mukti

ABSTRACT

Mukti, Thomas Wahyu Prabowo. (2018). *Professional Identity of Novice Indonesian Teachers*. Yogyakarta: English Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University.

Understanding teacher professional identity is not yet the priority of the government and the researchers in Indonesia. There is little research studying teacher professional identity especially the novice teachers. The fact that the first years of becoming a teacher is one of the most important stages in teachers' professional development and many teachers resign on this stage, the researcher consider that it is essential to study novice teacher professional identity and factors influencing teacher professional identity to give a holistic picture of what happens to novice teachers in their first years.

With regard to this phenomenon, this study addressed two research questions. First, what professional identity novice Indonesian teachers possess and second, what factors that influence novice Indonesian teacher professional identity. Thus, the researcher would like to discover the novice teacher professional identity and the factors influencing their identity as a teacher.

This study belonged to a survey study. It employed questionnaires as the main instrument to understand the experience of novice teachers in their first years. The researcher also provided open-ended questions to learn more about what novice teachers experience in their school practice. In this study, 96 novice teachers participated. The data were from the questionnaire and open-ended questions respondents filled out. The data were analyzed using Creswell's (2009) quantitative data method. The analyzed data were mainly classified based on the types of teacher professional identity and factors contributing to them. All the processes were done from January 2018 to May 2018.

The results of this study show that most novice teachers focused more on their subject knowledge matter. Most novice teachers in this study also concerned on the methods they used and their relationship with students. This study found that teachers' historicity contributed to teacher professional identity the most. Some problems and concerns of novice teachers could still be found in this study such as class management, relations with colleagues and students, and administration.

Keywords: teacher professional identity, novice teachers, factor

ABSTRAK

Mukti, Thomas Wahyu Prabowo. (2018). *Professional Identity of Novice Indonesian Teachers*. Yogyakarta: Program Studi Magister Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Memahami identitas profesional guru belum menjadi prioritas pemerintah dan para peneliti di Indonesia. Ada beberapa penelitian yang mempelajari identitas profesional guru terutama guru pemula. Kenyataannya, tahun-tahun pertama menjadi guru adalah salah satu tahapan paling penting dalam pengembangan profesionalitas guru dan dalam tahap ini ada banyak guru yang memutuskan untuk keluar dari pekerjaannya pada tahap ini. Oleh karena itu, peneliti menganggap bahwa mempelajari identitas profesional guru dan faktor yang mempengaruhi identitas profesional guru. Selain itu, mempelajari identitas guru juga memberikan gambaran menyeluruh tentang apa yang terjadi pada guru pemula pada tahun-tahun pertama mereka.

Berkenaan dengan fenomena ini, penelitian ini mengajukan dua pertanyaan penelitian. Pertama, apa identitas profesional yang dimiliki guru pemula Indonesia dan kedua, faktor-faktor apa yang mempengaruhi identitas profesional guru pemula Indonesia. Dengan demikian, peneliti ingin menemukan identitas profesional guru pemula dan faktor-faktor yang mempengaruhi identitas mereka sebagai guru.

Penelitian ini termasuk dalam penelitian survei. Penelitian ini menggunakan kuesioner sebagai instrumen utama untuk memahami pengalaman guru pemula di tahun-tahun pertama mereka. Selanjutnya, peneliti juga memberikan pertanyaan terbuka untuk mengetahui lebih banyak tentang pengalaman guru pemula di sekolah mereka. Dalam penelitian ini, 96 guru pemula berpartisipasi. Data berasal dari kuesioner dan pertanyaan terbuka yang diisi oleh responden. Kemudian, data dianalisis menggunakan metode data kuantitatif Creswell (2009). Setelah itu, data yang dianalisis terutama diklasifikasikan berdasarkan jenis identitas profesional guru dan faktor yang berkontribusi pada mereka. Semua proses dilakukan dari bulan Januari 2018 hingga Mei 2018.

Hasil penelitian ini menunjukkan bahwa sebagian besar guru pemula pada saat ini lebih fokus pada pengetahuan mereka pada subjek yang mereka ajar. Sebagian besar guru pemula dalam penelitian ini juga masih memperhatikan metode yang mereka gunakan dan hubungan mereka dengan siswa. Kemudian, penelitian ini menemukan bahwa biografi guru berkontribusi paling banyak pada identitas profesional guru. Beberapa masalah dan kekhawatiran guru pemula masih dapat ditemukan dalam penelitian ini seperti contohnya manajemen kelas, hubungan mereka dengan rekan kerja dan siswa mereka dan administrasi.

Kata kunci: identitas profesional guru, guru pemula, faktor

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Thomas Wahyu Prabowo Mukti

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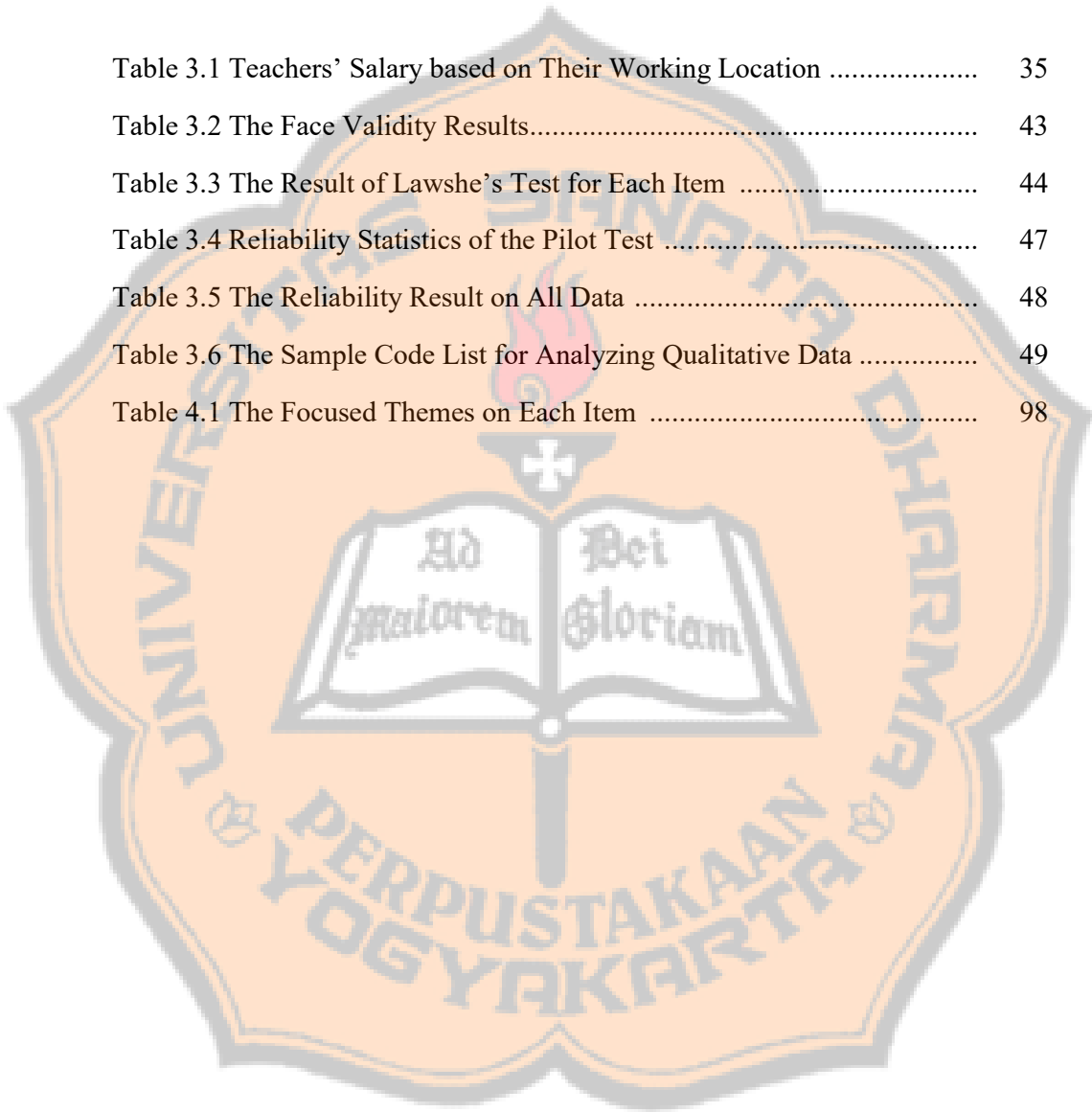
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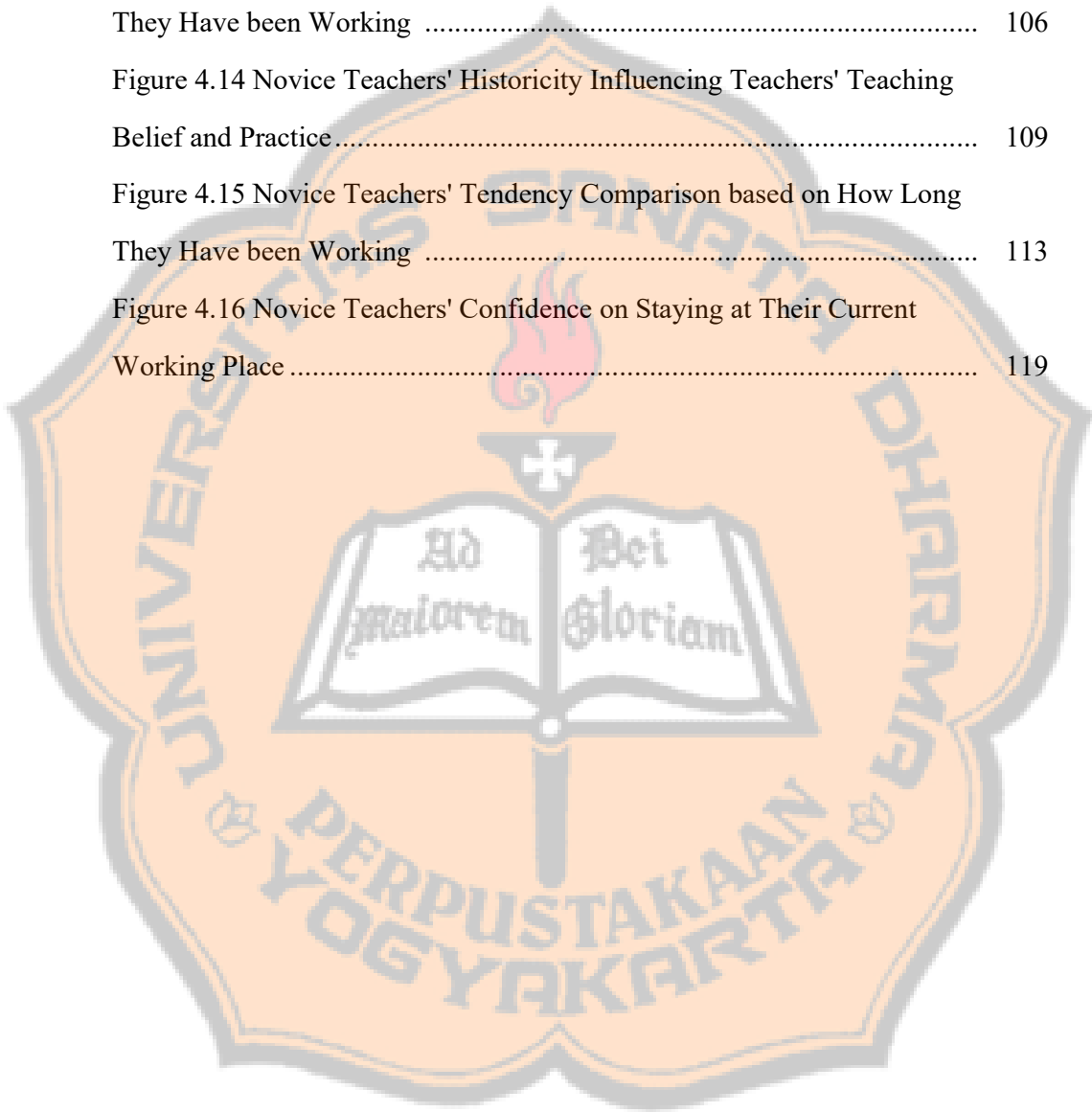
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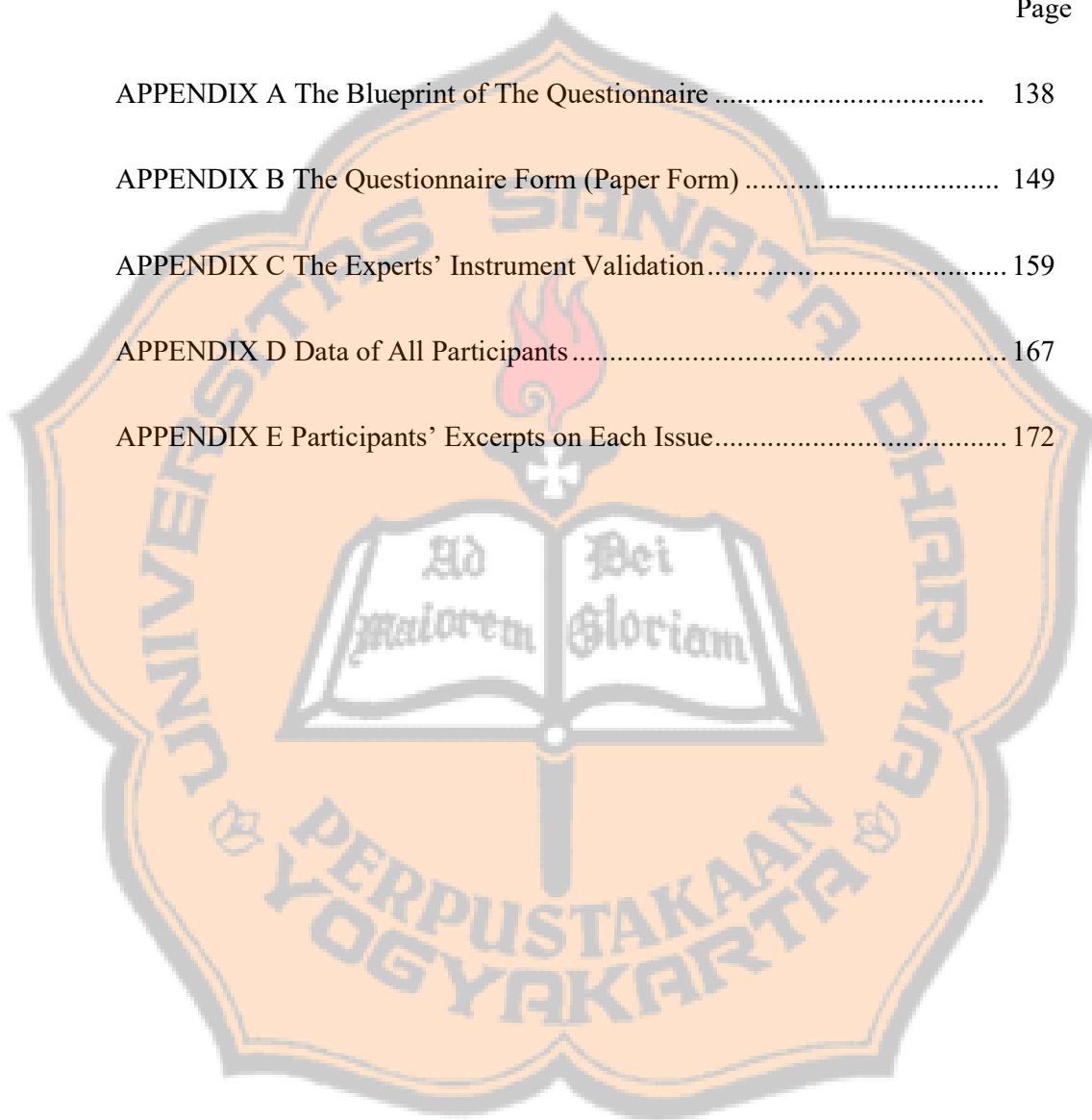
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CHAPTER I

INTRODUCTION

This chapter covers the research background, research questions, problem limitation, research objectives, research benefits, and definition of terms of study.

A. Research Background

The period as the novice teachers is exciting and awarding since finally the fresh graduates have the chance to put their ideas and plans into practice (O'Donell, et al, 2012). Therefore, a lot of studies try to figure out what happens to novice teachers in this period. In fact, understanding how identity as a teacher was formed is important to study in order to improve the educational process but it is not easy (Xu, 2012). Unfortunately, in Indonesia, the study related to teacher professional identity is very limited. Especially, the fact shows that not all students joining teacher education faculties have a willingness to be teachers and, in the process, willing to equip themselves with adequate content knowledge (Iswandari, 2017).

The study focusing on novice teacher professional identity is inevitable since the process of constructing the professional identity as a teacher plays a special role in this profession unlike other professions (Singh and Richards, 2006). It will also give a holistic understanding of the dominant factors on the identity development (Bukor, 2011) and, later on, by recognizing teacher professional identities will allow a more dynamic approach for understanding the phenomena (Gee, 2000). In addition, it will also help to prevent teachers shortages as novice teachers certainly

experience a high level of stress and burnout which may lead them to resignation (Howard & Johnson, 2004). It is because “there is no fixed recipe or set formula to prepare one to become a teacher and teachers’ preservice courses can only guide students for entry into the field of teaching; they cannot fully prepare future teachers (Joseph, 2011, p. 76)”.

The study of teacher professional identity, indeed, needs further and in-depth study. It is because the process of constructing a professional identity as a teacher is a very complex process and it involves the shifts between identities during the process (Henry, 2016). The complexity of the teacher professional identity is caused by the fact that it involves internal and external factors (Palmer, 1997; Sumara & Luce-Kapler, 1996) and the application of mindful and instinctive thought processes (Bukor, 2011).

The fact that the teacher’s profession which demands everyone to combine both personal and professional lives into practice makes it more complicated (Sumara & Luce-Kapler, 1996). Castañeda (2011) suggests that visible and invisible aspects of teachers itself play significant roles in the professional identity. The visible aspects are all things that teachers do, for example, their interaction with students in the classroom, how they assess, design material, or implement any task. Whereas, the invisible aspects are related to teachers’ beliefs, cognition, expectations or emotions (Castañeda, 2014). Those aspects influence so much on the way ones form their professional identity as a teacher.

There are some studies find out student-teachers' perception on their preservice experience in Indonesia. Iswandari's (2017) study showed that dominant imagined identity of the preservice teacher is as learning facilitators. This study suggests that the student-teachers have formed their ideal selves in the future as a teacher. Another study shows that preservice teachers actually encounter problem especially related to their motivations to become teachers which indicates that they need some help in forming their identity and professionalism (Kuswandono, 2014). It means that in Indonesia itself, although there are not many studies related to this topic, this problem related to the sustainability of teaching career is quite uncertain since their identity as a teacher is not yet well-formed.

Specifically, in Indonesia, where Regulation of the Minister of Education and Culture No. 14/2005 about teachers and lecturers states that teaching competencies for Indonesian teachers (kindergarten until senior high school teachers and lecturers) are pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. It means that the Indonesian Government does require Indonesian teachers to combine their personal and professional life into their professional identity. It means that the Government have already prescribed how a teacher is expected to be and it, indeed, influences teacher professional identity (Alsurp, 2006; Buchanan, 2015; Castañeda, 2011; Evans, 2008; Lasky, 2005; Supriatna, 2005; Zembylas, 2003)

Teacher's profession demands everyone to combine both personal and professional lives into practice and it does affect novice teachers. They have to negotiate with an identity that they bring when they are on their college which is

related to the ideology they build from materials they learn, coursework, and practicums they have done (Darling-Hammond, 2006). Moreover, they have to also negotiate their beliefs, perceptions, and interpretations fostered in their family environment which actually influence so much in their “career choice, instructional practice, teaching philosophy, and teacher identity” (Bukor, 2011, p. iii). Moreover, in this process novice teachers also gain experiences in the class, understand what teaching is about, and identify the good and bad examples of teachers in which “enable them to construct a predefined notion of what makes a teacher”.

This study came up from the fact that the attrition rate of teachers is high. Studies found that 33% of new teachers, in almost all part of the world, leave the profession after three years, 40% to 50% novice teachers resign in their first five years as a teacher (Algozzine, Gretes, Queen & Cowan-Hatchcock, 2007; Paris, 2010; Ingersoll, 2002, 2013; Swars, Meyers, Mayes & Lack, 2009) while about 15% leave for a better workplace condition and administrative support (Borman & Downling, 2008). It may be because teaching profession traditionally does not have induction programs for new entrants and novice teachers are most likely assigned in most challenging condition but they have only little supervision and support (Ingersoll, 2012) and they also found reality shock from teacher education to full-time responsibility as a teacher (Correa, Martínez-Arbelaz, and Aberasturi-Apraiz, 2015). In this case, those studies can be references to understand the experiences and dynamics of novice teachers in their first years.

Unfortunately, the study related to the novice teacher identity in Indonesia is not yet well studied especially related to how the identity changes during the process. Therefore, it becomes the concern of the researcher in this case since there is no sufficient research in which could be used to prepare students-teachers to face their reality in the class and school, especially in the Indonesian context.

The findings of this study could be a consideration for lecturers of educational programs in formulating programs or syllabus for preparing students to undergo the process more efficiently. The findings of this study can be a reference for government and other researchers who are finding the process undergoes un novice teachers. Using Beijaard, Verloop, & Vermunt's (2000) types of teacher professional identity and factors contributing teacher professional identity (Castañeda, 2011), the researcher would like to reveal what happens to novice teachers in the process of constructing their identity and its implication on teachers' professional development.

B. Research Questions

Based on the research background above, this study addresses two research questions:

1. What professional identity do novice Indonesian teachers possess?
2. What are the factors that influence novice Indonesian teacher professional identity?

C. The Significance of the Study

This research is expected to be beneficial to universities lecturers, ELESP Sanata Dharma and other universities students, the government and other researchers.

1. Universities Lecturers

This study will provide information for the educational lecturers to prepare materials and practice for students which later on help students preparing themselves for what will happen in their first years of teaching practice. Moreover, lecturers will have the picture of what their students become after they graduated. Thus, they could reflect whether their students have developed in the way the lecturers or not. It could be a kind of evaluation and reflection for them. Furthermore, it could be also an encouragement for the lecturers who have succeeded in reaching their mission of training their disciples.

2. ELESP Sanata Dharma and Other Universities Students

Students will be able to know what they will face in their practice since becoming a teacher is a very complex job which demands them to always change and be better. Further, students will know what they need to prepare for their college so that they can face their first years well.

3. The Education Institutions

By understanding how teachers develop their professional identity, school and institution which hire the novice teachers can create programs and provide facility and environment in which their teacher could develop their identity better. Thus, the teacher quality will be improved and at the same time, it will improve

school quality. Equally important, schools and institutions could also evaluate their recruitment process especially on the development of their newly recruited teachers in their school.

4. The Government

By understanding what happens to the novice teachers' experience, the government could establish policies in which help novice teachers to develop their identity throughout the process. In addition, the government could also evaluate whether their program and goal have been done or need some improvement. Consequently, the government could provide better programs and regulations that will help teachers develop their professionalism and enjoy their profession. Thus, the government could be guaranteed that there will be no high turnover which will cause lots of loss in terms of economic and educational aspects.

5. Other Researchers

Other researchers might be able to see a broader but deeper knowledge on how teachers in Indonesia develop their identity as a teacher both when they were still students and when they are on practice for first to fifth years of teaching practice. This study could be an insight for those who would like to study deeper novice Indonesian teachers or teachers in general whether it is about their identity, the factors influencing the identity, their retention and also their hopes.

D. Definition of Terms

There are some definitions of terms which help the readers to have a better understanding of this research

1. Teacher Professional Identity

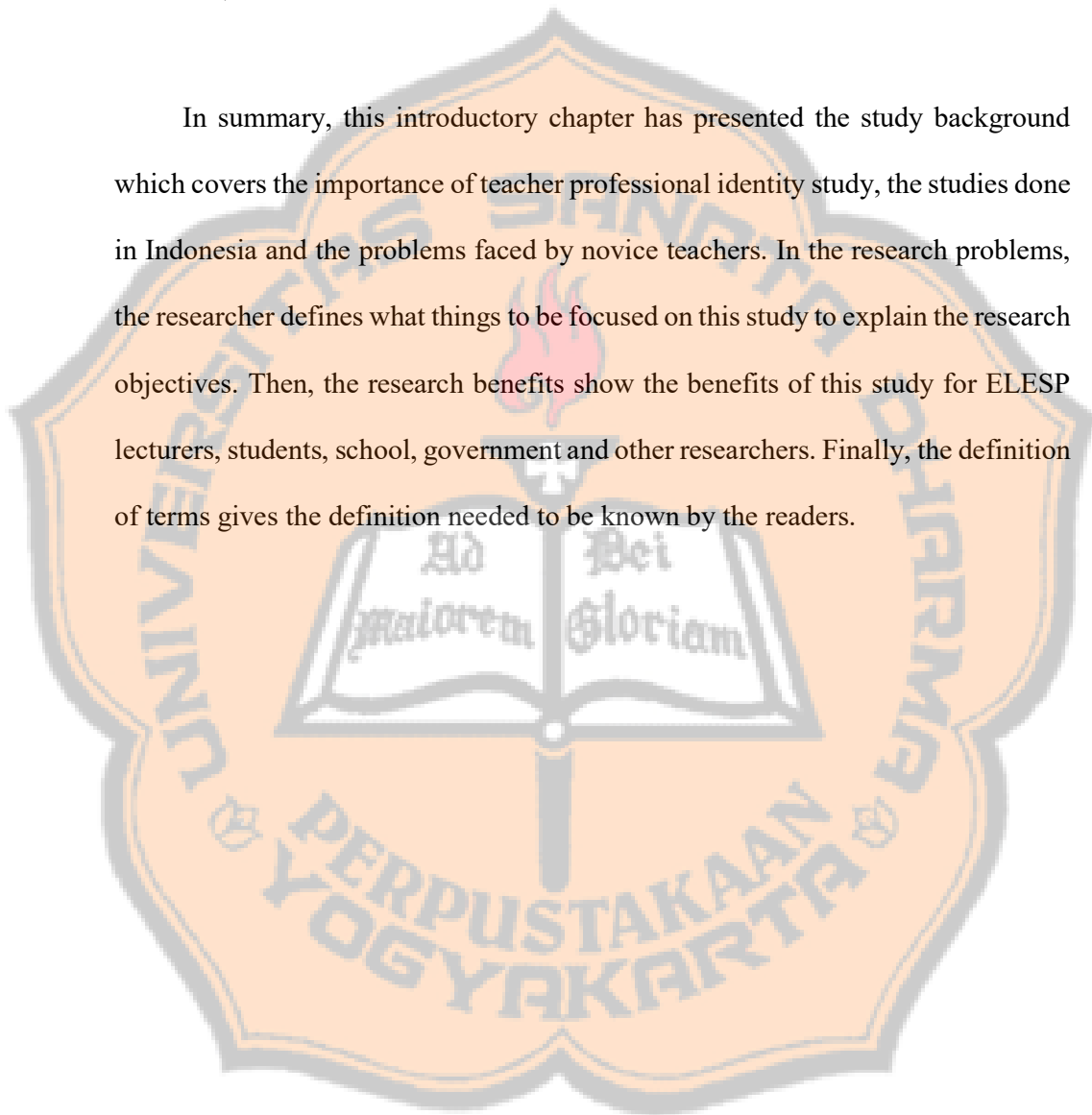
The concept of teacher professional identity is related to teachers' concepts or images of self which determines the way teachers teach, the way they develop as teachers, and their attitudes toward educational changes (Beijaard, Meijer, & Verloop, 2004). Some studies consider teacher professional identity based on teachers' roles (Goodson & Cole, 1994; Volkmann & Anderson, 1998), but some studies believe that expectations from other people and images in the society of teachers (Tickle, 2000). Based on Beijaard, Verloop, and Vermunt (2000), there are three types of teacher professional identity which are subject matter expert, didactical experts, and pedagogical experts. Those three types deal with both personal and professional aspect of a teacher's life.

2. Novice Teachers

According to 20 USCS number 7801(3), the term "novice teacher" means a teacher in a public school who has been teaching less than a total of three complete school years. In some studies, novice teachers are new teachers who have been teaching but they are still in teacher induction program or under supervision. In Indonesian context itself, novice teachers are the new teachers who are first assigned to carry out the process of learning/guidance and counseling on the educational unit organized by the Government, local government, or community. They are usually those who are teaching for one to two years in a school and they

are under the supervision of expert teachers acted as the teachers' advisors (Regulation of the Minister of Education and Culture No. 27/2010 about teacher induction).

In summary, this introductory chapter has presented the study background which covers the importance of teacher professional identity study, the studies done in Indonesia and the problems faced by novice teachers. In the research problems, the researcher defines what things to be focused on this study to explain the research objectives. Then, the research benefits show the benefits of this study for ELESP lecturers, students, school, government and other researchers. Finally, the definition of terms gives the definition needed to be known by the readers.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews theories which are relevant to this research. There are two main parts in this chapter, namely theoretical description, and theoretical framework. The theoretical description provides explanations of underlying theories related to the types of teacher professional identity and factors that influence teacher professional identity. Then, the theoretical framework discusses the theories that are set as the framework of this study to address these formulated research problems.

A. Review of Related Studies

There are limited studies related to novice teacher professional identity or teacher professional identity, in general, in Indonesia. Iswandari's (2017) study on the preservice students showed that dominant imagined identity of the preservice teacher is as learning facilitators. This study suggests that the student-teachers have formed their ideal selves in the future as a teacher based on their observation and experience in the school. On the other hand, Kuswando's (2014) study tries to examine preservice teachers' problems, especially related to their motivations for becoming teachers. This study shows that teacher education needs to help those preservice teachers by providing more reflective dialogues to help them construct their identity as teachers to be. As can be observed, there are not many studies in Indonesia concerning teacher professional identity.

Though studies found that the rate of teachers leaving profession is quite high (Ingersoll, 2002, 2013; Algozzine, Gretes, Queen & Cowan-Hatchcock, 2007; Swars, Meyers, Mayes & Lack, 2009) which may be caused by the condition of workplace and administration (Borman & Downling, 2008), the studies in Indonesia showed something different on teachers in general. Basikin's (2007) claimed that "teachers will remain in teaching until retirement day no matter how stressful their work becomes" (p. 3). Kuswandono (2013) assumes the teachers' willingness to stay in their profession because teachers could find "good working conditions, supportive colleagues, and those related to personal or family reasons" (p.197). In addition, Soetjipto and Kosasi (2009) look from a different point of view by assuming that teachers do not find another job since finding chances other than teaching is difficult. Afterward, this study would like to also find out what factors that influence novice Indonesian teacher professional identity that may also cause the retention rate in the teaching profession in Indonesia.

B. Theoretical Description

Discussion about identity is strongly related to the question "Who am I this moment?" (Beijaard, Meijer & Verloop, 2004, p.107). While many experts came up with their definition, Gee (2001) defines identity as an ongoing process while an individual tries to interpret him/herself which is related to a given context. Pennington & Richards (2016) add that identity is also related to someone's perceptions and characteristics regarded by others which can be different from one to others. These differences are actually affected by "culture, physical

characteristics, abilities, and skills (e.g. personality characteristics, special abilities or talents); societal position (e.g. profession, socio-economic status)” (Pennington & Richards, 2016, p. 2); and affinities (Gee, 2000). Thus, there are a lot of factors which actually influence someone’s identity.

Furthermore, identity is related to persons’ self-image and self-awareness which is perceived by others (Richards, 2015 in Pennington & Richards, 2016). The self-image and self-awareness are based on “values and beliefs about how people should conduct their lives and behave in front of others” (Pennington & Richards, 2016, p. 3) which means that there is a set of rules related to behavior actions. This set of rules regulates someone’s behavior while at the same time keep track of someone’s behavior (Pennington & Richards, 2016). Gee (2000, p. 99) further explains when “someone acts and interacts in a certain context, others recognize that person as acting and interacting as a certain ‘kind of person’ or even as several different ‘kinds’”. It means that others also have a big influence in determining someone’s identity from their own lenses. Being identified as “a certain kind of person” makes someone has multiple identities connected to what they do in society (Gee, 2000). Thus, he proposes four ways of how identity was formed (Gee, 2000, p. 100–101).

First, it is the nature identity. Nature identity is a state of someone’s identity in which the identity is developed by natural forces. This identity is usually formulated from the belief that someone identity is what someone is primarily based on his/her natures and not the society. Second, it is the institution identity. The institution identity characterized by the state that someone’s identity is actually

defined by their position in an institution. This identity is usually authorized by authorities in an institution or in the other words, someone's identity is defined by someone's position in the society. Thus, it is interconnected with "laws, rules, traditions, or principles" from the authorities (p. 102). Third, it is discourse identity. In discourse identity, someone's identity is determined by their discourse or dialogue with other people. It means that someone's identity is recognized based on their interaction with others or their traits. Fourth, it is affinity identity. Affinity identity is an identity formed and defined based on someone's experience in the "affinity group, a group made up of people who may be dispersed across a large space ... and they may share little besides their interest. (p. 102)" In this identity, a person's identity is determined based on the practice someone does in the community.

Gee (2000) considers those things are not separated but interrelated in "complex and important ways" (p.101) and all those identities can only become someone's identity when those identities are recognized by themselves and society. It means that someone actually has their one "core identity that he/she holds more uniformly, for ourselves and others, across contexts (Gee, 2000, p. 99)".

People's identity will always change since they are interacting with other people in their communities and taking new roles in the communities of practice (Lave and Wenger, 1991; Wenger, 1998). Indeed, the processes involve interaction and sometimes struggle in relation to the roles and positioning of others (Varghese, M., Morgan, B., Johnston, B.& Johnson, 2005) as "people accept, reinforce, downplay, or challenge the classifications and categories that are available or

ascribed to them” (Pennington & Richards, 2016, p. 3). It explains why some people experience ‘identity stress’ or even an ‘identity crisis’ where they are unsure about their own identity and, later on, they question who they are (Pennington & Richards, 2016).

The identity stress is expected to happen for those novice teachers, as in this study. The novice teachers have to integrate their personal values as well as the contextual requirements in their new community of practice. However, these interactions will strengthen their way of thinking and behavior that, later on, help them to have quite stable identity features as the time goes by.

In short, identity is related to the way someone identifies themselves based on the context and how others identify them as a human being. The person’s identity can be formed and influenced by many factors both from internal and external. The distinctive features of identity are that someone’s identity will always change since people always interact with other people and get new roles in the communities of practice.

Specifically, the concept of professional identity is seen in different ways as Beijaard, Meijer, & Verloop (2004) who found that there are two main streams in identifying teacher professional identity. First, teacher professional identity is closely related to teachers’ self-concepts or self-images (Knowles, 1992; Nias, 1989; Lin, Shein, & Yang, 2012; Pinho & Andrade, 2015; Sung, 2013). Varghese (2006) considers the teacher professional identity is on “how individuals see themselves, and how they enact their profession in their settings (p. 202).” This stream believes that teachers’ self-image truly determines the way teachers teach,

develop as teachers, and their attitudes related to the changes in educational condition or policy. Another stream emphasizes teachers' roles (Goodson & Cole, 1994; Volkmann & Anderson, 1998).

Castañeda (2011) describes the meaning of being a teacher, or in this study, teacher professional identity can be seen from teachers' "visible and invisible domains of work and life" (p. 23). It covers their interaction in the classroom, assessment they give, the materials they design, or their task implementation. Then, it also includes the teachers' personal aspect of their cognition, beliefs, expectations, or emotions. Additionally, Varghese, Morgan, Johnston, & Johnson (2005) claim that "a clearer sense of who they are" is needed in order to understand teachers (p. 22). The sense is related to teachers' "professional, cultural, political, and individual identities which they claim or which are assigned to them" (p. 22).

Gee (2000) believes that teacher professional identity can be viewed from institution identity, discourse identity, and affinity identity. In the institution identity, teacher professional identity is considered by their position as a teacher in the society. It means that people will look at teachers' identity based on laws, rules, traditions, or principles related to the teaching profession. Then, teachers' identity is also determined by their discourse with students, other colleagues, and other people. Teachers' traits will determine their identity. Lastly, as a part of teacher organization, teachers' identity is also determined by their practice in the community.

Finally, like identity in general, teacher professional identity is not a static property but identity is a process which includes changes while they gain experience

in practice, consolidate their professional knowledge, and adapt their personal and professional development plan (Tsui, 2003). Equally important, the culture and the socio-political context also highly influence teacher professional identity.

In summary, teacher professional identity is related to teachers' self-concepts or self-images, an assigned role was given to them and their relationship to their community. In the same way, teachers' visible and invisible work and life domains influence so much in defining teacher professional identity. Like identity in general, teacher professional identity is not a stable product but an ongoing process.

1. Types of Teacher Professional Identity

According to Beijaard, Verloop, & Vermunt (2000), there are three kinds of teacher professional identity. They are subject matter experts, didactical matter experts, and pedagogical matter experts. Those identities will be discussed based on Moscovici's (2000) identity formation and Regulation of the Minister of Education and Culture No. 14/2005 about teachers and lecturers. Here are the discussions:

a. Subject Matter Expert

Traditionally, teacher professional identity will be measured by their knowledge of subject matter (Beijaard, Verloop, & Vermunt, 2000). The previous study shows that knowledge of subject matter was already sufficient for someone to be considered as a good teacher (Hoyle & John, 1995). Teachers need to have a profound understanding of the subject area they teach which is characterized by a wide knowledge of the concepts and relationships of the subject they teach

(Calderhead, 1996). Furthermore, a study by Bennett and Carré (1993) finds that mastering subject they teach is important for teachers to so that they can modify their programs, give more choices on tasks, explain things very well, and identify students' understandings and analysis misunderstandings well.

Draper (1998) considers that a teacher is actually like a consultant who may not know everything but students surely want the teacher to be the gateway to all knowledge in his/her specialty. Additionally, he said that becoming a subject matter expert means teachers, at least, knows how to get the information, and how to access the knowledge. It means that in this view of a teacher is highly influenced by the people's view of what features usually possessed and demonstrated by a teacher in general. Moscovici (2000) considers this kind of identity as a "cue-based identity" in which it takes place as differentiating features of someone in the social entities.

In the Indonesian context, the subject matter expert is highly related to "Professional Competence" on Regulation of the Minister of Education and Culture No. 14/2005. In this regulation, professional competence means teacher's mastery of wide and deep knowledge of their expertise. It includes the mastery of curriculum and scientific substances and the mastery of the structure and methodology of their subject. Specifically, teachers require to master the *Standar Kompetensi* (competence standard) and *Kompetensi Dasar* (basic competence) of their subjects, develop creative learning materials, develop professionalism in a sustainable manner by taking reflective action, and utilize ICT.

Nowadays, subject matter expert is no longer the main requirement for teachers since the complexity of teaching brings alteration in the conceptions of a

teacher (Beijaard, Verloop, & Vermunt, 2000). They add that teachers are now considered most as classroom director and learning facilitator. In the other words, teaching is much more than the transmission of knowledge. In this study, the researcher, based on the previous studies, expects that some novice teachers may still consider subject matter expert as an important aspect of their professional identity. Unfortunately, it may indicate that Indonesian novice teachers may not have applied the regulation government in 2013 Curriculum where the Government mandates the teacher to become the facilitator instead of the source of all knowledge.

b. Didactical Expert

The didactical expert identity was highly influenced by the models of teaching in the 1980s (Beijaard, Verloop, & Vermunt, 2000). They also claim that this identity influenced in prescribing how teachers should plan, execute, and evaluate the lesson. However, after some debates related to these models, an idea come up that a teacher should become a learning facilitator, not only a knowledge transmittor. Therefore, the teachers' tasks are how to initiate, guide, and influence students' thinking, and gradually transfer control on the learning process to the learner (Beijaard, Verloop, & Vermunt, 2000).

In this kind of identity, teachers engage with the students by promoting the study and guiding the process which evokes learning (Stenberg, Karlsson, Pitkaniemi, & Maaranen, 2014). Based on Stenberg, Karlsson, Pitkaniemi, and Maaranen (2014), it has two categories: orchestrating and encouraging. In the orchestrating position, teachers deal with how teaching should be done in order to

promote students learning. It deals with how to provide different methods based on students' learning styles in order to make a meaningful learning, engage students in their learning processes. This identity appears when teachers believe that students learn the best when it is not a teacher-centered way so "teacher should act as a facilitator, not an answer giver" (Stenberg et al., 2014, p. 212). Moreover, teachers should also be able to create a conducive environment that will support interaction (discussion and questions and answer session) in the class.

On the other hand, the encouraging position is related to how teachers promote the learning processes by using various teaching methods and at the same time, motivating students (Stenberg et al., 2014). It may range from inspiring students, giving feedbacks and encouraging students. Subsequently, it also deals with how teachers create a pleasant and comfortable situation so students will engage the class activities enthusiastically.

The didactical expert identity is highly related to pedagogic competence in Regulation of the Minister of Education and Culture No. 14/2005. According to Regulation of the Minister of Education and Culture No. 14/2005 about Teachers and Lecturers, didactical expert identity is pedagogic competence which covers teachers' ability to understand learners, design and implement teaching-learning activities, evaluate learning outcomes, and develop learners' potentials. It, specifically, includes utilizing cognitive and personality development principles and identifying learners' background knowledge, determining learning strategies based on the characteristics of learners, the competencies to be achieved, and teaching materials. Additionally, teachers are also expected to be able to set and

conduct a conducive learning setting. Teachers should also be able to design and implement continuous processes and learning outcomes evaluation with various methods and utilize the results of the learning assessment for improving the quality of learning programs in general. Therefore, teachers should be able to help their learners actualize their academic and non-academic potentials.

In short, the didactical expert identity involves the beliefs on how teachers should create a positive atmosphere in the class by providing materials and methods that make students engage in the class activities. As Moscovici's (2000) identity formation, this identity is gradually related to cue-based, rule-based and later on schema-based identity (Moscovici, 2000). It is started from the fact that the features are prescribed by rules and cues on how to become a good teacher but, later on, teachers will respond the dynamic context and embed it as in their belief and action.

c. Pedagogical Expert

Pedagogical expert identity comes up from the belief that technical or instrumental aspects could not be separated from students' gains (Beijaard, Verloop, & Vermunt, 2000). This identity believes that teachers need to "transform" their subject matter knowledge for the teaching purpose (Shulman, 1986). It demands teachers to combine their knowledge about teaching with what they know about what they teach (Cochran, King, & DeRuiter, 1992). Furthermore, it is related to ethical and moral features of a teacher since teaching itself involves moral action and, indeed, teachers are the moral agents in the class (Buzzelli & Johnston, 2001; Tom, 1984). Teaching also encompasses continuous and multifaceted moral decision-making (Tippins, Tobin, & Hook, 1993), and also a sensitivity to each

individual which is called as call “moral perception” (Simpson and Garrison, 1995).

Pedagogical expert is also related to teacher's engagement with students (Beijaard, Verloop, & Vermunt, 2000). Specifically, they focus on “what is going on in students' minds, ways of communicating with and speaking about other people, and personal or private problems students have” (Beijaard, Verloop, & Vermunt, 2000, p. 751). In accordance with it, teachers should realize the norms and values students have. Some research shows that many teachers consider the pedagogical side is more important than other sides (Beijaard & De Vries, 1997). Pedagogical aspects are relevant to teachers' personal and professional role conception (Beijaard, 1995).

Beijaard, Verloop, & Vermunt's (2000) pedagogical expert identity is more likely related to the personal and social competences. According to Regulation of the Minister of Education and Culture No. 14/2005, personality competence reflects teachers' steady, stable, mature, wise and authoritative personality, in other words, to become a noble character. More importantly, teachers are also expected to be a role model for learners. Specifically, it encompasses the teachers' behavior which has to be in accordance with social norms and the state of being proud and independent teachers. Teachers are also expected to have an open-minded personality and be able to contribute to the students, school, and community and, at the same time, become a role model for religious lives.

While Social Competence is the ability of teachers to communicate and get along with learners, education personnel, parents/guardians of learners, and the surrounding community (Regulation of the Minister of Education and Culture No. 14/2005). It demands teachers to be inclusive, objective, and non-discriminatory related to gender, religion, race, physical condition, family background, and family social status. Then, teachers should also be able to communicate effectively, empathically, and courteously with fellow educators, education personnel, parents, and community both oral and written. The Government also demand teachers to adapt to all areas of Indonesia that has a social culture diversity.

Teachers as the moral agents in the school have the authority and influence on their students especially by practicing the pedagogical practices (Buzelli & Johnston, 2002) for changing students' attitude. Buzelli and Johnson (2002) add that the interaction with between teachers and students could create moral meanings. Some studies show that what teachers decide the form and construct students' moral development (Goodlad, Soder, & Sirotnik, 1990; Goodman & Lesnick, 2004; Nguyen, 2008).

In summary, pedagogical expert identity covers how teachers consider themselves as individuals who interact with others in their community. It encompasses teachers' attitude, communication and how they influence students' social skill in accordance with the norms and values. In Indonesia, the pedagogical expert identity is prescribed by the Government in personal and social competencies of a teacher. Almost similar to the didactical expert identity, this pedagogical

identity is gradually related to cue-based, rule-based and later on schema-based identity (Moscovici, 2000).

2. Contributing Factors to Teachers Professional Identity

This section focuses on factors influencing teacher professional identity. In this section, the researcher refers to Beijaard, Verloop and Vermunt's (2000) and Castañeda (2011, 2014) influencing factors on teacher professional identity. They focus on teachers' teaching contexts and communities, their experiences and practices, and biographies. Those three factors actually interact with each other and influence teacher's perceptions of their professional identity. Here are the discussions of those factors:

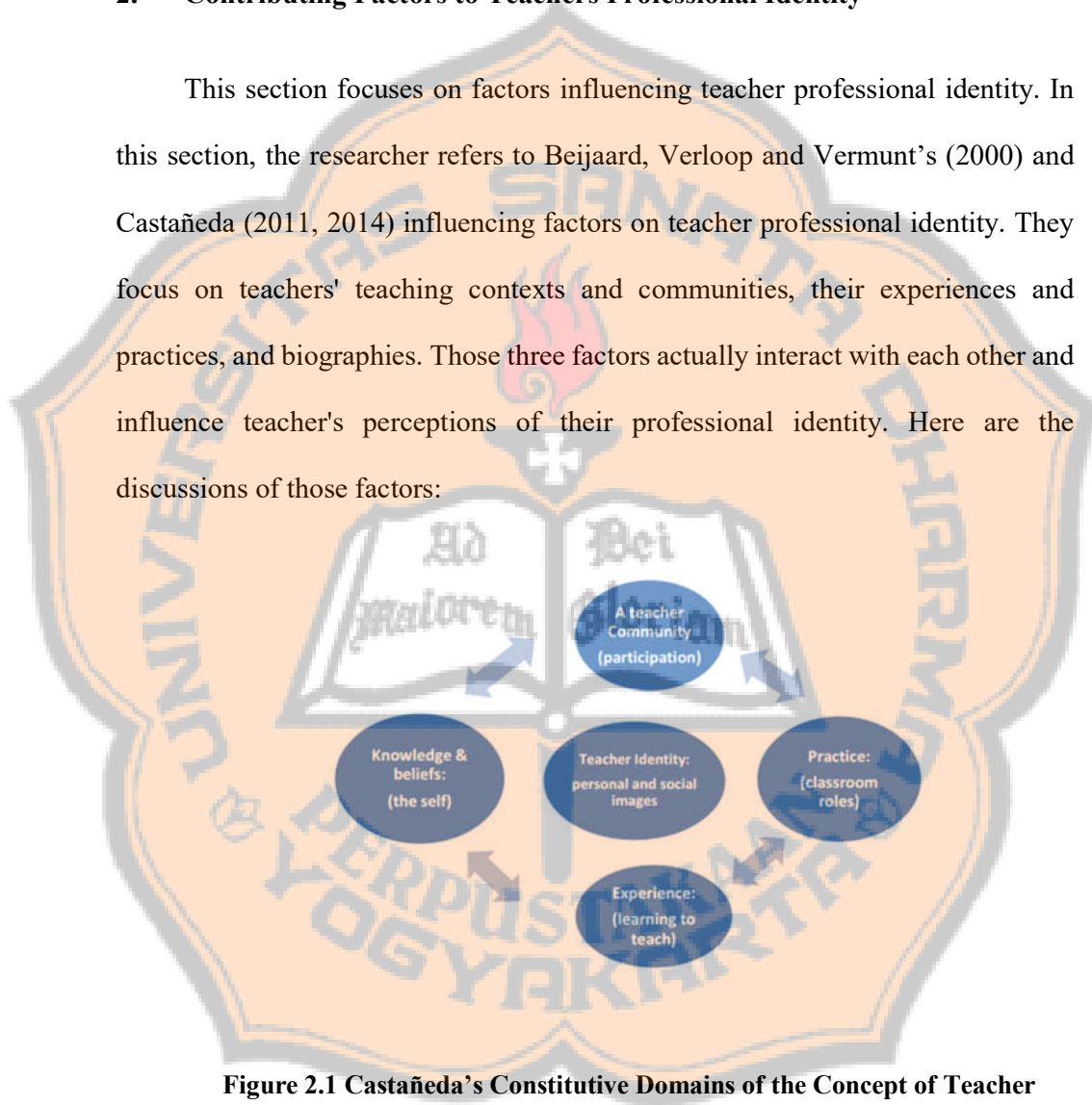


Figure 2.1 Castañeda's Constitutive Domains of the Concept of Teacher Identity (Castañeda, 2011)

a. Teaching Contexts and Communities (Institutions and Location They Work)

Teachers' teaching context and community have a strong impact on their knowledge base (Beijaard, Verloop, & Vermunt, 2000). It is related to the classroom ecology and the school culture. Specifically, Castañeda (2014) mentions that teachers' participation and interaction with the members of teachers community will shape their identity. It is because the other colleagues may share the school norms and values shared by that actually define the specific working way (Beijaard, Verloop, & Vermunt, 2000).

Beijaard, Verloop, and Vermunt (2000) consider that more than one teaching cultures may exist in a school. Therefore, teachers may shape their beliefs by getting familiar with the cultures in the school (Beijaard, Verloop & Vermunt, 2000). They also consider that cultures in the school have a very big influence on the way teachers perceive their professional identity. However, Castañeda (2014) finds that the different cultures with what teachers possess previously may cause tension, therefore, teaching is actually a continual reflection and transformation practice that shape teacher professional identity.

In short, the teachers' teaching contexts and communities may contribute to teacher professional identity. It encompasses community expectations and cultures that shape teachers' values and beliefs contributing to teacher professional identity. Thus, the researcher considered this factor need to be researched through fully in this study.

b. Teaching Experiences and Practices

Castañeda (2011) considers that the experiences gained in classrooms, understanding on what teaching is about, capacity in judging good and bad practice make teachers be able to construct what the meaning of becoming a teacher is. Additionally, the teaching practice in the class is actually a period when teachers construct their personal images as a teacher, a fundamental notion of professional identity (Castañeda, 2011, p. 24). It means that experiences and practices teachers have will determine also their teacher professional identity.

Beijaard, Verloop, and Vermunt (2000) try to compare experienced and non-experienced teachers. Their studies show that experienced teachers are usually expert teachers. The difference is related to expert knowledge in which expert teachers have “more extended and better-organized memory” than the novice teachers; expert teachers need less cognitive effort; they are better at retrieving and combining relevant information to solve a problem. Additionally, according to Kagan (1992) as cited in Beijaard, Verloop and Vermunt (2000), teachers’ expertise can be observed from (1) how teachers monitor classroom events; (2) how much effort needed in classroom performance; (3) how much the personal experiences guide classroom performance and how well a teacher can predict what happens next in the class accurately; and (4) the teacher's focus in organizing framework of instruction.

In short, the more experienced the teacher, the more expert a teacher is. The experiences gained in teaching practice enable novice teachers to determine good and bad practices and beliefs which also influence how they perceive their professional identity. Though the focus in this study is actually novice teachers, the researcher would like to find also the differences in perceiving their professional identity of novice teachers ranged from zero to two or more years based on their experiences in teaching.

c. The Teachers' Historicity

The concern on this factor is related to teachers' personal life experiences (Beijaard, Verloop, and Vermunt, 2000). Chapin (2008) considers this as teachers' historicity. It focuses on teachers' lives critical incidents, events, and significant others which may construct teacher professional identity. Their study confirms that, although it is no significantly differenced from other factors, the historicity of teachers contributes to teacher professional identity especially related to teachers' personal experience. It can be seen in the study of Huberman (1993) that shows teachers would be more tolerance to students especially in the case when they experienced the same thing happen to their students. In other words, teachers' personal experiences may affect teachers' professional life.

In addition, this factor also deals with what happens to the teacher before they take teaching profession. Teachers' journey into their profession begins when they enroll in teacher education programs (Joseph, 2011). In this stage, students, who will become teachers, start to 'think' and 'act' and like what teachers should be. In their school placements, they realize the shift in their roles: from students to

teachers (Campbell & Brummett, 2007). Consequently, they start to link what they learn into practice (Henry, 2001) and, indeed, it affected a lot in teacher professional identity since the experiences influence the ways teachers ponder about teaching and their actions in their classroom (Knowles, 2013). Chapin (2008) even emphasizes that for novice teachers, their historicity is commonly learned from the master teachers they have encountered.

In this case, Moscovici's exemplar-based and cue-based identity may be well fitted. Exemplar-based identities are the identity in which the identity is determined by the representative examples of the social entities. It might happen to those who try to make himself or herself identic with his or her role model (Moscovici, 2000). On the other hand, cue-based identity is determined by the cues or features of the ideal ones (Moscovici, 2000)

In this study, based on the result of most studies, the teaching communities may become the most influential factors for teacher professional identity. It is because perhaps the school gives some kind of rules, written and unwritten, which influence how teachers teach and how they perceive something related to their teaching practice. Also, their colleagues may give some suggestions, or even instructions, to the novice teachers so that the novice teachers behave and teach as other colleagues.

C. Theoretical Framework

Identity is related to the way someone identifies themselves based on the context and how others identify them as a certain kind of person (Beijaard, Vermunt & Verloop, 2000; Beijaard, Meijeer, & Verloop, 2004; Gee, 2000). While teacher professional identity is related to teachers' self-concepts or self-images and assigned role given to them as a teacher (Knowles, 1992; Nias, 1989; Lin, Shein, & Yang, 2012; Pinho & Andrade, 2015; Sung, 2013,). Like identity in general, teacher professional identity is not a stable product but an ongoing process.

In order to address the first research question, namely, what identity novice teachers possess, the researcher employs Beijaard, Verloop, & Vermunt's (2000) types of teacher professional identity. They are subject matter expert, didactical matter expert, and pedagogical matter expert. Beijaard, Verloop, & Vermunt's (2000) types of teacher professional identity will be combined with Moscovici's identity types and Regulation of the Minister of Education and Culture No. 14/2005 related to teachers' competencies, namely, professional, personal, social and pedagogical competencies. In this study, novice teachers may mostly consider themselves as a subject matter expert.

In order to address the second research question, namely, what factors influence the novice teacher identity, the researcher employs Beijaard, Verloop and Vermunt's (2000) and Castañeda (2011, 2014) influencing factors on teacher professional identity which encompasses teachers' teaching contexts and communities, their experiences and practices, biographies, and gender. Those three factors may influence teacher professional identity, however, in this study, teachers'

biographies may affect the most. Equally important, the rule prescribed by the Indonesian government is also expected to influence the novice Indonesian teacher identity since the rule prescribes the condition when a teacher is considered as the professional one.

In summary, this review of the related literature has presented the theoretical description of the study, and the theoretical framework that describes how those theories were employed to be the framework for this study.



CHAPTER III

METHODOLOGY

This chapter provides a detailed description of the methodology employed in the research. It includes the description of the research method, research setting, research participants, research instruments and research procedure.

A. Research Method

This study is a quantitative study. It employed a survey method in order to collect information from groups of individuals (Ary, Jacobs, Sorensen, & Razavieh, 2010). This study employed questionnaires in order to understand the way novice teachers constructed their teacher identity in their first years in Indonesia in general. In collecting the data, the researcher employed the survey method since it enabled the researcher to summarize the characteristics of different groups and to measure their attitudes and opinions toward some issue (Ary, Jacobs, Sorensen, & Razavieh, 2010) in the shortest time. In this study, the respondents were required to rate and answer Likert's scale on 20 statements, 6 short essays, 7 long essays and 5 multiple choice questions. It meant that the data from questionnaires would be also detailed and could be used to arrive at a deeper understanding of teacher identity, on a larger scale, in Indonesia.

B. Research Setting

This research focused on novice teachers in Indonesia. It did not only focus on English teachers but covered all novice teachers teaching subjects from Mathematics, Indonesian, English and other subjects. The researcher distributed an online questionnaire to all respondents from 18 January 2018 up to 26 February 2018. The researcher sent an e-mail to respondents explaining the study and what the respondents were expected to do. The process took a longer process than it should since the researcher did not have a list of the participants who worked as novice teachers. Thus, the researcher asked the candidates whether they were working as teachers. After knowing that the respondents were suitable for this study, the researcher asked the respondents' willingness to participate by filling out the google form provided. The last respondents sent in their responses on 20 March 2018. After reaching the quota of the respondents, the researcher closed the google form so that the data would remain unchanged. During the wait, the researcher also recorded the respondents answer each week in order to analyze the changes in the respondents' tendencies. The researcher employed wave analysis in order to determine the returns on selected items each week and to recognize whether or not the average responses changed (Leslie, 1972).

C. Research Participants

The research participants of this study were all teachers teaching for 1 to 2 years in public school, private school, and non-formal school all over Indonesia. The method of selecting the participants was non-probability sampling since, in these types of research situations, the account of the population elements as the basic requirement in probability sampling was difficult, if not impossible to meet. (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 153)".

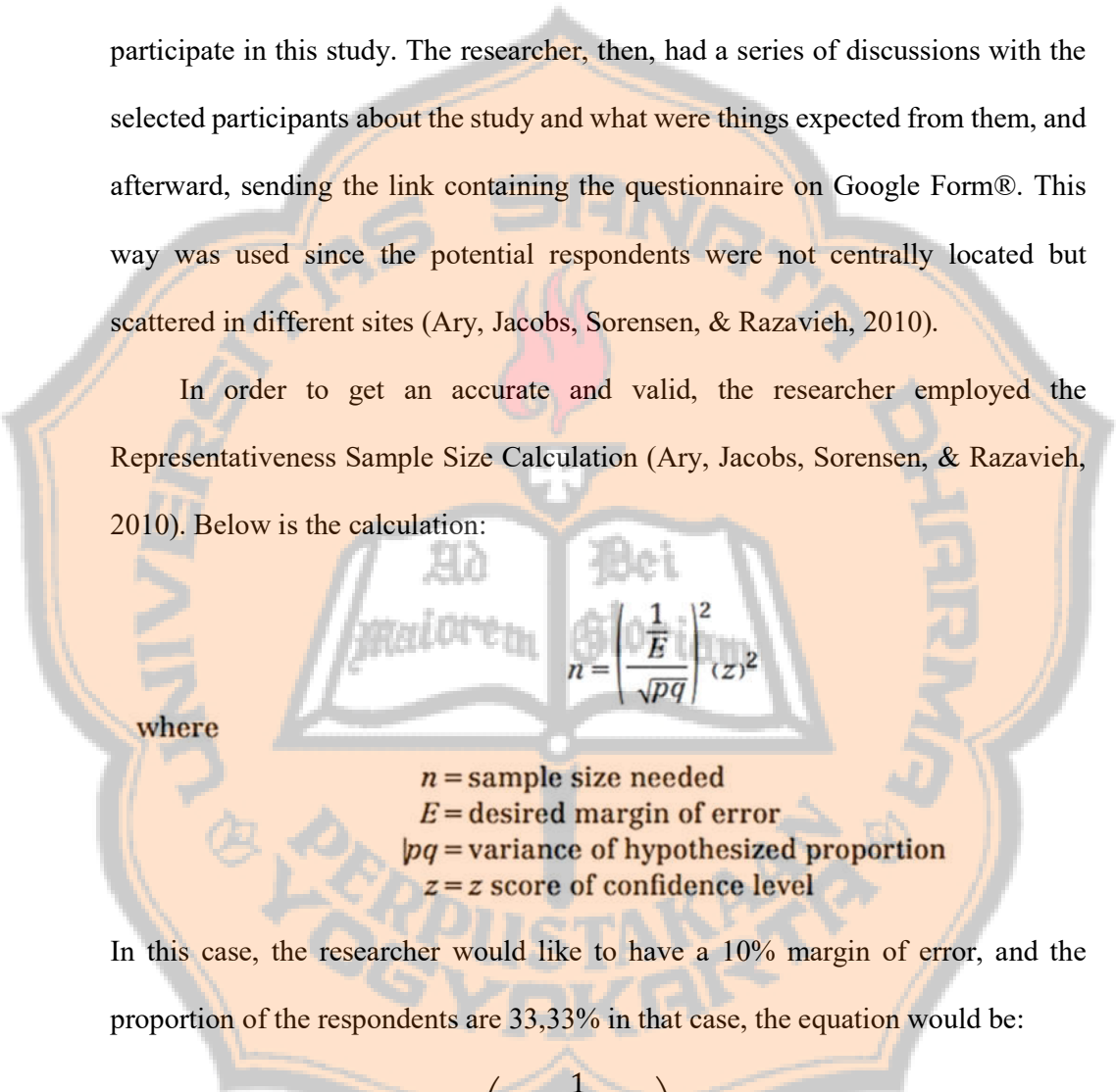
Specifically, this study employed purposive sampling coupled with snowball sampling in order to get a bigger number of respondents. In purposive sampling, the sample elements deemed to be representative were chosen from the population purposively based on some considerations study (Ary, Jacobs, Sorensen, & Razavieh, 2010). In this study, the main variable was in which institution the teachers teach. Then, the researcher also considered how long the teachers taught, their gender, and the location of their work. This sampling method was appropriate since it was useful in examining the attitudes and opinions of respondents (Ary, Jacobs, Sorensen, & Razavieh, 2010). Considering the fact that "the most important characteristic of a sample is its representativeness, not its size" (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 157), the researcher chose an adequate number of participants for each variable (public school, private school, and non-formal school).

The researcher initially selected subjects by choosing several names suitable as the respondents of this study (Ary, Jacobs, Sorensen, & Razavieh, 2010). The researcher, then, had a series of discussions with the selected participants related to

the study and what were the things expected from them. After that, the researcher asked some names from them as the suggestions for the next respondents. The researcher contacted the suggested person and asked if they were willing to participate in this study. The researcher, then, had a series of discussions with the selected participants about the study and what were things expected from them, and afterward, sending the link containing the questionnaire on Google Form®. This way was used since the potential respondents were not centrally located but scattered in different sites (Ary, Jacobs, Sorensen, & Razavieh, 2010).

In order to get an accurate and valid, the researcher employed the Representativeness Sample Size Calculation (Ary, Jacobs, Sorensen, & Razavieh, 2010). Below is the calculation:

where



$$n = \left(\frac{1}{E} \right)^2 (z)^2$$

n = sample size needed
 E = desired margin of error
 pq = variance of hypothesized proportion
 z = z score of confidence level

In this case, the researcher would like to have a 10% margin of error, and the proportion of the respondents are 33,33% in that case, the equation would be:

$$n = \left(\frac{1}{\frac{10}{100}} \right)^2 (1.96)^2$$

$$n = \left(\frac{1}{0.1} \right)^2 (3.8416)$$

$$n = (10)(3.8416)$$

$$n = 38.416$$

Thus, this study needed 96 participants in order to get the minimum 10% of the error margin. In this study, the researcher, later, coded or labeled the respondents using alphabets based on the order they filled out the questionnaires. For example, the first respondent would be coded A while the twenty-eighth respondent would be coded AA. In this research, the codes ranged from A to CS.

Below is the information related to the participants in this study which were classified based on the institutions they worked for, its location, how long they have been working, and their gender:

1. Institutions They Work

The researcher considered the working place as the main variable in this study. It was related to the teachers' teaching context and community which had a strong impact on their professional identity (Beijaard, Verloop, & Vermunt, 2000). The teaching context and community encompasses teachers' participation, interaction, norms and values shared by members of teachers' community shaped teacher professional identity (Beijaard, Verloop, & Vermunt, 2000). Figure 3.1 represented the number of teachers who participated in this study based on their institutions:

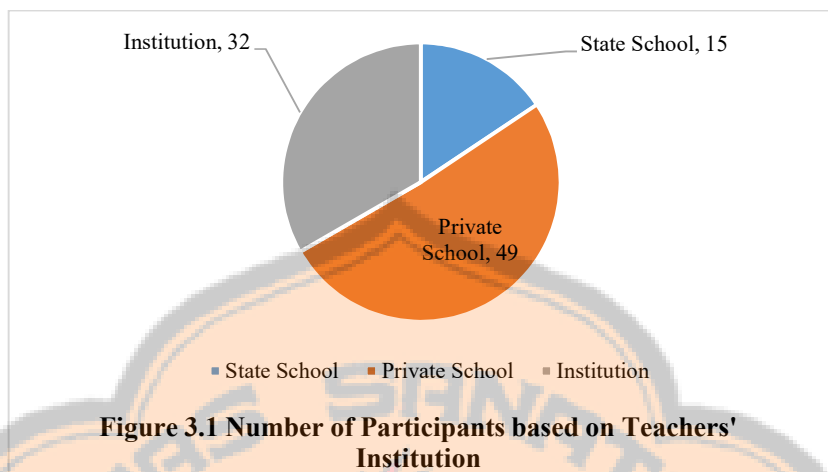


Figure 3.1 Number of Participants based on Teachers' Institution

Most of the teachers in this study worked in private schools. There were 49 teachers worked at private schools around Indonesia while 32 and 15 teachers worked in non-formal and public schools, respectively. From this study, it could be observed that most graduates or novice teachers were working in private school since the access to entered/joined the private school was easier compared to the non-formal and, especially, public school. Teachers who joined public schools in Indonesia were usually PNS (Civil Servant), while most of the graduates were not civil servants. If they joined the public school they had to become non-permanent teachers which affected their salary. Also, the number of non-formal schools in Indonesia were smaller than the number of private schools. Those were several reasons that might become the reasons why most graduates chose to become private teachers.

2. Working Location

Working location (whether teachers were working in the urban areas or rural areas) was believed to also contribute teacher identity. Figure 3.2 indicated the number of participants working in urban and rural areas:

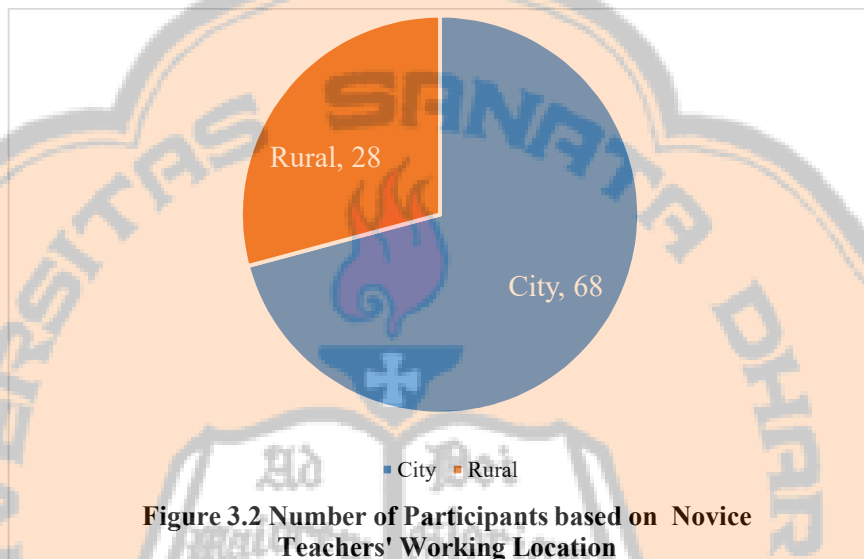


Figure 3.2 Number of Participants based on Novice Teachers' Working Location

From the figure above, it can be concluded that most novice teachers choose to work in urban areas. It might be because the salary offered in these areas was bigger than that offered in the rural areas. Table 3.1 showed teachers' salary based on their working location:

Table 3.1 Teachers' Salary based on Their Working Location

Area	Salary	Number
Rural	Rp 0- Rp 999,999.00	14
	Rp 1,000,000.00 - Rp 1,999,999.00	8
	Rp 2,000,000.00 – Rp 2,999,999.00	3
	Rp 3,000,000.00 – Rp 3,999,999.00	2
	Rp 4,000,000.00 – Rp 4,999,999.00	1
	Rp 5,000,000.00 – Rp 5,999,999.00	0
	Rp 6,000,000.00 – Rp 6,999,999.00	0
	Rp 7,000,000.00 – Rp 7,999,999.00	0
	Rp 8,000,000.00 – Rp 8,999,999.00	0
	Rp 9,000,000.00 – Rp 9,999,999.00	0
	Total	28

Urban	Rp 0- Rp 999,999.00	17
	Rp 1,000,000.00 - Rp 1,999,999.00	16
	Rp 2,000,000.00 – Rp 2,999,999.00	10
	Rp 3,000,000.00 – Rp 3,999,999.00	12
	Rp 4,000,000.00 – Rp 4,999,999.00	8
	Rp 5,000,000.00 – Rp 5,999,999.00	2
	Rp 6,000,000.00 – Rp 6,999,999.00	2
	Rp 7,000,000.00 – Rp 7,999,999.00	0
	Rp 8,000,000.00 – Rp 8,999,999.00	1
	Rp 9,000,000.00 – Rp 9,999,999.00	0
Total	68	

The data above confirmed that salary, directly and indirectly, had a big influence in determining where teachers chose to work. It might also determine how teachers worked and how long they were going to work at a particular institution.

3. Experience

The researcher also considered teachers' working experience as one of the factors that might contribute to teacher identity. Figure 3.3 showed the percentage of teachers based on their working experience:

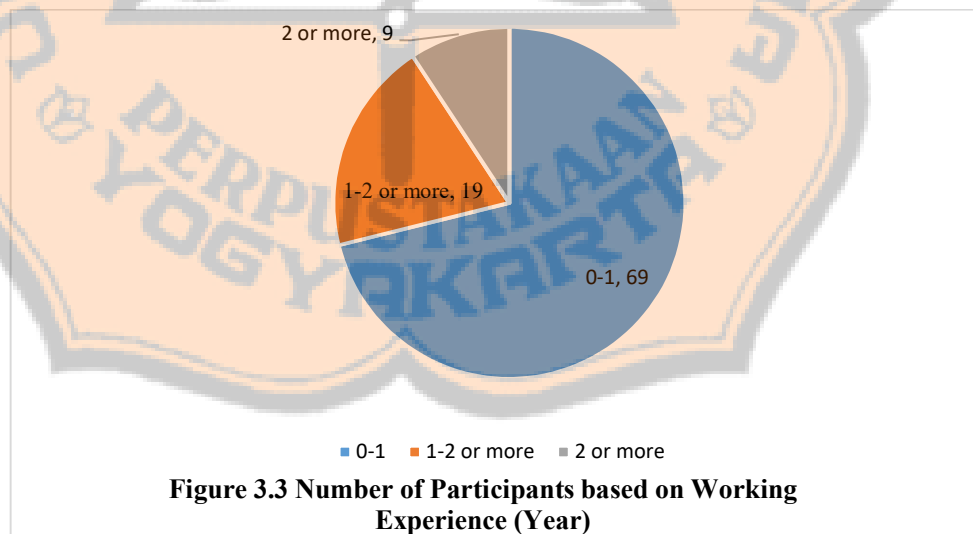


Figure 3.3 showed that most of the participants in this study were working for zero to one year and one to two years while the rest of them had been working for

two years or more but no more than 3.5 years. The researcher would like to know how teachers' experience influence teacher professional identity although the gap was not really big.

4. Gender

Teachers' gender might also determine teacher professional identity especially from the way they behaved and perceived their condition (Vandrick, 2017). Figure 3.4 showed the number of teachers based on their gender:

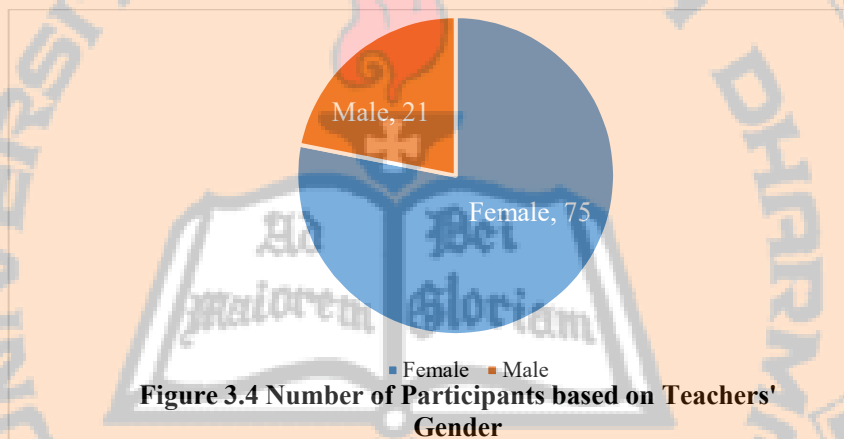


Figure 3.4 Number of Participants based on Teachers' Gender

The data above showed that most of the novice teachers were female. There were 75 female teachers in this study compared to 21 male teachers. The data could be also considered as an accurate depiction of teachers' gender demography in Indonesia. It could be concluded that most teachers in Indonesia were female.

D. Research Instruments

In order to collect data, the researcher employed questionnaires as the main instrument of this study and interview guidelines embedded in the questionnaire as a way to validate respondents' answers and to get more data. Below is the discussion:

1. Questionnaire

This study employed questionnaires in the form of Google Form® as the main research instrument in order to collect the data to determine how most novice teachers identify themselves and what factors influenced their professional identity the most. The questionnaire was chosen because one-on-one contact with subjects in a personal interview would be time-consuming and expensive (Ary, Jacobs, Sorensen, & Razavieh, 2010) especially when the researcher had to deal with 96 participants. In other words, using questionnaires would be less time consuming since the questionnaire was available 24 hours a day and respondents might reply whenever and wherever the respondents chose. In this case, the researcher requested respondents to complete and return on a given date. This way, it enabled the researcher to get a larger number of subjects as well as subjects in more varied locations (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 384). Moreover, Ary, Jacobs, Sorensen, & Razavieh (2010) also considered that e-mailed questionnaires guarantee confidentiality or anonymity. This in turn also prompted more truthful responses. However, the researcher had to make the questionnaire as clear as

possible since there was a possibility of the respondents who might misinterpret some of the questions and/or statements.

The questionnaire used in this study consisted of 20 statements, 6 short answers, 7 essays, 4 multiple choice questions, and 3 reflection questions. The questionnaire itself consisted of four segments: the personal belief as a teacher, in preparation period (in class, microteaching and PPL (preservice teaching)), in teacher-induction period and the teaching practice, and their reflections on teaching.

The respondents were asked to fill the Likert's scale from 1 to 5, such as, "Teachers must master what they teach and they should be able to show it to students, one of which is, by being able to answer questions well in class." "Teachers should always update their knowledge relating to the subjects they teach so they can provide up-to-date materials and information so that students can relate them well." The weight for *strongly agree* was scored 5, *agree* was scored 4, *undecided* was scored 3, *disagree* was scored 2, and *strongly disagree* was scored 1 since the score was for positively stated items (Ary, Jacobs, Sorensen, & Razavieh, 2010).

The respondents also needed to give examples in section 2 with short answers, while in section 3 and 4 they were required to elaborate on their answers with their teaching practice as examples. Then, in multiple choice questions, the respondents were asked to rank aspects which they consider to be the most important for them. The items chosen to be number one (or the most important thing) had score 4 while the second had score 3, the third had score 2 and the last one had score 1.

The questionnaire had three main parts, namely teachers' belief, practice and influencing factors regarded to teacher professional identity. Items one to seven basically measured teachers' belief related to subject mastery (number one and two), didactical mastery (number three and four), pedagogical mastery (five and six) and rule obedience (number seven). Then, the items number fourteen to twenty were related to teachers' practice on subject mastery (fourteen and fifteen), didactical mastery (sixteen and seventeen), pedagogical mastery (eighteen and nineteen) and rule obedience (number twenty). In addition, the items number eight to thirteen were about factors influencing teacher professional identity. Specifically, items number eight and nine were about the factors from role model(s) novice teachers had; items number ten and eleven were about the cues given by the community while items number twelve and thirteen were about the rules that influence teacher professional identity.

2. Interview Guideline

The Interview guideline was actually listed on the questionnaire after the statements and the respondents directly answered them. It actually belonged to a structured interview which intended to get specific certain information from the subjects (Ary, Jacobs, Sorensen, & Razavieh, 2010). The questions in the interview were used in order to compare the espoused and enacted practices of teachers. Later, it served as the medium to validate the gathered data. Specifically, this method was employed in order to gather data from the teachers' opinions and belief using their own words in perceiving their experiences and the meaning they made from it (Ary, Jacobs, Sorensen, & Razavieh, 2010). In the end, the respondents had chances to

add or to remove any information from their answer. The researcher sent back the result of their answer and the result of all respondents through e-mail.

E. Research Procedure

This research belonged to a survey study. The research questions of this study were: (1) “What professional identity do novice Indonesian teachers possess?” and (2) “What are the factors that influence novice Indonesian teacher professional identity?” The researcher employed questionnaires in order to find answers to such questions in an attempt to know what influence the identity of novice teachers in their first years of teaching. Figure 3.5 showed how this research was done:

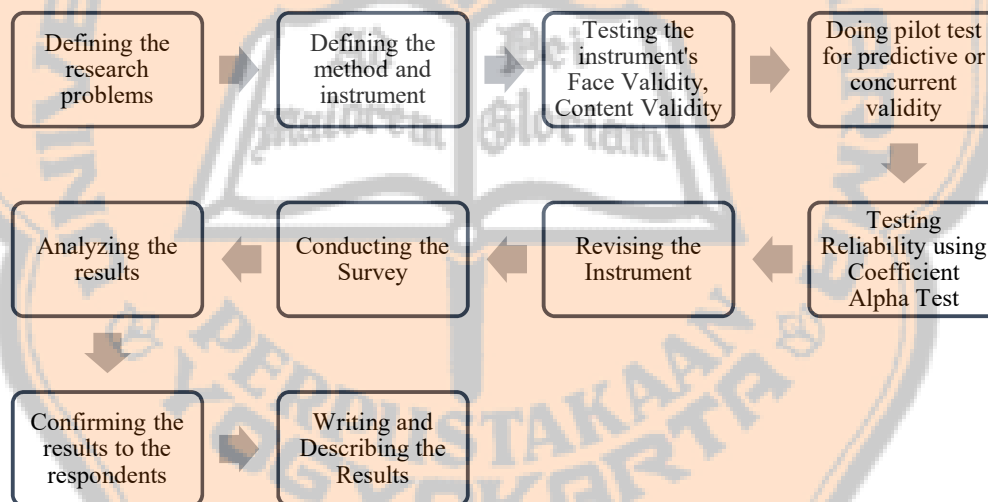


Figure 3.5 The Research Procedure

The procedure of this study was basically in accordance with Creswell’s (2009) quantitative method procedure. The first thing the researcher did was formulating the research problems which became the underlying concept of this

study. Then, the researcher determined the method in order to collect valid data that would be suitable for this study particularly the data which could describe the situations of novice teachers in their first years. This study obviously needed a big amount of data for that reason, thus, the researcher chose questionnaires as the main instrument of this study by using Google Form® application. This application could help the researcher get the data faster and more effectively.

Since this study needed a big amount of data, it meant that the researcher had to find a lot of participants. The researcher determined the number of participants by using the Representativeness Sample Size Calculation (Ary, Jacobs, Sorensen, & Razavieh, 2010). From that calculation, the researcher got 96 as the number of participants needed in order to get a 10% margin of error and made the results of this study valid. Later on, since the researcher would like to find four variables for this study. They were teachers' institution, working location, historicity, and gender.

Before distributing the questionnaire, the researcher validated the questionnaire. There were three ways of validating the instrument for this study. They were face validity, content validity, and predictive or concurrent validity. The face validity and content validity were done by distributing the form to the five experts who were familiar with issues related to teacher's identity studies. The experts evaluated whether the questions and/or statements could capture the topic under the study effectively (Collingridge, 2015). The panelists were asked to assess the questionnaire based on the statements in Table 3.2. They were asked to tick

from 1 to 5 where 1 meant strongly disagree and 5 strongly agreed. Table 3.2 showed the result of the face validity:

Table 3.2 The Face Validity Results

No	Statements	Mean
1.	The questionnaire has clear instructions	4.6
2.	The format of the questionnaire is already good	4.4
3.	The statements/questions are already related to the theories	4.8
4.	The statements/questions are easy to be understood	4
5.	The statements/questions have a good order/logical flow	4.4
6.	The numbers of statements/questions are already good/appropriate	4.2
7.	The questionnaire is suitable for the targeted participants	5
8.	The questionnaire is able to depict the answer to the research questions	5

Based on the face validity test above, the experts considered the questionnaire was acceptable. It could be seen from the mean of the face validity form showing the results were above 4 for each item. It ranged from the instruction, format, language use, order and the suitability of the questionnaire for the study. The validators all agreed that the questionnaire was suitable for the study's targeted participants and would also be able to depict the answers to the research questions. However, the researcher needed to consider the number of questions/statements in this study.

The experts also assessed the content validity of the instrument using the Lawshe's (1975) test. The experts determined whether an item was essential for this

study or not. Based on the experts' consideration, the researcher considered removing or not removing an item(s).

Here was the formula to determine whether the item was essential or not:

$$CVR = \left(\frac{ne - \frac{N}{2}}{\frac{N}{2}} \right)$$

The “*ne*” was the number of panelists who said that the item was "essential" and “*N*” was the total number of panelists in this study. From this calculation, the researcher could assume based on psychophysical principles in which if in “any item was perceived to be "essential" by more than half of the panelists, it had some degree of content validity. In addition, the more panelists (beyond 50%) who perceived the item as "essential," the greater the extent or degree of its content validity” (Lawshe, 1975, p. 567). In this study, the researcher asked 5 panelists, so, based on the Lawshe’s minimum value, the CVR should be .99 for each item to be considered “essential” to be used on the questionnaire. Table 3.3 showed the results of the calculation for each item:

Table 3.3 The result of Lawshe’s Test for Each Item

No of the Statements	<i>ne</i>	<i>N</i>	<i>CVR</i>
1	5	5	1
2	5	5	1
3	5	5	1
4	5	5	1
5	5	5	1
6	5	5	1
7	4	5	0.6
8	5	5	1
9	4	5	0.6
10	4	5	0.6
11	5	5	1
12	5	5	1

13	4	5	0.6
14	5	5	1
15	5	5	1
16	5	5	1
17	5	5	1
18	5	5	1
19	5	5	1
20	4	5	0.6

From the content validity above, there were five items which the researcher should reconsider. After doing some consultation and improvement on the said items, the researcher changed the items and make them more visible and appropriate items. For example, in statement number seven, an expert considered it useful but not necessary since the statement was too normative. Thus, the researcher changed the statements into a more specific one since the researcher still needed the information from that statement.

After doing the content and face validity, the researcher did predictive or concurrent validity by conducting a pilot study by asking six respondents to answer the questionnaire sent by e-mail. The result of this pilot study became the consideration whether the instrument could provide the information needed by the researcher. Specifically, the pilot study was also used to check obvious flaws and it provided the opportunity for the researcher to evaluate the suitability of the methods since pilot respondents were asked for their suggestion related the questionnaire they filled out. Thus, the pilot study helped the researcher to decide whether the study was feasible or not. It also permitted a preliminary testing of the hypothesis, which might give some indication of its tenability and suggest whether further refinement was needed or not (Ary, Jacobs, Sorensen, & Razavieh, 2010).

Firstly, the results from the pilot test showed that most of the novice teachers had a belief to become teachers who were close to students and be able to help students develop morally. In the other words, based on Beijaard, Verloop, and Vermunt (2000), they were considered as pedagogical experts. It could be seen from the average score in the pilot study. The average score of subject matter expert scored 4.42, the didactical expert was 4.75, and pedagogical expert was 4.83. However, based on the priority the researcher asked to do, the result showed that teachers considered becoming a subject matter expert and pedagogical expert was both important. This pilot study had shown the inconsistency on how most novice teachers perceived themselves especially to what they practiced and what they believed.

Secondly, the results also showed that most novice teachers were influenced by the practice considered good in teaching. It meant that most novice teachers had cue-based identities considering the fact that most teachers in this pilot study agreed that suggestion or good practice in teaching influence their teaching. It could be seen also from the fact that most novice teachers considered their experiences with their previous teachers as factors influencing their teaching.

The last, most beginning teachers in their practice showed that they were more a pedagogical expert which is in accordance with the first section (teachers' belief) However, the score was so much lower. It was only 4.17. It meant that, in this pilot study, the researcher could find a gap between teachers' practice and their belief as a teacher.

The result of the pilot study was also used as a way to measure the internal consistency of the statements in the instrument by using Cronbach Alpha. Table 3.4 showed the reliability test result on the pilot test:

Table 3.4 Reliability Statistics of the Pilot Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.854	.873	20

The reliability test showed that the Cronbach's alpha is 0.854 which indicated a high level of internal consistency on the samples. It meant that the questionnaire reliability is good. In addition, this test suggested that the instrument was feasible to be used in this study.

Then, after considering the respondents' suggestion, the researcher made several changes to help the respondents understand the questionnaire better and get the results expected by the researcher. In this case, the pilot study had given many improvements to the questionnaire. The researcher changed some ambiguous statements and/or instruction on the questionnaire.

After the questionnaire was considered ready, the researcher distributed the questionnaire to those who belonged to the criteria prescribed previously by e-mail. In this case, the researcher sent it to selected respondents. Then, the researcher asked them to suggest their colleagues to the researcher. The researcher, then, directly contacted all respondents in order to explain the questionnaire and what benefits they could get by participating in this study. Due to the condition on the

field that it was impossible for the researcher to collect all data from the researchers' colleagues, the researcher then sent the questionnaire randomly to e-mail addresses provided by *Biro Alumni Universitas Sanata Dharma* and sent the questionnaire to a certain group. The researcher waited for two months for all these processes. During the wait, the researcher recorded the progress weekly in order to see the development and avoid biases caused by the respondents who did not fill out the questionnaire.

After collecting all the data through the questionnaires, the researcher analyzed the data from the Google Form®. Then, the researcher sorted the data based on the variables. The researcher also sorted the qualitative data and quantitative data in this study.

Before determining the result, the researcher confirmed the result of the study to the respondents by asking them to check their answers directly after they submitted their responses. After the respondents said "Okay" to their result, the researcher continued analyzing the result and determining the findings.

Additionally, the researcher also tested the reliability of all results from ninety-six respondents. Here was the result:

Table 3.5 The Reliability Result on All Data

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.908	20

The reliability test showed that the Cronbach's alpha is 0.902 which indicated a high level of internal consistency with the samples. It meant that the questionnaire reliability was good and the data were valid. It also meant that the researcher could continue analyzing the data.

After all the data was prepared, the researcher analyzed the professional identity of the novice Indonesian teachers based on the variables the researcher determined previously. The researcher considered the mean for each number as the consideration for determining the novice teachers' tendency toward what kind of identity they possessed. Then, the researcher also analyzed the qualitative data by using QDA Miner Lite. Using QDA Miner Lite, the researcher coded all the variables to determine the occurrence of each variable. Table 3.6 showed the sample code list for analyzing qualitative data:

Table 3.6 The Sample Code List for Analyzing Qualitative Data

Type	Action	What Teachers Do	Numbers of Teachers Mentioning it
Subject Matter	Demonstrating Teachers' Subject Mastery	Explaining	
		Answering	
		Practicing directly	
		Asking	
	Updating Teachers' Knowledge and Information	Using the internet	
		Reading books	
		Discussing	
		Attending Seminar or Training	
		Observing	
		Meeting	

From this process, the researcher could determine what professional identity novice Indonesian teachers possessed in common and based on variables mentioned previously. Then, the researcher also determined the factors influencing the novice

teachers the most by considering the respondents' answers. All of the findings were then explained in the discussion session.

In summary, this methodology chapter had presented the research method, research setting, research participants, research instruments, and research procedure.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of three sections. The first section discusses the tendency of novice Indonesian teacher professional identity. The tendency is divided into four main themes based on teachers' tendency on subject matter knowledge, didactical matter, pedagogical matter and rules obedience both on their teaching belief and practice. The second section discusses the factors influencing novice Indonesian teacher professional identity. There were four main factors, namely, teachers' teaching context and community, experience and practice, historicity and gender. The third section discusses other findings found from novice teachers' reflection related to the problems they faced and their confidence in staying in their current job.

A. The Tendency of Novice Indonesian Teacher Professional Identity

There were four tendencies of novice teachers being discussed in this study. The tendency in this study refers to novice teachers' inclination or preference toward a particular behavior type, specifically it is related to novice teachers' teaching belief and practice. Novice teachers' tendencies in this study were affected by teachers' priority, belief, and practice. Therefore, this study applied many approaches in order to identify how most teachers consider themselves as and what tendency they do in practice. The approaches are namely asking teachers to order their priority related to their belief in good teaching practice, filling out statements

on five-scale Likert scales related to teaching belief and practice and the last is mentioning their ways of practicing what they believe. Based on teaching priority, novice Indonesian teacher professional identity inclined to pedagogical matter. However, based on teachers' belief related to good teaching practice, the tendency became more subject matter. Lastly, based on novice teachers' practice, they tended to become subject matter expert.

1. The Novice Teachers Professional Identity based on Their Priority in Teaching

This section looks up what thing which was considered to be more important than other factors by novice teachers related to teaching belief and practice. The respondents had to choose or order four statements related to their priority on what they do in the practice. The statements are:

1. Teachers should be the subject expert (always up to date with the newest knowledge and materials)
2. Teachers should have a broad knowledge of teaching methods and always update it.
3. Teachers should have a good relationship with students and be able to develop students' social skills.
4. Teachers should always follow the rules given by the government and/or the institution.

The first statement is related to subject mastery while the second statement is related to didactical mastery. Then, the third statement is related to pedagogical mastery whereas the fourth is related to rules obedience.

In that way, the researcher understands what their tendency(s) is based on their belief in how good teaching practice should be conducted. Figure 4.1 shows novice teachers' priorities on the good teaching belief:

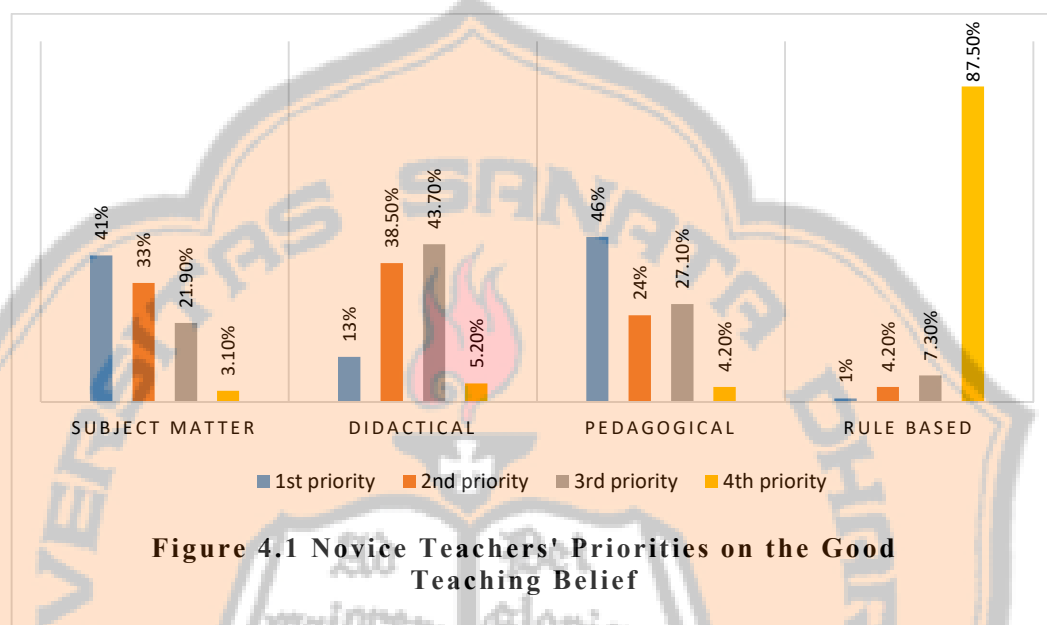


Figure 4.1 showed how novice teachers considered the importance of subject mastery, didactical (methods) mastery, pedagogical mastery, and rules obedient. It showed that most novice teachers (46%) considered that their relationship with their students and how they helped students develop socially as their number one priority. The importance of the pedagogical mastery could be also inferred from the fact that 24% of the novice teachers considered it as the second priority.

However, 41% of the novice teachers also believed that mastering subject they teach was very important. In line with that, 33% of the novice teachers put subject mastery as their second priority. It meant that novice teachers also had the tendency to be subject-master-focused teachers which means they focused on demonstrating their subject mastery and updating their information and knowledge.

That fact actually meant that the novice teachers already knew, or at least believe, that they should combine their knowledge about teaching with what they knew about what they taught (Cochran, King, & DeRuiter, 1992). In other words, they were able to "transform" their subject matter knowledge for the teaching purpose (Shulman, 1986). It also meant that novice teachers concerned not only on how they demonstrate their subject mastery but also what happened to students personally (Beijaard, Verloop, & Vermunt, 2000, p. 751) and it brought also the possibilities that they were using personal approaches in approaching their students. It might be possible since most of the teachers in this study were the young where the gap between them and their students was not really wide so the personal approach was very possible to be done. However, it should be noted that most novice teachers considered pedagogical matter was more important than other factors.

Furthermore, in this study, only one percent of the teachers considered the importance of obeying rule or regulations, especially the administration, in their first priority. In other words, they prioritized other aspects before the rules or regulations in their schools or institution. The fact that 87.5% of the teachers put rules obedience in their last priority strengthen the claim that novice teachers did not really concern on the rules or regulations in their institution since they considered there were more important aspects or because they were lacked experience with the administration that caused them felt shocked regarded to their new demands as teachers (Donato, 2016).

There were two key findings based on the data in figure 4.1. First, based on the teachers' priority, most novice teachers tended to focus more on the pedagogical matter. However, some of those novice teachers also tended to focus on their subject mastery. Second, most novice teachers (87.5%) put regulations obedience on the last priority for them. It meant that they did not really concern about their institution compared to other aspects (materials, approach, mastery, and relationship with students)

2. The Novice Teachers Professional Identity based on Their Belief in Teaching

This section focused on novice teachers' inclination or preference toward a particular behavior specifically related to novice teachers' teaching belief. In order to know their tendency better, the researcher also asked the respondents to fill out statements related to good teaching practice. The first and second statements were related to subject mastery. The third and fourth statements were related to didactical mastery. Then, the fifth and sixth statements were related to pedagogical mastery while the seventh statement was related to rule obedience. Based on their responses, most novice teachers tend to be more subject matter expert. Specifically, here are the results regarded to teachers' perception of good teaching practice:

a. Novice Teachers' Belief in Subject Matter Expertise

Subject matter in this study is related to novice teachers' belief on how they mastered the subject they taught and how they demonstrated and updated their subject mastery. In order to know the novice teachers' tendency on subject matter, the researcher considered novice teachers' answer to these following statements: (1) "Teachers must master what they teach and they should be able to demonstrate it to students, one of which is, by being able to answer questions well in class" and (2) "Teachers should always update their knowledge relating to the subjects they teach so they can provide up-to-date materials and information so that students can relate them well." Those two items focused on teachers' belief on how teachers should demonstrate their subject mastery and how they updated information and knowledge on their expertise. Figure 4.2 showed novice teachers' tendency on subject matter knowledge:

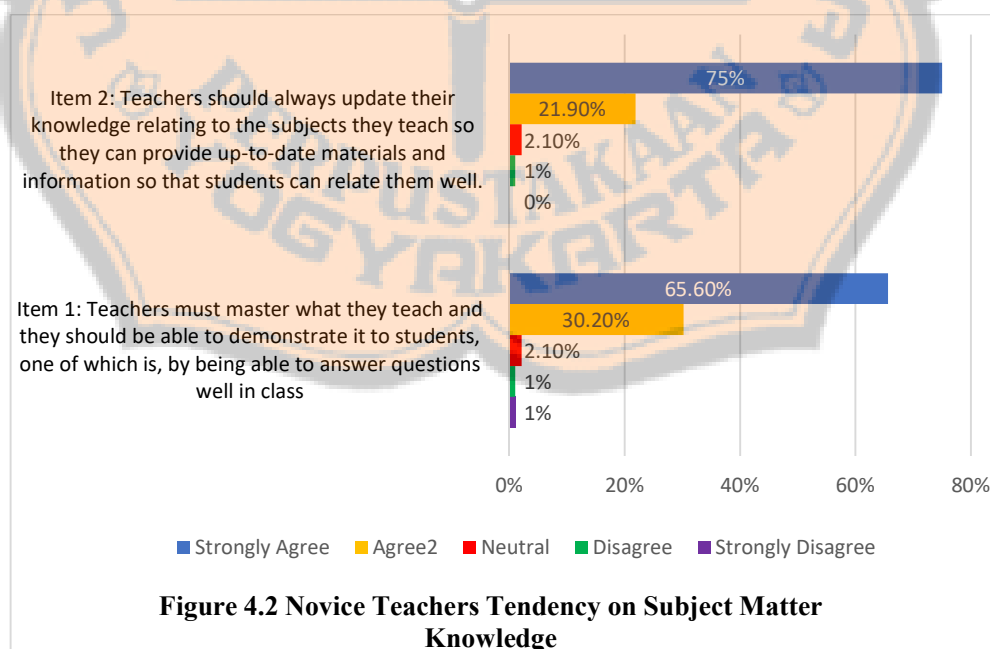


Figure 4.2 shows most novice teachers strongly agreed that teachers had to master what they teach and they should be able to demonstrate it to their students (Item 1). Being able to master subject novice teachers taught and demonstrate it to students became one of the concerns of the novice teachers. For instance, 65.5% of novice teachers strongly agreed they had to do so since they believed subject matter knowledge was one of the main requirements for teachers. They also believed that they would be respected by their students if they could show their material mastery.

In addition, most novice teachers agreed that teachers should always update their knowledge related to the subjects they taught so they could provide up-to-date materials and information so that students could relate them well (Item 2). Those two facts were in accordance to Draper (1998) who considered that a teacher was actually like a consultant who might not know everything but students surely wanted the teacher to be the gateway to all knowledge in his/her specialty. Therefore, the novice teachers believed that teachers should be able to master the subject they taught and demonstrate it in front of their students. It might also become the reasons why most novice teachers (which was the highest mode in this study) believed that teachers should always update their knowledge to catch their students' development. In addition, it should be noted that 75% of the respondents strongly agree with the statement in Item 2 which meant novice teachers embed this belief in them.

b. Novice Teachers' Belief in Didactical Expertise

Didactical expertise in this study refers to novice teachers' belief in how they chose and prepared the suitable methods in the class for their students. To know the novice teachers 'tendency on subject matter, the researcher asked the respondents to show their perception on these statements : (3) "Teachers should provide useful, interesting and appropriate materials which is suitable to students' skills level and interest so that students can think critically about the topic being discussed" and (4) "Teachers should pay attention to students' backgrounds and interests to prepare the activities in the classroom so that students are involved and motivated to follow class dynamics and students can think critically about the topic being discussed." Therefore, the researcher could understand novice teachers' perception on didactical issues. Hence, Figure 4.3 showed novice teachers' tendency on didactical expertise:

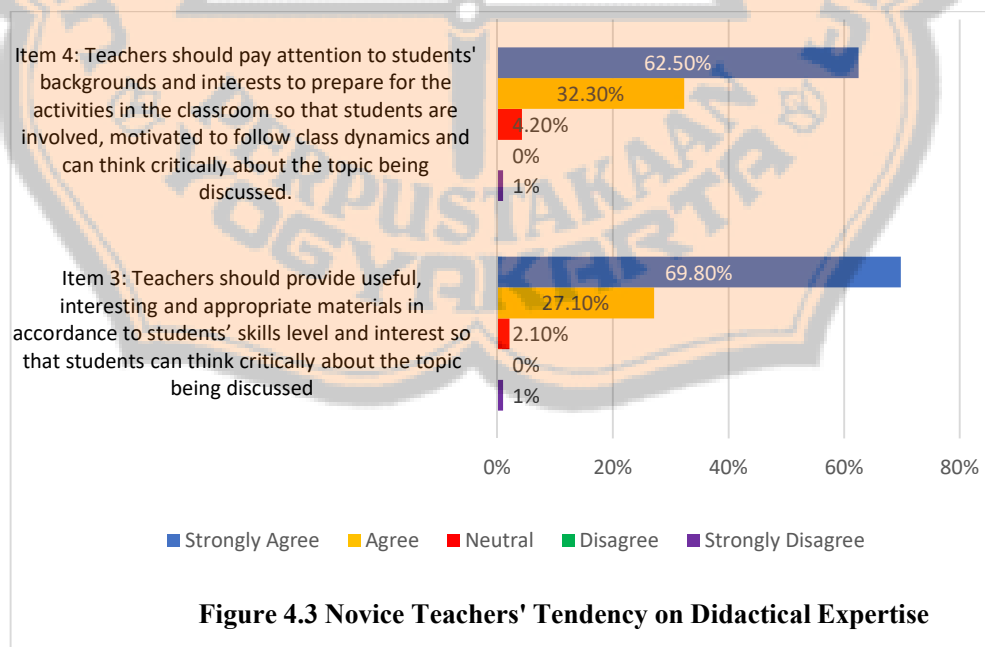
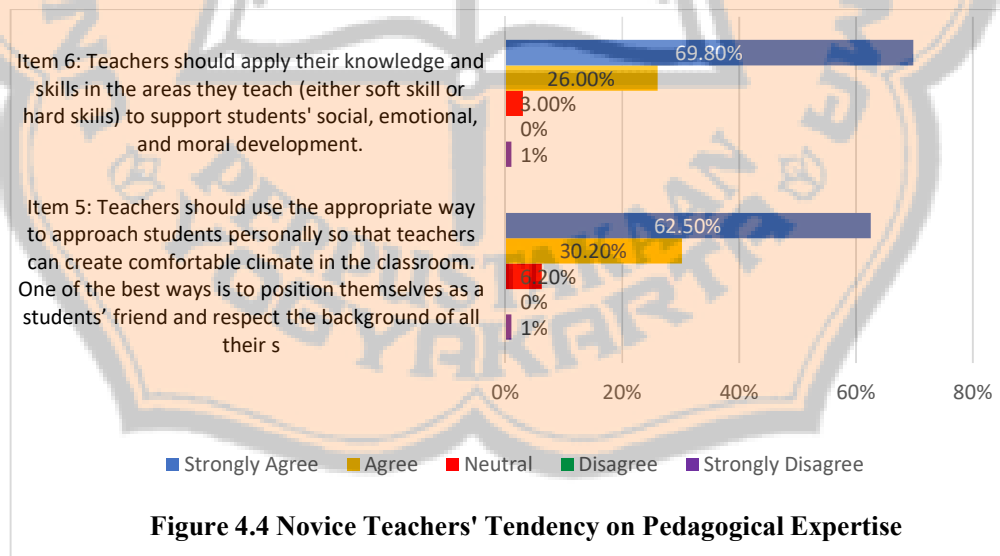


Figure 4.3 shows mastering methods and being able to practice good teaching methods were considered to be also very important for the novice teachers (Items 3 and 4). Most novice teachers also agreed to the belief that teachers should provide useful, interesting and appropriate materials which were accordance suitable for students' skills level and interest (Item 3). Data on Figure 4.3 could be inferred that novice teachers believed that showed mastering methods and being able to practice good teaching methods were the way they helped their students to be able to think critically about the topic being discussed. Therefore, it could also be inferred that teachers held their ideology by not only accepting the materials given to them as what it was but they still tried to find supplementary or main materials which were appropriate and interesting for their students.

Moreover, most of the novice teachers agreed that teachers should pay attention to students' backgrounds and interests before preparing what they teach (item 4). They believed by preparing the appropriate materials and methods students would be involved, motivated to follow class dynamics and could think critically about the topic being discussed. It showed that most teachers also concerned on how they should prepare their class in order to help their students to be active and able to think critically. It also showed that novice teachers, at least, realized that teachers' tasks were on how to initiate, guide, and influence students' thinking, and gradually transfer control on the learning process to the learner (Beijaard, Verloop, & Vermunt, 2000). It meant they had the belief that they should promote the study and guide the process which evokes learning (Stenberg, Karlsson, Pitkaniemi, & Maaranen, 2014).

c. Novice Teachers' Belief in Pedagogical Expertise

Pedagogical expertise in this study refers to novice teachers' belief in how they should approach their students and how they use their knowledge and skills to help their students develop their soft skills. The researcher asked the novice teachers to show their perception on these following statements: (5) "Teachers should use the appropriate way to approach students personally so that teachers can create a comfortable climate in the classroom. One of the best ways is to position themselves as a students' friend and respect the background of all their students" and (6) "Teachers should apply their knowledge and skills in the areas they teach (either soft skill or hard skills) to support students' social, emotional, and moral development.". Figure 4.4 showed novice teachers' perception on pedagogical expertise:



Although most novice teachers put their relationship with their students as the first priority, the number of teachers who agreed on the pedagogical aspects was

quite low compared to the subject matter and didactical aspects. Figure 4.4 shows most respondents (62.50%) strongly agreed that teachers should use the appropriate way to approach students personally so that teachers could create a comfortable climate in the classroom (Item 5). Although it was quite lower compared to the subject matter and didactical expert, it should not be denied that novice teachers had the belief or they realized that they should focus on what was going on in students' minds and also the students' personal problems (Beijaard, Verloop, & Vermunt, 2000, p. 751).

Nevertheless, respondents also believed that teachers should apply their knowledge and skills in the areas they teach (either soft skill or hard skills) to support students' social, emotional, and moral development (Item 6). It indicated that novice teachers believed that they need to "transform" their subject matter knowledge for the teaching purpose (Shulman, 1986), which was in order to help students develop their social, emotional and moral development.

Finally, this section confirmed that most novice teachers agreed that teachers should appropriate methods in approaching students. Furthermore, novice teachers also agreed that teachers should help students develop their students' soft skills, not only hard skills. Though, the teachers' perception on this issue was still lower than the subject matter knowledge expertise.

d. Novice Teachers' Belief in Obeying Rules on Their Institution

Rule obedience is related to how novice teachers' belief on the teachers' obligation to practice regulations on their profession. The researcher asked the novice teachers to show their perception on these following statements: (7) "Teachers should always obey all rules, such as making lesson plans, filling out reports, doing administrative things based on current guidelines, coming on time, and wearing appropriate clothes." Figure 4.5 shows novice teachers' perception on the rules obedience:

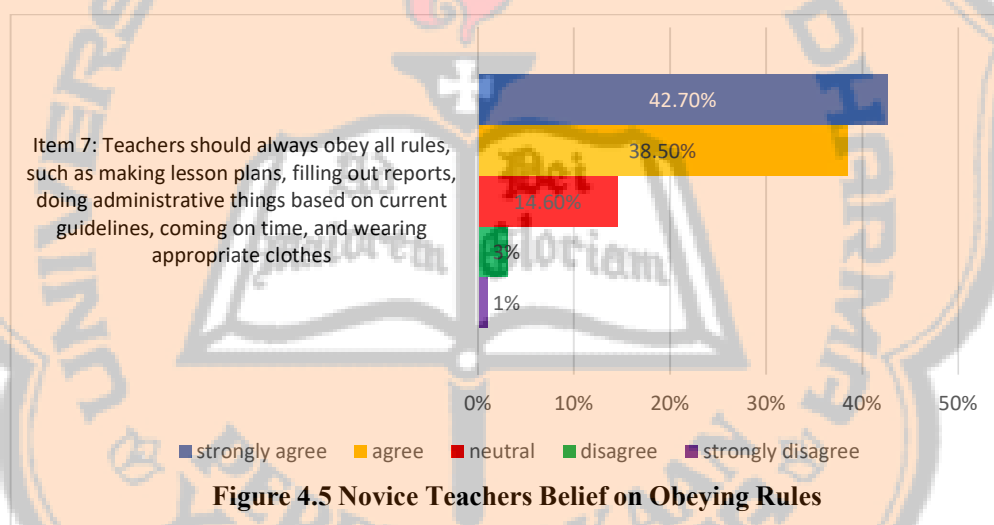


Figure 4.5 Novice Teachers Belief on Obeying Rules

Figure 4.5 shows obeying rules consistently became the last priority of the novice teachers although novice teachers who believed that obeying rules or administration was important were high that most novice teachers still believed that obeying rules, e.g. making syllabus was important for their profession. However, the result showed that it became the novice teachers last concern of novice teachers. In this study, most novice teachers concerned more about other aspects other than obeying rules.

Overall, most teachers agreed on the importance of all aspects including the rules obedience although it was the lowest. However, the results on teachers' belief showed the inconsistencies of the novice teachers in this study. Previously, novice teachers prioritized their relationship with students and how they helped their students develop students' soft skill. However, in this section, the novice teachers' tendency based on their belief was more likely to be subject matter experts. The last and the most consistent point was related to novice teachers' belief in implementing the rules. There was a big number of the respondents who agreed that they should obey the rules which might become their duty, however, they concerned it as the last priority on their profession.

3. The Novice Teachers Professional Identity based on Their Practice in Teaching

This section focused on novice teachers' inclination or preference toward a particular behavior specifically related to novice teachers' teaching practice. Previously, the results of this study drew the conclusion that novice teachers had two tendencies. Based on the priority novice teachers chose, the tendency was pedagogical-focused teachers, however, based on what they believed in good teaching practice, they were more likely to be subject-matter-focused teachers. It seemed that there was still an inconsistency in this study. Though, in this section, novice teachers' responses and excerpts showed the tendency of those novice teachers to mostly focus on subject matter knowledge.

In this section, the researcher analyzed what those novice teachers did in their daily practice. It was the way to confirm their answer in teaching belief and compare with their practice or the espoused and enacted practices. In this section, the researcher asked the respondents to respond items number fourteen to twenty. The statements were similar to Item 1 to 7. However, the researcher changed the word “teachers” in Items 1 to 7 into “I”, for instance, “I master the material I teach and I can show/demonstrate it to my students. One of the examples is by being able to answer students’ questions well in class.” Furthermore, the researcher also asked the respondents to give the examples of the practice(s) they did in their daily practice. Doing this way, the researcher was able to analyze what teachers practice in their teaching routine. Here is the discussion related to teachers’ practice that depicted novice teacher professional identity:

a. Novice Teachers’ Practice Showing Their Subject Matter Expert Identity

In this section, the subject matter in this study is related to how novice teachers perceive their practice in master the subject they taught and how they demonstrated and updated their subject mastery. Teachers recognized their own practice by choosing whether they agreed or disagreed with the statement related to their practice. If they agreed with the statements, it meant that they did in their practice and vice versa. The respondents needed to also provide evidence(s) or example(s) of what they did in their teaching practice. Based on their excerpts, most novice teachers considered they demonstrated their subject mastery by being able to explain materials well, answer students’ questions and demonstrate their

expertise in front of students. Then, the novice teachers in this study commonly updated their knowledge by utilizing the internet, book, and attending discussion, seminars, and training. Figure 4.6 shows teachers' perception on their subject matter knowledge practice:

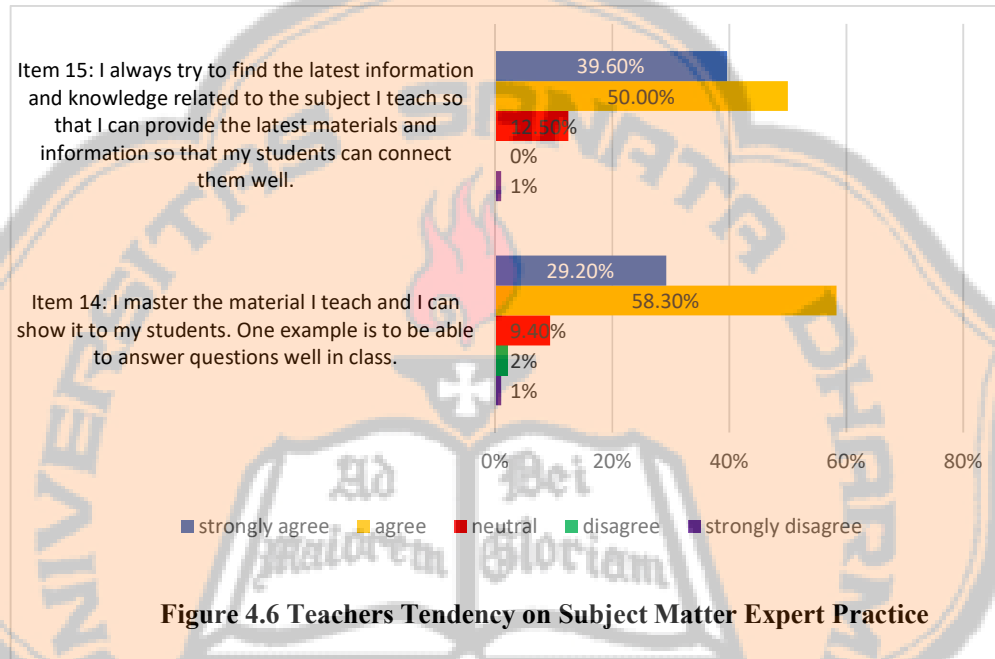


Figure 4.6 Teachers Tendency on Subject Matter Expert Practice

The gap between novice teachers' belief and practice in subject matter expertise was quite wide (compare Figure 4.2 and 4.6). Previously, 30.2% of novice teachers agreed while 65.6% of novice teachers strongly agreed related to the belief that teachers should master the material they teach and be able to demonstrate it to their students. However, in this section, only 58.3% of novice teachers agreed and 29.2% strongly agreed that they mastered the material they teach and be able to demonstrate it to their students (Item 14). Previously, novice teachers showed their strong belief in subject mastery and how to demonstrate it. However, the modes on item 14 showed the big difference between those two items.

1) Novice Teachers Ways in Demonstrating Their Expertise

The researcher did not only focus on the modes but also on how those novice teachers practice especially on how they demonstrated their expertise. From the novice teachers' excerpts, there were three main ways of demonstrating their expertise. They were by explaining, answering questions and practicing or demonstrating directly what they could do in front of their students. Here was the discussion related to how novice teachers demonstrate their subject mastery:

First, most novice teachers considered that explaining materials clearly and relating it to the newest or updated information was the best way to demonstrate their subject expertise. For instance, S, a male teacher who was teaching in a non-formal school in Sleman said,

I show my expertise by being able to explain the material clearly and provide relevant examples and make it easier for students to understand the material (S1).

Equally important, novice teachers also emphasized on giving examples which were relevant to their students so that students could relate it and apply it to their daily lives. It showed that novice teachers also knew that they needed to always relate what they taught to students' background knowledge in order to help their students understand materials better. Interestingly, P, a male English teacher in a private senior high school in Sintang, mentioned,

The best way to demonstrate my expertise is by being able to make examples by myself without looking at the textbook (P1).

It showed that P wanted his students to know that he was truly mastering what he taught by not looking at the book which was, maybe, associated with not mastering

materials. He also wanted to emphasize his ability in producing different examples which were not listed in the book.

Second, the novice teachers believed that if they could answer students' question was one of the ways to show their mastery on the subject they teach. To point out, B, a 25-year-old female Indonesian teacher in a non-formal school in Yogyakarta, urged that she could answer all students' questions well. She also tried to find out all aspect needed by students (**B1**). It seemed that she considered being able to answer all students' questions was also important for demonstrating novice teachers' subject mastery. Additionally, N (a female English teacher in private senior high school in Surabaya) even emphasized:

I show my expertise by being able to answer all questions, even, questions which are not related to the discussed materials (**N1**).

The excerpts from B and N represented another twenty-five percent of teachers who considered answering students' questions meant showing their expertise in the subject they teach.

Third, some novice teachers emphasized that they should be able to practice or demonstrate it directly in front of students. For instance, K, a 25-year-old elementary school teacher emphasized on her practice that she could also do the experiment that students had to do (**K1**). She showed her students how to do the experiment by herself. Another essential point was shown by T, a female language teacher in a playgroup in Yogyakarta, who mentioned:

I always try to speak in good English so that my students know my ability in speaking English (**T1**).

It might become T's way also to show her students how to use the language correctly. On the other hand, BY, a female English translation in a non-formal school in Yogyakarta, pondered:

I consider showing journals written by myself is the best way to demonstrate my expertise in the subject I teach **(BY1)**.

In line with BY, CS, a 26-year-old male teacher who was teaching Indonesian for foreigners also considered showing his published work on some online magazine was very important since he was teaching writing skill **(CS1)**.

Those were the ways novice teachers demonstrated their expertise on the subject they taught. Most of the novice teachers in this study considered being able to explain well and giving examples related to students' background was the way they demonstrated their expertise. On the other hands, some novice teachers considered answering students' questions well was also important for their profession. Lastly, novice teachers in this study considered that the best way demonstrating their expertise was by showing it directly to students that they were able to do the instructions they gave to students. Every novice teacher in this study had their own way of showing their expertise but the researcher found that novice teachers pointed out the importance of providing relatable materials for students which meant novice teachers had the awareness towards their students.

2) Novice Teachers Ways to Update Their Knowledge and Information

Apart from showing how teachers practiced in their daily routine, Figure 4.6 also showed the decreased numbers of teachers who updated their knowledge and information (Item 15). A big number of teachers considered that they always updated the knowledge and information they had, however, Figure 4.6 showed that not all novice teachers practiced what they believed. Based on teachers' excerpts, there were four main ways of the novice teachers updating their knowledge and information in this study. They were by finding the new knowledge and information on the internet, books or journals, discussing with their colleagues, and joining seminar or training. Here was the discussion related to how novice teachers updated their knowledge and information through many means:

One emerging theme based on this finding was the use of internet and technology was very eminent for the respondents considering that they were digital natives. Novice teachers nowadays relied quite much on the internet for both checking the updated knowledge and information and finding the trending topic discussed by their students who were mostly adolescent. AA, a female English teacher in a private junior high school in Jakarta, mentioned:

I use my social media as the means of looking for updated information and follow the trends to know my students better (AA1).

In addition, CG, a male English teacher who was teaching English in a non-formal school in Yogyakarta found internet as a very rich resource to find some supplementary or additional materials for teaching in their classes (CG1).

What novice teachers did in order to update their knowledge was already in accordance with the Indonesian Education Minister, Muhadjir Efendi who said:

“(asking teachers to make the National Exams test) ... is to end the current habit of teachers, who tend to depend on the Education and Culture Ministry and education agencies in devising materials for their students. They need to develop such competency to improve themselves.” (The Jakarta Post)

It showed that Indonesian teachers still had the tendency to rely on Education and Culture Ministry and education agencies in devising materials for their students. The Indonesian Ministry of Education did realize that so they made a policy (by asking selected teachers to make National Exams test) so that teachers would not only look for the standardized materials given but teachers were expected to look for more supplementary materials for students. Novice teachers' tendency to looking for materials on the internet was a sign that they wanted to improve and did not rely on what given to them. Subsequently, novice teachers also realized the need for finding more suitable materials for their students.

Unfortunately, the use of the internet actually became the concern in this study since not all resource on the internet was reliable. It should be noted that essential parts of online research were the ability to critically evaluate information by being able to assess accuracy level, reliability, and bias of the sources (The University of Edinburg, 2018). Although students were fluent in social media, Coiro's (2012) study found that students were not equally savvy in finding a reliable source. His study found that over seventy percent of the students' responses suggested that students concerned more on content relevance than the credibility of the resources. Students also rarely checked the author, publication, venue, or type of the sources in order to evaluate author perspective and its reliability. Lastly,

students' judgments were often phony, ambiguous, and lacking in reasoned justification. These phenomena might happen to teachers since teachers usually had limited time to find their materials. It might lead them to the unreliable sources. Therefore, those novice teachers also needed to be educated or trained to find reliable sources so that they could also teach their students how to find reliable sources for their study.

Other than finding materials, the internet also became the sources for ideas. Novice teachers mentioned that they often found some topics on the internet both from online news and some other sites like social media. For instance, AA used it mostly for observing social media so that she could catch up with her students (AA1). Specifically, BF, a 22-year-old female Indonesian language teacher who was teaching in a private senior high school in Surabaya, used her knowledge related to the newest information she found on the internet as the apperception before discussing the materials (BF1). Searching on the internet became novice teachers' ways to find the relevant topics for students and their references as well. Almost similar to AA and BF, R (an English teacher in a private senior high school in Jakarta) said:

I use my students' post in the social media as the topic in my class (R2).

Those novice teachers' excerpts showed how resourceful internet was for teachers so that, even, students' post could become topics or materials in the class. Therefore, the main concern for teachers was how they and their students located the accurate information sources and determine while also identified what or who was a reliable source of information (Percy, 2003)

Other than the internet, novice teachers also found the updated information from books, journals and they also join some discussions and seminar. Novice teachers found that books were still reliable for them. Twenty-five out of ninety-six novice teachers mentioned that they still found books were helpful in enriching their knowledge as well as inspiration on how to manage the class. Other teachers considered that attending seminar and training would also help them to be more updated related to the newest information on their expertise. Those novice teachers considered having some discussion with their fellow teachers would contribute to their knowledge e.g. F, N and CH who chose to discuss and/or ask the newest information from their colleagues or their friends on their college whether in the discussion or seminars although N actually mentioned that it was her obligation to attend some seminar training (N2). Some other teachers choose to have some discussion with their former friends in their university (BQ2), or in MGMP/Teacher Support Group (AF2, CN2). In the other hands, BD took a different approach to update his knowledge. He mentioned:

I often hang out with the young to get the newest knowledge (BD2).

It can be inferred that BD considered hanging out with the young helped him to get the newest information and enabled him to know the hot topics being discussed. It might help him to get closer to his students since he knew “what is in” for his students and he could make it as a discussion topic in the class.

After analyzing teachers’ tendency in subject matter expertise, the researcher could find three emerging findings. First, novice teachers tended to demonstrate what they can do mostly by being able to explain materials well, answer students’

questions and practice their expertise in front of students. Second, the novice teachers in this study were very eager to update their knowledge by utilizing the internet, book, and attending the discussion, seminars, and training. Third, considering the fact that most novice teachers were a digital native, they were so much related to the internet. Novice teachers in this study mostly used materials from the internet and social media in the class. It might be also the reason why novice teachers nowadays were close to their students: they both were digital natives.

Finally, the researcher considered that most novice teachers managed to reach the professional competence mandated by the Minister of Education and Culture. Those novice teacher's mastery of wide and deep knowledge of their expertise and always updating their knowledge were the proves. It showed that those novice teachers directly or indirectly obeyed the Regulation of the Minister of Education and Culture No. 14/2005 specifically on the professional competence.

b. Novice Teachers' Practice Showing Their Didactical Expert Identity

Didactical expertise in this study refers to novice teachers' practice on how they chose and prepared the suitable methods in the class for their students. This section also compared novice teachers' didactical expert belief and their practice. The data in this section showed how most teachers practice in their daily basis. Specifically, it dealt with how the novice teachers prepared the materials and the method or approach they used. Beijaard, Verloop, & Vermunt (2000) explained that didactical expert identity was related to how teachers planned, executed and evaluated the lesson. In line with them, Stenberg, Karlsson, Pitkaniemi, and

Maaranen (2014) mentioned that didactical matter identity dealt with how teachers provided different methods based on students' learning styles in order to make a meaningful learning, engage students in their learning processes.

In Indonesian context and according to Regulation of the Minister of Education and Culture No. 14/2005 about Teachers and Lecturers, didactical expert identity was considered as pedagogical competence. It covered teachers' ability to understand learners, design and implement teaching-learning activities, evaluate learning outcomes, and develop learners' potentials. In this study, the researcher found that most novice teachers used texts, assignments, videos, and games as their materials in the class and they also provided relatable materials for their students.

The researcher asked the novice teachers' agreement on two statements, namely, (16) "I can provide useful, interesting and appropriate materials according to the ability and interest of my students so that my students can think critically about the topic being discussed." and (17) "The activities in the class I prepare are always based on students' backgrounds and interests so that students can be involved and motivated to follow class dynamics." Agreeing on those statements meant the novice teachers practiced the statements in their daily basis and, later on, it was compared by using their examples of what they did in the practice. Here were the results:

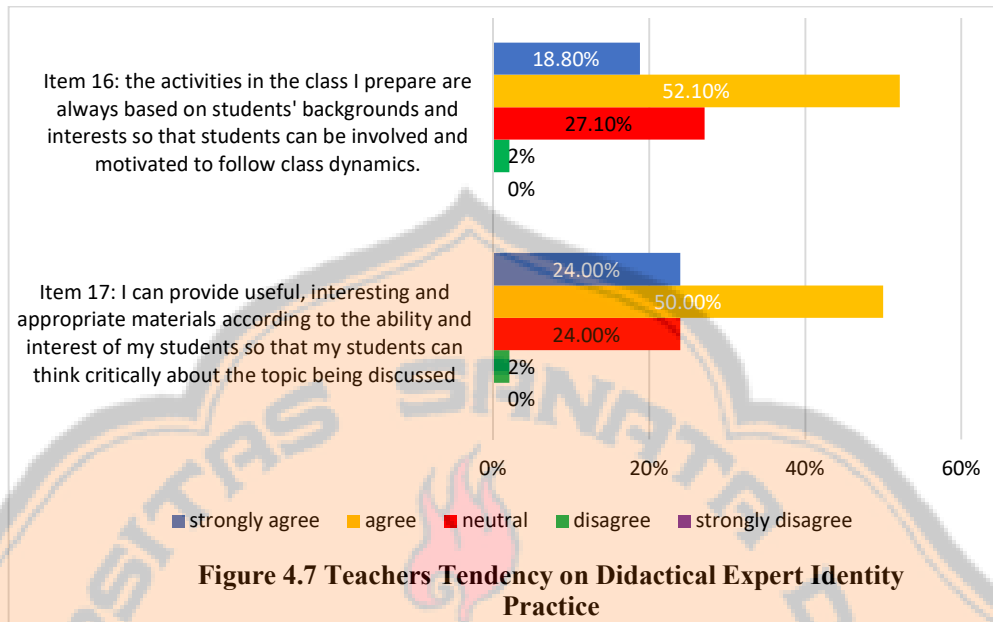


Figure 4.7 Teachers Tendency on Didactical Expert Identity Practice

Based on Figure 4.7, the gap between what novice teachers believed and what they did in practice was wide (compare Items 3 and 4 with Items 16 and 17). Previously, 27.1% novice teachers agreed while 69.80% of them strongly agreed to the belief that teachers should find appropriate materials to encourage students' engagement in the class by considering students' background (Item 3). However, in the practice, only 50% of novice teachers agreed and 24% of novice teachers agreed to that statements. The differences between those who agree and disagree were high which meant that not all novice teachers practiced what they believed as good teaching practices.

1) How Novice Teachers Provided Materials for Their Teaching

Based on the novice teachers' excerpts, there were four main materials they provided for teaching their students. They were texts, assignments, videos, and games. Another important point was that most teachers mentioned that they mostly

provided materials based on related topics especially trending topic or news. Specifically, most novice teachers brought the newest topics to the students and asked students to discuss or state their opinion. For instance, BF, a 22-year-old female private school teacher who is teaching *Bahasa Indonesia*, said:

I provide examples of cases that are up to date to be discussed as long as it is in accordance with material taught / text type **(BF3)**.

BF showed how those up-to-date topics could be useful in encouraging students to discuss it. Some research demonstrated that relevant learning was an effective learning and meaningful in the way that it engaged students emotionally. It could work that way since relevant materials connected what students already knew and what they learned. It helped students build neural connections and long-term memory storage (Briggs, 2014).

The ways some novice teachers prepared the materials and methods for teaching, in this study, were adjusted based on their students' background and level. For instance, AN, a 23-year-old female non-formal school teacher who was teaching *Bahasa Indonesia*, mentioned:

I pay attention to my students and I also try to accommodate my students' learning styles so students would be interested in the learning process, even though the learning styles are not what they have, but they could try to learn differently **(AN3)**.

AN's excerpts showed how she tried to accommodate her students learning still so that her students would enjoy learning in her class. In addition, A, a 23-year-old male state school teacher who was teaching history in a senior high school, remarked that he needed different methods in the morning classes and afternoon

classes (A3). The practice done by A and AN showed that most novice teachers considered the students' background and condition in preparing methods, materials, and activities for teaching. More importantly, it also showed the novice teachers' ability to understand learners.

2) How Novice Teachers Managed Their Class

This section showed how novice teachers chose activities in order to help them manage their class. These activities ranged from pre-activity(s), main activity(s), and post-activity. Many novice teachers employed games on their pre-activity and main activity. Some novice teachers also provided tasks, assignments and group projects for their students.

Most novice teachers provided apperception for students before they started the class. Those novice teachers provided video(s), picture(s), game(s) and even song(s) which were related to materials they were going to discuss. For example, CS, a 26-year-old male non-formal school teacher who was teaching Bahasa Indonesia for foreigners, mentioned:

I always provide videos on consumptive lifestyles and hedonists to bring students to the discussion topic in an opinion writing class.

CS's excerpt showed the use of videos as his way to dig out students' background knowledge and, later on, elaborate it on their writing. It was in line with Willmot, Bramhall, and Radley's (2012) study which showed that video could be a powerful tool to enhance students' learning experience.

For the main activities, some teachers also provided assignment in form of worksheets or projects which needed to be done by students individually while

some others required students to do it in the group. AM, a 23-year-old female private school teacher who was teaching Economics, said that students needed a lot of practice in Basic Equation of Accounting (PDA) so she distributed students in groups and she asked students to make basic accounting equations. She collected all questions made by students and drew it to another group so they would get questions made by their friend. She believed that students could think critically, help each other, active and be creative (AM3). In this case, the group work was very encouraged among the students. Indeed, group work was beneficial in the way that students could become active rather than passive learners since they could develop cooperative and collaborative skills. Group work also encouraged students' critical thinking skills development while at the same time they got the chance to learn from and to teach each other (University of Sydney, n.d).

Games seemed to be one of the reliable activities believed by teachers to help manage their class well both for the apperception or the main activity. More than twenty percent of novice teachers in this study mentioned games as their activity in the class. To illustrate, CG, a 22-year-old male non-formal school teacher who is teaching in an institution in Indonesia, said:

I often used games in learning, such as role play or board games that could help students to practice speaking in a fun way (CG3).

In line with CG, a male teacher teaching Mathematics in Kalimantan provided many kinds of games which were related to the materials. The novice teachers' excerpts showed their effort in providing sufficient pre-activities which helped students recall or get background knowledge they needed for the main class activities.

On the other hand, some teachers used a web-based application such as *Kahoot.it* and *Storybird.com* for students' assignment. O, a 24-year-old female private school teacher who was teaching English told that when her class learned about the narrative material in which the indicator was "students are able to write their own narrative text", she gave examples and explanations about narrative texts. After that, she asked the students to create small groups and start writing their story script through *Storybird.com* (O3). Storybird was a website-based application that uses artwork which could help inspire students to write stories (Barkes, 2017). Another example was shown by CH, a 25-year-old female state school who was teaching English used Kahoot!.it (CH3). Basically, Kahoot! was a digital game resource testing students' content knowledge which could engage students in a gameplay format. Other than *Kahoot.it* and *Storybird.com*, some teachers also mentioned other web-based application such as vocabulary racing game and puzzle game. It correlated with what the Microsoft Indonesia public sector education lead, Benny Kusuma belief. He mentioned. "The world is changing, children are changing as they have been exposed to digital technology since a very young age, hence teachers should develop their competence to be able to stay relevant." (The Jakarta Post, 2018). It meant that novice teachers in this study realized that so that some of them used technology as the mean for helping them managing the class and encouraging students.

While some novice teachers focused on electronic resources, some novice teachers still used some realia and direct observation as one of the best learning methods. Significantly, AP (a female kindergarten teacher in Magelang) and BE (a

male science teacher in a non-formal school in Yogyakarta) chose to ask the students to practice directly after learning theories using realia they brought into the class (**AP4; BE3**). In line with them, AW, a 24-year-old female science teacher in a junior high school in Sleman, revealed:

I usually ask my students to go to a sugar factory near their school to learn how materials could change its states. I also ask my students to observe the ecosystem around students' environment so that her students could analyze the phenomena and later on, be able to relate it to theories they have learned (**AW3; AW4**).

Those excerpts showed that novice teachers could use what they have around them to teach their students. They did not only rely on the materials on the internet but they realized that what they had around them could be used as sufficient media. It did help students realize what around them and they could also learn from it.

Novice teachers in this study also had many ways to assess their students. I, a 22-year-old female private school who was teaching English in Jakarta mentioned that she often provided guided online practice (**I3**) while S (a male teacher teaching English in an informal school) chose debate as his way assessing his students (**S4**). Otherwise, AF, a 24-year-old female private junior high school teacher who was teaching Mathematics in Padang remarked that she gave some questions and asked her students to do it by themselves. After the students finished, she gave some suggestions and support to her students (**AF3, AF4**).

However, teachers also found some difficulties in implementing methods they wanted to use. For instance, CE, a 38-year-old female state school teacher who was teaching Mathematics in a junior high school in Magelang, mentioned that, in her experience, discussions could occur if the students were interested in the lesson and

usually it happened in the excellent classes (**CE3**). It meant that she realized some methods may work for several classes but not for other classes. Consequently, she knew that she needed to provide different activities for students and she could not force one activity to work in all situation.

Thus, teachers had their own way of encouraging students other than what the researcher mentioned above. F (a female Guidance and Counselling teacher in a state junior high school in Cilacap) and H (a female Guidance and Counselling teacher in a private junior high school in Cianjur) chose to tell real-life stories to encourage students. The researcher would like to also mention one unique thing done by a teacher (AL, a female English teacher in a vocational school in Bantul) who offered vouchers for having meals together with her as the appreciation of students' efforts.

In summary, most novice teachers in this study had their own way to prepare and choose materials and activities for their class. Some teachers chose to use digital based activity and materials while some other teachers employed realia for their teaching methods. In this essence, the researcher could not say what is the best method used by teachers in this study. However, it should be noted that most novice teachers in this study have done the teachers' role based on Stenberg, Karlsson, Pitkaniemi, and Maaranen (2014), namely, orchestrating and encouraging students in the class. Specifically, they were actually able to understand learners, design and implement teaching-learning activities, evaluate learning outcomes, and develop learners' potentials in their own way as mandated in Regulation of the Minister of Education and Culture No. 14/2005.

c. Novice Teachers' Practice Showing Their Pedagogical Expert Tendency

In this section, the researcher would like to know how novice teachers "transformed" their subject matter knowledge for the teaching purpose (Shulman, 1986) and how the novice teachers engaged with students (Beijaard, Verloop, & Vermunt, 2000). Based on what mandated in Regulation of the Minister of Education and Culture No. 14/2005, teachers, in general, had to have personality competence. Teachers had to become steady, stable, mature, wise and authoritative persons. In addition, teachers were also expected to be a role model for learners inside and outside the class in guiding students' social development. Specifically, this study would like to find out how teachers guide learners' social development inside and outside the classroom. This research showed that most novice teachers approached their students by positioning themselves as students' friend both in real life or on social media. Some teachers also tried to become more sensitive to their students while other novice teachers commonly share their experiences with students to motivate them. Here is the comprehensive discussion on how novice teachers practice their pedagogical belief.

In this section, the researcher asked novice teachers' perception of these following statements: (18) "I use a personal approach to students so I can create a comfortable climate in the classroom. One way I do is to position myself as a student friend and respect the background of all their students." and (19) "I apply my knowledge and skills to the areas I teach (both soft skills or hard skills) to support my students' social, emotional, and moral development." Item 18 focused on how novice teachers perceived their relationship with students while Item 19

focused more on how novice teachers related what they taught with social skills students should acquire. Figure 4.8 showed the teachers' perception of the pedagogical expertise.

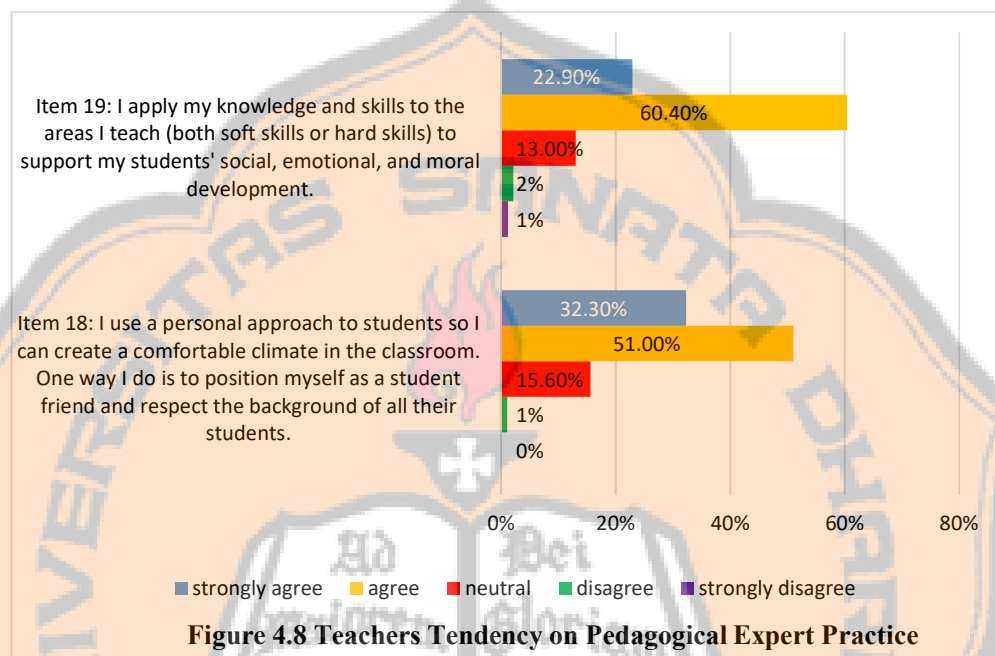


Figure 4.8 showed that most novice teachers agreed that they practiced what they believed (please refer to Items 5 and 6). However, there was a gap between what teachers believed and what they did in practice. To illustrate, 62.50% of novice teachers previously strongly agreed with the belief that teachers should use their personal approach to make a comfortable climate in the class (Item 5). However, in Item 18, only 32.30% of novice teachers in this study who strongly agreed that they approached students personally while the other 30.20% of them might choose to only agree that they practiced it. The phenomenon also happened in the comparison of teachers' belief and practice related to how teachers used their knowledge to help students develop their social skills. Previously, 69.80% of novice teachers strongly believed that teachers should be able to use their knowledge to

support students' moral, emotional and social development. In contrast, only 22.90% of novice teachers who strongly agreed that they practiced it in their teaching. The rest of them (69.80%) changed their mind to only agree that they practice it. Those numbers showed the big gap between what teachers believe in the reality.

As the researcher also asked the respondents to provide the examples of their pedagogical practices, the researcher would analyze their response. It was specifically related to how teachers approached their students and how they applied their subject mastery to help student' social skills development. Therefore, here was the discussion:

1) **How Novice Teachers Approached Their Students**

There were many ways novice teachers in this study used to approach their students. Most novice teachers positioned themselves as students' friend. Some teachers mentioned that they always greeted warmly their students. Notably, B (a 25-year-old female teacher teaching Bahasa Indonesia in a non-formal school in Sleman) and C (a 23-year-old female teacher teaching English in a private elementary school in Sleman) mentioned that they tried to be friendly and always greeted their students outside the class **(B5; C5)**.

Though, some novice teachers chose to have some different approach to making them close to their students. Some novice teachers (14 out of 96 teachers) preferred to have some kind of chit-chat outside the class discussing students' lives and what they liked. For example, R, a 23-year-old female teacher who was teaching English in a private school in Jakarta said:

I sometimes sat together with students and discussed students' idols **(R5)**.

In line with R, T (a 23-year-old female teacher teaching English in an informal school in Yogyakarta) also asked her students' hobby(s) **(T5)**. In addition, AL, a 24-year-old female English teacher in a vocational private school in Bantul said:

I use Bahasa Jawa for joking on some occasions in order to reduce the gap between me and my students **(AL5)**.

Using Bahasa Jawa might become an effective way to show her solidarity towards her students as Javanese which helped a more intimate and comfortable class (Mukti & Muljani, 2017). Those were some ways mentioned by novice teachers to approach their students. Most of them knew that they should employ something that students liked nowadays in order to be accepted in their circle.

Moreover, novice teachers in this study believed that being aware or sensitive to their students was very important. Ten out of ninety-six novice teachers in this study believed that being sensitive to their students would help them build students' trust, which, later on, helped novice teachers be closer to their students. E (a female English teacher in one of the state schools in Klaten) said:

I sometimes gave my students some kind of attention like when my students looked sick, she asked them whether they were okay or not **(E5)**.

In line with E, AM (an economics teacher in a private senior high school in Jakarta) said:

When I see a student who was daydreaming, I ask her, "What happens?", then the student would directly tell any story take makes him/her have a daydream. After what the student feels relieved, then they will focus back to learning and become more active **(AM5)**.

In addition, M (a female English teacher teaching in a non-formal school in Yogyakarta) said:

The simplest way is to memorize the students' names and call them in class activities. Just to show them that I am aware of them. **(M5)**

E, AM, and M showed that being aware of students, i.e. calling their names, seems so simple but difficult. However, they still managed to do that. Furthermore, some novice teachers in this study did aware of this and the way those novice teachers cared about their students would help not only students who had both social and academic difficulties but all students in order to engage in the learning process better (Croninger & Lee, 2001).

Related to the students and teachers' relation, Ginsberg (2010) mentioned that the most critical aspect in overcoming the indescribable gap between what students knew and what teachers wanted students to know was by giving the students an opportunity for their voices to be heard. In this essence, most novice teachers in this study were willing to hear students' sharing. Thirty-one out of ninety-six teachers in this study mentioned that they would spend their time with students listening to students' stories and/or problems or have any discussions with their students personally on in the group. It seemed that those teachers were quite easy in getting close to their students since most novice teachers in this study were mostly twenty-two until twenty-five years old. It meant that the gap between students and teachers were not too big, not like the most experienced teachers. Then, it might become one of the benefits for the novice teachers. Spending time individually with the student, particularly the students who were shy or having a problem would help create a

more positive relationship (Rudasill, Rimm-Kaufman, Justice, & Pence, 2006; Avant, Gazelle, & Faldowski, 2011). It would be also a great chance for novice teachers to know what their students wanted and expected from novice teachers' classes. It was a very effective way to reflect and evaluate the strength and weakness of the novice teachers' practice.

Having a good relationship with students would also make teachers know what their students' interest and students would be also supportive in the class. Studies of Croninger and Lee (2001) and Whitlock (2006) showed that good relationship between teachers and students could provide indispensable supports for learning and help students develop socially. Subsequently, the positive teachers and students' relationship would also support students' adaptation in the school, promote and foster academic performance and make students more cooperative and engaged in learning (Battistich, Schaps, & Wilson, 2004; Curby, Rimm-Kaufman, & Ponitz, 2009; Decker, Dona, & Christenson, 2007; Ewing & Taylor, 2009; Hamre & Pianta, 2001; Klem & Connell, 2004; Rimm-Kaufman, & Sandilos, 2011; Rudasill, Reio, Stipanovic, & Taylor, 2010;).

2) How Novice Teachers Use Their Expertise for Helping Students Social Development

This section focuses on how novice teachers use their expertise to help their students develop their soft skills. Consistent with what novice teachers mentioned on how they approached their students, most novice teachers, in this study, tended to help students develop their social development by approaching students

personally, telling their own experiences, and asking students to reflect on what they have learned.

Based on those excerpts, the researcher concluded that most novice teachers in this study were willing to be contacted by students outside the class and they also provided some time for students to meet them, as AD who worked on a non-formal school in Bintan who provided time after her class for her students to meet her (**AD6**). In addition, most novice teachers also approach their students personally.

To demonstrate, E (a female state school English teacher in Klaten) mentioned:

I call the troubled students to talk casually outside the classroom and try to know their background well (**E6**).

Similarly, S, a male English teacher in a non-formal school in Yogyakarta said:

Some students actually approached me to share their stories or problems (**S6**).

Notably, the novice teachers did not only focus on academic aspects but also social aspects. For instance, BD (a nonformal Japanese teacher in Yogyakarta) gave his students chances to talk about anything other than materials (**BD6**). In line with BD, some teachers (L, S, and AG) were also willing to provide their time for their students (**L6; S6; AG6**).

Another point was some novice teachers mentioned that they also told stories and their own experiences. In total, eighteen out of ninety-six teachers mentioned that they helped students develop socially by telling how students should behave and giving real examples. For instance, AP, a female pre-school teacher in Magelang, mentioned that she trained her students to be patient and willing to share (**AP6**). Correspondingly, R, an English teacher in a private vocational school in

Jakarta, tried to control the words they used in the class. Specifically, she and her students tried not to swear **(R6)**. Additionally, H mentioned:

I give the students understanding of the real condition around them **(H6)**.

Novice teachers' excerpts above showed how teachers guided students' social development. Some teachers might prefer telling the students while some other novice teachers showed how to behave by becoming the role model in the class, i.e. R. In their stories, novice teachers also gave some suggestions for students on how they should behave. Telling students why behaving correctly was as important as being role models since students also needed a rationale to understand what they have to do and why it is useful (Sacks & Silberman, 2000).

Then, some novice teachers actually asked their students to reflect on what they have learned during the class in order to help their students grasp a deeper meaning. Carlton (2013) mentioned that writing reflection in her class helped her students to better proceed what experience. BP and BQ, for instance, asked their students to reflect on what they had learned. Specifically, AN, a female Indonesian language teacher teaching in a nonformal school in Yogyakarta said:

I ask my students to write a journal or reflection after they learn new topics so that they do not only understand but also take some meanings from what they have learned **(AN5)**.

AN, BP, and BQ were teaching different subjects but they are from Sanata Dharma University which employed reflection as one the main mean for their students. It might become one of the influences on why they asked their students to reflect on what they have learned. They might also find the benefit of reflecting on their

college lives thus they implemented it also to their students. It meant that what they learned in their study could be implemented well in their practice.

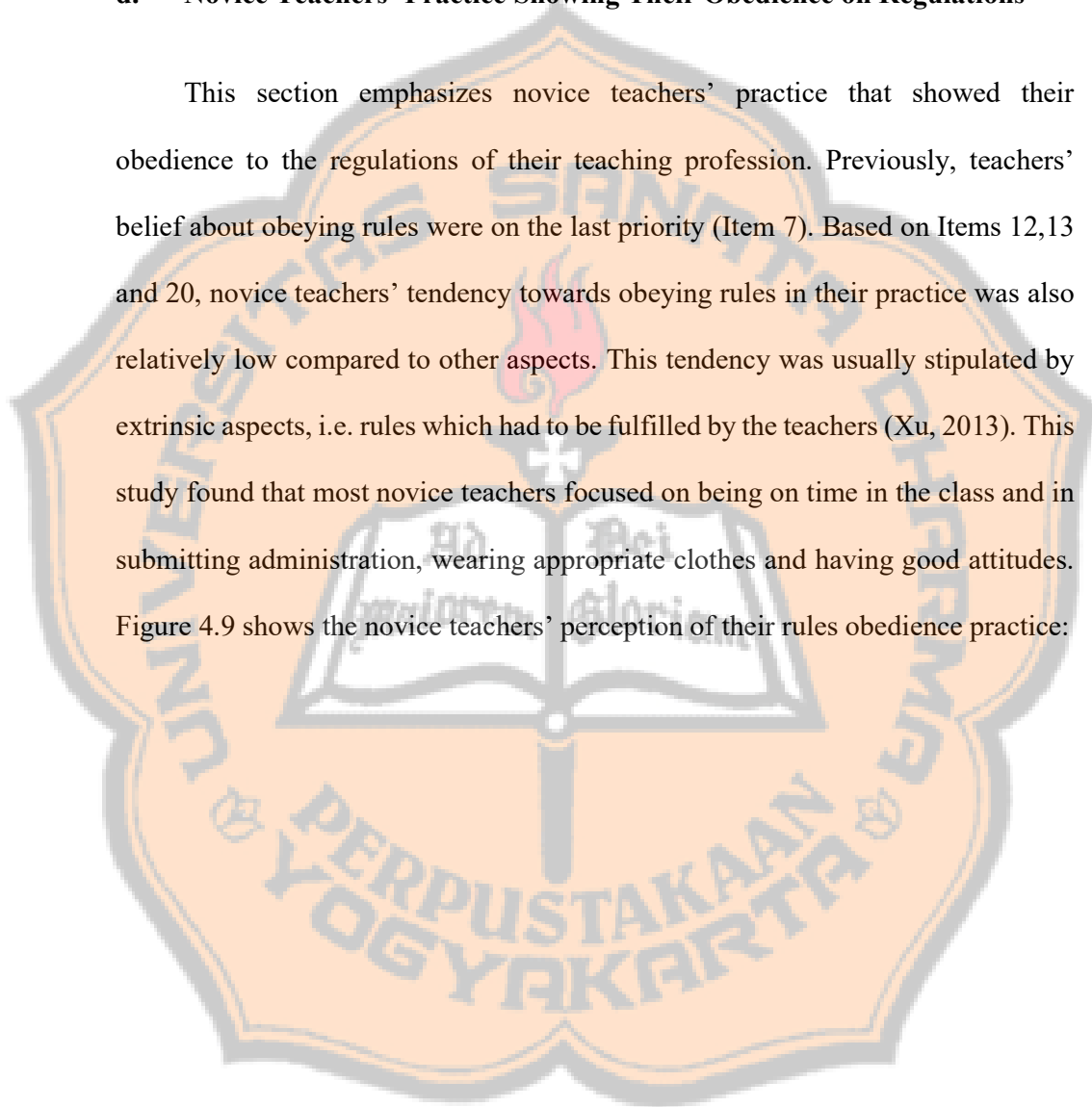
Those were the main findings on how novice teachers helped students develop their students' soft-skill or social development. Novice teachers in this study mainly focused on how they approached their students, and mostly, novice teachers chose a personal approach. Then, some novice teachers believed that their own stories were fruitful, therefore, the novice teachers expected their students could learn from their stories. The last, some teachers asked their students to reflect on what they had learned in order to get meanings from what they had learned. It showed also that novice teachers were able to communicate and get along well with learners as demanded by Regulation of the Minister of Education and Culture No. 14/2005. Specifically, it demanded teachers to be inclusive, objective, and non-discriminatory related to gender, religion, race, physical condition, family background, and family social status. It was very important for novice teachers to do so since those novice teachers faced very diverse conditions in each area in Indonesia.

The researcher considered what those novice teachers had done was beyond what demanded by the government. It was because their gap between their students was quite narrow. Most novice teachers teaching in junior and senior high school were almost in the same generation as their students. Consequently, they were familiar with almost the same mean: the internet and social media. Some people might demean the influence of social media but novice teachers in this study

showed how powerful social media was for helping novice teachers both academic and social matters.

d. Novice Teachers' Practice Showing Their Obedience on Regulations

This section emphasizes novice teachers' practice that showed their obedience to the regulations of their teaching profession. Previously, teachers' belief about obeying rules were on the last priority (Item 7). Based on Items 12,13 and 20, novice teachers' tendency towards obeying rules in their practice was also relatively low compared to other aspects. This tendency was usually stipulated by extrinsic aspects, i.e. rules which had to be fulfilled by the teachers (Xu, 2013). This study found that most novice teachers focused on being on time in the class and in submitting administration, wearing appropriate clothes and having good attitudes. Figure 4.9 shows the novice teachers' perception of their rules obedience practice:



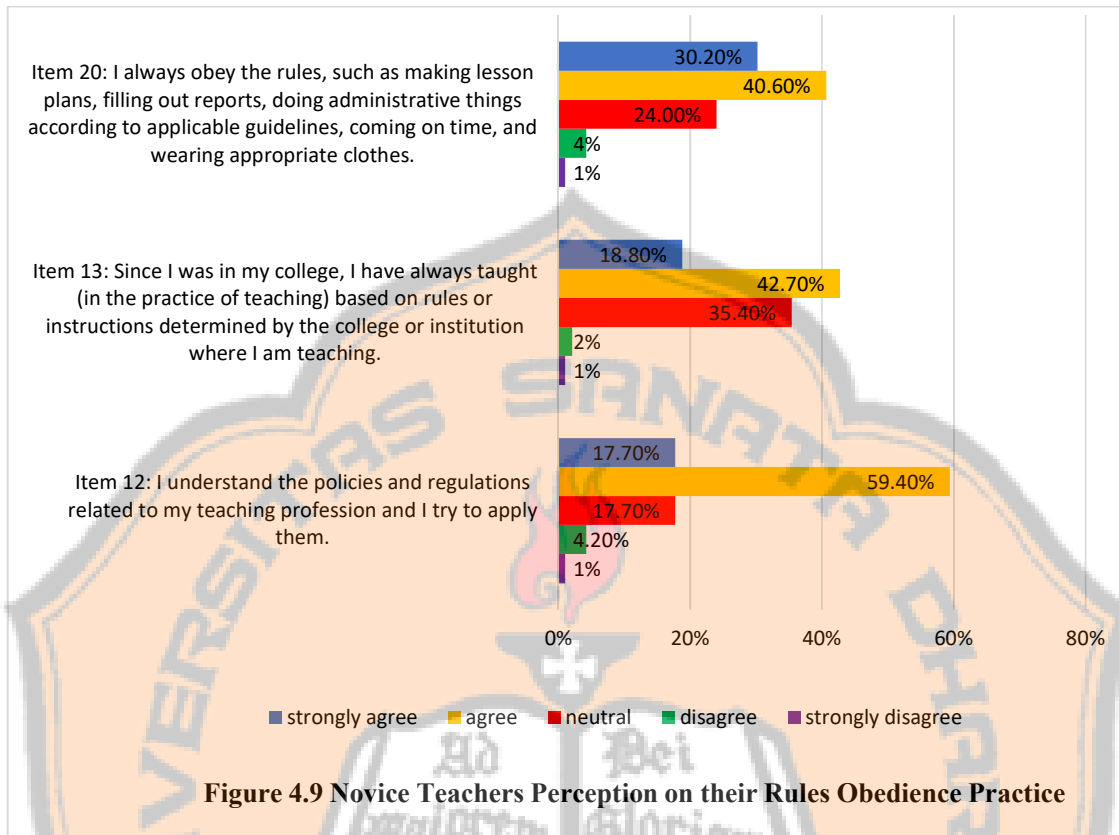


Figure 4.9 Novice Teachers Perception on their Rules Obedience Practice

Figure 4.9 showed that most teachers actually understood and practiced the regulations in their institution. Specifically, item 12 showed that 59.4% novice teachers agreed while 17.70% strongly agreed with the statements related to their understanding of the regulations of the teaching profession. It showed that most novice teachers actually had already understood the responsibility as teachers other than teaching. Unfortunately, 22.90% of them were still not sure about regulations related to their teaching profession. In addition, item 13 clarified that most novice teachers actually had already known the responsibility or regulations since they were students, especially in their teaching practicum. It could be observed from the number of novice teachers who strongly agreed (18.80%) and agreed (43.70%) to the statement that they had been familiar with the regulations in their teaching

profession. However, more than 38% of them are not really sure about the regulation.

Additionally, in their practice, figure 4.9 further showed that most novice teachers agreed that they had to obey rules or regulations in their profession. 30.20% of novice teachers strongly agreed that the regulations related to the lesson plan, reports, and many other administrations were important in their profession. In line with them, 40.60% novice teachers agreed that they also practiced the rules on their school or institution. Whereas, 29% of them did not really consider obeying regulations was really matter for their profession.

With regards to those novice teachers who practiced the regulations they had to obey, the researchers found four major themes regarded to how those novice teachers obeyed the rules. First, most novice teachers in this study considered the importance of making and finishing administration such as syllabus, lesson plan and report. E (a 24-year-old female English teacher in state senior high school in Klaten) mentioned:

I always apply the opening, main activities and closing “rules” (E9).

In accordance with E, CL, a male teacher who worked as a private senior high school in Klaten, also mentioned that he taught in accordance the lesson plan and program (CL9).

Second, being on time was considered to be important for novice teachers. 2It could be observed from the number of novice teachers who mentioned that they consider coming to the class on time show their obedience towards the regulations in their school (16%). AJ, AL, AN, CA, CB CK were the examples of many novice

teachers in this study who considered coming on time was important for their profession. In addition, novice teachers also showed their consideration on starting and finishing their class on time. For example, CG, a non-formal teacher teaching English in Yogyakarta said:

I always tried to teach in accordance with the allocated time **(CG8)**.

His excerpts represented other thirty novice teachers who thought similarly as him. Also, some novice teachers tried to always submit any administration (syllabus, report, etc.) on time. For instance, O, an English teacher working in a private school in Yogyakarta mentioned

I always fill the online administration in a program called SAPTA on time and it is monitored by the board directly from Jakarta **(O7)**.

Novice teachers' excerpts showed that although they had a low perception of rules obedience, however, in fact, most of them were still trying to obey it.

Third, it was related to the attire the novice teachers wear. It seemed trivial but 14.4% novice teachers underlined wearing appropriate attire for teaching was important. Significantly, AG, a female teacher who was working in a non-formal school in Surabaya, uttered that she wore appropriate clothes when she was teaching **(AG7)**. AN, even stressed that she had to wear attire that is considered polite while BX, a female teacher in a private high school in Wates, underlined that she should not wear sexy clothes in her school **(AN7; BX9)**.

Others than what the researcher has mentioned previously, the researcher also found that some novice teachers considered showing good attitude was their way to obey rules. In this case, the attitude encompassed how teachers uttered their words,

behaved in the school and their discipline. It can be noted from N's excerpts (an English teacher who was teaching in a private primary school in Surabaya) who mentioned

Teachers are role models so that I have to act and behave like what teachers should be **(N8)**.

Similarly, AN also remarked the importance of teachers' discipline and responsibility in their teaching profession **(AN8)**. Specifically, BG considered that she should not say her students "stupid" and do any harm to them **(BG9)**. Those were the attitudes that novice teachers believed should be done in order to show their obedience in the rules or regulations on their teaching profession.

Different points of view related to the obedience of the novice teachers to regulations are offered by D, Y, and CS. Specifically, Y prioritized teaching over administrative requirements **(Y8)**. In line with Y, CS said:

The most important thing is not the rules or regulation but students' comfort in the class. I would still obey rules but it would not limit my creativity **(CS8; CS9)**.

D took more radical points of view by saying:

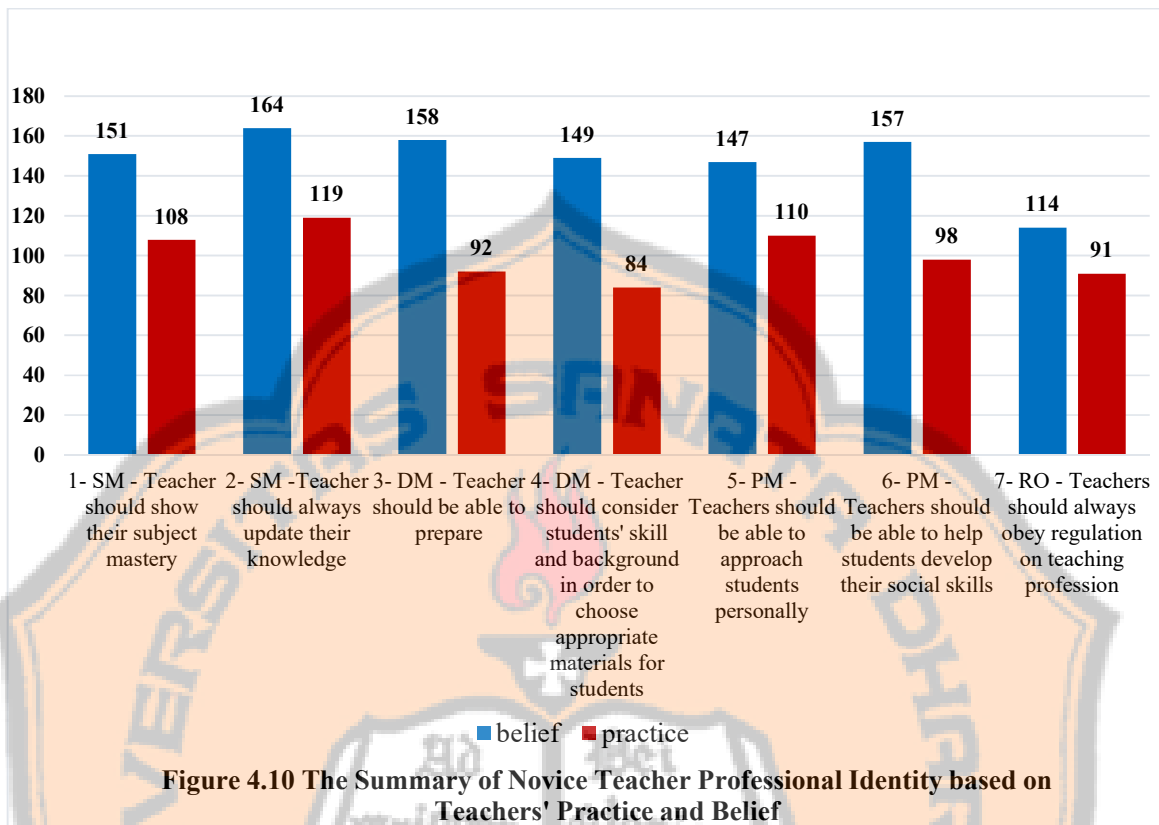
I think to understand and having rules/regulations are not important since everyone may break it. I think good persons do not need any rules and awareness is far more important **(D7; D9)**.

D, Y and CS' points of views might also represent some novice teachers who considered regulations were not that important for the teaching profession but did not mention the reason why.

Finally, most novice teachers in this study showed that they understood and practiced the regulations related to their teaching profession. Most novice teachers practiced the regulations although the number of novice teachers who practiced the regulation was not as high as other aspects. The major themes found in this study were most novice teachers practiced their obedience to the regulations by trying to complete the administrations, being on time both in collecting the administration and in attending and finishing the class, wearing appropriate clothes and showing good attitudes. However, not all teachers believed in the obedience to the rules was important and they did not really focus on it.

e. Who They Are

In order to understand novice Indonesia teacher professional identity based on their answer on the questionnaire, the researcher gave the score +2 for “strongly agree”, +1 for “agree”, 0 for “neutral”, -1 for “disagree” and -2 for “strongly disagree”. Then, the researcher multiplied the number of the answer by the score as mentioned previously. Here is the result:



Based on the figure above, it could be concluded that most novice teachers focused on their subject matter knowledge (item 1 and 2) both in their practice and belief. Most novice teachers also focus on their pedagogical matter (item 5 and 6) and it is on the second place. Didactical matter (item 3 and 4) is on the third place while teachers' regulation obedience is in the last place. It means that most novice teachers have the tendency to become more subject-matter-focused teachers and be least rule-based teachers. In addition, Figure 4.10 also confirms the wide gap between what teachers believe and what they practice in their teaching profession. It is especially on item 3 related to the preparation in the class for teaching activity. However, the most consistent one is item 7 related to regulation obedience. It consistently becomes the lowest both on teachers' belief and practice.

This study showed that, in this moment of the study, most novice teachers had four tendencies in their teaching practice. They were subject matter, didactical matter, pedagogical matter and rule obedience. This study showed that most novice teachers had the tendency to focus on their subject mastery both on the how they demonstrated their expertise to their students and how they updated their information and knowledge. It is in accordance with Cherubini's (2009) study which showed that novice teachers focus firstly on themselves. The novice teachers' concerns mainly in the term of mastery and also survival. It might become the reasons why most novice teachers try to master subject they teach in order to survive in the class.

However, it did not mean that novice teachers neglect other important aspects of this study. Their excerpts and answers showed that they reflected the importance of choosing the right materials and methods for teaching their students and how they should approach their students. It meant that novice teachers in this study were still finding the acknowledgment from their students. They would like to show that they were reliable so that students could believe what they say. It was important to be noted that this study only showed the tendency and perception of most novice teachers, not specifically a person. The findings of this study confirmed what O'Donnell et al (2012) who mention that the top concerns of novice teachers is related to classroom management and motivating students. However, in this study, concerns about special needs and assessment did not become teachers' concern.

In conclusion, identities were fluid so the researcher also expected that some novice teachers would change their tendencies. These changes might be caused by

the experiences they have in their school and some internal and external factors that might change who they are now. Currently, most novice teachers might have the tendency to focus on themselves, however, their excerpts show that they started realizing the importance of other aspects especially related to students' need.

B. Factors Influencing Novice Indonesian Teachers Professional Identity

Identity formation was an expansive process and it usually took place as a result of interactions with others (Danielewicz, 2001; Sfard & Prusak, 2005; Alsup, 2006; Pearce & Morrison, 2011). In this study, the researcher focused on three main themes, namely, teachers' teaching contexts and communities, their experiences and practices, and biographies. In this study, the researcher compared teachers' perception on the subject matter, didactical, pedagogical and one additional point, regulations obedience in order to understand the different perception shown by each variable towards those issues. Table 4.1 shows the focus on each item in the questionnaire:

Table 4.1 The Focused Themes on Each Item

Item Number	Theme		Focused
1	<i>Subject Matter</i>	Belief	How to teachers should show their expertise
14		Practice	
2		Belief	How teachers should update the knowledge and information
15		Practice	
3	<i>Didactical</i>	Belief	How teachers should choose the materials for students
16		Practice	
4		Belief	

17		Practice	How teachers should choose the methods for students
5	<i>Pedagogical</i>	Belief	How teachers should approach their students
18		Practice	
6		Belief	How teachers should use their knowledge to helps students social development
19		Practice	
7	<i>Rule obedience</i>	Belief	How teachers should obey rules/regulations on their teaching profession
20		Practice	

1. The Novice Teachers’ Teaching Contexts and Communities

Pearce and Morrison’s study in 2011 showed that interactions with colleagues, students and even students’ family, both for teaching and non-teaching interactions were vital to this construction of novice teachers. Franzak acknowledged that becoming a teacher made him want to make a statement about who he is (Franzak, 2002). He, further, mentioned that teachers lived in negotiated identities where it was continually constructed and revised by teachers’ visions of self. This study found that novice teachers’ institution affected the way teachers perceive their obligations in doing the administration.

Teachers, indeed, had to negotiate their professional identity in relation to students, colleagues, and the general public (Franzak, 2002). The importance of teaching contexts and communities could be analyzed from the studies done by Cattani (2002), Nguyen (2008) and Lortie (1975). All of them found that most novice teachers tried to adapt and adopt their identity to the socially defined identity in order to be accepted by their colleagues. Therefore, the researcher would like to know how teaching communities and contexts, in this case, the institution's novice teachers work. The researcher compared the tendency of teachers based on the

average answers to each item in each variable. Figure 4.10 showed the comparison of each variable related to their tendencies in teaching belief and practice.

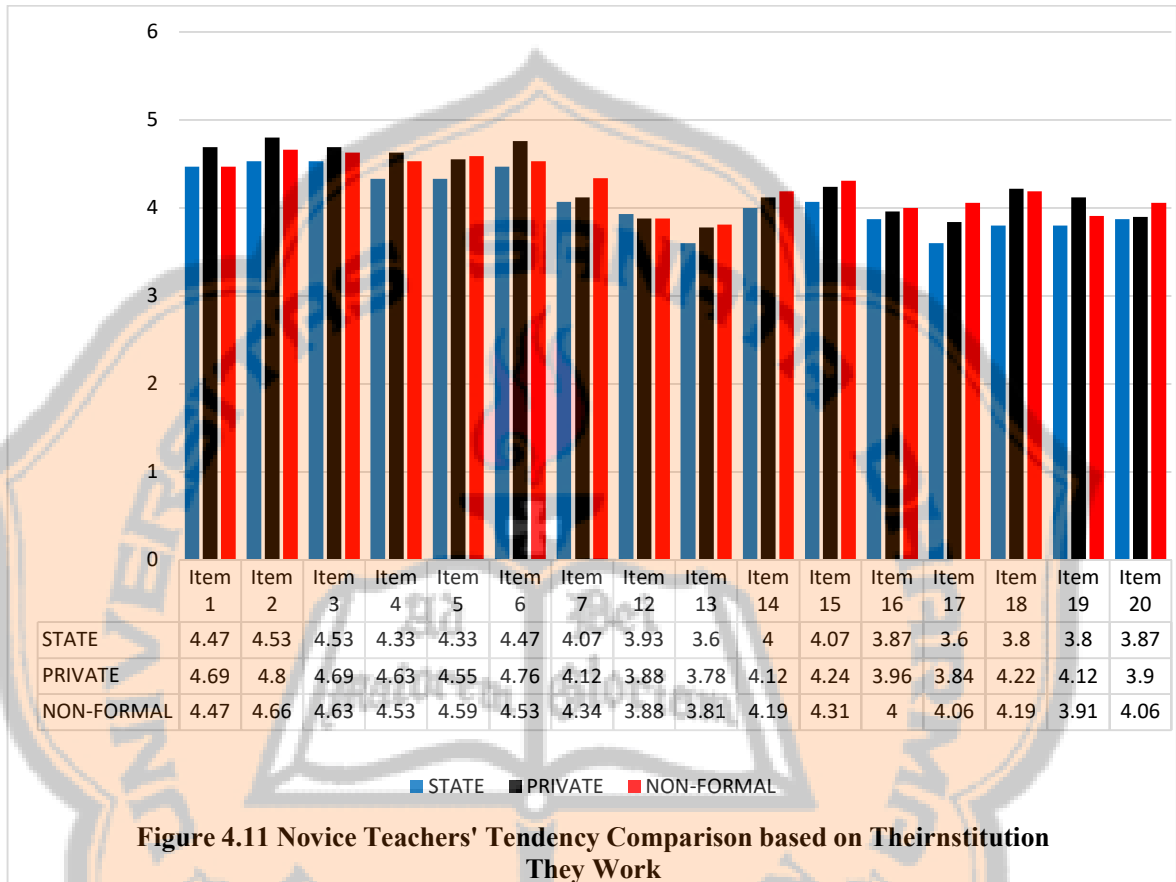


Figure 4.11 showed the average differences were not really high on each item from each category. However, it could be observed that state school novice teachers mostly scored lowest on most items. Novice teachers working in state school were consistent to be in the lowest both on their belief in teaching (compare Item 1 to 7) and their teaching practice (compare Item 12 to 20). Then, novice teachers working in private schools were slightly higher, compared to other groups, on most all items.

For instance, in term of subject matter knowledge, most novice teachers working in private schools tended to be more creative in the way of explaining their

materials compared to public schools and non-formal schools. While most novice teachers working in public schools and non-formal schools focused more on how to explain and answer students', novice teachers working in private schools had already focused on how they gave the real examples and methods on how to explain materials questions (see Appendix E). However, in updating their knowledge, most novice teachers at those institutions tended to have similar methods: finding on the internet, attending seminars (PLPG and MGMP) and reading books related to their expertise.

Related to how those novice teachers prepared the materials and how their relationship with students actually was showing a similar pattern. Most all of the novice teachers mentioned that in the class they provided some activities like ice breaking, group discussion, and task. They were not really different in term of how they approached their students. Most novice teachers mentioned that they provided their time outside the class for their students, they also showed their willingness to listen to their students' sharing and being friendly. It might be because most of the participants were on the same generation who were still close to students and they mostly had similar exposure to the methods they should use in the class. Therefore, there was no big gap between teachers' institution and how teachers act in the class and outside the class.

However, related the obedience to the rules or regulations, novice teachers working on state schools seemed to considered obeying the rules as the least important thing to do in their profession compared to novice teachers working in private schools and non-formal schools. For instance, O, an English teacher

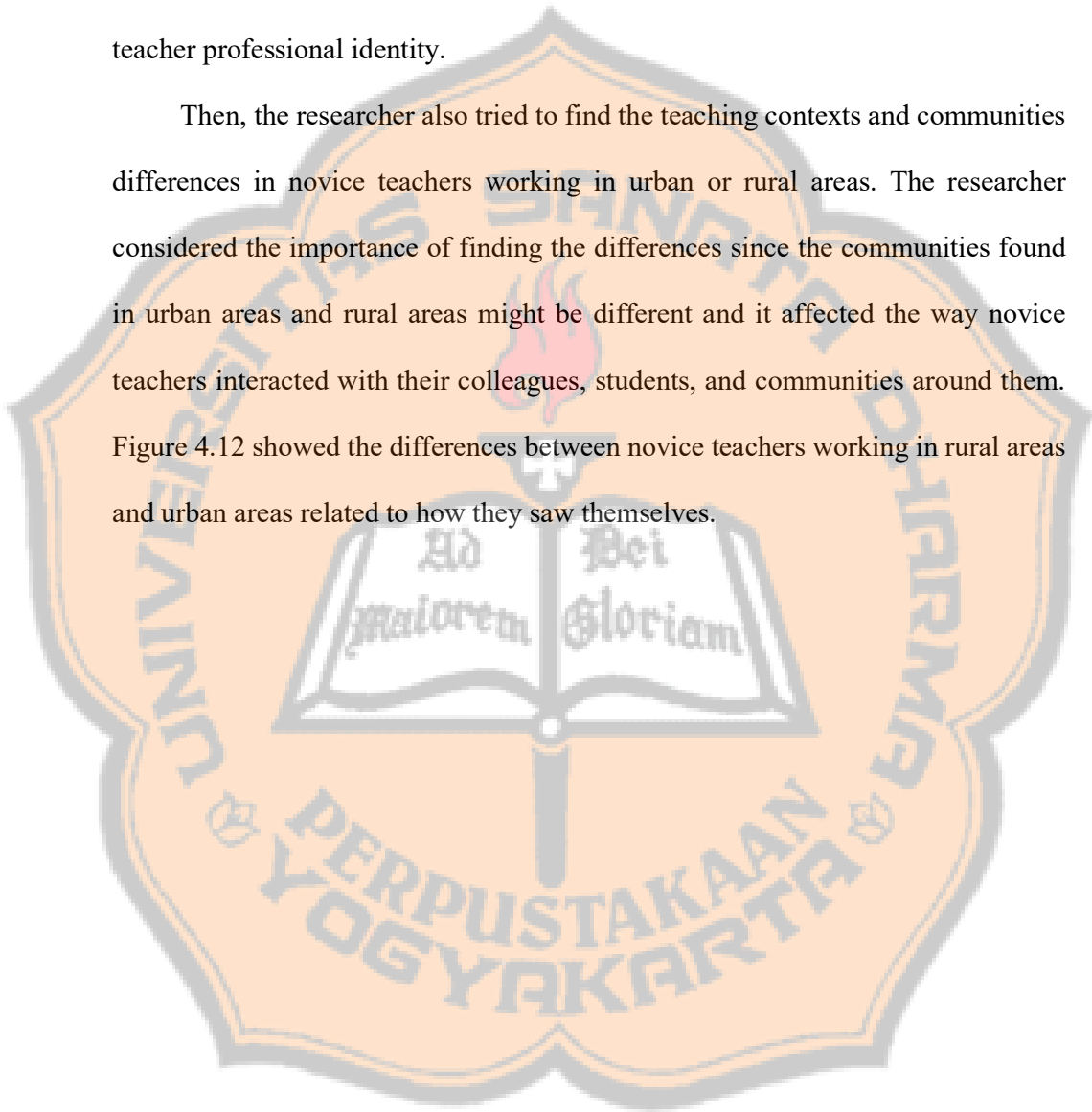
working in a private school in Yogyakarta mentioned that she always felt the online administration in a program called SAPTA on time since it was monitored by the board directly from Jakarta (O7). Additionally, many novice teachers in non-formal school mention that they always obeyed all rules, such as making lesson plans, filling out reports, doing administration based on current guidelines, coming on time, and wearing appropriate clothes (Items 7 and 20). They even mentioned integrity, being disciplined and honest. It was reflected by the average scores of novice teachers working in non-formal schools. Not only did novice teachers working in state school score the lowest but, in the practice, they also only mentioned some normative things like making lesson plans and coming on time as their way to obey the regulations.

Schools or institutions provided “specific histories, experiences and knowledge that could shape the stories that tell others who we were” (Macgregor, 2009, p. 4). Specifically, Reynolds (1996) stated that the environment in school, such as the leadership in school, colleagues, students and the school community, were a strong determinant in defining teacher professional identity. It might answer the reasons why novice teachers working in private schools had the higher tendency in both their belief and teaching practice. Most private schools had their own cultures and it was usually very strong embedded in the school and the colleagues who always supported the good teaching practice.

However, it does not mean that state schools or non-formal schools did not have strong cultures but, in this study, novice teachers working in private schools showed it. Macgregor (2009) pointed out that teachers’ early stages of transition,

acquainting teachers' responsibilities of teaching was very important in shaping the sense of self as teacher. Therefore, it could be concluded that a stronger culture in an institution, the stronger it was embedded in teacher and later on affects the teacher professional identity.

Then, the researcher also tried to find the teaching contexts and communities differences in novice teachers working in urban or rural areas. The researcher considered the importance of finding the differences since the communities found in urban areas and rural areas might be different and it affected the way novice teachers interacted with their colleagues, students, and communities around them. Figure 4.12 showed the differences between novice teachers working in rural areas and urban areas related to how they saw themselves.



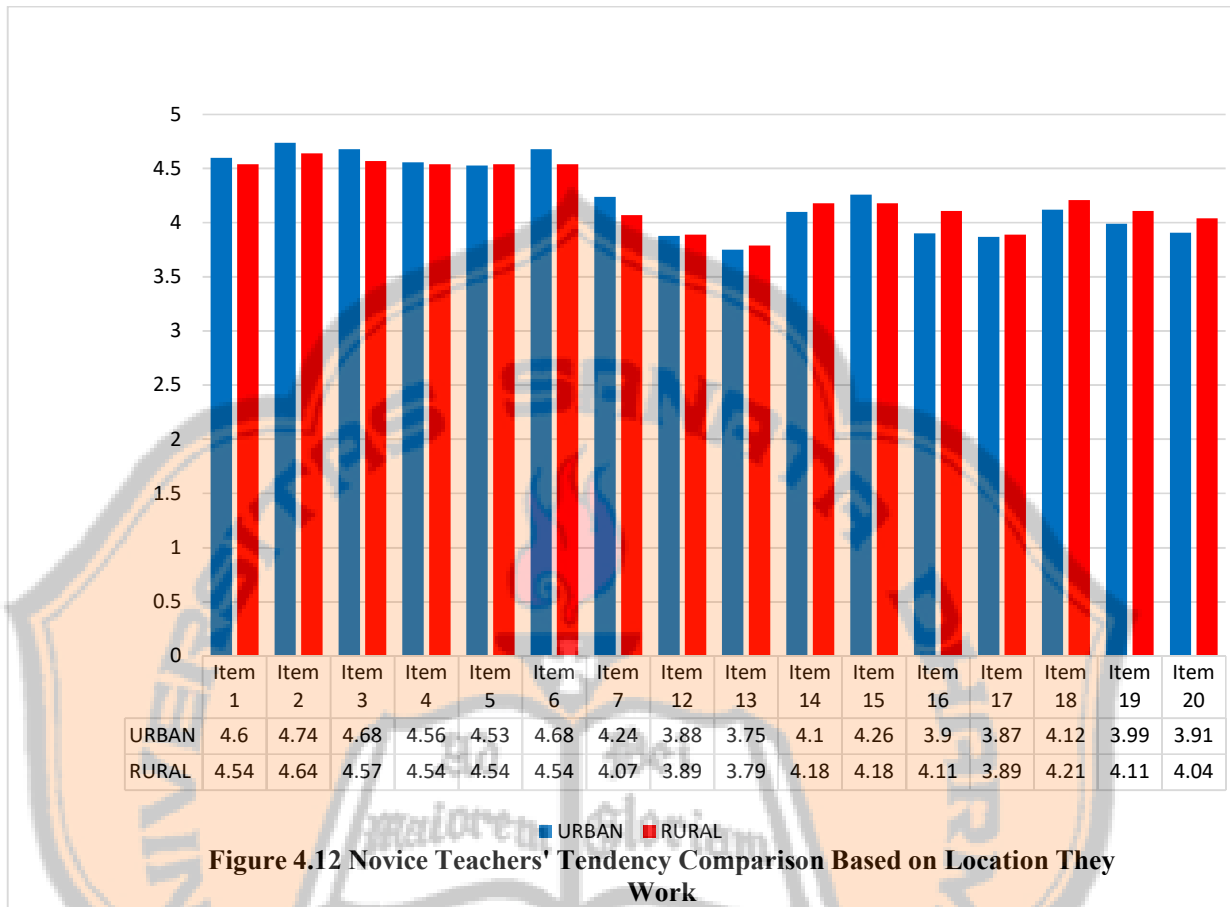


Figure 4.12 showed that most novice teachers working in urban areas had the higher belief in good teaching practice but novice teachers working in rural areas actually scored higher on their practice. However, this factor was also not the dominant factor which influenced how teachers perceived themselves as teachers and how they practiced what they believe. It was confirmed by the practice mentioned by novice teachers.

There are not many differences related to how teachers showed their expertise and how they updated their knowledge. Based on their excerpts, most novice teachers nowadays got a very well exposed to the methods and information related to their teaching practice. Thanks to the internet which helped those novice teachers

be updated no matter where they were. Novice teachers who worked in the rural area could still access the internet and books so that they were not left behind those novice teachers who work in urban areas. Both novice teachers working in rural and urban areas had a similar tendency in the way they taught. They all provided some activities in the class and did not rely so much on lecturing but discussion, group work, project etc. Furthermore, there were many similarities in the way they approached their students and obey the regulations.

In this study, teaching communities might not become a dominant factor affecting novice teacher professional identity since most novice teachers almost have similar tendencies toward the issues in this study. However, private schools novice teachers showed slightly higher perception towards most all issues. It meant that the community in private schools encouraged novice teachers to be more aware towards the subject matter, didactical and pedagogical masteries and, at the same time, encourage them to obey rules.

2. The Novice Teachers' Teaching Experiences and Practices

Teaching experiences influenced the teachers' capacity in understanding what teaching was about, judging good and bad practice and constructing what the meaning of becoming a teacher was (Castañeda, 2011). He added that teachers' experiences in the class were also a fundamental notion for teachers to construct their personal images as a teacher. From Castañeda's excerpts, it could be concluded that teaching belief and practice would be affected a lot by the experiences and practices they got and did. Therefore, the researcher would like to compare the tendencies of novice teachers based on how long they had been

working in their institution. However, this study found that teaching experiences and practices only affected the way novice teachers perceived the regulations on their profession. Figure 16 shows the differences between each variable related to their tendencies in teaching:

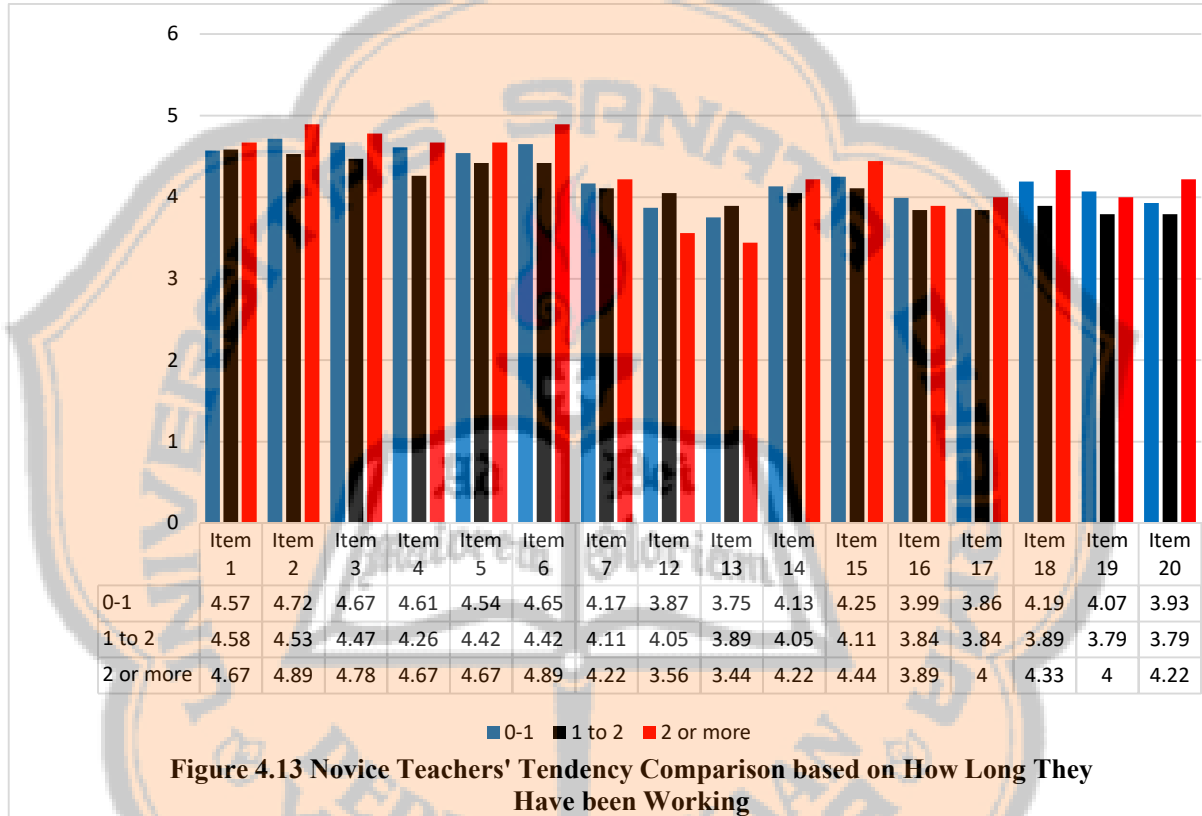


Figure 4.13 shows that teachers who have been teaching for two years or more have a higher average on almost all items. It might be caused by the fact that the number of teachers who worked for two years or more in this study was the lowest (10 participants). Figure 16 also showed that in the year one to two most novice teachers were contemplating their teaching profession which could be seen by the average answer for their teaching practice (Items 14-20) was the lowest compared to other groups.

However, the gap between each variable was not really high. It meant the experience teachers have was also not the dominant factor which determined the teachers' identity in this study. It was confirmed by the excerpts given by the novice teachers. Novice teachers from both groups mentioned that they also mostly used an almost similar approach in the class. They mostly used group discussion, group project, and role play. They also showed the similarities in updating their knowledge in their expertise: using the internet, reading books and having a discussion with fellow teachers. The internet also became one of the features of the most novice teachers nowadays which was mostly in the generation Z which was really close to technology and being so easy to be bored so that it might become the motivation of those novice teachers to provide interesting activities so that their students would not be bored and easily distracted. In addition, the gap between those novice teachers, including those who have been teaching for more than two years, was quite close. It might be the factor why most novice teachers in this study had an almost similar approach towards their students they were also more open to students. It was shown by their excerpts that most of the novice teachers were connected with their students through social media and they did discuss and share some personal thing with students.

Yet again, the biggest difference was related to how those novice teachers perceived the regulations on their profession. Novice teachers working for between one to two years were not the rebels but they showed a low degree of perception on the importance of obeying the regulations. It might be because there were in the middle of their reflection and contemplation in their years of the teaching

profession. On the contrary, most novice teachers excerpts showed that they actually still obeyed the regulations such as making a lesson plan, wearing appropriate attire and coming on time.

Finally, in this study, teaching experiences might do not contribute so much to novice teachers' teaching practice and belief. It might be because the range was not really high. Most novice teachers who participated in this study were teaching for some months until three years, therefore, the experiences they faced might be similar.

3. The Novice Teachers' Historicity

This factor focused on teachers' lives critical incidents, events, and significant others which might construct teacher professional identity (Beijaard, Verloop, and Vermunt, 2000). Bullough and Baughman (1997) considered that understanding teachers' historicity would help researchers understand teacher development. Knowles (1992) specified that the historicity was related to how individuals thought about themselves as teachers – the images they have of self-as-teacher” (p. 99). This study found that novice teachers identity was affected a lot by novice teachers' encounter with their previous teachers and/or lecturers especially on how those role models taught and approached their students. Here is the completed discussion related to this topic.

In this study, the researcher focused on how novice teachers identify themselves based on the cues or examples on how to become a teacher. It could be from their own colleagues or their previous teachers or lecturers or even from

anything they read or believed. In this section, the researcher specifically used four items namely Item number 8, 9, 10 and 11.

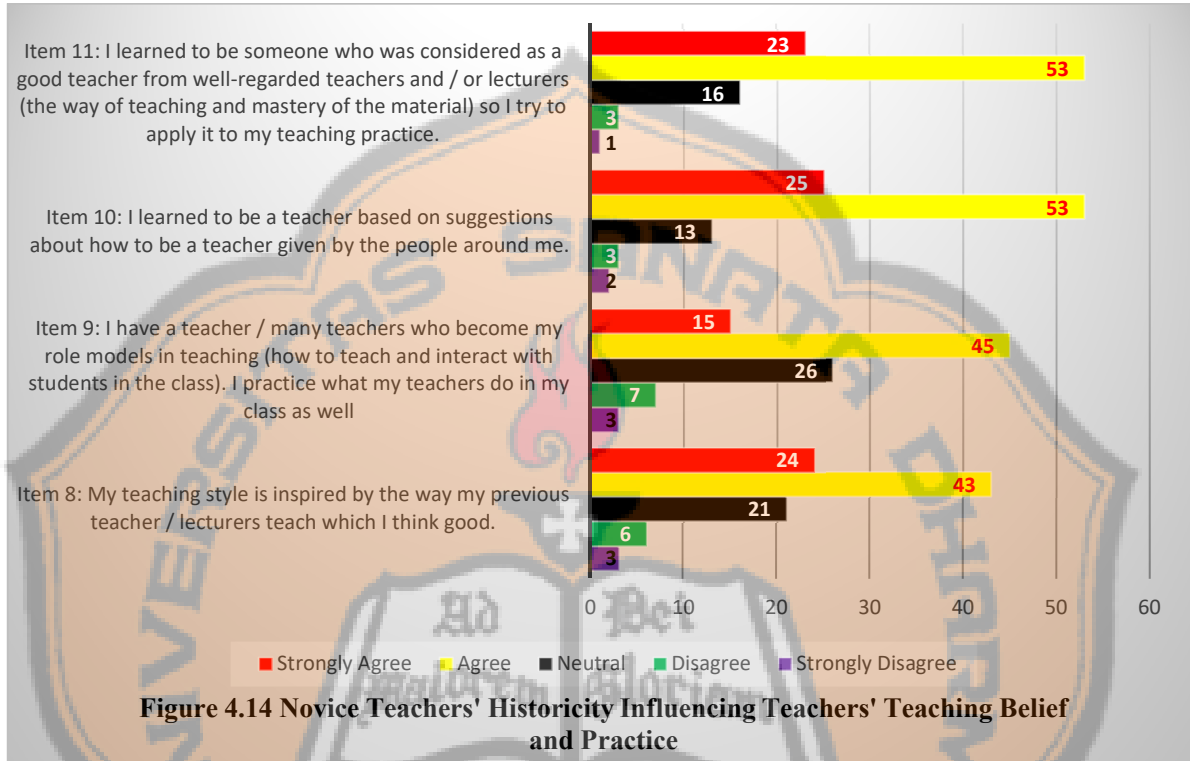


Figure 4.14 showed that novice teachers considered that their teaching practice was influenced by both role models and cues on how teachers should be. Figure 4.14 also showed that novice teachers considered the suggestions from their significant others or other people (see Item 10) as their reference for how they should teach. It could be understood from the number of novice teachers who agreed on Item 10's statement. Fifty-three novice teachers agreed while twenty-five novice teachers strongly agreed that they did consider others' suggestion as for their cue(s) for their teaching practice. For example, O, mentions,

During my teaching experience, I get supervised several times and I also get good advice. I apply the advice given to her and implemented it in her class.

The advice was the use of "*jangan*" or "don't". I understand that I have to use another word (**O14**).

Other than that, some teachers got some advice to be firmer and patience, to be able to master their class (time management, materials, methods, and classroom climate). Most of the novice teachers had positive attitudes towards the advice given by their colleagues or mentors. It was in accordance with Flognfeldt (2016) which showed more experienced teachers' guidance and negotiation helped novice teachers knew what was required in their profession and it also helped them to mediate the meaning.

In addition, novice teachers in this study also acknowledged that they followed their teachers/lecturers who were considered doing good teaching practices (Item 11). Specifically, novice teachers in this study considered on adapting their previous teachers and/or lecturers' methods in the class and their attitudes towards their students. Based on novice teachers' answer, Item 11 was actually correlated with item 8 and 9. In this study, most novice teachers mentioned their lecturers as their role models. For instance, L mentioned that her lecturers always associated the topic with the current issues and also the things that were close to student lives (**L11**). They also used supporting media such as Prezi or video which were usually implemented by their previous lecturer on their class. M also considered her experiences in her college when her lecturer asked her to find information by herself, independently. She found that it actually helped her to be more independent and had a higher curiosity (**M11**). However, BN found her notable experience in her encounter with her lecturer, Pak G**. She said:

I found that my lecturer did not have any favorite students. I consider my lecturer is very critical in analyzing students' situation and condition. He usually instructed smart students to do the exercises immediately, while for the average student he grouped them to study together **(BN11)**.

In her teaching practice, she actually also adapted her lecturer's approach. She mentioned that she needed to know her students' background in order to be able to communicate well and chose the right methods for her students **(BN5)**. Other than BN's excerpts, there were many participants who mentioned the name of their role models and how they affected their teaching belief and practice. It also showed that novice teachers' practice in their teaching was not merely influenced by the exposure from the internet. Their encounter with their previous teachers and/or lecturers was actually embedded well in their belief and practice.

Based on novice teachers' excerpts, unexpectedly, the researcher found out that teachers' historicity specifically in their teaching preparation in their colleges does affect teachers' identity. It could be understood from teachers' excerpts on Items 8 to 11 and 14 to 19. Most teachers' excerpts related to their belief on how to teach could be observed in Item 8 to 11. Those items show that most novice teachers did implement what they learn from their role models on their teaching practice in their institutions both the way they showed their mastery on the subject they teach, managed the class and approached their students. They surely got inspired by the way their teachers and/or lecturers treated them.

4. The Novice Teachers' Gender

There was not much literature discussing teachers' gender which affected their identity as teachers. However, in this study, the researcher found some interesting findings related to how teachers' gender affected how novice teachers prepared their class and how they approached their students. Badjanova, Pipere, and Ilisko (2017) took a different approach on seeing the gender identity as a vital aspect of the sustainable education. Similar to them, Vandrick (2016) considered that one's gender identity also determined someone's teaching. She added that it affected many aspects of teaching and one of them was their sense of selves in the academic world. However, gender was not the main variable that determines all. It interconnected and interrelated with other identities (Vandrick, 2016). In this study, teachers' gender actually affected the way novice teachers perceived themselves as subject master and how novice teachers prepared their teaching. Figure 4.14 shows the comparison on novice teachers' belief and practice for each item:

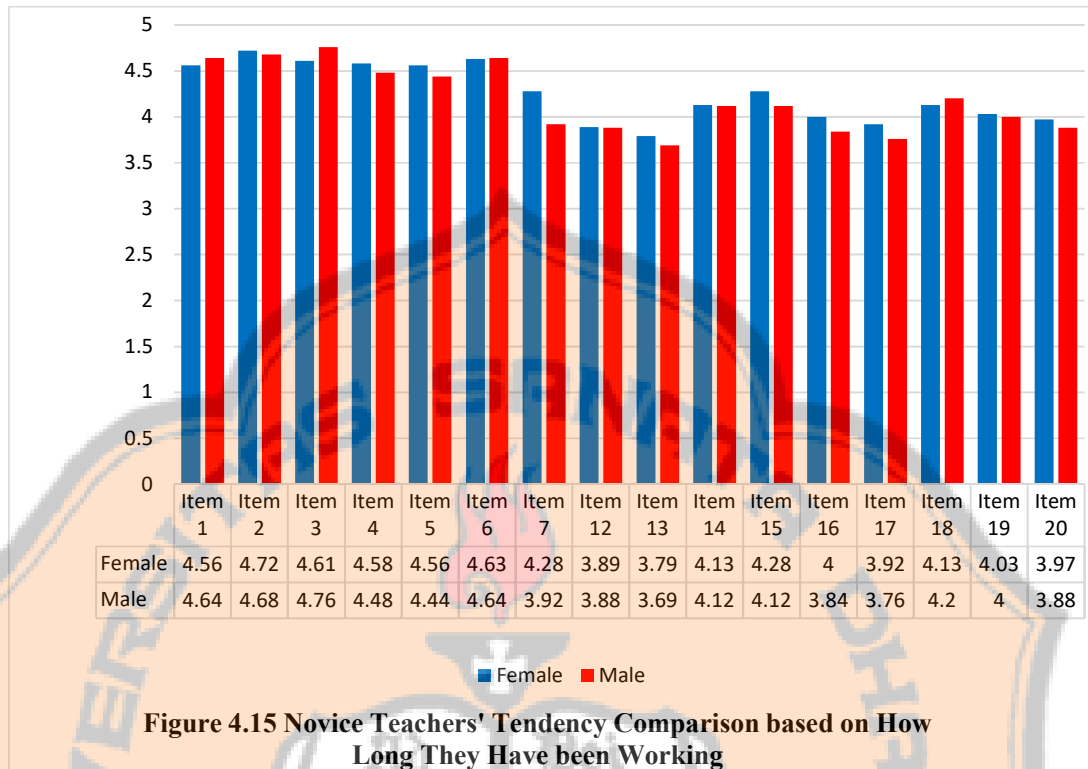


Figure 4.15 shows that there was no dominant side related to teaching belief and practice amongst male and female novice teachers. The average scores on both groups were quite similar although female novice teachers were slightly higher. The result in Figure 4.15 shows that female novice teachers had lower belief in themselves as the subject masters compared to male novice teachers. However, in the practice, they demonstrated that they were slightly better, related to how they practice what they believe, compared to the male novice teachers. It could also be seen that the gap in female novice teachers' belief and practice was not as high as the male novice teachers. The phenomena of the lower score on the female novice teachers' belief might be caused by the tendency that female often wonders whether "students will respect them and accept them as experts in their fields and low-level

confidence to present themselves as experts in their fields (Vandrick, 2016, p. 225)".

Additionally, the differences between the two groups could be identified in their excerpts in their teaching practice. The female novice teachers' anxiety towards themselves made the female novice teachers prepared everything both the materials and methods more seriously than male novice teachers. Most female teachers mentioned that they read lots of references on their subject mastery and they prepared many activities in the class. Indeed, male novice teachers also prepare it but they were more easy-going, although not all of them. For instance, BT, a novice teacher in one of non-formal school in Yogyakarta mentioned:

I often find the materials an hour or half hour before I teach (BT2).

In addition, some female novice teachers showed that they usually nurtured their students to find the results by themselves. It was understood since nurturing somehow became one of the distinctive features of female teachers as it was their trait as females (Vandrick, 2016).

However, both novice teachers actually choose almost similar methods and activities in managing their class, how they approached their students and how they perceived the regulations on their teaching profession. Specifically, the researcher found that both male and female novice teachers were willing to spend their time with students. Commonly, sharing about personal issues was usually identical with females, however, in this study, even the male novice teachers also provided their time for students to share their personal problems. It meant that this trait was not always related to teachers' gender as Badjanova, Pipere and Ilisko' study (2017)

which showed that most teachers in their study tend to be more androgynous individuals, in other words, they were more neutral and shared almost similar characteristics both male and female teachers.

In short, female novice teachers showed a slightly more serious preparation in preparing their teaching. On the other hands, male novice teachers were a little bit more easy-going in preparing their teaching. However, in terms of their relationship with students, the methods they chose and their perception of regulations were almost similar. It meant that gender was not the dominant factors on teacher professional identity.

Finally, this study found that novice teachers' contexts and communities, experiences, and genders were not the dominant factors that determine teacher professional identity. Teachers' historicity, specifically, their meaningful encounters with previous teachers and/or lectures affected their teaching belief and practice the most. It meant the experiences they had with their role models shaped the way they perceived their profession as teachers and it became the basis for those novice teachers. It did not mean that other factors did not contribute to teacher professional identity, on the contrary, those factors had their own roles. For instance, teachers' context and communities determined how high teachers' perception of their belief and practice in teaching. Then, teachers' experience contributed so much to teachers' belief on how they should conduct their class but it did not really differ teachers' practice. Lastly, teachers' gender specifically differentiated the way novice teachers see themselves which causes the different

way of how those novice teachers prepare their teaching. Those are the reasons found in this study.

C. Other Findings

1. The Difficulties Novice Teachers Face in Their First Year(s)

This study indeed focused on teacher professional identity and factors influencing it. However, the researcher also found some difficulties teachers mention in their reflection on what problems they faced during their first years of teaching. They were related to class management, relations with colleagues and students and administration. Although novice teachers' excerpts on the previous items related to their subject matter knowledge, didactical and pedagogical matter showed that novice teachers have already mastered it, in this reflection, some novice teachers still mentioned some problems related to those issues.

There were four main issues related to the difficulties teachers faced in their first years. The highest was related to class management where twenty-five novice teachers mentioned it in their reflection. For instance, C mentioned:

I lack the methods of controlling children who did not want to learn, disturb a classmate and I also find it is difficult to control a class that was too crowded and attract students' attention (C10).

Even, B mentioned:

It is easier for me to control a community (Chimpanzee group) than students (B10).

It seemed that class management was still quite difficult for the novice teachers. It might be also related to the second most mentioned problems by novice teachers:

the exposure to methods. Twenty-four novice teachers felt they had problems with the methods they should use in the class in order to create interesting activities in the class. AS added that his lack of methods also made him have difficulties managing the plan he had made (**AS10**). Similar to AS, BW considered that she did not know the suitable methods for her students and how her students usually learned. Teachers' excerpts showed that their methods which were still limited and might not yet be suitable for their students contributed directly and indirectly to their difficulties in managing their class.

The third and fourth issues were related to materials mastery and their lack of exposure or information related to students they would teach. Each of item was mentioned by twenty-three novice teachers. O even said:

I am afraid and uneasy since she felt that knowledge was not adequate for teaching her students (O10).

In addition, the problem related to class management was also experienced by CH. CH considered she did not prepare her materials well (CH10). O and CH's statements showed that they were afraid of facing their students since they felt they were not well prepared. In addition, novice teachers mentioned that they had no idea of how their students would be. It made them do not know how to approach students, especially those who teach in urban schools since the students' attitude was somehow different with what novice teachers expected, and how they should give the materials and methods in the class.

Some teachers also mentioned that they still did not have the appropriate characteristics as teachers. They mentioned that they were not firm and patient enough for facing their students. On the other hands, some novice teachers mentioned that were still nervous about standing in front of the class.

In short, the problem mostly faced by novice teachers were class management. It might be because they still had not yet known and understood their students well. It made them had not been able to find the appropriate materials and methods for their students. Consequently, it made novice teachers uncomfortable in approaching their students and how they should conduct the class.

2. Novice Teachers' Retention

In this study, the researcher also asked the novice teachers to reflect on how comfortable they were in their profession now. It specifically focused on the working place they were teaching now. Most novice teachers considered staying at their current job because they liked what they do, the students and their colleagues. However, some novice teachers also consider the said things as the main factors that encouraged them to leave their current working place. Based on novice teachers' reflection, Figure 4.15 shows teachers' comfortability in their teaching profession now:

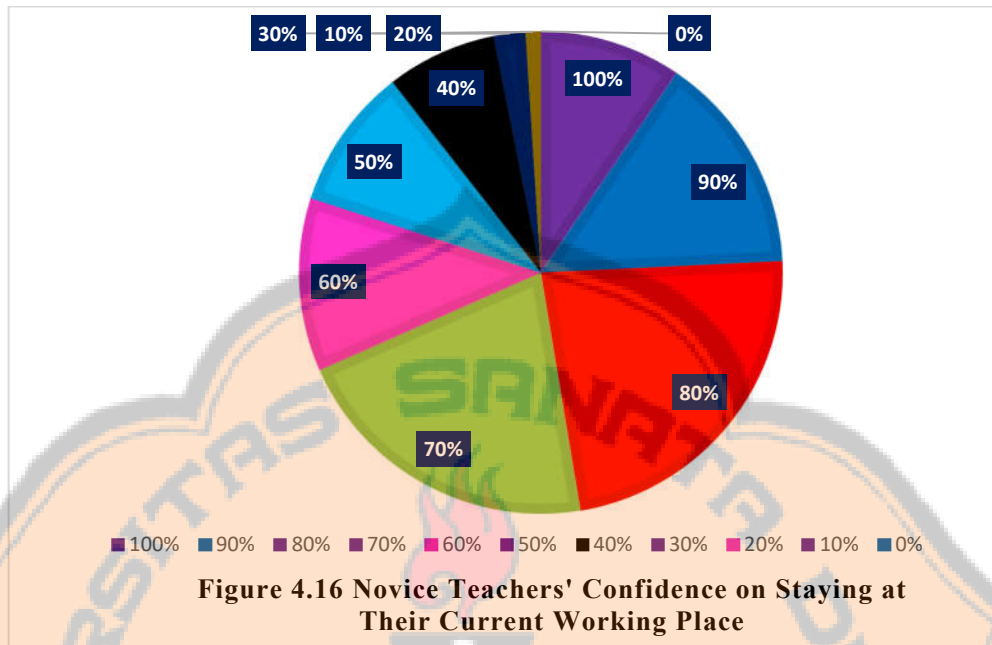


Figure 4.16 shows that novice teachers felt comfortable in their working place now. On average, 71% of novice teachers felt comfortable with their working place. The reasons why they still wanted to work on their working place now were various. However, the most common reason mentioned by the novice teachers was because they liked what they did. They simply liked teaching or started liking teaching. AN mentioned:

Teaching is my hobby. Teaching is something fun because I personally feel that I also learn from my students' knowledge and experiences (AN11).

AN's statements showed how she enjoy his teaching. She even considered her profession as her hobby. Whereas, AQ considered teaching as his calling (AQ11).

Further, some novice teachers considered their job was noble hob so that they felt they can contribute to their society. For instance, O said:

"I love my current job. For me personally, being a teacher in direct contact with students in a classroom is one of my ways to be a blessing for others" (O11).

Therefore, novice teachers felt happy when they could see their students' development both academically and socially. Most novice teachers who chose 70% or more option to stay mention that they liked their profession and they wanted to contribute to their society. It confirmed the novice teachers' belief and practice especially related to pedagogical matter where novice teachers implemented their knowledge and skill to help students grow and develop into better ones.

Second, it was related to their relationship with students. Most novice teachers who had a good relationship with their students both inside and outside the class were comfortable with their profession and place where they worked now. For instance, CK mentioned

I am enjoying my dynamics with students recently especially because I often have some discussion and I could also learn students' learning style (CK11).

In addition, some novice teachers also mentioned that would stay in their working place now since they loved the students. E mentioned:

I love my students and I want to guide my students to achieve their dreams (E11).

Students seemed to be one of the important factors why they stay. Some novice teachers who considered leaving their workplace was somehow still being relieved by the presence of their students. For example, AF mentioned:

I do not feel comfortable with the administration and the community in my school, however, whenever I meet my students, I could express myself and share my problem (AF11).

However, unfortunately, students might also become the reasons why novice teachers did not feel comfortable with their working place now. AV mentioned that

she did feel the challenge in shaping students' morality since most of her students were rebellious and she felt enough with their behavior. Therefore, in this study, students could also be a key factor in why teachers stay or leave their profession.

The next reason was related to the climate in the working place. When novice teachers felt comfortable with the climate in their working place, they tended to stay. Specifically, when their colleges were supportive and they were willing to help novice teachers develop. AM mentioned:

I want to stay because my colleges in my school are fun and they always encouraged me to be a better one (AM11).

Novice teachers considered this reason especially since they felt comfortable and being supported and they also considered themselves developed in their working place. Whenever they did not feel comfortable with their colleges and they consider they would not develop their career, novice teachers might choose to resign. For instance, T said:

I want to stay teaching because I love children. What makes me want to leave this profession is because the social environment that does not support me to grow. (T11)

T's excerpts showed that a comfortable climate was very important for novice teachers since it helped novice teachers develop. Consequently, novice teachers would consider of staying longer at the school. It meant that working place climates also determine whether novice students stayed or left their profession. It confirmed Kuswandono's (2013) assumption where the teachers' willingness to stay at their profession because teachers could find "good working conditions, supportive colleagues, and those related to personal or family reasons" (p.197).

Other than what the researcher had discussed, the researchers also found some reasons why novice teachers did not want to continue working on their institution now. Some novice teachers considered that their salary was too low or not enough so that they considered of changing working place or even their profession. Some other novice teachers honestly mentioned that teaching was still not their passion or they were forced to become teachers so that they wanted to resign. However, they doubted their decision of leaving their working place since finding chances other than teaching is difficult for those novice teachers (Soetjipto & Kosasi, 2009). In addition, one of the novice teachers mentioned that she had to resign someday if she had married since she had to follow her husband. Though, the most common reasons why novice teachers did not enjoy their profession was because of the workload of the administration. It also confirmed the reasons why novice teachers had the lowest perception on the belief of obeying the regulations on their profession.

In summary, these findings and discussion chapter has presented findings and discussions about the tendencies of novice teachers professional identity, the factors contributing to their identity and other findings related to the teachers' difficulties and retention rate.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions and recommendations of this study. The conclusions were drawn after conducting a series of discussion in the previous chapter. Additionally, the recommendation part is presented to the lecturers, education departments, education institution, the government and for the future researchers.

A. Conclusions

Based on the analysis on novice teachers' perception and practice, the researchers found novice teachers had four tendencies, namely, as subject matter expert, didactical matter expert, pedagogical matter expert, and rule obedience. This study found that most novice teachers had the tendency to focus on themselves. It can be observed specifically in their focus on subject mastery. They tried to be able to demonstrate their credibility in their profession and how they updated their information and knowledge.

Although novice teachers in this study showed their focus on subject matter knowledge, novice teachers also considered the importance of choosing the right materials and methods for teaching their students and how they should approach their students. This study also showed that most novice teachers had a quite low perception of obeying the regulations on their profession. It was confirmed in this study that obeying regulations or doing administration was considered stressful.

They considered the workload was heavy for them. However, it was worth to be noted that this study showed the tendency of most novice teachers but not specifically a person. Identities were always changing and influenced by both internal and external factors so that the most novice teacher professional identity had now might be changing in accordance with their experience in teaching in their institution now or their new institution.

Then, this study also found that there were four main factors influencing novice teacher professional identity. They were teachers' context and community, experiences and practice, historicity and gender. Teachers' historicity was the most influential factors on novice teacher professional identity. Specifically, novice teachers' meaningful encountered with their previous teachers and/or lectures and suggestions or advice from other people. Other than the teachers' historicity, teachers' identity was also affected by teachers' context and communities, experience, and gender. They had their own ways which affected teacher professional identity.

Finally, based on novice teachers' reflection, the researcher found that most novice teachers faced a problem in managing the class. Specifically, some novice teachers mentioned they had no clue on students they would teach and they also had not understood students well. Those factors made those novice teachers unable to find appropriate materials and methods for their students. In addition, the researcher also found that most teachers were willing to stay longer in their current working place. The most influencing factor was the fact that most novice teachers loved what they did since they found teaching was a noble job and it enabled them to contribute

to their society. Then, they also felt comfortable with their dynamics with all civitas academic in their school. However, some novice teachers found that they had not felt comfortable yet since some factors, such as, their relations with students, salary, uncomfortable climate, and some personal reasons.

B. Recommendations

There are some recommendations presented to Indonesian lecturers, educational departments, educational institutions, government and future researchers.

1. For Lecturers

This study found that lecturers' influence on novice teachers' teaching practice and belief was really high. Novice teachers tended to follow what their lecturers had done and what they considered good. Therefore, all lecturers should continue their good performances especially on the way they approach their students and how they should manage their class. Furthermore, novice teachers find that their lecturers and/or teachers are their role model. It means they will listen to what their lecturers and/or teachers so, as role models, lecturers should never stop encouraging their students to continue to improve themselves and lecturers might also share their experiences in their first teaching years.

2. For Education Departments

This study showed that some novice teachers still did not have the knowledge of students' characteristics and some novice teachers still found that they did not

have adequate methods. It means that education departments could help their students have more exposure to the characteristics of students. Teaching practicum is good but it maybe needs to be more intensive so that students could be more familiar with students. In addition, education departments should also encourage their teaching staff to always update their methods so that students could learn from it.

3. For Education Institutions

The first years of the teaching profession are very crucial for novice teacher professional identity development; therefore, education institutions should provide a comfortable atmosphere for novice teachers. It does not mean that the education institutions should “go soft” with novice teachers. On the contrary, they should give a continuous feedback that will help novice teachers develop better. In addition, they should also consider a more intensive teacher induction program. It is important since, in this program, novice teachers learn what they are expected to be and they also learn how they should behave both with their colleges and their students.

4. For the Government

The government should reconsider the administration they mandated to teachers. Novice teachers, and maybe all teachers, found that the administration was burdensome for them. It added their workload significantly and it might make novice teachers did not focus on their profession. It is actually on the contrary with what the government mandated on Regulation of the Minister of Education and

Culture No. 14/2005 where all novice teachers should be more professional. However, professional does not mean only all about administration. The government should make a better policy so that teachers could really develop in their school and not be stressed out because of the administration. It would be better also if the government could provide a more efficient program for developing teachers, especially which is not money-oriented.

5. For Future Researchers

This study only focused on novice teacher professional identity for novice teachers in general. Since teachers' excerpts could be a very important data for analyzing teachers' identity, the future researchers could use different approaches to finding the data. Future researchers may conduct a case study which is very intensive in understanding the changing of teacher professional identity. However, if the future researchers would like to conduct another survey study, they may collaborate with the government so that they will have a better support and they may get a bigger number of participants.

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APPENDICES



SAPPENDIX A

The Blueprint of The Questionnaire

Teachers' Personal Beliefs and Concern (Adapted from (Beijaard, Verloop, & Vermunt, 2000; Iswandari, 2017))			
No	Statements	Indonesian	Theories
1.	Teachers must master what they teach and they should be able to show it to students, one of which is, by being able to answer questions well in class.	<i>Guru harus menguasai apa yang mereka ajarkan dan dapat menunjukkannya kepada siswa, salah satunya adalah dengan bisa menjawab pertanyaan dengan baik di kelas.</i>	“Subject matter expert: most people believed that knowledge of subject matter and some on-the-job training was sufficient for being a good teacher” (Hoyle& John, 1995 as in (Beijaard, Verloop, & Vermut, 2000))
2.	Teachers should always update their knowledge relating to the subjects they teach so they can provide up-to-date materials and information so that students can relate them well.	<i>Guru harus selalu memperbarui pengetahuan mereka yang berkaitan dengan mata pelajaran yang mereka ajarkan sehingga mereka dapat memberikan materi dan informasi yang mutakhir dan siswa dapat mengaitkannya dengan baik.</i>	“Subject matter expert: It is generally agreed that teachers require a deep and full understanding of the subject area, in other words, an understanding that is characterized by a knowledge of many concepts and their relation- ships” (Calderhead, 1996 as in (Beijaard, Verloop, & Vermut, 2000)). “UU 14 Tahun 2005 tentang Guru dan Dosen Kompetensi Profesional adalah penguasaan materi pembelajaran secara luas dan mendalam, yang mencakup penguasaan materi kurikulum mata pelajaran di sekolah dan substansi keilmuan yang menaungi materinya, serta penguasaan terhadap struktur dan metodologi keilmuannya. – Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung pelajaran yang dimampu – Mengusai standar kompetensi dan kompetensi dasar mata pelajaran/bidang pengembangan yang dimampu – Mengembangkan materi pembelajaran yang dimampu secara kreatif. – Mengembangkan keprofesionalan secara berkelanjutan dengan melakukan tindakan reflektif – Memanfaatkan TIK untuk berkomunikasi dan mengembangkan diri.”

<p>3.</p>	<p>Teachers should provide useful, interesting and appropriate materials in accordance to students' skills level and interest so that students can think critically about the topic being discussed.</p>	<p><i>Guru harus menyediakan materi yang berguna, menarik dan sesuai dengan level kemampuan serta minat siswa sehingga siswa dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.</i></p>	<p><i>“Didactical expert is a teacher who bases his/her profession on knowledge and skills regarding the planning, execution, and evaluation of teaching and learning processes” (Beijaard, Verloop, & Vermut, 2000)</i></p> <p><i>“Models of teaching (e.g., Joyce & Weil, 1980) have traditionally had a strong impact on the education of teachers. In general, these models prescribe how the planning, execution, and evaluation of lessons should be done”.</i>(Beijaard, Verloop, & Vermunt, 2000)</p> <p><i>“UU no 14 tahun 2005: kompetensi pedagogi: teachers’ ability to understand learners, design and implement teaching-learning activities, evaluate learning outcomes, and develop learners’ potentials. It, specifically, includes utilizing cognitive and personality development principles and identifying learners’ background knowledge, determining learning strategies based on the characteristics of learners, the competencies to be achieved, and teaching materials. Further, teachers are also expected to be able to set and conduct a conducive learning setting. Teachers should also be able to design and implement continuous processes and learning outcomes evaluation with various methods and utilize the results of the learning assessment for improving quality of learning programs in general. In the end, teachers should be able to help their learners to actualize their academic and non-academic potentials.”</i></p>
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<p>4.</p>	<p>Teachers should pay attention to students' backgrounds and interests to prepare for the activities in the classroom so that students are involved, motivated to follow class dynamics and can think critically about the topic being discussed.</p>	<p><i>Guru harus memperhatikan latar belakang dan minat siswa guna mempersiapkan aktivitas di kelas sehingga siswa terlibat, termotivasi mengikuti dinamika kelas dan dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.</i></p>	<p><i>“In general, these models pre- scribe how the planning, execution, and evaluation of lessons should be done. Through such models, a teacher explicitly learns to consider relevant aspects of teaching” (Beijaard, Verloop, & Vermut, 2000).</i></p> <p><i>“Influenced by societal developments and new research outcomes in the field of educational psychology, a teacher must be more of a facilitator of learning and less of a transmitter of knowledge; this implies a shift toward the so-called process-oriented instruction which focuses on the learners' processes of knowledge construction and utilization (e.g., Vermunt, 1995). This shift in conception of teaching has far-reaching consequences for the teacher's role in general, and for his or her know- ledge and skills in particular: the main tasks here are initiating, guiding, and influencing students' thinking activities, and gradually transferring control over the learning process from the instructor to the learner. Particularly this shift towards another teacher role is expected to affect teachers' perceptions of their professional identity.”</i></p> <p><i>“Teacher's use of questions, the design of assignments and curriculum, and the assessment of student performance” (Cochran & Others, 1992)</i></p> <p><i>“This shift in conception of teaching has far-reaching consequences for the teacher's role in general, and for his or her know- ledge and skills in particular: the main tasks here are initiating, guiding, and influencing students' thinking activities, and gradually transferring control over the learning process from the instructor to the learner. Particularly this shift towards another teacher role is expected to affect teachers' perceptions of their professional identity” (Beijaard, Verloop, & Vermunt, 2000).</i></p>
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5.	Teachers should use the appropriate way to approach students personally so that teachers can create comfortable climate in the classroom. One of the best ways is to position themselves as a students' friend and respect the background of all their students.	<i>Guru harus menggunakan cara yang tepat untuk melakukan pendekatan personal pada siswa sehingga guru dapat menciptakan iklim yang nyaman di kelas. Salah satu cara terbaik adalah dengan memosisikan diri sebagai teman siswa dan menghormati latar belakang semua siswa mereka.</i>	<p><i>"One such feature, for example, concerns a teacher's involvement in or engagement with students. This encompasses, among other things, what is going on in students' minds, ways of communicating with and speaking about other people, and personal or private problems students have. Pedagogical aspects like these are relevant to teachers' personal and professional role conception" (Beijaard, 1995)</i></p> <p><i>"teachers should be aware of many norms and values involved in their interaction and relationship with students. In fact, all educational choices reflect values" (Damon, 1992). "Norms and values are a relevant part of teachers' professional thoughts and actions on which they should reflect and be explicit" (see also Goodlad, Soder & Sirotnik, 1990).</i></p> <p><i>"In our post- modern societies, teachers increasingly face moral, social, and emotional dilemmas, such as: How can we educate students for uncertainty? How can we educate students with multicultural and different social backgrounds? How should we cope with consequences of a society in which social control has been replaced by strong processes of individualization? How do we deal with deviant student behavior? How should we judge and discuss other sources of information and technologies that are available to students now? How can we diagnose and help students to overcome problems as a result of divorce, sexual abuse, etc.? Apart from these dilemmas, teachers should be aware of many norms and values involved in their interaction and relationship with students."</i></p>
6.	6. Teachers should apply their knowledge and skills in the areas they teach (either soft skill or hard skills) to support students' social, emotional, and moral development.	<i>6. Guru harus menerapkan pengetahuan dan keterampilannya dalam bidang yang dia ajar (baik soft skill atau hard skill) untuk mendukung perkembangan sosial, emosional, dan moral siswa.</i>	<i>"a pedagogical expert is a teacher who bases his/her profession on knowledge and skills to support students' social, emotional, and moral development." (Beijaard, Verloop, & Vermunt, 2000)</i>
7.	Teachers should always obey all rules, such as making lesson plans, filling out reports, doing administrative things based on current guidelines, coming on time, and wearing appropriate clothes.	<i>Guru harus selalu mematuhi peraturan, misalnya membuat rencana pelajaran, mengisi laporan, melakukan hal-hal yang bersifat administratif berdasarkan pedoman yang berlaku, datang tepat waktu, dan mengenakan pakaian yang sesuai.</i>	<i>"The source of my position as a professor- the "power" that determines it or to which I am "subject"- is a set of authorities. In turn, the source of this power is not nature, but an institution. The process through which this power works is authorization; that is, laws, rules, traditions, or principles of various sorts allow the authorities to "author" the position of professor of education and to "author" its occupant in terms of holding the rights and responsibilities that go with that position. Identities can be put on a continuum in terms of how actively or passively the occupant of a position fills or fulfills his or her role or duties." (Gee, 2000)</i>

<p>Which one is the most important thing based on your beliefs? (please make the order based on this list)</p> <ol style="list-style-type: none"> 1. teachers should be the subject expert (always up to date with the newest knowledge and materials) 2. teachers should have a good relationship with students and be able to develop students' social skills. 3. teacher should have broad knowledge on teaching methods and always update it. 4. teachers should always follow the rules given by the government and/or the institution 	<p>Menurut Anda, hal apa yang paling penting sebagai seorang guru? (silakan tuliskan berdasarkan hal yang paling penting untuk Anda)</p> <ol style="list-style-type: none"> 1. Guru harus menjadi seseorang yang menguasai materi yang mereka ajarkan (selalu memperbaharui pengetahuan dan materi) 2. Guru harus memiliki hubungan yang baik dengan siswa dan mampu membantu mengembangkan ketrampilan sosial siswa. 3. Guru harus memiliki pengetahuan yang luas tentang metode pengajaran dan selalu memperbaruinya. 4. Guru harus selalu mengikuti peraturan pemerintah dan/institusi yang berlaku.
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Background and Preparation			
8.	My teaching style is inspired by the way my previous teacher / lecturers teach which I think good.	<i>Cara pengajaran saya sekarang terinspirasi oleh cara pengajaran guru / dosen saya terdahulu yang saya anggap baik.</i>	<p>“Exemplar-based identities rely on representative examples of social entities; for example, when a person tries to align himself or herself with his or her role model, such alignment usually reflects this kind of identity.” (Moscovici, 2000)</p> <p>“The identities are adjusted with the examples that the teachers see and consider as good examples” (Iswandari, 2017).</p> <p>“Cue-based identity takes as its core content the differentiating features of social entities; for example, when a person regards himself or herself as a hero or heroine, such an identity is likely to be cue-based, because the features of a hero or heroine may be demonstrated by such cues as sacrificing oneself for the benefit of others.”(Moscovici, 2000)</p> <p>“The identities are formed by considering some demonstrated cues that lead the teachers to this classification” (Iswandari, 2017).</p> <p>“Rule-based identities are extrinsically stipulated by rules; for example, part of a police officer’s professional identity should be determined by related laws and regulations about what he or she</p>
9	I have a teacher / many teachers who become my role models in teaching (how to teach and interact with students in the class). I practice what my teachers do in my class as well	<i>Saya memiliki seorang/banyak guru yang menjadi panutan saya dalam mengajar (cara mengajar dan interaksi dengan murid di kelas). Saya mempraktikkan apa yang guru saya lakukan di kelas saya juga</i>	
10	I learned to be a teacher based on suggestions about how to be a teacher given by the people around me.	<i>Saya belajar menjadi seorang guru dari saran-saran yang diberikan oleh orang-orang di sekitar saya tentang bagaimana menjadi seorang guru.</i>	
11	I learned to be someone who was considered as a good teacher from well-regarded teachers and / or lecturers (the way of teaching and mastery of the material) so I try to apply it to my teaching practice.	<i>Saya belajar menjadi seseorang yang dianggap sebagai guru yang baik dari beberapa guru dan/atau dosen yang dianggap bagus (cara mengajar dan penguasaan materinya) sehingga saya mencoba menerapkannya praktik mengajar saya.</i>	
12	I understand the policies and regulations of a teacher of a teacher and I try to apply them.	<i>Saya memahami kebijakan dan peraturan seorang guru seorang guru dan saya mencoba untuk menerapkannya.</i>	

13	Since my college days, I have always taught (in the practice of teaching) based on rules or instructions determined by the college or institution where I am teaching.	<i>Sejak saya kuliah, saya selalu mengajar (dalam praktik mengajar) berdasarkan peraturan atau instruksi yang ditentukan oleh perguruan tinggi atau institusi yang saya ajarkan.</i>	should be and do. The identities are designated according to the professional rules and regulations that have to be fulfilled by the teachers” (Iswandari, 2017).
<p>What things influenced my teaching practice (please order it based on thing that influenced you the most):</p> <ol style="list-style-type: none"> 1. Teaching methodologies I have learned and seen previously in the college 2. Theories of teaching I learned in the college 3. Some suggestions from my lecturers/teachers/colleagues 4. Rules 5. My experience with my previous teachers/lecturers 		<p>Hal-hal apa yang mempengaruhi praktik mengajar saya (mohon urutkan berdasarkan hal yang paling mempengaruhi Anda):</p> <ol style="list-style-type: none"> 1. Metode mengajar yang telah saya pelajari sebelumnya di perguruan tinggi 2. Teori pengajaran yang saya pelajari di perguruan tinggi 3. Saran dari guru/dosen/rekan kerja 4. Aturan dan kebijakan yang berlaku 5. Pengalaman dan perjumpaan saya dengan guru/dosen saya sebelumnya 	
In teacher-induction period and the real teaching practice			
1.	I master the material I teach and I can show it to my students. One example is to be able to answer questions well in class.	<i>Saya menguasai materi yang saya ajarkan dan saya dapat menunjukkannya kepada siswa saya. Salah satu contohnya adalah dengan bisa menjawab pertanyaan dengan baik di kelas.</i>	“Subject matter expert: most people believed that knowledge of subject matter and some on-the-job training was sufficient for being a good teacher” (Hoyle& John, 1995 as in (Beijaard, Verloop, & Vermut, 2000))
2.	I always try to find the latest information and knowledge related to the subject I teach so that I can provide the latest materials and information so that my students can connect them well.	<i>Saya selalu berusaha mencari informasi dan pengetahuan terbaru terkait dengan materi pelajaran yang saya ajarkan sehingga saya bisa memberikan materi dan informasi yang mutakhir agar murid-murid saya dapat mengaitkannya dengan baik.</i>	<p>“Subject matter expert: It is generally agreed that teachers require a deep and full understanding of the subject area, in other words, an understanding that is characterized by a knowledge of many concepts and their relation- ships” (Calderhead, 1996 as in (Beijaard, Verloop, & Vermut, 2000)).</p> <p>“UU 14 Tahun 2005 tentang Guru dan Dosen Kompetensi Profesional adalah penguasaan materi pembelajaran secara luas dan mendalam, yang mencakup penguasaan materi kurikulum mata pelajaran di sekolah dan substansi keilmuan yang menaungi materinya, serta penguasaan terhadap struktur dan metodologi keilmuannya.</p> <ul style="list-style-type: none"> – Menguasai materi, struktur, konsep, dan pola pikir keilmuan yang mendukung pelajaran yang dimampu – Mengusai standar kompetensi dan kompetensi dasar mata pelajaran/bidang pengembangan yang dimampu

			<p>– <i>Mengembangkan materi pembelajaran yang dimampu secara kreatif.</i></p> <p>– <i>Mengembangkan keprofesionalan secara berkelanjutan dengan melakukan tindakan reflektif</i></p> <p>– <i>Memfaatkan TIK untuk berkomunikasi dan mengembangkan diri.”</i></p>
<p>3.</p>	<p>I can provide useful, interesting and appropriate materials according to the ability and interest of my students so that my students can think critically about the topic being discussed.</p>	<p><i>Saya bisa menyediakan materi yang berguna, menarik dan sesuai dengan level kemampuan serta minat siswa sehingga siswa dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.</i></p>	<p>“Didactical expert is a teacher who bases his/her profession on knowledge and skills regarding the planning, execution, and evaluation of teaching and learning processes” (Beijaard, Verloop, & Vermut, 2000)</p> <p>“Models of teaching (e.g., Joyce & Weil, 1980) have traditionally had a strong impact on the education of teachers. In general, these models prescribe how the planning, execution, and evaluation of lessons should be done.”(Beijaard, Verloop, & Vermunt, 2000)</p> <p>“UU no 14 tahun 2005: kompetensi pedagogi:</p> <p>teachers’ ability to understand learners, design and implement teaching-learning activities, evaluate learning outcomes, and develop learners’ potentials. It, specifically, includes utilizing cognitive and personality development principles and identifying learners’ background knowledge, determining learning strategies based on the characteristics of learners, the competencies to be achieved, and teaching materials. Further, teachers are also expected to be able to set and conduct a conducive learning setting. Teachers should also be able to design and implement continuous processes and learning outcomes evaluation with various methods and utilize the results of the learning assessment for improving quality of learning programs in general. In the end, teachers should be able to help their learners to actualize their academic and non-academic potentials.”</p>

<p>4.</p>	<p>The activities in the class I prepare are always based on students' backgrounds and interests so that students can be involved and motivated to follow class dynamics.</p>	<p><i>Aktivitas di kelas yang saya siapkan selalu berdasarkan latar belakang dan minat siswa sehingga siswa bisa terlibat dan termotivasi mengikuti dinamika kelas.</i></p>	<p>“In general, these models pre- scribe how the planning, execution, and evaluation of lessons should be done. Through such models, a teacher explicitly learns to consider relevant aspects of teaching” (Beijaard, Verloop, & Vermut, 2000).</p> <p>“Influenced by societal developments and new research outcomes in the field of educational psychology, a teacher must be more of a facilitator of learning and less of a transmitter of knowledge; this implies a shift toward the so-called process-oriented instruction which focuses on the learners' processes of knowledge construction and utilization” (e.g., Vermunt, 1995). “This shift in conception of teaching has far-reaching consequences for the teacher's role in general, and for his or her know- ledge and skills in particular: the main tasks here are initiating, guiding, and influencing students' thinking activities, and gradually transferring control over the learning process from the instructor to the learner. Particularly this shift towards another teacher role is expected to affect teachers' perceptions of their professional identity.”</p> <p>“Teacher's use of questions, the design of assignments and curriculum, and the assessment of student performance” (Cochran & Others, 1992)</p> <p>“This shift in conception of teaching has far-reaching consequences for the teacher's role in general, and for his or her know- ledge and skills in particular: the main tasks here are initiating, guiding, and influencing students' thinking activities, and gradually transferring control over the learning process from the instructor to the learner. Particularly this shift towards another teacher role is expected to affect teachers' perceptions of their professional identity” (Beijaard, Verloop, & Vermunt, 2000).</p>
<p>5.</p>	<p>I use a personal approach to students so I can create a comfortable climate in the classroom. One way I do is to position myself as a student friend and respect the background of all their students.</p>	<p><i>Saya menggunakan pendekatan personal pada siswa sehingga saya dapat menciptakan iklim yang nyaman di kelas. Salah satu cara yang saya lakukan adalah dengan</i></p>	<p>“One such feature, for example, concerns a teacher's involvement in or engagement with students. This encompasses, among other things, what is going on in students' minds, ways of communicating with and speaking about other people, and</p>

		<p><i>memosisikan diri sebagai teman siswa dan menghormati latar belakang semua siswa mereka.</i></p>	<p>personal or private problems students have. Pedagogical aspects like these are relevant to teachers' personal and professional role conception" (Beijaard, 1995) "teachers should be aware of many norms and values involved in their interaction and relationship with students. In fact, all educational choices reflect values" (Damon, 1992). "Norms and values are a relevant part of teachers' professional thoughts and actions on which they should reflect and be explicit" (see also Goodlad, Soder & Sirotnik, 1990).</p> <p>"In our post- modern societies, teachers increasingly face moral, social, and emotional dilemmas, such as: How can we educate students for uncertainty? How can we educate students with multicultural and different social backgrounds? How should we cope with consequences of a society in which social control has been replaced by strong processes of individualization? How do we deal with 'deviant student behavior'? How should we judge and discuss other sources of information and technologies that are available to students now? How can we diagnose and help students to overcome problems as a result of divorce, sexual abuse, etc.? Apart from these dilemmas, teachers should be aware of many norms and values involved in their interaction and relationship with students."</p>
<p>6.</p>	<p>I apply my knowledge and skills to the areas I teach (both soft skills or hard skills) to support my students' social, emotional, and moral development.</p>	<p><i>Saya mengaplikasikan pengetahuan dan keterampilan pada bidang yang saya ajar (baik soft skill atau hard skill) untuk mendukung perkembangan sosial, emosional, dan moral siswa saya.</i></p>	<p>"a pedagogical expert is a teacher who bases his/her profession on knowledge and skills to support students' social, emotional, and moral development." (Beijaard, Verloop, & Vermunt, 2000).</p>
<p>7.</p>	<p>I always obey the rules, such as making lesson plans, filling out reports, doing administrative things according to applicable guidelines, coming on time, and wearing appropriate clothes.</p>	<p><i>Saya selalu mematuhi peraturan, misalnya membuat rencana pelajaran, mengisi laporan, melakukan hal administratif berdasarkan pedoman yang berlaku, datang tepat waktu, dan mengenakan pakaian yang sesuai.</i></p>	<p>"The source of my position as a professor- the "power" that determines it or to which I am "subject"-is a set of authorities. In turn, the source of this power is not nature, but an institution. The process through which this power works is authorization; that is, laws, rules, traditions, or principles of various sorts allow the authorities to "author" the position of professor of education and to "author" its occupant in terms of holding the rights and responsibilities that go with that position. I-Identities can be put on</p>

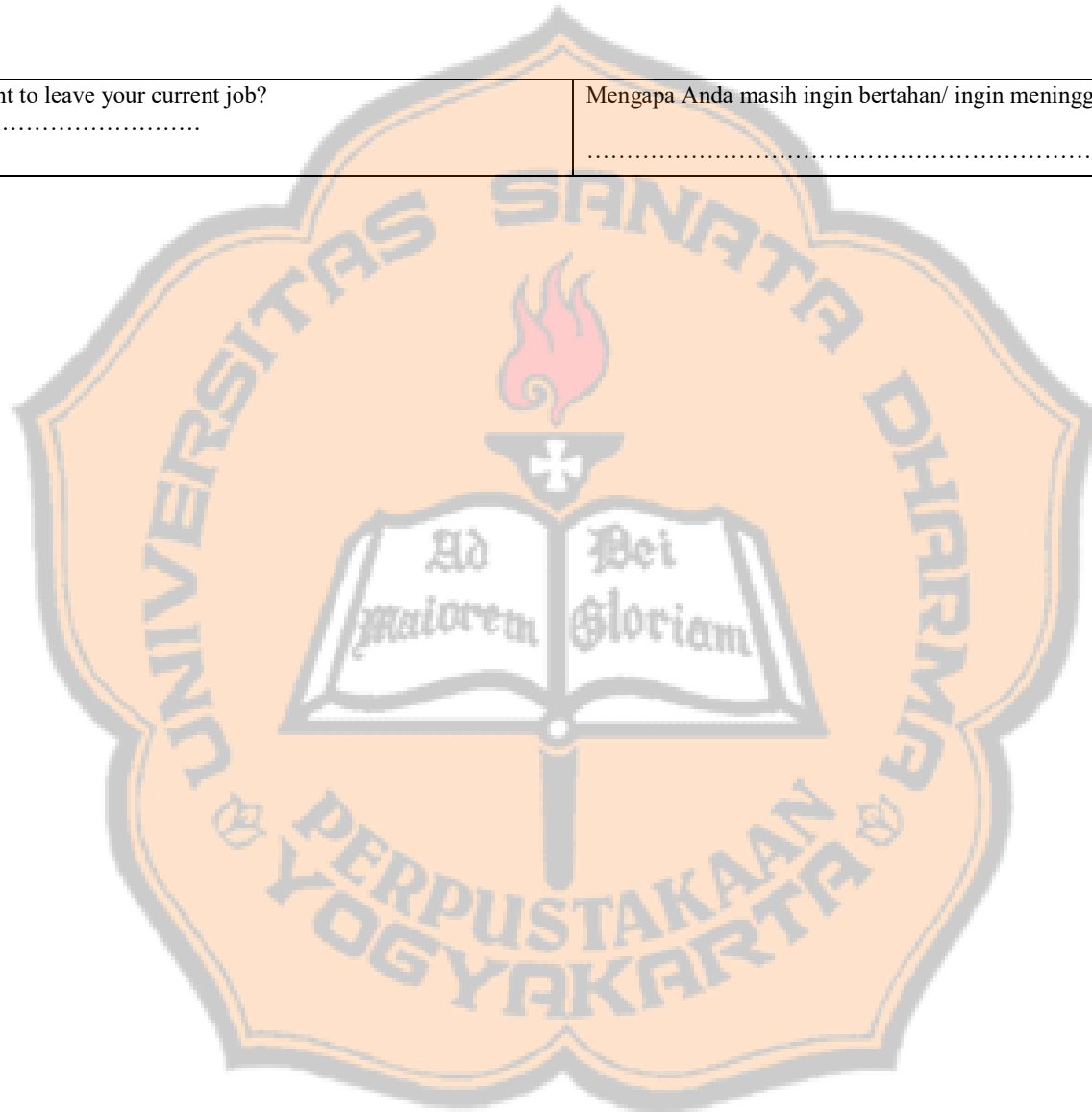
		a continuum in terms of how actively or passively the occupant of a position fills or fulfills his or her role or duties.” (Gee, 2000)
<p>What is your concern now? (please sort by what you care about the most)</p> <ol style="list-style-type: none"> 1. Managing, motivating and assessing students 2. Managing time and organizing plans in class 3. Monitoring student results 4. Obeying regulations of the government and / or institutions 		<p><i>Hal apa yang menjadi perhatian Anda sekarang? (tolong urutkan berdasarkan apa yang paling menjadi perhatian Anda saat ini)</i></p> <ol style="list-style-type: none"> 1. Mengelola kelas, memotivasi dan menilai siswa 2. Mengelola waktu dan mengatur rencana di kelas 3. Memonitor Hasil siswa 4. Menaati peraturan dari pemerintah dan/atau institusi (hal-hal yang bersifat administratif)
<p>Reflection</p> <p>What things do/did you consider as your weakness(es) when you taught in your school/institution for the first time? For example, lack of material and method mastery, no idea what kind of students I am going to teach, etc..</p> <hr/> <p>Based on your experience, what things that can be improved from the teaching preparation period that might help you to undergo the process from becoming a student to be a teacher? For example, learning more about material or government regulations etc.</p> <hr/>		<p>Refleksi</p> <p><i>Kekurangan apa yang Anda rasakan sebagai seorang guru saat pertama kali mengajar di Institusi Anda sekarang? Sebagai contoh, kurang dalam penguasaan materi dan metode, tidak ada gambaran tentang murid yang akan diajar, dll.</i></p> <hr/> <p><i>Berdasarkan pengalaman Anda, apa saran Anda agar masa persiapan mengajar bisa membantu para guru menjalani proses dari seorang mahasiswa menjadi seorang guru? Sebagai contoh, pendalaman materi atau peraturan pemerintah yang berlaku dll</i></p> <hr/>
<p>Based on the experience you are experiencing at the school / institution you are currently teaching, how many percent do you feel comfortable with the current job and want to stay at your current job?</p> <p>0%</p> <p>10%</p> <p>20%</p> <p>30%</p> <p>40%</p> <p>50%</p> <p>60%</p> <p>70%</p> <p>80%</p> <p>90%</p> <p>100%</p>		<p><i>Berdasarkan pengalaman yang Anda alami di sekolah/institusi di mana Anda mengajar saat ini, Berapa persen Anda merasa nyaman dan ingin bertahan di pekerjaan Anda saat ini?</i></p> <p>0%</p> <p>10%</p> <p>20%</p> <p>30%</p> <p>40%</p> <p>50%</p> <p>60%</p> <p>70%</p> <p>80%</p> <p>90%</p> <p>100%</p>

Why do you still want to stay / want to leave your current job?

Mengapa Anda masih ingin bertahan/ ingin meninggalkan pekerjaan Anda saat ini?

.....

.....



APPENDIX B

The Questionnaire Form (Paper Form)

Yang terhormat Bapak/Ibu Guru,

Saya mengundang Anda terlibat dalam penelitian yang berjudul “Professional Identity of Novice Indonesian Teachers (Identitas Profesional Guru Pemula Indonesia)”. Penelitian ini akan mengungkapkan gambaran umum Identitas profesional guru Indonesia.

Dengan mengisi kuesioner ini, Anda akan membantu mengungkap apa keyakinan guru Indonesia mengenai siapa diri mereka, faktor apa yang mempengaruhi identitas dan apa implikasinya untuk Pendidikan Indonesia. Pembentukan identitas profesional guru sebenarnya adalah hal yang sangat penting terutama untuk pengembangan profesional guru. Sayangnya, belum ada penelitian yang mendalami apa yang terjadi pada guru pemula di Indonesia. Penelitian ini menjadi pioner dalam bidang ini sehingga penelitian ini diharapkan bisa menjadi sumber referensi baik bagi pemerintah, sekolah, fakultas Pendidikan dan guru secara pribadi

Selain itu, nantinya Anda akan mendapatkan hasil dari kuesioner yang Anda tulis dan hasil kuesioner secara keseluruhan. Ini akan menjadi media yang baik sebagai sarana untuk berefleksi bagi Anda. Oleh karena itu, saya memohon kepada Anda untuk mengisi dan menjawab sejujur-jujurnya pernyataan dan pertanyaan di kuesioner ini.

Kuesioner ini terdiri dari 4 sesi dan terdiri dari 20 pernyataan.

- Sesi pertama berisi 7 pernyataan dan 1 pilihan ganda
- Sesi kedua berisi 6 pernyataan beserta uraian singkat di bawahnya dan 1 pilihan ganda
- Sesi ketiga berisi 7 pernyataan beserta soal esai di bawahnya dan 1 pilihan ganda
- Sesi keempat berisi 3 uraian dan 1 pilihan ganda

Sesi pertama berfokus pada keyakinan Anda tentang karakteristik ideal dari seorang guru. Sesi kedua berfokus pada masa persiapan Anda sebelum menjadi seorang guru dan factor apa yang mempengaruhi cara pengajaran Anda. Sesi ketiga berfokus pada praktik yang Anda lakukan selama menjadi seorang guru. Terakhir, Anda akan diminta untuk merefleksikan apa yang sudah terjadi pada Anda selama menjadi seorang guru.

Saya meminta Anda untuk mengisi alamat email pada kuesioner ini sebagai validasi Anda sebagai responden, selain itu, identitas Anda akan tetap menjadi rahasia dan tidak akan dipublikasikan. Penelitian ini juga tidak berkaitan dengan sekolah/institusi dimana Anda bekerja saat ini dan saya tidak akan menyebutkan nama sekolah/institusi di mana Anda bekerja saat ini. Penelitian ini murni berkaitan dengan Anda dan bagaimana Anda melihat diri Anda sebagai seorang guru. Dalam penelitian ini, Anda berhak untuk bertanya dan berdiskusi mengenai hasil dari penelitian ini. Selain itu, Anda juga akan menerima hasil dari penelitian yang saya lakukan ini.

Peneliti,

Thomas Wahyu Prabowo Mukti

(Mohon isi data di bawah ini!)

Nama :

Umur :

Jenis Kelamin :

Fakultas dan Universitas :

Institusi :

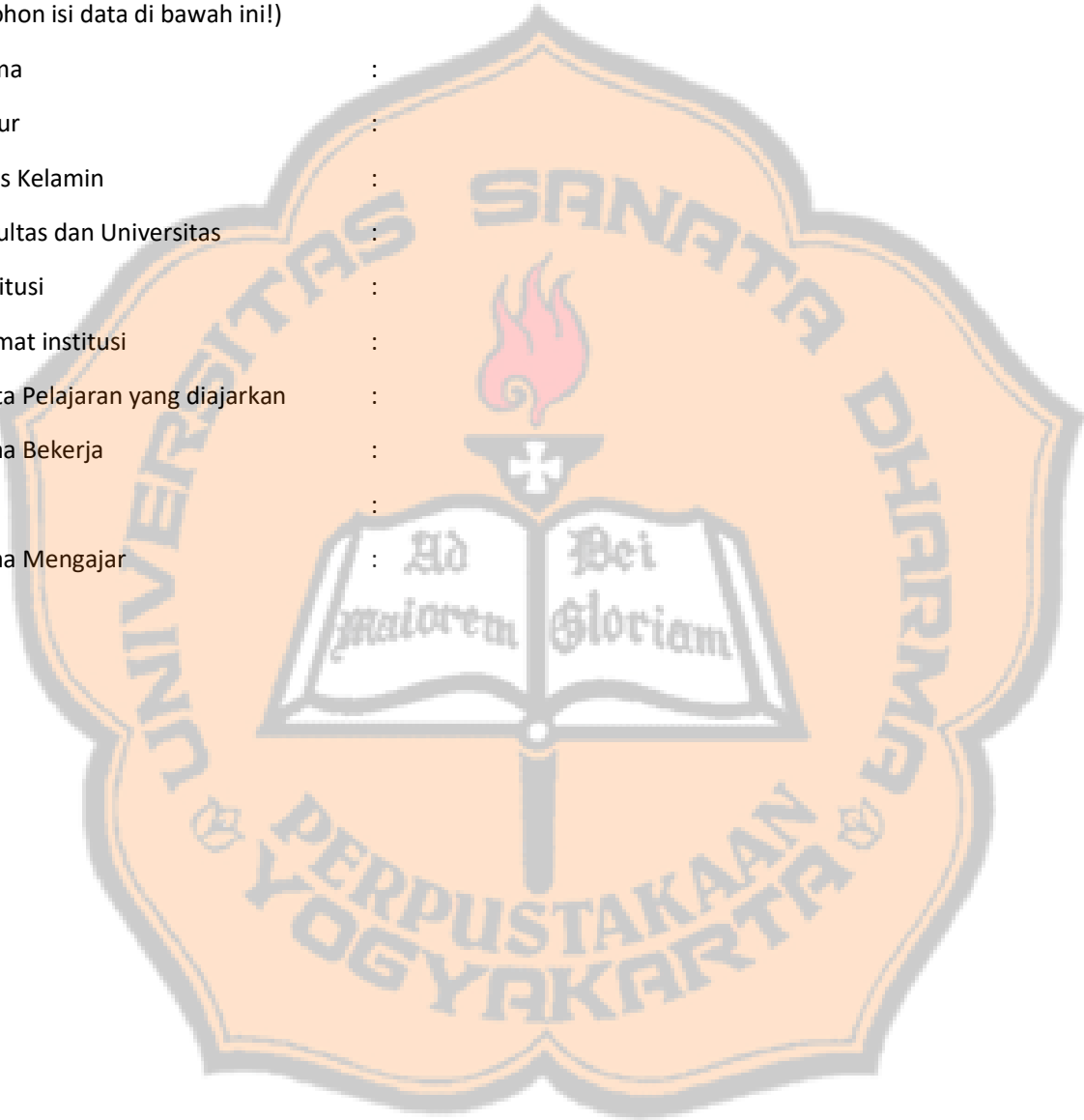
Alamat institusi :

Mata Pelajaran yang diajarkan :

Lama Bekerja :

Gaji :

Lama Mengajar :



Keyakinan sebagai seorang Guru

- 1 : Sangat tidak setuju
- 2 : Tidak setuju
- 3 : Netral
- 4 : Setuju
- 5 : Sangat setuju

(silakan centang (v) pada kotak sesuai dengan keyakinan Anda!)

No	Pernyataan	1	2	3	4	5
1.	Guru harus menguasai apa yang mereka ajarkan dan dapat menunjukkannya kepada siswa, salah satunya adalah dengan bisa menjawab pertanyaan dengan baik di kelas.					
2.	Guru harus selalu memperbarui pengetahuan mereka yang berkaitan dengan mata pelajaran yang mereka ajarkan sehingga mereka dapat memberikan materi dan informasi yang mutakhir dan siswa dapat mengaitkannya dengan baik.					
3.	Guru harus menyediakan materi yang berguna, menarik dan sesuai dengan level kemampuan serta minat siswa sehingga siswa dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.					
4.	Guru harus memperhatikan latar belakang dan minat siswa guna mempersiapkan aktivitas di kelas sehingga siswa terlibat, termotivasi mengikuti dinamika kelas dan dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.					
5.	Guru harus menggunakan cara yang tepat untuk melakukan pendekatan personal pada siswa sehingga guru dapat menciptakan iklim yang nyaman di kelas. Salah satu cara terbaik adalah dengan memosisikan diri sebagai teman siswa dan menghormati latar belakang semua siswa mereka.					
6.	6. Guru harus menerapkan pengetahuan dan keterampilannya dalam bidang yang dia ajar (baik soft skill atau hard skill) untuk mendukung perkembangan sosial, emosional, dan moral siswa.					
7.	Guru harus selalu mematuhi peraturan, misalnya membuat rencana pelajaran, mengisi laporan, melakukan hal-hal yang bersifat administratif berdasarkan pedoman yang berlaku, datang tepat waktu, dan mengenakan pakaian yang sesuai.					
Menurut Anda, hal apa yang paling penting sebagai seorang guru? (silakan urutkan berdasarkan hal yang paling penting untuk Anda)						
1. Guru harus menjadi seseorang yang menguasai materi (selalu memperbaharui pengetahuan dan materi)						
2. Guru harus memiliki hubungan yang baik dengan siswa dan mampu membantu mengembangkan ketrampilan sosial siswa.						

3. Guru harus memiliki pengetahuan yang luas tentang metode pengajaran dan selalu memperbaruinya.
4. guru harus selalu mengikuti peraturan pemerintah dan/institusi yang berlaku.

Nomor

- 1>
- 2>
- 3>
- 4>



Masa Persiapan

- 1 : Sangat tidak setuju
- 2 : Tidak setuju
- 3 : Netral
- 4 : Setuju
- 5 : Sangat setuju

(silakan centang (v) pada kotak sesuai dengan keyakinan Anda!)

No	Pernyataan	1	2	3	4	5
1.	<p>Cara pengajaran saya sekarang terinspirasi oleh cara pengajaran guru / dosen saya terdahulu yang saya anggap baik.</p> <p>Mohon berikan satu contoh model pembelajaran di kelas yang pernah menginspirasi Bapak/Ibu dan Bapak/Ibu praktikan di kelas (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>					
2.	<p>Saya memiliki seorang/banyak guru yang menjadi panutan saya dalam mengajar (cara mengajar dan interaksi dengan murid di kelas). Saya mempraktikkan apa yang guru saya lakukan di kelas saya juga</p> <p>Mohon berikan contoh siapa guru/dosen yang Bapak/Ibu contoh dan praktik seperti apa yang Bapak/Ibu contoh dari beliau! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>					
3.	<p>Saya belajar menjadi seorang guru dari saran-saran yang diberikan oleh orang-orang di sekitar saya tentang bagaimana menjadi seorang guru.</p> <p>Mohon berikan contoh saran seperti apa yang Bapak/Ibu dapatkan dan Bapak/Ibu praktikkan dalam pengajaran Bapak/Ibu! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>					
4.	<p>Saya belajar menjadi seseorang yang dianggap sebagai guru yang baik dari beberapa guru dan/atau dosen yang dianggap bagus (cara mengajar dan penguasaan materinya) sehingga saya mencoba menerapkannya praktik mengajar saya.</p>					

	<p>Mohon berikan contohnya praktik baik seperti apa yang Bapak/Ibu contoh! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>					
5.	<p>Saya memahami kebijakan dan peraturan seorang guru seorang guru dan saya mencoba untuk menerapkannya.</p> <p>Mohon berikan contoh peraturan atau kebijakan yang Bapak/Ibu anggap penting dan Bapak/Ibu praktikkan di kelas/sekolah/institusi Bapak/Ibu! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>					
6.	<p>Sejak saya kuliah, saya selalu mengajar (dalam praktik mengajar) berdasarkan peraturan atau instruksi yang ditentukan oleh perguruan tinggi atau institusi yang saya ajarkan.</p> <p>Mohon berikan contoh peraturan apa yang Bapak/Ibu terapkan dalam praktik mengajar Bapak/Ibu! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>					
<p>Hal-hal apa yang mempengaruhi praktik mengajar saya (mohon urutkan berdasarkan hal yang paling mempengaruhi Anda):</p> <ol style="list-style-type: none"> 1. Metode mengajar yang telah saya pelajari sebelumnya di perguruan tinggi 2. Teori pengajaran yang saya pelajari di perguruan tinggi 3. Saran dari guru/dosen/rekan kerja 4. Aturan dan kebijakan yang berlaku 5. Pengalaman dan perjumpaan saya dengan guru/dosen sebelumnya guru/dosen sebelumnya <p>Nomor</p> <p>1></p> <p>2></p> <p>3></p> <p>4></p> <p>5></p>						

Praktik Mengajar

- 1 : Sangat tidak setuju
- 2 : Tidak setuju
- 3 : Netral
- 4 : Setuju
- 5 : Sangat setuju

(silakan centang (v) pada kotak sesuai dengan keyakinan Anda!)

No	Pernyataan	1	2	3	4	5
1.	<p>Saya menguasai materi yang saya ajarkan dan saya dapat menunjukkannya kepada siswa saya. Salah satu contohnya adalah dengan bisa menjawab pertanyaan dengan baik di kelas.</p> <p>Mohon berikan contoh apa yang Bapak/Ibu lakukan untuk menunjukkan bahwa Bapak/Ibu menguasai materi yang Anda ajar!</p> <p>.....</p>					
2.	<p>Saya selalu berusaha mencari informasi dan pengetahuan terbaru terkait dengan materi pelajaran yang saya ajarkan sehingga saya bisa memberikan materi dan informasi yang mutakhir agar murid-murid saya dapat mengaitkannya dengan baik.</p> <p>Mohon berikan contoh apa yang Bapak/Ibu lakukan untuk membuat Bapak/Ibu selalu up-to-date dengan bidang keahlian Bapak/Ibu!</p> <p>.....</p>					
3.	<p>Saya bisa menyediakan materi yang berguna, menarik dan sesuai dengan level kemampuan serta minat siswa sehingga siswa dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.</p> <p>Mohon berikan contoh seperti apa gambaran umum materi yang Bapak/Ibu berikan kepada murid untuk membuat mereka aktif berdiskusi di kelas!</p>					

					
4.	<p>Aktivitas di kelas yang saya siapkan selalu berdasarkan latar belakang dan minat siswa sehingga siswa bisa terlibat dan termotivasi mengikuti dinamika kelas.</p> <p>Mohon berikan contoh kegiatan atau aktivitas yang membangkitkan motivasi/keterlibatan siswa di kelas Bapak/Ibu!</p> <p>.....</p>					
5.	<p>Saya menggunakan pendekatan personal pada siswa sehingga saya dapat menciptakan iklim yang nyaman di kelas. Salah satu cara yang saya lakukan adalah dengan memosisikan diri sebagai teman siswa dan menghormati latar belakang semua siswa mereka.</p> <p>Mohon berikan contoh pendekatan seperti apa yang Bapak/Ibu lakukan dan jelaskan lebih lanjut cara Bapak/Ibu membangun relasi dengan murid Bapak/Ibu!</p> <p>.....</p>					
6.	<p>Saya mengaplikasikan pengetahuan dan keterampilan pada bidang yang saya ajar (<i>baik soft skill atau hard skill</i>) untuk mendukung perkembangan sosial, emosional, dan moral siswa saya.</p>					

	<p>Mohon berikan contoh bagaimana cara Bapak/Ibu untuk mendukung perkembangan sosial, emosional, dan moral siswa Bapak/Ibu!</p>				
<p>7.</p>	<p>Saya selalu mematuhi peraturan, misalnya membuat rencana pelajaran, mengisi laporan, melakukan hal administratif berdasarkan pedoman yang berlaku, datang tepat waktu, dan mengenakan pakaian yang sesuai.</p> <p>Mohon berikan contoh peraturan apa yang paling Bapak/Ibu ikuti dan taati berkaitan dengan profesi Bapak/Ibu sebagai guru!</p>				
	<p>Hal apa yang menjadi perhatian Anda sekarang? (tolong urutkan berdasarkan apa yang paling menjadi perhatian Anda saat ini)</p> <ol style="list-style-type: none"> 1. Mengelola, memotivasi dan menilai siswa 2. Mengelola waktu dan mengatur rencana di kelas 3. Memonitor Hasil siswa 4. Menaati peraturan dari pemerintah dan/atau institusi (hal-hal yang bersifat administratif) <p>Nomor</p> <ol style="list-style-type: none"> 1> 2> 3> 4> 5> 				

<p>1.</p>	<p>Kekurangan apa yang Bapak/Ibu rasakan sebagai seorang guru saat pertama kali mengajar di Institusi Bapak/Ibu sekarang? Sebagai contoh, kurang dalam</p>	<p>—</p>	<p>—</p>
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	<p>penguasaan materi dan metode, tidak ada gambaran tentang murid yang akan diajar, dll.</p> <p>.....</p>		
2.	<p>Berdasarkan pengalaman Bapak/Ibu, persiapan seperti apa yang perlu dilakukan oleh seseorang agar dapat melalui proses dari seorang mahasiswa menjadi seorang guru? Sebagai contoh, pendalaman materi atau peraturan pemerintah yang berlaku, dll.</p> <p>.....</p>		
3.	<p>Berdasarkan pengalaman yang Bapak/Ibu alami di sekolah/institusi di mana Bapak/Ibu mengajar saat ini, berapa persen Bapak/Ibu merasa nyaman dan ingin bertahan di pekerjaan Bapak/Ibu saat ini? <i>(silakan lingkari)</i></p> <p>0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%</p>		
4.	<p>Mohon jelaskan alasan Bapak/Ibu memilih jawaban di nomor 3! (Alasan mengapa Bapak/Ibu ingin tetap mengajar atau ingin meninggalkan pekerjaan saat ini)</p> <p>.....</p>		

APPENDIX C
The Experts' Instrument Validation
THE EXPERT FACE VALIDITY FORM

Instructions:

Please tick (v) the number based on these following criteria:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

No	Statements	Score				
		1	2	3	4	5
1.	The questionnaire has clear instructions				√	
2.	The format of the questionnaire is already good				√	
3.	The statements/questions are already related to the theories					√
4.	The statements/questions are easy to be understood				√	
5.	The statements/questions have a good order/logical flow					√
6.	The numbers of statements/questions are already good/appropriate					√
7.	The questionnaire is suitable for the targeted participants					√
8.	The questionnaire is able to depict the answer of the research questions					√

Suggestions:

I would congratulate you for your interest and for developing this survey instrument. This is a very fascinating tool to obtain teachers' perceptions. I already wrote some comments in the content validity form, so please see the comments. I only want to add two general comments regarding the Indonesian language and the format of the open-ended questions. Make sure that the statements in Indonesian are written in the formal way. When translating, focus more on the content/meaning-delivery instead of word-by-word translation. With respect to the format, especially the items with open-ended questions, make sure that the questions and the format will not give more pressure to the respondents. Good luck. Thank you.

Conclusion

The questionnaire is:

1. Feasible to be used without revision.
2. Feasible to be used with the suggested revision.
3. Not feasible.

Melbourne, 29 January 2018

The expert,



Caecilia Tuttyandari, M.Pd.

Content Validity Form

By Subject Expert

Please tick (v) on the following statements based on your consideration whether each item is not necessary, useful but not essential or essential to be asked on this instrument. Each item will be validated on based on Lawshe's test.

Keyakinan sebagai seorang Guru

No	Pernyataan	Not Necessary	Useful, but not essential	Essential
1.	Guru harus menguasai apa yang mereka ajarkan dan dapat menunjukkannya kepada siswa, salah satunya adalah dengan bisa menjawab pertanyaan dengan baik di kelas.			v
2.	Guru harus selalu memperbarui pengetahuan mereka yang berkaitan dengan mata pelajaran yang mereka ajarkan sehingga mereka dapat memberikan materi dan informasi yang mutakhir dan siswa dapat mengaitkannya dengan baik.			v
3.	Guru harus menyediakan materi yang berguna, menarik dan sesuai dengan level kemampuan serta minat siswa sehingga siswa dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.			v
4.	Guru harus memperhatikan latar belakang dan minat siswa guna mempersiapkan aktivitas di kelas sehingga siswa terlibat, termotivasi mengikuti dinamika kelas dan dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.			v
5.	Guru harus menggunakan cara yang tepat untuk melakukan pendekatan personal pada siswa sehingga guru dapat menciptakan iklim yang nyaman di kelas. Salah satu cara terbaik adalah dengan memosisikan diri sebagai teman siswa dan menghormati latar belakang semua siswa mereka.			v
6.	6. Guru harus menerapkan pengetahuan dan keterampilannya dalam bidang yang dia ajar (baik <i>soft</i>			v

	<i>skill</i> atau <i>hard skill</i>) untuk mendukung perkembangan sosial, emosional, dan moral siswa.			
7.	Guru harus selalu mematuhi peraturan, misalnya membuat rencana pelajaran, mengisi laporan, melakukan hal-hal yang bersifat administratif berdasarkan pedoman yang berlaku, datang tepat waktu, dan mengenakan pakaian yang sesuai.		<p>√</p> <p>Contoh peraturan yang diberikan baik semua dan perlu dipatuhi. Pakaian yang sesuai sifatnya normative. Banyak sekolah yang meminta gurunya memakai pakaian lebih sportif daripada yang formal.</p>	
	<p>Menurut Anda, hal apa yang paling penting sebagai seorang guru? (silakan urutkan berdasarkan hal yang paling penting untuk Anda)</p> <p>1. Guru harus menjadi seseorang yang menguasai materi (selalu memperbaharui pengetahuan dan materi)</p> <p>2. Guru harus memiliki hubungan yang baik dengan siswa dan mampu membantu mengembangkan ketrampilan sosial siswa.</p> <p>3. Guru harus memiliki pengetahuan yang luas tentang metode pengajaran dan selalu memperbaruinya.</p> <p>4. guru harus selalu mengikuti peraturan pemerintah dan/institusi yang berlaku.</p>			<p>√</p>

Masa Persiapan

No	Pernyataan	Not Necessary	Useful, but not essential	Essential
7.	<p>Cara pengajaran saya sekarang terinspirasi oleh cara pengajaran guru / dosen saya terdahulu yang saya anggap baik.</p> <p>Mohon berikan satu contoh model pembelajaran di kelas yang pernah menginspirasi Bapak/Ibu dan Bapak/Ibu praktikan di kelas (apabila tidak ada, silakan tulis tanda "-")</p>			<p>√</p>

			
8.	<p>Saya memiliki seorang/banyak guru yang menjadi panutan saya dalam mengajar (cara mengajar dan interaksi dengan murid di kelas). Saya mempraktikkan apa yang guru saya lakukan di kelas saya juga</p> <p>Mohon berikan contoh siapa guru/dosen yang Bapak/Ibu contoh dan praktik seperti apa yang Bapak/Ibu contoh dari beliau! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>		v	
9.	<p>Saya belajar menjadi seorang guru dari saran-saran yang diberikan oleh orang-orang di sekitar saya tentang bagaimana menjadi seorang guru.</p> <p>Mohon berikan contoh saran seperti apa yang Bapak/Ibu dapatkan dan Bapak/Ibu praktikkan dalam pengajaran Bapak/Ibu! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>		v	
10.	<p>Saya belajar menjadi seseorang yang dianggap sebagai guru yang baik dari beberapa guru dan/atau dosen yang dianggap bagus (cara mengajar dan penguasaan materinya) sehingga saya mencoba menerapkannya praktik mengajar saya.</p> <p>Mohon berikan contohnya praktik baik seperti apa yang Bapak/Ibu contoh! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>			v
11.	<p>Saya memahami kebijakan dan peraturan seorang guru seorang guru dan saya mencoba untuk menerapkannya.</p> <p>Mohon berikan contoh peraturan atau kebijakan yang Bapak/Ibu anggap penting dan Bapak/Ibu praktikkan di kelas/sekolah/institusi Bapak/Ibu! (apabila tidak ada, silakan tulis tanda "-")</p> <p>.....</p>			v
12.	<p>Sejak saya kuliah, saya selalu mengajar (dalam praktik mengajar) berdasarkan peraturan atau instruksi yang ditentukan oleh perguruan tinggi atau institusi yang saya ajarkan.</p>			v

	Mohon berikan contoh peraturan apa yang Bapak/Ibu terapkan dalam praktik mengajar Bapak/Ibu! (apabila tidak ada, silakan tulis tanda "-") 			
	Hal-hal apa yang mempengaruhi praktik mengajar saya (mohon urutkan berdasarkan hal yang paling mempengaruhi Anda): 1. Metode mengajar yang telah saya pelajari sebelumnya di perguruan tinggi 2. Teori pengajaran yang saya pelajari di perguruan tinggi 3. Saran dari guru/dosen/rekan kerja 4. Aturan dan kebijakan yang berlaku 5. Pengalaman dan perjumpaan saya dengan guru/dosen sebelumnya guru/dosen sebelumnya			v

Praktik Mengajar

No	Pernyataan	Not Necessary	Useful, but not essential	Essential
8.	Saya menguasai materi yang saya ajarkan dan saya dapat menunjukkannya kepada siswa saya. Salah satu contohnya adalah dengan bisa menjawab pertanyaan dengan baik di kelas. Mohon berikan contoh apa yang Bapak/Ibu lakukan untuk menunjukkan bahwa Bapak/Ibu menguasai materi yang Anda ajar! 			v
9.	Saya selalu berusaha mencari informasi dan pengetahuan terbaru terkait dengan materi pelajaran yang saya ajarkan sehingga saya bisa memberikan materi dan informasi yang mutakhir agar murid-murid saya dapat mengaitkannya dengan baik. Mohon berikan contoh apa yang Bapak/Ibu lakukan untuk membuat Bapak/Ibu selalu up-to-date dengan bidang keahlian Bapak/Ibu! 			v
10.	Saya bisa menyediakan materi yang berguna, menarik dan sesuai dengan level kemampuan serta minat siswa sehingga siswa dapat berpikir dengan kritis mengenai topik yang sedang dibicarakan.			v

	<p>Mohon berikan contoh seperti apa gambaran umum materi yang Bapak/Ibu berikan kepada murid untuk membuat mereka aktif berdiskusi di kelas!</p> <p>.....</p>			
11.	<p>Aktivitas di kelas yang saya siapkan selalu berdasarkan latar belakang dan minat siswa sehingga siswa bisa terlibat dan termotivasi mengikuti dinamika kelas.</p> <p>Mohon berikan contoh kegiatan atau aktivitas yang membangkitkan motivasi/keterlibatan siswa di kelas Bapak/Ibu!</p> <p>.....</p>			v
12.	<p>Saya menggunakan pendekatan personal pada siswa sehingga saya dapat menciptakan iklim yang nyaman di kelas. Salah satu cara yang saya lakukan adalah dengan memosisikan diri sebagai teman siswa dan menghormati latar belakang semua siswa mereka.</p> <p>Mohon berikan contoh pendekatan seperti apa yang Bapak/Ibu lakukan dan jelaskan lebih lanjut cara Bapak/Ibu membangun relasi dengan murid Bapak/Ibu!</p> <p>.....</p>			v
13.	<p>Saya mengaplikasikan pengetahuan dan keterampilan pada bidang yang saya ajar (<i>baik soft skill atau hard skill</i>) untuk mendukung perkembangan sosial, emosional, dan moral siswa saya.</p> <p>Mohon berikan contoh bagaimana cara Bapak/Ibu untuk mendukung perkembangan sosial, emosional, dan moral siswa Bapak/Ibu!</p> <p>.....</p>			v
14.	<p>Saya selalu mematuhi peraturan, misalnya membuat rencana pelajaran, mengisi laporan, melakukan hal administratif berdasarkan pedoman yang berlaku, datang tepat waktu, dan mengenakan pakaian yang sesuai.</p> <p>Mohon berikan contoh peraturan apa yang paling Bapak/Ibu ikuti dan taati berkaitan dengan profesi Bapak/Ibu sebagai guru!</p> <p>.....</p>		v (lihat catatan sebelumnya)	

<p>Hal apa yang menjadi perhatian Anda sekarang? (tolong urutkan berdasarkan apa yang paling menjadi perhatian Anda saat ini)</p> <ol style="list-style-type: none"> 1. Mengelola, memotivasi dan menilai siswa 2. Mengelola waktu dan mengatur rencana di kelas 3. Memonitor Hasil siswa 4. Menaati peraturan dari pemerintah dan/atau institusi (hal-hal yang bersifat administratif) 			v
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Refleksi

<p>1. Kekurangan apa yang Bapak/Ibu rasakan sebagai seorang guru saat pertama kali mengajar di Institusi Bapak/Ibu sekarang? Sebagai contoh, kurang dalam penguasaan materi dan metode, tidak ada gambaran tentang murid yang akan diajar, dll.</p> <p>.....</p>			v
<p>2. Berdasarkan pengalaman Bapak/Ibu, persiapan seperti apa yang perlu dilakukan oleh seseorang agar dapat melalui proses dari seorang mahasiswa menjadi seorang guru? Sebagai contoh, pendalaman materi atau peraturan pemerintah yang berlaku, dll.</p> <p>.....</p>			v
<p>3. Berdasarkan pengalaman yang Bapak/Ibu alami di sekolah/institusi di mana Bapak/Ibu mengajar saat ini, berapa persen Bapak/Ibu merasa nyaman dan ingin bertahan di pekerjaan Bapak/Ibu saat ini?</p> <p>0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%</p>			v
<p>4. Mohon jelaskan alasan Bapak/Ibu memilih jawaban di nomor 3! (Alasan mengapa Bapak/Ibu ingin tetap mengajar atau ingin meninggalkan pekerjaan saat ini)</p> <p>.....</p>			

Yogyakarta, 9 /2/2018

Expert,

Veronica Triprihatmini, M.Hum., M.A.



APPENDIX D
Data of All Participants

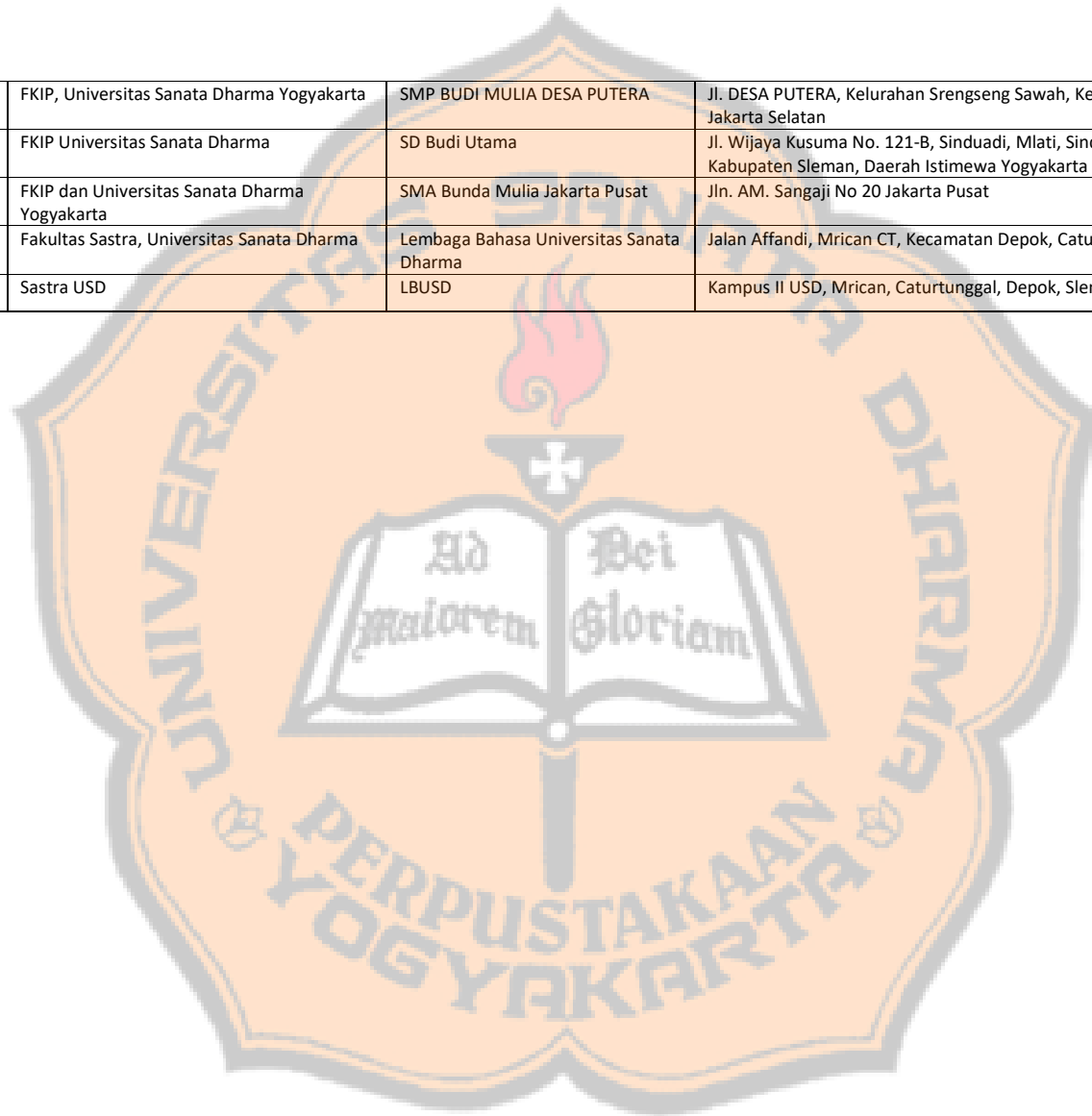
A		23	Laki-laki	Ilmu Sosial UNY	SMA N 1 Magelang	Jalan Cempaka No. 1 Magelang	Sejarah
B		25	Perempuan	Kajian Bahasa Inggris, Universitas Sanata Dharma	Lembaga Bahasa Universitas Sanata Dharama	Jalan Affandi, Mrican, Sleman, DIY	Bahasa Indonesia
C		23	Perempuan	FKIP, Universitas Sanata Dharma	SD Teruna Bangsa	Villa Seturan Indah D10, Caturtunggal, Depok, Sleman, Yogyakarta	Bahasa Inggris
D		23	Perempuan	Universitas Sanata Dharma	PPPK PETRA	Jalan Manyar Tirtoasri no 1-3	Bimbingan dan Konseling
E		24	Perempuan	FKIP Sanata Dharma	SMA N 1 Karanganom	Karanganom, Klaten	Bahass Inggris
F		24	Perempuan	FKIP sanata dharma yogyakarta	Smp negeri 3 kedungreja cilacap	Kedungreja	BK
G		25	Perempuan	FKIP Universitas Sanatadharmata	SMPK ABDI SISWA	Jalan patra tomang raya no.1 Duri Kepa, Jakarta Barat	BIMBINGAN DAN KONSELING
H		26	Laki-laki	Fakultas Keguruan dan Ilmu Pendidikan Universitas Sanata Dharma Yogyakarta	SMP PUSAKA CIRANJANG	Jl. Simatupang No. 56 Kampung Rawaselang, Desa Sindangjaya, Kecamatan Ciranjang, Kabupaten Cianjur, Jawa Barat	Bimbingan dan Konseling
I		23	Perempuan	FKIP - Universitas Sanata Dharma	BPK Penabur Jakarta	Jalan Tanjung Duren no 4 Grogol Petamburan Jakarta Barat	Bahasa Inggris
J		24	Perempuan	FKIP dan Universitas Sanata Dharma	SMA Yos Sudarso Metro	Jl. Gunung Lawu No. 42, Yosorejo, Metro Timur, Kota Metro, Lampung	Fisika
K		25	Perempuan	Ilmu Pendidikan Universitas Sanata Dharma	Jogjakarta Montessori School	Jl. Lemponsari 136B, Ngestiharjo, Sleman, Yogyakarta	All subjects
L		22	Perempuan	FKIP Universitas Sanata Dharma	Lembaga Bahasa Universitas Sanata Dharma	Jalan Affandi Tromol Pos 29, Mrican, Caturtunggal, Sleman	BIPA
M		23	Perempuan	FKIP, Universitas Sanata Dharma	Teleperformance Indonesia	Jogja City Mall Lt.1 Jalan Magelang, Yogyakarta.	Induction training, product training, refresher training.
N		25	Perempuan	Fakultas Keguruan dan Ilmu Pendidikan Universitas Sanata Dharma	SD Kr. Petra 10 Surabaya	Jl. Raya Darmo Harapan Blok PF/II, Surabaya	Bahasa Inggris
O		24	Perempuan	Fakultas Keguruan dan Ilmu Pendidikan - Universitas Sanata Dharma	SMA Stella Duce Bantul	Ganjuran, Sumbermulyo, Bambanglipuro, Sumbermulyo, Kec. Bantul, Bantul, Daerah Istimewa Yogyakarta 55764	Bahasa Inggris
P		23	Laki-laki	Pendidikan Bahasa Inggris	SMAS Panca Setya Sintang	Jl Imam Bonjol No. 59	Bahasa Inggris
Q		25	Laki-laki	FKIP & USD	SMP Stella Duce 2 yogyakarta (dulu)	Jl. Suryodiningratan no 33	Bahasa Inggris
R		23	Perempuan	FKIP - USD	BPK PENABUR JAKARTA - SMPK 2 PENABUR JAKARTA	Jl. Pembangunan III, Petojo Utara, Gambir, Jakarta Pusat	Bahasa Inggris

S		23	Laki-laki	FKIP Universitas Sanata Dharma	Swift English School	Jln. Pringgolayan Nomor 1	Bahasa Inggris
T		23	Perempuan	Sanata Dharma University	KB Budi Utama	Jalan wijayakusuma 150	English, art, motoric skills
U		25	Perempuan	Fkip dan sanata dharma	Smp n 3 bulu	Wunut wonotirto	Bahasa indonesia
V		24	Perempuan	FKIP - Universitas Slamet Riyadi Surakarta	SMAN 1 Karanganom	Jalan Raya 3 Karanganom Klaten	Bimbingan dan Konseling
W		26	Perempuan	FKIP UNIVERSITAS SANATA DHARMA	SMP SANTO MARKUS 2	Jalan raya pondok gede lubang buaya Jakarta Timur	IPS
X		22	Perempuan	FKIP dan Universitas Sanata Dharma	SDN Ambarukmo	Ambarukmo, Caturtunggal, Depok, Sleman	Guru Kelas 1
Y		24	Perempuan	FKIP dan Universitas Sanata Dharma	SD Negeri 13 Pedungan	Jln. Gelogor Carik No. 94 Denpasar	Guru Kelas VI
Z		24	Perempuan	Sanata Dharma PBI	SMA Stella Duce 1 Yogyakarta	Kotabaru	Bahasa Ingris
AA		23	Perempuan	FKIP Sanata Dharma	SMP Fransiskus II Kayu Putih	Jl. Bangunan Barat, Kayu Putih, Jakarta Timur	Bahasa Inggris
AB		23	Perempuan	Pendidikan Bahasa Inggris di Universitas Sanata Dharma	Inaya Putri Bali	Kawasan Wisata Nusa Dua Lot S-3	Bahasa Inggris
AC		24	Perempuan	FKIP Sanata Dharma	SMA Trinitas	Jl. kebonjati 209, Bandung	Bhs. Inggris
AD		24	Perempuan	FKIP Sanata Dharma	Sahid Bintang Tourism Institute	Township Jl. Kota Kapur, Kawasan Pariwisata Bintang Resort, Lagoi, Bintang Utara 2955 Kepulauan Riau, Indonesia	Bahasa Inggris Profesi
AF		24	Perempuan	Universitas Sanata Dharma. FKIP. Pendidikan Matematika	SMP Maria padang	Jalan Gereja No 39 Padang Barat	Matematika
AG		23	Perempuan	FKIP Universitas Sanata Dharma	MIMI School	Jl. Bukit Telaga Golf TO2, Citraland, Lidah Kulon, Surabaya	Bahasa Inggris
AH		23	Perempuan	FKIP Universitas Sanata Dharma	Maria Regina School	Jl. Palm 2 No.1 Palm Hill Estate. Papandayan, Semarang	Bimbingan dan Konseling
AI		27	Perempuan	FKIP Sanata Dharma	SMA Kristen Bina Kasih Jambi	Jalan Lombok no. 4 RT. 19 Kebun Handil, Jelutung, Jambi	Bimbingan dan Konseling
AJ		24	Perempuan	FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SANATA DHARMA YOGYAKARTA	SDN 1 Waringinsari Barat, Kabupaten Pringsewu, Lampung	Jalan raya Waringinsari, desa Waringinsari Barat, Kecamatan Sukoharjo, Kabupaten Pringsewu, Provinsi Lampung	Pendidikan Agama Katolik dan Budi Pekerti
AK		25	Laki-laki	FKIP USD Yogyakarta	SMK Santa Maria Jakarta	Jln. Ir. Hj. Juanda no.29 Gambir, Kebon Kelapa, Jakarta Pusat	Bahasa Indonesia
AL		23	Perempuan	Fakultas Keguruan dan Ilmu Pendidikan - Universitas Sanata Dharma	SMK Muhammadiyah Tepus	Prigi, Sidoharjo, Tepus, Gunungkidul	Bahasa Inggris
AM		23	Perempuan	Universitas Sanata Dharma	SMA Santa Ursula Jakarta	Jalan Pos No.2 Jakarta Pusat	Ekonomi
AN		23	Perempuan	Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma	Lembaga Bahasa	Jalan Affandi Tromol Pos 29, Caturtunggal, Depok, Yogyakarta	Bahasa Indonesia
AO		23	Laki-laki	FKIP/Universitas Sanata Dharma	SMAK St. Albertus Malang	Jl Talang 1 Malang	BK
AP		24	Perempuan	FKIP Sanata Dharma	Tarakanita	Jln. Tentara pelajar no 25	Calistung
AQ		22	Laki-laki	Fakultas Keguruan dan Ilmu Pendidikan Universitas Sanata Dharma	SD Strada Budi Luhur II Bekasi	Jalan Ir. H. Juanda No 164 Margahayu, Bekasi Timur, Bekasi	Matematika, Bahasa Indonesia, IPA, IPS, dan PKN

AR		24	Laki-laki	Universitas Sanata Dharma	Yayasan Dharma Satya Nusantara Utama	Estate jabdan 1, KBB, Muara Wahau, Kutai Timur	Matematika
AS		22	Laki-laki	Sastra, Universitas Sanata Dharma	Lembaga Bahasa Sanata Dharma	Jl. Affandi	Bahasa Inggris
AT		22	Perempuan	FKIP Universitas Sanata Dharma	IMA Global Link	Surokarsan MG II Wirogunan	Semopo
AU		23	Perempuan	FKIP, USD	SD	Metro, Lampung	Tematik
AV		22	Perempuan	Fkip USD	BPK Penabur	Bandung	Bk
AW		24	Perempuan	PascaSarjana UNY	smp budi mulia dua Yogyakarta	Jalan Tajem	IPA
AX		26	Perempuan	Fakultas agama islam universitas muhammadiyah magelang	SMP N 1 Salam	Jl. Raya Gulon Salam Magelang	PAI
AY		25	Laki-laki	Pendidikan Bahasa Inggris Universitas Bandar Lampung	SMK Yaditama Sidomulyo Lampung Selatan	jln. Perintis Kemerdekaan no.70a sidomulyo lampung selatan	Bahasa inggris
AZ		23	Perempuan	FKIP USD	SMA Stella Duce Yogyakarta	Jalan Dr. Sutomo, Yogyakarta	Bahasa Indonesia
BA		24	Laki-laki	FKIP, UNY	SMA STERO	Jalan sutomo	Sejarah dan Antropologi
BB		25	Perempuan	Universitas Sanata Dharma	Lembaga Bahasa Sanata Dharma	Mican, Sleman, Yogyakarta	Bahasa Inggris
BC		23	Laki-laki	FKIP USD	Lembaga Bahasa USD	Jl. Affandi, Mrican, CT Depok, Sleman, Yogyakartam Indonesia.	Bahasa Indonesia
BD		28	Laki-laki	Fakultas Ilmu Budaya Universitas Gadjah Mada	Universitas Sanata Dharma dan Sekolah Vokasi Universitas Gadjah Mada	Jl. moses gatot kaca dan Jl. Kaliurang	Bahasa Jepang
BE		22	Laki-laki	FKIP USD	Sekolah Rakyat Jogoyudan	Jogoyudan, Yk	IPA
BF		22	Perempuan	FKIP Univ. Sanata Dharma	SMA Petra 4 Sidoarjo	Jl. Monginsidi No. 100, Sidoarjo	Bahasa Indonesia
BG		22	Perempuan	FKIP Universitas Sanata Dharma	BPK PENABUR Jakarta	Jalan Tanjung Duren Raya no.4, Gedung blok E lantai 6	Bahasa Inggris
BH		23	Perempuan	FKIP, Universitas Sanata Dharma	SMP Katolik Barong Tongkok	Jl.W.R Soepratman Barong Tongkok,Kutai Barat,Kalimantan Timur	Pendidikan Agama Katolik
BI		24	Perempuan	Universitas Sanata Dharma	SMA Kristen Petra 2 Surabaya	Jalan Manyar Tirta Asri 1-3 Surabaya	Matematika
BJ		21	Perempuan	FKIP Universitas Sanata Dharma	SMP Asisi	Jl. H. Ramli, Menteng Dalam, Tebet, Jaksel	Bimbingan dan Konseling
BK		24	Perempuan	FKIP UNIVERSITAS PAKUAN	SMA Plus PGRI Cibinong	Cibinong	Bahasa Inggris
BL		25	Perempuan	Universitas Negeri Yogyakarta	Lembaga Bahasa Universitas Sanata Dharma	Jl. Affandi, Mrican, Tromol Pos 29 Yogyakarta	Bahasa Indonesia
BM		21	Laki-laki	Fakultas Sastra, Universitas Sanata Dharma	Lembaga Bahasa	Jalan Affandi, Tromol Pos nomor 29	Bahasa Indonesia
BN		23	Perempuan	PBI, JPBS, FKIP, USD	ILCIC LBUUSD	Jlan Affandi, Mrican, Gejayan, Catur Tunggal, Depok, Sleman, D.I.Yogyakarta	Bahasa Indonesia
BO		23	Perempuan	FKIP Sanata Dharma	TK Masehi	Temanggung	Bahasa Inggris

BP		24	Perempuan	FKIP, Universitas Sanata Dharma	Lembaga Bahasa Universitas Sanata Dharma	Mrican	Bahasa Indonesia
BQ		22	Perempuan	Pendidikan Fisika Universitas Sanata Dharma	Sekolah Citra Berkat	Citra Raya Tangerang	IPA
BR		22	Perempuan	Universitas Sanata Dharma, Fakultas Keguruan dan Ilmu Pendidikan	Swift English School	Jakal km 12, Yk	Bahasa Inggris
BS		30	Perempuan	Bahasa dan Sastra Inggris	STBA Prayoga	Jln. Veteran	bahasa inggris
BT		21	Laki-laki	Fakultas Sastra Universitas Sanata Dharma	Lembaga Bahasa Universitas Sanata Dharma	Jl.Affandi, Mrican, Tromol Pos 29, Yogyakarta	Bahasa Indonesia
BU		20	Laki-laki	Fakultas Sastra Universitas Sanata Dharma	Lembaga Bahasa	Jl. Affandi, Merican, Yogyakarta, Indonesia	Bahasa Indonesia
BV		23	Perempuan	KBI Univ. Sanata Dharma	Lembaga Bahasa	Jalan Mrican	English, Mandarin
BW		25	Perempuan	MIPA UGM	MA Sunan Pandanaran	Jl. Kaliurang km 12,5 Ngaglik Sleman	Matematika
BX		23	Perempuan	Universitas Sanata Dharma	SMA BOPKRI WATES	Wates, Kulon Progo	Bahasa Indonesia
BY		23	Perempuan	PBI, USD	Lembaga Bahasa, USD	Jl. Afandi, tromol pos 29 mrican catur tunggal	Bahasa Indonesia, Eng-Ind Translation
BZ		24	Laki-laki	FKIP dan Universitas Sanata Dharma	SMP Negeri 2 Pakem	Jl Kaliurang km 20 Pakem	Matematika
CA		23	Perempuan	FMIPA UNY	MI Qurrota A'yun	Wedomartani, Ngemplak, Sleman	Tema
CB		24	Laki-laki	Fakultas Keguruan Ilmu Pendidikan, Sanata Dharma Yk	SMA KATOLIK SANTA AGNES	Jalan Mendut No 7, Pacar Keling, Sby	Ekonomi Akuntansi
CC		27	Perempuan	Universitas Ahmad Dahlan	English Made Easy	Jl. Perumnas no. E-19, seturan, yogyakarta	Bahasa Inggris
CD		24	Perempuan	FKIP Sanata Dharma	Homeschooling Primagama	Jl. Langensari no.43 Yogyakarta	Matematika
CE		38	Perempuan	UIN SUNAN KALIJAGA YOGYAKARTA	SMP N 1SALAM	Jl. Raya Gulon Salam Magelang	Matematika
CF		24	Perempuan	Pendidikan, Universitas Sanata Dharma	BPK PENABUR	Jalan Hibrida Raya Blok QA 3	Bahasa Inggris
CG		22	Laki-laki	FKIP - Pendidikan Bahasa Inggris	Lembaga Bahasa	Jl. Affandi Mrican CT Depok Sleman Yogyakarta 55281	Bahasa Inggris
CH		25	Perempuan	FKIP, Universitas Muhammadiyah Purwokerto	SMA N 11 YK	Jl. AM Sangaji No. 50	Bahasa Inggris
CI		22	Perempuan	FKIP Universitas Sanata Dharma	BPK Penabur Jakarta	Jalan Guntur Setiabudi Jakarta Selatan	Bahasa Indonesia
CJ		23	Perempuan	Universitas Sanata Dharma	SMPK Citra Krista	Parakan, Temanggung Jawa Tengah	Bahasa Indonesia
CK		23	Perempuan	Universitas Sanata Dharma	Sekolah Don Bosco I	Jl. Raya timur Boulevard kelapa gading jakarta utara	Fisika
CL		23	Laki-laki	FKIP Universitas Sanata Dharma	SMK Pangudi Luhur Leonardo	Jl. Dr. Wahidin Sudirohusodo no. 30, Sekarsuli, Klaten	Bahasa Inggris
CM		22	Perempuan	FKIP / Univ. Sadhar	Champion English Center (CEC)	Jl Magelang km 5,6 Sinduadi, Mlati, Sleman,	General English dan ESP
CN		28	Perempuan	Lembaga Bahasa, Universitas Sanata Dharma	Lembaga Bahasa	Jalan Affandi, Mrican CT, Kecamatan Depok, Caturtunggal, Sleman, Yogyakarta, 55281	Bahasa Inggris

CO		25	Laki-laki	FKIP, Universitas Sanata Dharma Yogyakarta	SMP BUDI MULIA DESA PUTERA	Jl. DESA PUTERA, Kelurahan Srengseng Sawah, Kecamatan Jagakarsa, Jakarta Selatan	Pendidikan Agama Katolik
CP		23	Laki-laki	FKIP Universitas Sanata Dharma	SD Budi Utama	Jl. Wijaya Kusuma No. 121-B, Sinduadi, Mlati, Sinduadi, Sleman, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55225	TIK
CQ		27	Perempuan	FKIP dan Universitas Sanata Dharma Yogyakarta	SMA Bunda Mulia Jakarta Pusat	Jln. AM. Sangaji No 20 Jakarta Pusat	Bahasa Indonesia
CR		22	Perempuan	Fakultas Sastra, Universitas Sanata Dharma	Lembaga Bahasa Universitas Sanata Dharma	Jalan Affandi, Mrican CT, Kecamatan Depok, Caturtunggal, Sleman	Bahasa Indonesia
CS		26	Laki-laki	Sastra USD	LBUSD	Kampus II USD, Mrican, Caturtunggal, Depok, Sleman	BIPA



APPENDIX E

Participants' Excerpts on Each Issue

Table 1 Teachers' Perception on Subject Matter Knowledge Practice

	1	2
A	3 <i>Dengan menjelaskan dan memberikan waktu untuk berdiskusi</i>	3 <i>Kita belajar bersama dengan mengikuti perkembangan</i>
B	4 <i>saya menjawab pertanyaan murid secara maksimal. Menggali semua aspek yang diperlukan siswa dari suatu materi ajar secara maksimal.</i>	5 <i>membaca banyak buku pengajaran bahasa dan buku tata bahasa Indonesia, dan membaca banyak hal supaya punya pengetahuan luas</i>
C	4 <i>menyampaikan materi dengan cara yang diterima oleh siswa sesuai umur dan jenjangnya</i>	5 <i>mengikuti perkembangan anak jaman sekarang, membaca buku tentang strategi mengajar</i>
D	1 <i>Sudah ada internet kok. Anak2 kadang lebih pintar dari saya. Bagaimana pintar2nya guru aja pura2 pintar. Bilang aja â€œitu sudah saya jelaskan, kamu pasti tidak mendengarkan. Jadi kebiasaan gitu itu..!!â€ Akhirnya kan siswa takut dan guru tetap keliatan keren. Ya to?</i>	5 <i>Yutupan dan pesbukan.</i>
E	4 <i>Saya selalu mencoba menjelaskan materi pelajaran dengan cara yang menyenangkan dan mudah untuk dipahami siswa.</i>	5 <i>Saya rajin untuk membaca buku pengetahuan dan tulisan2 tentang materi yang saya ajarkan di kelas. Selain itu saya juga selalu membawa buku catatan dan pegangan saya ke dalam kelas. Selain itu, kamus dan HP juga saya bawa untuk mencari referensi lain jika kebetulan saya lupa dengan jawaban yang ingin saya sampaikan.</i>
F	5 <i>Mengenal diri sendiri, saya akan menyebutkan siapa saya beserta kelebihan dan kekurangan saya</i>	5 <i>Mengikuti seminar dan pelatihan PLPG</i>
G	4 <i>-</i>	3 <i>-</i>
H	4 <i>Memberikan pemahaman bahwa Pancasila, UUD 1945, dan BHHINNEKA TUNGGAL IKA adalah 3 dasar yang menjadi satu dalam ikatan persaudaraan di tengah perbedaan.</i>	4 <i>Mencari berita dan melihat keadaan sosial masyarakat di luar institusi.</i>
I	5 <i>Saya menjelaskan materi dengan baik tanpa melihat textbook atau catatan apapun.</i>	5 <i>Mencari isu2 terkait materi pembelajaran yang sesuai dengan perkembangan zaman dan perkembangan siswa.</i>
J	3 <i>-</i>	4 <i>-</i>
K	4 <i>Berhasil saat melakukan experiment ketika pelajaran science dan pelajaran lainnya.</i>	4 <i>Ketika belajar tentang gempa, lalu dibubuhkan informasi tentang gempa yang baru terjadi.</i>
L	4 <i>Biasanya saya mencari-cari sendiri contoh/referensi yang tidak ada di buku dan menganalisisnya sehingga yang saya pahami tidak sebatas dari buku saja. Selain itu saya biasanya mencoba memberikan pertanyaan yang menantang untuk murid sehingga bisa membahas contoh yang tidak ada di buku.</i>	4 <i>Biasanya saya membaca artikel tentang isu yang sedang trend atau membaca referensi yang berkaitan dengan materi.</i>
M	4 <i>Saya dapat menjawab pertanyaan dari murid dan saya dapat memberikan bahan diskusi</i>	5 <i>Saya mengikuti updated information yang diberikan Client dalam meeting ataupun learning academy.</i>

		<i>berdasarkan materi tertentu yang dapat membuat rasa ingin tahu murid bertambah.</i>		<i>Segera setelah itu, saya akan memperbarui materi saya.</i>
N	4	<i>Apabila siswa bertanya mengenai hal di luar materi di buku namun saya dapat menjelaskannya dengan cukup baik.</i>	5	<i>Ikut pelatihan (wajib sih) dan membaca di internet.</i>
O	5	<i>Hal pertama adalah saya memiliki buku pegangan dan LKS sebagai bahan ajar saya. Di samping itu, saya juga membekali diri saya dengan pengetahuan yang berkaitan dengan materi yang saya ajarkan melalui belajar dan membaca secara mandiri dari Britishcouncil.org Dalam hal ini, ketika ada siswa saya yang bertanya namun ternyata saya belum bisa menjawab, saya pasti akan menjadikan itu sebagai PR untuk saya dan akan saya bahas di kemudian hari.</i>	4	<i>Dalam hal ini saya memperkaya diri saya dengan mengikuti seminar dan training dan juga banyak membaca buku.</i>
P	5	<i>Membuat contoh kalimat dengan bahasa sendiri tanpa mencontoh di buku pelajaran</i>	4	<i>Dengan membaca dari berbagai sumber terpercaya</i>
Q	2	-	3	<i>Googling, membuat koneksi dengan hal hal kekinian</i>
R	5	<i>membuat contoh-contoh baru berdasarkan topik yang diminta oleh siswa pada saat itu juga</i>	5	<i>memberikan contoh berdasarkan tulisan mereka di social media dan idola mereka di social media</i>
S	5	<i>Menjelaskan materi dengan jelas dan mampu memberikan contoh yang relevan dan memudahkan murid untuk memahami materi</i>	4	<i>Melalui topik topik pembicaraan yang up-to-date, mampu menarik perhatian murid serta membangkitkan semangat mereka untuk megikuti pembelajaran</i>
T	5	<i>Berusaha untuk berbahasa Inggris yang baik</i>	4	<i>Membuka website yang berkaitan dengan materi pembelajaran</i>
U	4	"-"	4	<i>Membaca buku dan membuka di internet</i>
V	4	"-"	4	"-"
W	4	<i>Bisa menjawab pertanyaan siswa</i>	4	<i>Mwncari informasi informasi up to date dari berbagai sumber untuk materi selanjutnya yg akan di ajarkan</i>
X	4	<i>menjawab pertanyaan siswa</i>	4	<i>melibatkan teknologi dan alam sekitar</i>
Y	4	<i>Bangun ruang</i>	5	<i>Mendownload soal pembelajaran</i>
Z	4	<i>Grammar</i>	4	<i>Iklan. Ya mencari tth iklan yg sedang berkembang masa kini</i>
AA	4	<i>Menyebutkan sumber-sumber yang berhubungan dengan materi untuk memperkuat penjelasan saya dan meminta siswa untuk menyimak.</i>	4	<i>Sering melihat web pengajaran bahasa Inggris dan media-media sosial dengan content yang sedang diminati siswa sehingga bisa dijadikan referensi untuk metode pembelajaran.</i>
AB	4	<i>Memberikan contoh saat menjawab</i>	4	<i>Sering melakukan Training Needs Analysis</i>
AC	4	<i>Menjawab rasa penasaran siswa sampai tuntas.</i>	4	<i>dengan media film terkini, buku terkini, koran.</i>
AD	5	-	5	<i>Hospitality English, formal english form</i>
AF	5	<i>Dengan menjawab pertanyaan siswa dengan tepat</i>	3	<i>Mengikuti kegiatan MGMP</i>
AG	4	<i>Memberikan contoh yang mudah dipahami siswa dengan contoh pengalaman atau kegiatan yang siswa sering alami atau temui</i>	3	<i>Membaca sumber belajar dari buku atau internet</i>
AH	4	<i>Sex Education, learning style</i>	5	<i>Bergabung di Associates in Counseling & Child Guidance merupakan langkah awal untuk menjaring informasi terkait program bk secara global.</i>
AI	4	-	4	-

AJ	4	contoh tokoh, atau melalui ilustrasi cerita.	3	-
AK	4	" - "	4	membaca buku baru, koran, dan bertanya kepada teman sejawat
AL	4	ketika membahas teks naratif, saya harus tahu plot ceritanya dari orientasi hingga resolusi.	4	ketika mencari bahan teks prosedur, mencari contoh teks yang penggunaannya sedang populer dikalangan anak-anak.
AM	5	Dapat menjawab pertanyaan para siswi dengan baik dan para siswi dapat memahaminya.	5	Biasanya saya searching di internet mengenai materi pelajaran yang saya ampu, baik dalam bentuk jurnal, modul, buku, penelitian, berita di kehidupan sehari-hari ataupun hal lainnya.
AN	4	Sebelum masuk ke teori saya memberikan contoh, setelah memberikan contoh, meminta murid untuk membuat contoh.	5	Mencari informasi yang sedang menjadi topik pembicaraan sehingga informasi tersebut dapat dijadikan topik pembelajaran.
AO	5	Menerangkan dengan permainan	5	searching informasi melalui internet
AP	3	Menjawab dengan jelas hingga murid mengerti	4	Mencari informasi melalui rekan terkait informasi yang sedang terjadi (terkait pendidikan). Mencari informasi melalui internet. Membaca buku-buku yang dapat membantu saya untuk meng-update keahlian.
AQ	5	-	5	-
AR	5	-	5	Membaca jurnal penelitian terkait pembelajaran matematika
AS	4	-	4	-
AT	5	Ketika siswa menanyakan pengurangan dan penjumlahan hasil negatif dengan menggunakan sempoa, pembagian dengan sempoa, perkalian dengan sempoa, dan rumus-rumus untuk penjumlahan dan pengurangan sempoa.	3	-
AU	4	-	4	-
AV	4	Dapat menjawab pertanyaan siswa	5	Pembahasan materi dikaitkan dengan kehidupan zaman kini
A W	4	dengan memfasilitasi peserta didik berdiskusi kemudian memberikan penegasan dan menarik kesimpulan berdasarkan teori dan kenyataan dilapangan	5	dengan membaca jurnal jurnal dan mengembangkan media pembelajaran sesuai perkembangan zaman (construct, video dengan macromedia flash, blog)
AX	4	Memberikan contoh konkret dari materi pembelajaran dalam kehidupan sehari hari	4	Membaca
AY	5	"-"	5	"-"
AZ	5	"-"	4	"-"
BA	4	Menunjukkan hasil tulisan ilmiah	4	Berita terkini
BB	5	Bisa menjawab pertanyaan yang diberikan siswa. Bisa memberikan penjelasan yang jelas beserta contoh agar siswa paham.	5	Saya berusaha untuk meng-update informasi yang saya miliki terutama yang berkaitan dengan materi diajarkan dan siswanya.
BC	4	memberi penjelasan yang dapat dipahami	3	berdiskusi dengan guru lain
BD	3	-	4	sering berkumpul bersama anak-anak muda
BE	4	"-"	4	'-'
BF	4	Menjawab pertanyaan siswa mengenai pertanyaan terkait materi.	5	Memberikan apersepsi yang relevan dengan materi sesuai informasi yang sedang up to date. Misal fakta tentang literasi di Indonesia.
BG	4	siswa dapat memahami materi yang saya ajarkan dan saya dapat menjawab pertanyaan siswa mengenai materi yang diajarkan dengan baik	4	browsing mengenai materi yg akan saya ajarkan

BH	4	" "	4	Mencari hal-hal baru di internet
BI	4	membimbing siswa untuk bisa membuktikan suatu rumus yg berlaku dan membuka sesi pertanyaan	4	artikel artikel terkait bidang math dan science sebagai bahan rujukan pembuatan soal
BJ	4	"."	4	"."
BK	3	-	3	-
BL	5	Jika ada pertanyaan, bisa menjawab	5	Dengan berita yang sedang up to date
BM	3	memberikan bentuk lain atau macam-macam penggunaannya	4	Membaca perkembangan dengan hal yang saya ajarkan
BN	3	Saat murid bertanya, saya terkadang bisa menjawab namun terkadang tidak. Saat tidak bisa menjawab, saya biasanya mengakui saya tidak tahu jawabannya tapi bukan berarti saya tidak mau berusaha untuk menjawab.	5	mencari informasi yang berkaitan dengan topik pembelajaran di internet ataupun buku ² .
BO	4	Bisa menjawab pertanyaan siswa	4	Mencari referensi terbaru di internet
BP	4	Menghubungkan materi pelajaran dengan contoh yang dekat dengan siswa	5	Banyak membaca buku baru
BQ	4	Sebelum mengajar saya akan merangkum apa yang akan saya sampaikan	3	membaca buku dan bertukar pendapat di grup saat kuliah
BR	3	menjawab dan mencari jawabannya langsung dr internet	3	Menggunakan internet
BS	4	-	5	-
BT	5	Dengan memberikan ilustrasi atau perumpamaan tentang materi yang sedang dibahas	5	Sering sekali saya mencari materi secara mendadak di internet, sekitar 1 atau setengah jam sebelum mengajar. Biasanya adalah hal yang kira-kira akan ditanyakan oleh murid
BU	3	-	4	Salah satu cara yang saya lakukan adalah dengan mencari informasi di internet. Selain itu, saya juga meminta saran dari pengajar-pengajar di Lembaga Bahasa.
BV	4	-	5	-
BW	4	Menerangkan dengan jelas dan ringkas	4	Baca buku terbitan paling baru
BX	5	Menjawab pertanyaan dengan pasti	5	Update berita
BY	5	mengkaitkan materi dengan pengetahuan di lingkungan sekitar sehingga dapat memberi gambaran bagi murid untuk mengaplikasikannya (untuk materi-materi tertentu)	5	mencari kosakata berbahasa Indonesia yang baru dalam terjemahan bahasa Inggris, mempelajari terjemahan orang lain, dll
BZ	4	Menjelaskan secara runtut	4	Teknologi yang berkaitan dengan Matematika
CA	4	-	4	-
CB	5	mengaitkan materi dengan keadaan yang senyatanya yang ada di masyarakat	4	materi terkait keadaan perekonomian, dan berita ekonomi ter-update yang disisipkan saat pembelajaran
CC	5	Saya berusaha untuk memberikan jawaban yang dibutuhkan siswa	5	Membaca berita dan mencari sumber artikel tentang kosa kata baru atau idiom baru dalam bahasa inggris
CD	2	selalu santai dalam menjawab pertanyaan siswa	1	belajar sebelum mengajar
CE	4	Memberi jawaban yg tepat atas segala pertanyaan baik dari siswa maupun pertanyaan di buku siswa	4	Saya membantu teman seangkatan yg mengalami kesulitan meski jenjangnya di atas saya, misal pelajaran SMA maupun dari fakultas tertentu
CF	4	Saya mengajarkan grammar kepada murid.	5	Saya mengaitkan materi saya dengan perkembangan teknologi.

CG	5	<i>Saya adalah guru bahasa Inggris. Grammar seringkali menjadi materi yang sangat sulit dipahami siswa. Sebagai guru saya cukup menguasai Grammar dan bisa menjelaskan kepada siswa. Misal: saya menggunakan konteks untuk mengajarkan past tense dan present tense.</i>	5	<i>Saya rajin membuka YouTube untuk menonton ide-ide pengajaran bahasa Inggris, membaca artikel yang berkaitan dengan pengajaran, dan juga melakukan pengadaptasi dari materi-materi yang dibagikan di situs-situs pembelajaran dan pengajaran bahasa Inggris, seperti mengenai Board Game, situs BUSY Teacher, ESL LAB, dll.</i>
CH	4	<i>Ketika ada peserta didik bertanya, saya melempar pertanyaan tersebut ke peserta didik lainnya. Ketika muncul berbagai macam argumen, disitu saya mengarahkan mereka untuk berfikir kritis dan sambil memberi penjelasan.</i>	4	<i>Menjalin komunikasi dengan rekan guru untuk saling bertukar informasi terupdate, cari sumber dari internet.</i>
CI	4	<i>Mampu memberikan berbagai contoh terkait materi</i>	5	<i>Mengikuti informasi, berita, dan permasalahan yang terjadi</i>
CJ	5	-	5	-
CK	5	<i>Memberikan kesempatan siswa bertanya</i>	5	<i>Pertemuan guru mapel, pembimbingan dan latihan soal OSN</i>
CL	4	<i>Menjawab berbagai pertanyaan siswa seputar materi pembelajaran.</i>	4	<i>Melihat berbagai metode pembelajaran melalui internet.</i>
CM	5	<i>Dpt memberi instruksi/penjelasan dg lancar dan valid kepada siswa, dpt mjwb pertanyaan siswa dg lancar dan valid.</i>	4	<i>Mengikuti seminar yg berkaitan dg mtode pengajaran, materi yg sdg diajarkan, dll. Bertukar pikiran dg rekan sesama pengajar utk memperluas pengetahuan.</i>
CN	5	<i>saya bisa menjawab pertanyaan yang diberikan oleh murid kepada saya.</i>	5	<i>Saya selalu update berita-berita terbaru dan mencari hal-hal yang sedang tren atau digemari sekarang ini.</i>
CO	4	<i>Memberikan contoh yang kontekstual dengan kehidupan murid dari materi terkait.</i>	5	<i>membaca buku dan melihat komunikasi sosial di media sosial yang selalu berkembang.</i>
CP	4	<i>memberikan contoh hasil dari materi yang akan dipelajari</i>	3	-
CQ	4	<i>memberikan pre test dan post test</i>	4	<i>materi yang berkaitan dengan karya tulis</i>
CR	4	-	4	-
CS	4	<i>Saya mengajar kelas menulis dengan memberikan contoh tulisan saya. Selain itu, saya juga terus aktif menulis</i>	4	<i>Saya selalu mencoba akrab dengan KBBI dan perkembangan kebahasaan dengan membaca artikel-artikel populer tentang kebahasaan.</i>

Table 2 Teachers' Practice on Didactical Expertise

		3	4	
A	4	<i>Pelajaran d jam pagi sama siang akan sangat berbeda, butuh metode berbeda</i>	3	<i>Menunjuk satu per satu siswa</i>
B	3	<i>Sebelum masuk kelas saya menyiapkan aktivitas dan materi. Mengobservasi latar belakang murid sehingga bisa memperkirakan metode atau materi apa yang cocok. Jika murid mengedepankan kemampuan berkomunikasi: kegiatan di kelas akan banyak fokus pada kemampuan komunikasi. Tata bahasa akan diajarkan eksplisit</i>	3	<i>aktivitas mewawancarai teman, role play berbelanja, prensentasi, dll</i>
C	4	<i>pembelajaran diawali menyampaikan tujuan pembelajaran, memberikan pertanyaan2 untuk masuk pada materi, menyampaikan materi, aktivitas tambahan untuk memperdalam materi</i>	4	<i>memberikan games dan latihan pada siswa untuk mengerjakan latihan dalam kelompok</i>

		(contohnya games), mengerjakan latihan di modul		
D	5	Anda pernah dengar flip classroom?	5	Lihat poin atas
E	4	Saya rutin mengadakan speaking time dan juga evaluasi kemampuan menulis siswa. Selain itu saya juga mencoba untuk memberikan ice breaker dan games di sela2 pembelajaran agar siswa tidak bosan dan dapat menangkap isi pembelajaran dengan lebih baik.	4	Saya memberi mereka games/ice breaker, film, dan lagu. Selain itu saya sering memberi apresiasi berbentuk poin tambahan bagi siswa yang aktif (menjawab pertanyaan, membuat kalimat, membacakan teks dialog maupun monolog).
F	5	Materi yg saya berikan selalu saya sisipkan ice breaking agar tidak membosankan	5	Memberikan pengalaman hidup dan perubahan jaman now..
G	4	-	4	PRESENTASI DAN KEGIATAN BIMBINGAN KELOMPOK
H	4	Cara hidup toleransi yang bercirikan 3 dasar kesatuan bangsa.	4	Bercerita tentang pengalaman hidup orang lain.
I	5	saya sering memberikan latihan online terbimbing dan juga memainkan game yang sesuai dengan karakteristik siswa saya.	4	memberikan game di awal pelajaran. menampilkan isu2 yang menarik.
J	3	-	3	-
K	4	Kegiatan presentasi materi secara bersama. Worksheet yang berbeda sesuai dengan kemampuan anak.	3	-
L	4	Ketika mengajarkan iklan, saya menjelaskan jenis-jenis iklan berdasarkan tujuannya. Lalu setelah selesai diskusi, saya menayangkan iklan-iklan dan meminta murid menentukan jenis iklan yang ia lihat.	4	Jika sedang membahas masalah pendidikan dan murid adalah orang yang punya keterlibatan dalam suatu komunitas, saya biasanya menekankan diskusi tentang komunitas dia dan kegiatan yang dilakukan untuk pendidikan.
M	4	Group discussion dan group presentation ketika membahas tentang product. Tanya jawab dengan fishbowl ketika membahas tentang complaint handling procedure.	4	Berhubung saya bekerja dalam project game, murid saya kebanyakan adalah hardcore gamer. Aktifitas yang sering saya lakukan salah satunya adalah live gaming, dimana murid memainkan akun game mereka dari tablet yang akan ditampilkan melalui projector dan ditonton oleh murid lainnya. Murid lainnya dapat memberikan saran ataupun tips untuk meningkatkan level akun desa murid yang sedang bermain.
N	4	Games, fun activities, presentation, brainstorming.	4	Vocabulary Racing games (favourite segala anak)
O	5	Pernah suatu kali kelas saya mempelajari materi tentang narrative di mana indikator yang saya miliki adalah siswa mampu menulis teks narrative sendiri. Saya memberi contoh serta penjelasan tentang hal-hal yang berkaitan dengan teks narrative. Setelah itu saya meminta mereka untuk membuat kelompok-kelompok kecil dan mulai menuliskan naskah cerita mereka melalui storybird.com	4	Dalam dua semester ini, saya membiasakan siswa saya untuk menulis di selembar kertas dengan tema yang sudah kami tentukan bersama di awal setiap pertemuan. Mereka diminta untuk menulis sekitar lima sampai tujuh kalimat. Hal ini membantu mereka untuk warming up dan bersiap untuk masuk dalam materi pelajaran.
P	4	Membuat siswa terlibat di dalam proses pembelajaran di kelas	4	Mengajak siswa untuk berperan aktif di kelas dan memberikan apresiasi kepada setiap siswa yang berani tampil
Q	3	Bertanya jawab, menjelaskan, berlatih	2	-
R	3	"-"	3	"-"
S	4	Menggunakan topik tertentu dan membicarakannya kepada murid. Topik tersebut disesuaikan dengan level murid tersebut.	3	Debate. Dengan ada debate, semua murid mampu berpikir dan mengutarakan pendapat mereka
T	5	Permainan, menari, menyanyi	5	Menyanyi, menari, melukis

U	4	Menonton video di youtube yang berkaitan dengan materi	4	Menonton film
V	4	"-"	4	"-"
W	4	Saya tidak monoton ceramah, diskusi dilakukan di luar kelas	4	Ada games games yg berkaitan dengan materi
X	4	pemberian masalah untuk diselesaikan dikelas	4	kegiatan apersepsi, membaca, bernyanyi,
Y	4	Memberikan masalah atau kasus yang memerlukan penyelesaian	3	-
Z	3	Membuat iklan	3	-
AA	3	Memberikan suatu topik yang sedang diminati atau marak dibicarakan siswa sehingga menarik perhatian mereka untuk berani menanggapi (diarahkan untuk menggunakan bahasa Inggris).	4	Menyanyikan lagu berbahasa Inggris (terutama lagu-lagu yang mereka suka) dengan menyediakan lirik pada slide.
AB	4	Based on real experience: untuk topic Handling Complaint, apa saja pengalaman komplain yang pernah diterima	5	Role play
AC	3	games. Cerdas cermat.	4	kadang mendengarkan musik, kadang menggambar, kadang public speaking, kadang drama, kadang saling komunikasi dengan wawancara dan sebagainya
AD	5	-	5	Group discussion
AF	3	Memberikan soal dan mengerjakan sendiri	3	Memberika masukan, semangat dan memberikan contoh di masa depan
AG	3	Memberikan kasus atau sebuah tema pada setiap kelompok, lalu dipresentasikan dan kelompok lain menanggapi	4	Sebelum memulai kegiatan belajar mengajar atau 10 menit sebelum pelajaran selesai, saya mengajak siswa untuk bermain game
AH	4	Leadership activity	5	Group Activity, speak up on monday
AI	4	-	5	-
AJ	5	melalui film, cerita, media-media yang memudahkan siswa untuk mendalami materi	4	membantu siswa yang kesulitan ketika menghadapi pertanyaan-pertanyaan dalam diskusi melalui penjelasan yang lebih atau ilustrasi, agar ia mampu termotivasi untuk menyelesaikan tugasnya.
AK	4	saya mengajar di SMK, dan saya selalu mencari topik yang sesuai dengan jurusan mereka.	4	Mengajarkan materi teks observasi dan meminta siswa untuk melakukan observasi langsung dilapangan.
AL	4	memberikan materi business letter dan meminta siswa mengidentifikasi struktur teksnya secara bersama-sama	4	memberikan penghargaan berupa bintang yang akan dikalkulasi tiap akhir bulan dan ditukar dengan makan bersama guru
AM	5	Pada materi Persamaan Dasar Akuntansi (PDA), sangat diperlukan banyak latihan. Para siswi dibuat kelompok, dan diminta untuk membuat soal mengenai persamaan dasar akuntansi. Soal PDA tersebut diberi nomor, dan diundi. Setiap kelompok akan mendapat nomor soal PDA yang telah dibuat temannya sendiri. Sehingga, para siswi dapat berpikir kritis, gotong royong satu sama lain, aktif dan kreatif.	5	Para siswi di SMA ini, sangat menyukai tantangan. Sehingga, saya suka membuat soal/kegiatan pembelajaran yang tidak biasa dan kreatif. Dengan begitu, para siswi merasa tertantang dan termotivasi.
AN	4	Memperhatikan dan mengakomodasi gaya belajar yang mereka miliki sehingga mereka akan tertarik dengan proses pembelajaran, meskipun gaya belajar tersebut tidak sesuai dengan yang mereka miliki, tetapi mereka bisa berusaha untuk belajar dengan cara yang berbeda.	4	Menerapkan teknik bermain peran dalam proses pembelajaran.

AO	5	-	3	Permainan
AP	4	Membawa alat peraga saat melakukan pembelajaran di kelas, terkait dengan materi yang akan diajarkan. Bertanya jawab dengan murid seputar materi yang akan diajarkan.	3	Melakukan permainan yang dilakukan bersama-sama.
AQ	4	-	4	-
AR	5	Menggunakan media LKS yang menarik yang didapat dari internet	5	Di kelas yang cenderung aktif saya memberikan banyak jenis games yang terkait dengan materi
AS	4	-	4	-
AT	3	-	5	Ketika ada siswa yang sudah selesai dan memulai kegaduhan, siswa diberikan tugas untuk membagi ilmu (mengajarkan siswa lain yang masih mengalami kesulitan) atau mengoreksi hasil kerja siswa lainnya.
AU	3	-	3	-
AV	3	-	3	menggunakan games namun masih sulit untuk mengendalikan kelas
A W	5	salah satunya ketika materi perubahan benda, peserta didik saya ajak untuk ke tempat potensi lokal gula jawa disekitar sekolah. sehingga peserta didik dapat berpikir kritis dengan menghubungkan teori dan kenyataan yang ada dilapangan	5	dengan mengajak peserta didik terjun langsung kelapangan. sepeeti contoh tentang ekosistem, peserta didik bisa menganalisis berbagai macam anggota ekosistem disekitarnya.
AX	3	"-"	3	Siswa melakukan praktek langsung terkait materi pembelajaran
AY	4	"-"	4	"-"
AZ	4	"-"	4	"-"
BA	4	Kasus kontekstual	4	Cerita motivasi
BB	4	Semacam studi kasus atau role play yang bisa membuat siswa aktif terlibat dalam pembelajaran dan memberi kontribusinya dalam bentuk banyak hal, misalnya menjawab pertanyaan.	4	Ketika siswa lemah dalam speaking maka materi akan lebih difokuskan pada speaking. Ini bukan berarti aktivitas di semua materi akan speaking. Semua tergantung kesesuaian materi ajar, tujuan pembelajaran, dan karakter siswa.
BC	4	keterkaitan tema dengan pengalaman peserta didik	4	memberikan diskusi dan informasi baru terkait dengan topik
BD	3	percakapan kelompok	4	budaya pop, native
BE	5	Percobaan kulit jeruk	5	Ice Breaking
BF	4	Memberikan contoh kasus yang sedang up to date untuk dibahas (asal sesuai materi yg diajarkan/jenis teks).	4	Saya memberikan beberapa metode pembelajaran yang berbeda sesuai materi, misal diskusi/role playing/tanya jawab, dll.
BG	4	-	4	aktivitas listening dengan lagu yang sedang digemari siswa
BH	4	Memberikan sebuah kasus untuk diselesaikan	4	"_"
BI	4	mengaitkan materi dengan masalah kontekstual	4	kuis/game
BJ	4	"-"	5	"_"
BK	3	-	3	-
BL	5	Dengan berita yang sedang berkembang di indonesia	5	Diskusi
BM	2	-	4	Menanyakan apa yang mereka sukai dari materi yang akan diajarkan

BN	3	<i>saya masih ragu dengan pertanyaan ini beserta jawaban saya karena tidak semua murid bisa saya buat menjadi aktif di kelas.</i>	4	<i>Saat saya mengajar Mas Andre dari Inggris, saya belajar mengenai topik yg akan dipelajari dengan melihat contoh baik di Inggris maupun di Indonesia.</i>
BO	5	<i>Ppt, video interaktif</i>	4	<i>Video, pembelajaran di luar kelas</i>
BP	4	<i>Menyediakan kasus-kasus</i>	4	<i>Memutar video dan meminta murid mengomentari</i>
BQ	4	<i>saya akan mengambil kegiatan dalam kehidupan sehari-hari seperti pencemaran lingkungan yang terjadi di dekat sekolah</i>	3	<i>Siswa sangat suka menonton jadi saya akan menyiapkan video singkat terkait materi yang diajarkan</i>
BR	3	<i>Menggunakan speaking card</i>	3	<i>Menggunakan ice breaker</i>
BS	5	-	4	-
BT	5	<i>Dengan membuat soal bermodel puzzle, seperti menjodohkan jawaban, mengeliminasi jawaban, dan menyajikan soal dalam pilihan ganda dengan option yang memerlukan analisis lebih.</i>	5	<i>Misalnya sebelum kelas saya mengadakan quiz atau trivia sesuai program studi murid yang saya ajar, seperti Sastra Inggris. Saya pernah membuat game/kuis yang berkaitan dengan sastra Inggris</i>
BU	3	-	3	-
BV	5	-	4	-
BW	4	<i>Jelaskan, beri contoh, latihan boleh diskusi, selesai kumpulkan, koreksi, yang salah betulkan dan kumpulkan lagi.</i>	4	<i>Siapa selesai jawaban dikumpulkan</i>
BX	5	<i>Memberikan bahan materi dengan tema yang masih hangat</i>	3	-
BY	5	<i>menggunakan contoh teks terjemahan dari majalah suatu maskapai penerbangan agar murid bisa memahami penggunaan bahasanya</i>	3	-
BZ	3	-	3	-
CA	4	-	3	-
CB	4	<i>menganalisis dampak inflasi dan peranan bank sentral dalam perekonomian, sebagai guru saya menyajikan data keuangan di bank Indonesia selama beberapa periode, dan mengajak siswa menganalisis data tersebut, dan meneliti dampak yang ditimbulkan dari analisis tersebut</i>	3	<i>memberikan pembelajaran yang berbasis inkuiri yang disertai dengan games</i>
CC	5	<i>Memberi contoh kejadian yang baru baru terjadi dan memberi pertanyaan pertanyaan kepada siswa</i>	5	<i>Diskusi kelompok</i>
CD	2	-	2	<i>permainan yg berhubungan dengan materi sebelum belajar</i>
CE	3	<i>Diskusi bisa terjadi jika siswa tertarik pada pelajaran dan biasanya itu terjadi pada kelas unggulan</i>	4	<i>Membuat proyek misal pembuatan alat media pada bangun ruang</i>
CF	4	-	4	-
CG	4	<i>Saya masih banyak belajar dalam penyediaan materi. Tetapi saya selalu berusaha mengkaitkan materi yang saya ajarkan dengan hal-hal sehari-hari, atau mengangkat isu-isu menarik yang positif sebagai bahan diskusi. Misal: mengenai sampah, sosial, keseharian sebagai mahasiswa atau pekerja, atau dari film-film yang banyak ditonton.</i>	4	<i>Saya termasuk sering menggunakan games dalam pembelajaran, seperti role play atau board game yang bisa membantu siswa dalam melatih speaking dengan cara yang menyenangkan.</i>
CH	4	<i>Recount text historicity</i>	3	<i>Kahoot.it, mind mapping (group work), games</i>
CI	5	<i>Pengamatan melalui objek nyata</i>	4	<i>Materi yang dikemas dalam permainan</i>

CJ	5	-	5	-
CK	4	Tentang listrik dan penerapannya dalam kehidupan sehari-hari	4	Belajar dengan card games
CL	4	Mengaitkan materi pembelajaran dengan situasi nyata yang terjadi saat ini. Misalnya mengenai pentingnya Bahasa Inggris dalam kehidupan pekerjaan.	4	Group discussion, dengan sedikit intermezzo berupa games yang berkaitan dengan materi (penyelesaian secara kelompok).
CM	5	Materi yg berkaitan dg teknologi atau isu2 (tdk sensitif) yg sedang berkembang di jamannya. Contoh: sy mengajar anak kuliah usia 18-19 tahun, jumlah rata2 25 anak, mayoritas perempuan. Akan sgt mudah bgi saya menaikkan keaktifan mahasiswa dlm berdiskusi jika artikel yg saya gunakan sbg salah satu materi berkaitan dg KPop, contohnya BTS.	4	Sama seperti di atas.
CN	4	Saya memberikan materi pembelajaran yang sesuai dengan kemampuan dan topiknya sesuai dengan minat murid-murid saya.	5	-
CO	3	"-"	4	Slide Show dan video terkait materi.
CP	3	-	3	-
CQ	4	Drama	4	-
CR	3	-	3	-
CS	4	Saya selalu menyediakan video tentang pola hidup konsumtif dan hedonis untuk memancing topik diskusi dalam kelas menulis opini	4	Saya pernah mengajar murid yang memiliki minat tinggi dengan sejarah dan sastra dengan memberikan cerpen Clara karya Seno GAD

Table 3 Teachers' Practice on Pedagogical Expertise

		5		6
A	3	Mengajak berbicara di luar pembelajaran	3	Kita banyak berdiskusi materi diluar pembelajaran
B	3	bersikap ramah, peka terhadap kondisi murid, mendalami latar belakang mereka	3	memberikan kegiatan yang mengharuskan siswa berinteraksi dengan orang lain (lokal maupun sesama siswa)
C	4	menyapa anak2 diluar kelas, mendengarkan cerita mereka dan bertanya jawab tentang keseharian mereka	4	menceritakan cerita yang memotivasi atau berbagi pengalaman kepada anak2, memberikan video yang ada nilai moralnya. mengajak anak untuk menyelesaikan masalah apabila bertengkar dengan temannya, mengajak anak untuk menguasai diri dan menghargai orang lain, mengajarkan sopan santun
D	5	Chatting dengan siswa sampe pagi	5	Apa yang anda tahu soal moralitas?!
E	5	Saya memberikan mereka apresiasi setiap mereka mampu melakukan sesuatu dengan baik. Contoh ketika murid dapat melafalkan kata dengan pelafalan yang tepat saya katakan "good" atau "great job". Selain itu saya suka memberikan mereka perhatian2 kecil. Ketika mereka terlihat sakit saya akan bertanya apakah mereka sedang sakit atau tidak.	5	Saya memanggil siswa yang bermasalah untuk bicara santai di luar kelas dan mencoba mengetahui latar belakang mereka dengan baik. Selain itu saya juga suka menceritakan pengalaman2 yang pernah saya alami semasa sekolah dan kuliah sebagai pembelajaran non akademis bagi siswa saya.
F	5	Menjaga setiap rahasia yg mereka ceritakan kepada saya. Mencintai mereka dan menyayangi mereka	5	Memberikan contoh bahwa menyelesaikan segala sesuatu dengan baik dan tidak perlu

		<i>dengan tulus tanpa membedakan antara yg satu dengan yg lainnya</i>		<i>terburu2. Memberikan contoh real dengan membantu siswa yg mengalami kesusahan</i>
G	4	KONSELING INDIVIDUAL DAN BERTEMAN DI SOSMED	4	3S
H	4	<i>Caranya dengan menyapa mereka dengan baik.</i>	4	<i>Caranya dengan memberikan pemahaman yang baik tentang keadaan yang ada disekitarnya.</i>
I	4	<i>Menanyakan kabar. mendengarkan siswa ketika sedang bercerita</i>	5	<i>menunjukkan penggunaan bahasa inggris secara sopan untuk berinteraksi dengan orang lain.</i>
J	3	-	4	-
K	4	<i>Terlibat makan siang bersama di sekolah bersama siswa.</i>	4	<i>Memberikan kesempatan kepada siswa untuk mencoba hal baru, menerapkan pembiasaan rutin dan mengajak siswa untuk bisa menempatkan posisi teman.</i>
L	4	<i>Saya menganggap murid adalah teman diskusi sehingga kami bisa saling terbuka saat bertukar pikiran.</i>	4	<i>Kadang-kadang murid bercerita tentang kesulitannya baik tentang materi atau hal lain. Saat itu saya mencoba untuk memberi semangat agar dia tetap semangat dan tidak merasa rendah diri.</i>
M	4	<i>Cara paling sederhana adalah menghafal nama murid dan memanggil mereka dalam kegiatan di kelas. Just to show them that I am aware of them.</i>	4	<i>Saya memberikan contoh secara langsung. Saya berbagi pengalaman saya selama bekerja di kantor, bagaimana cara bekerja tanpa mengikuti emosi sesaat, dan bagaimana semua karyawan harus mengikuti perusahaan.</i>
N	3	<i>Masih berusaha memahami anak anak namun selalu berusaha terlibat dalam setiap pertanyaan mereka.</i>	5	<i>Berbicara mengenai topik-topik seperti film atau permainan yang sedang trend dengan murid ternyata seru.</i>
O	5	<i>Satu hal yang saya pegang dalam mengajar dan mendidik anak-anak saya adalah ketika salah satu dari mereka atau beberapa dari mereka membuat kesalahan atau terlambat mengumpulkan tugas, saya tidak akan menegur dan memarahi mereka di depan teman-teman mereka. saya akan memanggil mereka secara pribadi dan saya ajak bicara secara pribadi.</i>	5	<i>Dalam hal ini, saya banyak memberikan tugas-tugas secara kelompok di mana anak-anak saya akan dihadapkan dengan teman-teman mereka yang berbeda dari segi latar belakang dan juga level kepandaian. Hal ini saya harapkan dapat membantu mereka untuk memiliki bela rasa yang baik.</i>
P	5	<i>Dengan melakukan pendekatan terhadap siswa dan bercanda dengan para siswa di kelas</i>	4	<i>Memberikan waktu kepada siswa untuk menunjukkan kemampuan mereka di depan kelas</i>
Q	4	<i>Tidak usah menjadi guru yg galak, mendekati siswa tetapi juga tau batasannya</i>	2	-
R	5	<i>duduk bersama dengan siswa, saling bercanda dan mendekati siswa dengan cara membahas idola mereka</i>	4	<i>bersama-sama dengan siswa di kelas saling menjaga diri untuk tidak mengucapkan umpatan dan merefleksikan perasaan yang timbul ketika belajar bersama</i>
S	5	<i>Dengan menggali informasi tentang apapun dari mereka lalu membicarakan hal yang relevan berkaitan dengan hal tersebut</i>	4	<i>Beberapa dari mereka curhat tentang kehidupan mereka dan sering kali saya membantu memberikan "petuah" yang dapat membantu mereka menghadapi masalah mereka</i>
T	5	<i>Melakukan dialog sederhana tentang hobi mereka</i>	4	<i>Memberikan mereka ruang eksplorasi. Misalnya ketika mereka melukis, saya membiarkan mereka berkarya meskipun kurang sesuai dengan instruksi yang diberikan</i>
U	4	"-"	4	<i>Mendukung semua kegiatan yang dilakukan anak</i>

V	4	"-"	4	"-"
W	4	Tidak cuek terhadap siswa	4	Selalu menekankan kepada siswa pentingnya
X	3	menanyakan kegemaran	4	dengan pembelajaran berkelompok/diskusi kelompok
Y	3	-	4	-
Z	4	Datangi orangnya	3	-
AA	4	Mengajak mereka berbincang di luar jam pelajaran atau dalam proses belajar di kelas jika sangat diperlukan.	4	Menampilkan video-video pengetahuan yang mungkin bisa memotivasi atau memperkaya kompetensi dan skill siswa, atau sekedar sharing dua arah.
AB	4	Makan semeja saat istirahat makan siang	3	-
AC	3	Mengetahui banyak hal mengenai hubungan antar siswa.	4	Jika siswa berperilaku tidak baik, maka akan saya nasehati berdasarkan pengalaman saya.
AD	5	Mengunjungi dorm dan mengajak outing bersama	5	Membuka waktu konsultasi bagi murid yang memiliki masalah akademik
AF	4	Jika ada murid bermasalah, siswa dipanggil dan ngomong dari hati ke hati	3	Diskusi kelompok
AG	4	Mengobrol secara personal di luar jam pelajaran	4	Sosial: dalam diskusi kelompok dimana kelompok ditentukan secara acak oleh guru lewat lotre sehingga siswa tidak memilih kelompok sendiri. Emosional: pendekatan personal yang terkadang saya lakukan di luar kelas. Moral: membiasakan siswa menghargai dan menghormati tidak hanya guru mereka tetapi teman mereka.
AH	5	Pendekatan personal dg operant conditioning.	5	Mengajak anak melihat dunia secara luas dg program live in
AI	5	-	4	-
AJ	3	-	4	selalu mengingatkan pada siswa yang sering melanggar peraturan baik kelas maupun pertauran sekolah agar tidak melakukan kesalahan kembali.
AK	4	" _ "	4	" _ "
AL	4	terkadang berbicara menggunakan bahasa jawa untuk menunjukkan keakraban dengan mereka. mengikuti alur bercanda mereka. tidak tegang ketika di kelas.	4	-
AM	5	Pada saat saya melihat siswi ada yang melamun, saya bertanya padanya. "Ada apa?", dengan sendirinya mereka akan cerita apapun itu. Setelah apa yang siswi ini rasakan sudah plong, maka mereka akan fokus kembali ke pembelajaran dan menjadi lebih aktif.	5	-
AN	4	Meminta murid menulis jurnal (refleksi) setelah belajar topik baru sehingga mereka tidak hanya memahami tetapi memaknai apa yang mereka pelajari.	4	Memberikan kesempatan kepada murid untuk mengungkapkan argumen mereka . Ketika murid menyampaikan argumen mereka akan terlihat kepribadian dan karakter yang mereka miliki.
AO	5	-	5	-
AP	4	Mencari informasi mengenai latar belakang siswa. Melakukan pendekatan dengan 'curhat'. Mau mendengar pendapat murid.	4	Melatih anak cara bersabar, berbagi, dsb.
AQ	5	-	5	-
AR	5	Berkomunikasi yang baik terutama untuk anak-anak yang kurang aktif di kelas	4	-

AS	3	-	3	-
AT	5	Apabila ada siswa yang lama pengerjaan bukunya, sering melamun, maka didekati, ditegur, ditanya beberapa hal tentang siswa tersebut kemudian di komunikasikan kepada orang tua.	4	memberikan soal-soal spontan kepada siswa, sehingga siswa kembali konsentrasi atas soal yang diberikan dan harus ia jawab.
AU	4	-	3	-
AV	5	Memposisikan diri sebagai teman namun tetap ada batas sopan santumnya	5	Mengajak ngobrol untuk mengetahui hal2 apa saja yg dibutuhkan siswa untuk dapat berkembang secara emosional, sosial dan moral
A W	4	dengan cara mengajar peserta didikk berbicara santai dan diskusi dengan cara yang menyenangkan	4	dengan cara memberi contoh yang baik
AX	4	Menjadi pendengar yang bijak	4	"-"
AY	4	"-"	4	"-"
AZ	4	"-"	4	"-"
BA	4	Memberikan ruang terciptanya demokrasi kecil	4	Memberikan penguatan
BB	5	Sebisa mungkin saya menekankan pada siswa bahwa mereka tidak boleh takut membuat kesalahan karena ini adalah bagian dari proses pembelajaran. Saya juga mendekati mereka satu per satu ketika mereka mengerjakan tugas individu atau berkelompok untuk memastikan kalau mereka paham dan tidak memerlukan bantuan.	5	Salah satu hal yang saya lakukan adalah dengan cara peduli terhadap siswa, terbuka terhadap setiap masukan.
BC	4	memberi kesempatan peserta didik untuk mempraktikan pengetahuan yang telah diberikan sesuai dengan pengalaman/ pengetahuan / pendapat diri sendiri.	4	mengajak peserta didik untuk aktif
BD	5	menjadi tempat curhat	5	menjadi teman cerita hal apa pun
BE	5	PBL	5	"-"
BF	4	Membangun relasi yang baik agar siswa terbuka soal kesulitan belajarnya.	4	-
BG	4	pendekatan personal, di kelas tidak hanya memberikan materi kepada peserta didik, tetapi membantu peserta didik ketika mengalami masalah dan ngobrol secara personal untuk membantu peserta didik mengatasi masalahnya, atau sekedar untuk curhat	4	-
BH	5	"_"	4	"_"
BI	4	mencoba untuk membuka pembicaraan secara personal dengan siswa. (peka terhadap masalah siswa)	4	sharing dengan siswa berkolaborasi dengan guru bk dan agama siswa
BJ	5	"_"	4	"_"
BK	3	-	3	-
BL	4	Ngobrol di waktu senggang	4	Mendekati secara personal, dan menjadi pendengar yang baik
BM	4	Menanyakan apa yang mereka sukai	3	-
BN	5	saya harus tahu latar belakang murid saya agar saya bisa berkomunikasi dan menggunakan metode yg tepat pada mereka.	4	-
BO	4	Konseling	4	Konseling
BP	4	Berusaha mendekati siswa secara individu dan menanyakan materi apa yang sulit	4	Meminta siswa berefleksi

BQ	4	<i>Mengajak ngobrol siswa setelah pulang sekolah atau saat istirahat</i>	4	<i>mengajak siswa melakukan refleksi</i>
BR	3	<i>Menanyakan kabar siswa</i>	3	<i>Bercerita pengalaman diri sendiri yg memotivasi siswa</i>
BS	4	-	4	-
BT	5	<i>Saya sering membuka kesempatan bagi murid saya untuk curhat atau bertanya mengenai hal-hal yang membuat mereka senang, sedih, atau risau sebelum kelas dimulai.</i>	5	<i>Dengan memberikan motivasi secara langsung jika mereka mengalami kesulitan saat berkuliah.</i>
BU	3	-	3	-
BV	4	-	4	-
BW	5	<i>Hafalkan nama. Sese kali cerita dan sese kali beri perhatian berupa pujian, guyonan biar ga spaneng belajar mtk</i>	4	<i>Beri teladan dan atau cerita motivasi</i>
BX	4	<i>Mengobrol di luar jam pelajaran</i>	4	<i>Bisa menjadi guru yang tegas dan bertanggung jawab. Kadang asik dan ramah, tp kadang juga tegas</i>
BY	5	-	4	-
BZ	3	-	4	<i>Memberikan hukuman</i>
CA	4	-	4	-
CB	5	<i>merangkul siswa yang paling nakal untuk menjadi leader kelas</i>	4	<i>pembelajaran yang harus disesuaikan dengan nilai-nilai keagamaan, sopan santun, dan ketertiban, serta penciptaan kelas yang kooperatif</i>
CC	5	<i>Di dalam kelas, para guru selalu menyampaikan bahwa mereka adalah teman, bukan guru yang harus ditakuti. Kamu belajar bersama dan saling bertukar pikiran agar bisa belajar lebih baik</i>	5	<i>Dalam satu sesi belajar, siswa bisa diajak berdiskusi tentang moral yang terjadi sehari hari dan mengajak mereka untuk menyelesaikan masalah sosial.</i>
CD	2	-	1	-
CE	4	<i>Saya tidak membuat jarak terhadap anak, anak bisa datang kapan saja untuk menanyakan atau mendiskusikan sesuatu</i>	3	<i>Melalui pendekatan secara personal</i>
CF	5	<i>Saya bertanya secara personal tentang kesulitan yang mereka alami ketika belajar Bahasa Inggris.</i>	4	-
CG	4	<i>Saya memperbolehkan murid saya untuk memanggil saya dengan kata "mas", meskipun mereka lebih senang memanggil saya Mr. Restu. Saya juga tidak segan-segan untuk terkadang bercanda dengan mereka ketika mereka terlihat tegang, meskipun lawakan yang saya berikan tidak jarang juga garing. Bila ada siswa bertanya juga secara personal, saya berusaha menjelaskan dengan sabar.</i>	5	<i>Saya berusaha melakukan pendekatan personal kepada siswa ketika mereka membutuhkan atau saya rasa membutuhkan. Seperti di kelas saya ada salah satu siswa yang kurang percaya diri, saya melakukan pendekatan personal dengan cara memberikan reinforcement dan encouragement.</i>
CH	3	<i>Saya menemui beberapa anak introvert dan ekstrovert di kelas, hampir setiap istirahat atau pulang sekolah kamu melakukan diskusi (personal)</i>	4	<i>Memotivasi mereka dengan cara memberi contoh riil.</i>
CI	3	-	5	<i>Mengaitkan materi dengan situasi nyata</i>
CJ	5	-	5	-
CK	4	<i>Jika ada anak yg kurang memperhatikan biasanya saya ajak berdiskusi tentang dirinya</i>	4	<i>Praktikum real lab dan membuat alat peraga fisika</i>
CL	4	<i>Menyediakan waktu dengan siswa di luar kelas. Pembicaraan dilakukan seputar materi ataupun kehidupan pribadi siswa.</i>	4	<i>Memahami setiap karakter siswa secara umum dan melakukan pembicaraan kepada siswa secara personal, baik dalam maupun di luar kelas.</i>

CM	4	<i>Haduh pendekatan apa yo kak? Wkwkw. Pendekatan SKSD aj po ya wkwkw. Pendekatan yg komunikatif mgkn ya...</i>	4	<i>memberikan arahan2 yg baik dan bijak terkait proses belajar mengajar melalui scr langsung atau quote2 motivasi yg dikirim melalui group whatsapp.</i>
CN	4	<i>Contoh pendekatan personal yang saya lakukan adalah dengan saling mem-follow akun instagram dan sering berbagi informasi melalui akun media sosial lainnya.</i>	5	-
CO	4	<i>Memperhatikan anak yang sedang murung atau tidak seperti biasanya.</i>	5	<i>Cerita tentang pengalaman atau berita.</i>
CP	4	<i>memberi motivasi dan pendampingan ketika ada siswa yang kurang dapat mengikuti pembelajaran dengan baik</i>	3	-
CQ	5	<i>bertanya secara personal</i>	4	<i>membuka kesempatan mereka bertanya di luar jam sekolah.</i>
CR	4	-	2	-
CS	4	<i>Beberapa kali saya berinteraksi dengan murid di luar kelas.</i>	4	<i>Saya tidak pernah menghina hasil tulisan atau tugas yang dibuat oleh murid sekalipun itu tidak sesuai dengan yang saya harapkan</i>

Table 4 Teachers' Perception and Practice on Rules Obedience

			7	
A	3	<i>Tepat waktu masalah administrasi</i>		
B	5	<i>semua peraturan saya ikuti dengan baik untuk menjaga kredibilitas diri saya sebagai guru dan institusi tempat saya mengajar</i>		
C	4	<i>selalu membuat rencana mengajar</i>		
D	1	<i>Saya tidak butuh peraturan. Kesadaran jauh lebih penting daripada omong kosong itu. Seharusnya kalau anda kuliah, apalagi tingkat akhir, harusnya tau..</i>		
E	5	<i>Saya selalu datang sebelum pukul 6.45, mengenakan seragam sesuai hari dan tidak mengoperasikan HP di dalam kelas. Selain itu saya juga mencoba untuk mengumpulkan perangkat pembelajaran tepat waktu.</i>		
F	5	<i>Menggunakan pakaian yang sesuai dan berbicara yg sesuai</i>		
G	4	<i>DATANG TEPAT WAKTU DAN BERPAKAIAN RAPI</i>		
H	3	<i>Jangan saling menjatuhkan dan menjelekkkan kinerja dan usaha rekan kerjanya.</i>		
I	5	<i>Menyelesaikan Prota Prosem, Sillabus, RPP dan selalu menggunakan seragam serta atribut sekolah yang diwajibkan dari yayasan</i>		
J	3	-		
K	4	<i>Mengenakan pakaian yang susai.</i>		
L	4	<i>Memulai dan mengakhiri kelas tepat waktu, memaksimalkan waktu untuk belajar mengajar</i>		
M	4	<i>There should always be training/teaching preparation before the real training /teaching. Persiapan disini termasuk pembuatan lesson plan, materi, hal-hal administratif,serta kesiapan mental guru untuk masuk ke dalam kelas dan mengajar.</i>		
N	4	<i>Punya sopan santun.</i>		
O	5	<i>Di sekolah tempat saya mengajar, kami memiliki sistem administrasi secara online yang disebut dengan SAPTA (Sitem Administrasi Pendidikan Tarakanita) di mana segala administrasi harus di isikan secara online dan pihak atasan di Jakarta pusat dapat memantau secara langsung. Saya mengisi dan menuliskan administrasi saya secara bertahap di sini.</i>		
P	3	<i>Melengkapi administrasi guru</i>		
Q	5	<i>Datang tepat waktu, membuat rpp, mengisi nilai</i>		
R	4	<i>tidak pernah terlambat</i>		
S	4	<i>Datang dan pulang tepat waktu, selalu memberikan feedback untuk murid ketika mereka speaking in English</i>		

T	2	<i>Datang tepat waktu dan melakukan kegiatan kelas dengan baik dan semangat</i>
U	4	<i>Membuat rpp, silabus</i>
V	4	<i>"-"</i>
W	4	<i>Menjalankan tugas guru dengan sebaik mungkin</i>
X	3	<i>administrasi pembelajaran</i>
Y	4	<i>-</i>
Z	2	<i>-</i>
AA	3	<i>Datang tepat waktu</i>
AB	5	<i>Update class report setiap akhir bulan</i>
AC	4	<i>Mengumpulkan rpp sesuai deadline</i>
AD	5	<i>Mempersiapkan pengupdatean politeknik</i>
AF	3	<i>Membuat perangkat pembelajaran</i>
AG	4	<i>Mengumpulkan RPP, analisis nilai dan hal-hal administratif tepat waktu dan mengenakan pakaian yang sesuai.</i>
AH	4	<i>Senyum sapa salam</i>
AI	5	<i>-</i>
AJ	5	<i>datang tepat waktu, menggunakan seragam sesuai peraturan, menyiapkan RPP, silabus, prota, prosem. mengadakan ulangan harian dengan rutin.</i>
AK	3	<i>" - "</i>
AL	3	<i>terkadang mmbuat RPP</i>
AM	5	<i>-</i>
AN	4	<i>Membuat rencana pelajaran, datang tepat waktu, dan berpakaian yang sopan. Meskipun saya melakukan apa yang saya kerjakan dengan tepat waktu, tetapi kadang-kadang saya mempersiapkannya secara mepet.</i>
AO	2	<i>membuat rpl</i>
AP	4	<i>Semua yang tersebut diatas saya hidupi.</i>
AQ	5	<i>-</i>
AR	3	<i>Saya selalu tepat waktu ketika mengajar</i>
AS	4	<i>-</i>
AT	4	<i>Hadir 30 menit sebelum kelas dimulai, mengoreksi hasil kerja siswa, selalu memberikan PR, menggunakan ABA-ABA yang telah ditentukan.</i>
AU	4	<i>-</i>
AV	5	<i>Mengajar sesuai RPL, mengisi laporan sesuai pedoman yg berlaku, dtg tepat waktu, berpakaian yg tepat</i>
A W	4	<i>datang tepat waktu</i>
AX	3	<i>Membuat perangkat pembelajaran</i>
AY	5	<i>"-"</i>
AZ	4	<i>"-"</i>
BA	4	<i>Pembuatan perangkat dan media</i>
BB	5	<i>Datang tepat waktu dan selalu menggunakan bahasa Inggris (target language) di kelas. Seperti saya sampaikan sebelumnya, teacher is a good model for students.</i>
BC	4	<i>mengisi laporan</i>
BD	3	<i>tepat waktu</i>
BE	5	<i>Jujur</i>
BF	3	<i>-</i>
BG	4	<i>-</i>

BH	4	<i>Datang tepat waktu dan berpakaian seperti seorang guru</i>
BI	3	<i>guru harus tau dan memahami benar apa yg akan dijelaskan. segala sesuatu yg dikatakan harus memiliki dasar yang kuat dan jelas.</i>
BJ	4	<i>"-"</i>
BK	3	<i>-</i>
BL	5	<i>Datang tepat waktu</i>
BM	3	<i>-</i>
BN	5	<i>-</i>
BO	5	<i>Membuat silabus dan lesson plan</i>
BP	4	<i>Datang tepat waktu</i>
BQ	3	<i>datang tepat waktu</i>
BR	3	<i>Tidak mencontek</i>
BS	4	<i>-</i>
BT	5	<i>semua yang telah disebutkan di atas</i>
BU	4	<i>contoh peraturan yang saya ikuti seperti datang tepat waktu dan berpakaian yang rapi.</i>
BV	3	<i>-</i>
BW	3	<i>Siswa harus memperhatikan ketika di jelaskan. Karena materi saling terkait.</i>
BX	3	<i>Membuat RPP</i>
BY	4	<i>selalu datang tepat waktu, memakai pakaian yang sopan</i>
BZ	3	<i>-</i>
CA	4	<i>-</i>
CB	5	<i>selalu membuat perangkat pembelajaran sebelum mengajar di kelas</i>
CC	5	<i>Persiapan selalu dilakukan sebelum pengajaran.</i>
CD	2	<i>-</i>
CE	4	<i>Datang tepat waktu sesuai jadwal, mengenakan pakaian pantas, menjadi fasilitator utk siswa</i>
CF	5	<i>-</i>
CG	5	<i>Di Lembaga Bahasa ada Progress Report untuk setiap pertemuan. Saya selalu mengisinya sehingga bisa memantau kegiatan apa saja yang sudah pernah dilakukan dan seperti apa efeknya dalam kegiatan pembelajaran keseluruhan.</i>
CH	4	<i>Perangkat pembelajaran</i>
CI	4	<i>Mengumpulkan administrasi tepat waktu</i>
CJ	5	<i>-</i>
CK	5	<i>Membuat perangkat pembelajaran dan soal tepat waktu</i>
CL	4	<i>Membuat rencana pembelajaran setiap kali akan mengajar.</i>
CM	4	<i>Be innovative dlm proses bljr mengajar dan hangat kpd para siswa.</i>
CN	5	<i>Saya selalu melakukan hal-hal tersebut di atas.</i>
CO	5	<i>Administrasi mengajar</i>
CP	3	<i>-</i>
CQ	5	<i>disiplin waktu</i>
CR	4	<i>-</i>
CS	4	<i>Saya selalu memakai pakaian rapi dan sopan ketika mengajar</i>

Table 5 Teachers' Belief on The Rules Obedience

	8		9	
A	4	-	3	-
B	3	"-")	4	"-")
C	4	-	4	-
D	1	<i>Useless. Orang baik tidak membutuhkan peraturan, orang jahat selalu bisa mengakali peraturan. Lalu buat apa ada peraturan?</i>	5	<i>Ya karena terpaksa.</i>
E	4	<i>Guru wajib memperhatikan seluruh siswa di kelas dan memperlakukan mereka dengan adil. Di samping itu bagi saya, guru berhak memberi penilaian yang obyektif terhadap hasil belajar siswa tanpa campur tangan pihak lain karena guru tersebut yang paling memahami proses belajar dan perilaku siswa baik di dalam maupun di luar kelas.</i>	5	<i>Saya selalu menerapkan sistem pembukaan-warming up-isi-kesimpulan-penutup. Namun dalam praktek nyatanya hal2 tersebut bisa jauh berbeda dan lebih menyesuaikan situasi dan kondisi yang ada (fleksibel).</i>
F	4	"-"	4	"-"
G	4	-	4	-
H	4	<i>Jangan merokok dan mematuhi kode etik guru.</i>	4	<i>Pembuatan RPP dan format BK.</i>
I	2	-	4	<i>Membuat RPP</i>
J	3	-	3	-
K	4	<i>Memberikan ruang belajar yang bebas dalam koridornya kepada anak.</i>	4	<i>Mangajar sesuai dengan lesson plan dan kurikulum yang ditentukan dan digunakan.</i>
L	5	<i>Kewajiban: memulai dan mengakhiri kelas tepat waktu, mengajak murid untuk berpartisipasi di kelas, memberikan perhatian untuk semua murid dan menyiapkan materi sebelum mengajar. Hak: menegur murid yang kurang koperatif di kelas.</i>	5	<i>Memulai dan mengakhiri kelas sesuai waktu yang dialokasikan, memberikan perhatian pada semua siswa dan mengingatkan murid yang kurang koperatif.</i>
M	2	-	4	<i>Saya mengikuti kurikulum yang sudah disiapkan oleh instansi dan mengisi laporan sesuai dengan peraturan instansi.</i>
N	5	<i>Guru itu panutan. Jadi bersikap dan berperilaku seperti seorang guru dimanapun.</i>	5	-
O	4	<i>Sebelum saya masuk ke kelas dan mengajar anak-anak, saya diberi pelatihan tentang standard pengajaran yang ada di sekolah ini. Ada beberapa hal istimewa yang patut dicermati terkait dengan kewajiban sebagai seorang guru. Sebagai contoh: sebagai guru di Yayasan Tarakanita, saya wajib menggunakan TIK, pembiasaan bahasa asing, dan menerapkan Experiential Learning. Selain itu saya juga diwajibkan untuk membuat 1 buat penelitian dalam satu tahun ajaran.</i>	4	<i>Sejauh ini saya mengajar sesuai dengan apa yang saya pelajari selama masa kuliah saya. Saya belajar mulai dari hal yang paling sederhana, yaitu cara berpakaian. Dalam hal ini, saya selalu mengenakan pakaian yang sopan dan profesional. Di samping itu, ada beberapa hal practical yang saya ingat yaitu ketika menulis papan tulis tidak boleh sambil menjelaskan dan juga harus bisa melihat peta kerawanan di kelas sehingga kelas bisa tetap kondusif dan terkendali.</i>
P	4	<i>Bersikap sopan, baik di sekolah maupun di luar sekolah</i>	4	<i>Menggunakan metode metode yang baik dan mudah dipahami oleh siawa</i>

Q	5	Datang tepat waktu, mengisi nilai, membuat lesson plan, dll	5	Observasi, membuat plan, mengajar, mengevaluasi
R	5	peraturan dalam memberikan rules bagi siswa yang tidak mengerjakan PR ataupun tidak membawa buku	5	memperhatikan aspek sikap, sehingga saya mencoba untuk memperhatikan tingkah laku anak dan memperlakukan mereka dengan adil
S	4	Datang tidak terlambat dan mampu membuat murid mengerti materi yang diajarkan	5	-
T	5	Tidak memanjakan anak	4	Toleransi
U	4	Konsisten dalam menjalankan peraturan	4	"-"
V	4	Peraturan Sekolah : 1. Kehadiran, 2.Pakaian dan Kerapian, 3. Membuat Administrasi BK, 4. Melaksanakan Layanan BK	2	"-"
W	4	Ontime dalam hal apapun	4	Mengerjakan apapun tepat waktu
X	4	kedisiplinan	4	Totalitas dan tanggung jawab
Y	4	Datang tepat waktu dan mengutamakan mengajar daripada lengkap administrasi	3	-
Z	3	-	3	-
AA	3	Menyiapkan RPP	3	Belajar dari lingkungan sekitar (mendalami dan mengaplikasi pengetahuan kepada benda-benda sekitar baik yang hidup maupun mati).
AB	3	-	3	-
AC	4	Pengganggu proses pembelajaran di kelas dipersilahkan keluar.	4	Cara berpakaian
AD	5	-	5	Datang tepat waktu, memberikan sistem penilaian pada murid agar ada transparasi
AF	5	Memiliki komitmen di awal pembelajaran	5	Membuat perangkat pembelajaran
AG	4	Masuk kelas tepat waktu	3	-
AH	4	Greetings	5	1 berbicara yang lain mendengarkan
AI	4	-	3	-
AJ	4	datang tepat waktu, mengajar tepat waktu	4	siswa harus berusaha disiplin terutama disiplin belajar, disiplin waktu
AK	4	Kedisiplinan dan tanggung jawab	4	" _ "
AL	4	datang tepat waku.	3	-
AM	5	Kedisiplinan, Integritas, Melayani dengan kasih dan Mencintai para siswa siswi. Tujuannya yaitu menjadikan pribadi para siswa siswi lebih berkembang ke arah lebih baik dan menyelamatkan jiwa-jiwanya. Harus seimbang antara kecerdasan intelektual, emosional, interpersonal dan spiritual.	5	Mengajar secara terstruktur.
AN	4	Datang mengajar tepat waktu, sebelum mengajar menyiapkan rencana pengajaran, menyiapkan rencana lain jika terjadi hal-hal yang tidak diinginkan (murid bosan, mati listrik).	4	Menggunakan pendekatan yang menjadi ciri khas institusi, seperti Pendekatan Studi Ignasian.
AO	5	membuar RPL	1	-
AP	3	-	4	Humanis
AQ	5	-	5	-
AR	4	-	4	-
AS	4	-	3	-

AT	4	Disiplin, mengajar sesuai dengan peraturan guru seperti hadir 30 menit sebelum kelas di mulai, menggunakan pakaian rapi, berdoa sebelum pelajaran di mulai, dll.	4	Adanya sanksi ketika siswa mencontek, tidak mengerjakan PR, membuat kegaduhan yang tidak berkaitan dengan materi, dll.
AU	4	Membuat administrasi sekolah	4	-
AV	4	Tidak menghukum ketika siswa salah namun memberikan pemahaman bahwa yang dilakukan oleh siswa yang bersangkutan tidak dapat dibenarkan	3	-
AW	4	peserta didik harus datang tepat waktu	4	guru harus selalu semangat dan memberi contoh yang baik bagi peserta didik
AX	4	Masuk kelas tepat waktu	4	"-"
AY	4	"-"	2	"-"
AZ	4	terkait dengan sikap dan karakter	4	"-"
BA	3	Disiplin	3	Berpakaian rapi
BB	4	Guru harus datang tepat waktu. Ini (dan mungkin aspek lainnya juga) menjadi penting untuk dilakukan karena guru adalah teladan bagi siswa dan mereka harus melakukan apa yang menjadi perintah mereka untuk siswanya.	3	Yang paling pasti adalah menyesuaikan materi ajar dengan tujuan pembelajaran, baik secara umum atau secara spesifik.
BC	4	berpakaian rapi dan sopan	5	mengajar sesuai dengan materi yg ada di sillabus.
BD	2	-	3	Tidak semua mahasiswa sama
BE	4	"-"	4	"-"
BF	4	-	4	-
BG	4	tidak boleh berkata bodoh kepada peserta didik, tidak boleh memberikan kekerasan secara fisik kepada peserta didik	3	-
BH	4	" "	4	" "
BI	4	-	3	-
BJ	4	"-"	4	"-"
BK	3	-	3	-
BL	4	Tepat waktu dalam membuat rpp	3	-
BM	3	-	3	-
BN	5	Menjaga sikap dan lisan dengan baik dan benar serta profesional.	5	bila saya disuruh mengajarkan mengenai A, ya saya mengajarkan mengenai A dan tidak keluar dari topik pembelajaran.
BO	4	-	4	Sesuai kurikulum yang berlaku
BP	4	Disiplin terhadap waktu	4	Mengajar tepat waktu
BQ	3	Datang tepat waktu	4	datang tepat waktu, membuat rpp
BR	3	tidak boleh terlambat	3	speaking english
BS	5	-	3	-
BT	4	Seperti belajar materi terlebih dahulu sebelum masuk kelas	3	Saya tidak tahu. Selama saya mengajar di fakultas tidak ada aturan-aturan khusus yang harus selalu dipraktikkan di dalam kelas. Saya lebih banyak diberi kebebasan untuk mengembangkan metode mengajar saya
BU	4	berpakaian rapi dan tepat waktu.	4	berpakaian rapi dan tepat waktu.
BV	3	-	3	-
BW	4	Mengajar ontime	3	Di kelas harus memperhatikan

BX	3	-	4	Menggunakan pakaian yang sopan dan tidak seksi. Membuat strategi pembelajaran yang pas dengan materi
BY	3	-	3	-
BZ	3	-	4	Mendidik dengan hati
CA	4	Datang tepat waktu	4	-
CB	4	menggunakan tata bahasa yang baik, datang tepat waktu, memakai alat peraga yang terkait dengan materi	4	selalu menggunakan media pembelajaran
CC	5	Guru harus tepat waktu	5	Untuk selalu berdasar ketika mengajar, bukan semata mata mengajar tanpa dasar dan/atau buku.
CD	2	-	3	-
CE	4	Guru harus tepat waktu	3	"-"
CF	4	-	3	-
CG	5	Saya selalu berusaha mengajar sesuai dengan alokasi waktu yang ditetapkan oleh Lembaga tempat saya bekerja, yakni 100 menit dalam satu kali pertemuan.	5	-
CH	4	Perrmendikbud no 23, Prosedur Penilaian pasal 12	3	Handphone hanya boleh dipergunakan untuk menunjang aktivitas pembelajaran.
CI	5	Menyusun RPP sesuai dengan kurikulum nasional pemerintah	3	-
CJ	4	-	5	-
CK	4	Datang tepat waktu	3	"_")
CL	4	Datang kelas tepat waktu.	4	Mengajar sesuai dengan RPP dan program yang berlaku.
CM	5	-	5	Menggunakan pakaian yg rapi dan sopan, membuat RPP sblm mengajar, tdk boleh datang terlambat
CN	5	datang tepat waktu dan/atau sebelum waktu kegiatan belajar mengajar	4	Saya selalu mengajar menggunakan pakaian keguruan.
CO	4	Guru menjadi sosok yang dapat dicontoh oleh murid.	4	membuat anak/murid menyukai pelajaran yang saya ajarkan.
CP	3	-	3	-
CQ	4	-	4	datang tepat waktu, menjawab sebisanya, bila tidak disampaikan pada jam mengajar berikutnya.
CR	4	-	3	-
CS	3	Yang penting bukan aturannya tapi kenyamanan belajar murid di kelas.	3	Peraturan tetap diikuti tetapi tidak menutup kreativitas mengajar

Table 6 Problems Faced by Novice Teachers on Their First Years

	10
A	Kedekatan jarak usia dengan siswa
B	penguasaan kurikulum. silabus, pembuatan materi ajar sesuai dengan kurikulum, pembuatan instrumen tes
C	kurangnya penguasaan metode pengajaran, contohnya aktivitas2 untuk fast learner dan games yang bervariasi untuk menyampaikan materi. kurang menguasai bagaimana cara menakhlukkan anak yang tidak mau belajar, mengganggu teman di kelas, mengendalikan kelas yang terlalu ramai dan menarik perhatian mereka.
D	Menguasai siswa lebih susah daripada mengendalikan segerombolan simpanse. Tidak semudah yang anda bayangkan.

E	<i>Saya kurang memahami sisi psikologis remaja usia 15-17 tahun yang hidup di daerah dan terbiasa dengan pergaulan daerah.</i>
F	<i>Sarpras yang sekolah miliki kurang memadai</i>
G	<i>KURANG MAMPU BERADAPTASI DENGAN TINGKAH LAKU ANAK-ANAK JAKARTA</i>
H	<i>Seluruh administrasi BK yang saya minta dan butuhkan tidak ada dikarenakan hilang, selalu mendapat tugas yang tidak sesuai dengan bidang saya.</i>
I	<i>Saya tidak mempunyai gambaran sikap sosial siswa-siswi saya</i>
J	<i>Pengetahuan dasar siswa yang kurang. Kurang dalam penguasaan metode</i>
K	<i>Kurang dalam penguasaan materi dan pemahaman metode yang digunakan di sekolah. Ditambah dengan kemampuan siswa yang beragam.</i>
L	<i>Kurang dalam penguasaan materi, kurang ada gambaran untuk mengajar dan kepercayaan diri saat mengajar murid asing pertama kali.</i>
M	<i>I am not a gamer, tapi saya dituntut untuk dapat menguasai semua materi terutama tentang game dan handling procedurennya. Hal itu yang sampai sekarang masih menjadi tantangan saya dalam mengajar.</i>
N	<i>Kurang dalam metode mengajar dan manajemen kelas.</i>
O	<i>Ketika awal mengajar di sini, saya merasa takut dan was was karena saya merasa pengetahuan dan bekal yang saya miliki kurang cukup untuk mengajar mereka</i>
P	<i>Kurangnya fasilitas mengajar dan persiapan materi ajar</i>
Q	<i>Kurang tegas, kurang bisa memotivasi, kurang prnguasaan materi,</i>
R	<i>kemampuan dalam mengelola kelas dimana banyaknya anak yang sangat aktif, tidak sesuai seperti yang diekspektasikan</i>
S	<i>Metode pengajaran yang tepat untuk murid yang memiliki berbagai latar belakang.</i>
T	<i>Kurang mematuhi peraturan dalam menyiapkan administrasi kelas</i>
U	<i>Kurang menguasai materi, metode kurang di pahami, memahami karakter anak</i>
V	<i>Hubungan sosial (penyesuaian) dengan keluarga besar sekolah.</i>
W	<i>Kurang dalam penguasaan materi karena basic pendidikan bukan sepenuhnya sama dengan materi ajar maka harus ekstra belajar sebelum mengajar</i>
X	<i>alat peraga</i>
Y	<i>Kurang sumber belajar berupa buku untuk siswa</i>
Z	<i>Kurang metode</i>
AA	<i>Kurang berpengalaman dalam menghadapi siswa dengan latar belakang budaya dan sosial yang berbeda.</i>
AB	<i>Kurangnya pengalaman nyata di berbagai bidang pekerjaan yang ada di hotel, sehingga sering kali role play kurang nyata</i>
AC	<i>kadang kurang penguasaan materi</i>
AD	<i>Perbedaan perilaku murid (berbeda antara kep. Riau dan pulau Jawa)</i>
AF	<i>Mengajar secara konvensional. Belum bisa bersikap tegas.</i>
AG	<i>Murid yang awalnya agak sulit diajak bekerja sama dalam kegiatan belajar mengajar</i>
AH	<i>Kekurangan informasi. Hal itu dikarenakan institusi tempat saya bekerja blm memiliki guru bk sebelumnya. Namun setelah bergabung dg beberapa organisasi terkait, perlahan saya mulai membangun fungsi bk di sekolah ini.</i>
AI	<i>Kekurangan saya saat pertama kali mengajar di Institusi yang sekarang adalah membandingkan instansi yang sekarang dengan yang dulu.</i>
AJ	<i>tidak ada gambaran tentang murid yang akan diajar</i>
AK	<i>Tidak ada gambaran tetang murid yang akan diajar, kurang tegas, dan kurang percaya diri.</i>
AL	<i>tidak ada gambaran untuk mengajar materi di SMK. terbiasa mengajar materi smp dan sma.</i>
AM	<i>Tidak ada gambaran mengenai latar belakang dan minat para siswi yang akan saya ajar.</i>
AN	<i>Mengajarkan materi pembelajaran dengan cara yang mudah dipahami oleh murid. Kurang bisa mengondisikan diri (mengantuk, capek, cuaca tidak mendukung karena panas).</i>
AO	<i>metode</i>

AP	<i>Saya merasa masih kurang dalam penguasaan materi</i>
AQ	<i>Belum dapat memahami secara mendalam beberapa karakter anak.</i>
AR	<i>Manajemen kelas. Dengan berbagai macam karakter kelas yang berbeda harus ditangani dengan berbeda pula. Hal itu hanya bisa di dapat dari pengalaman atau jam terbang.</i>
AS	<i>Kurang efisien dalam mengatur rencana pembelajaran</i>
AT	<i>Kurang dalam pengelolaan waktu</i>
AU	<i>Kurang bisa menguasai kelas</i>
AV	<i>Kurang penguasaan terhadap siswa di kelas sehingga terkadang pesan yg seharusnya sampai ke siswa menjadi tidak begitu dihiraukan oleh beberapa siswa</i>
AW	<i>kurang bisa menguasai kelas</i>
AX	<i>Belum ada gambaran tentang latar belakang siswa</i>
AY	<i>Tidak ada gambaran seperti apa murid yang akan di ajarkan</i>
AZ	<i>kurang dalam penguasaan materi, sehingga saya harus lebih banyak membaca dan belajar lagi. selain itu, saya kurang mampu bersikap bijak dan tegas terhadap siswa di kelas.</i>
BA	<i>Kurang memahami siswa</i>
BB	<i>Saya kurang begitu mengenal siswa yang akan saya ajar dan kurang pengetahuan akan mana yang harus diajarkan jika dikaitkan pada tujuan akhir lembaga. Sebenarnya di buku sudah ada panduannya tapi terkadang itu tidak berkaitan satu dengan yang lainnya atau materinya terlalu banyak jika diajarkan dalam satu pertemuan.</i>
BC	<i>keterbatasan dalam cara berkomunikasi.</i>
BD	<i>kurang penguasaan, kurang pengalaman</i>
BE	<i>Bahasa</i>
BF	<i>Kurang dalam pengelolaan kelas.</i>
BG	<i>kurang penguasaan metode, tidak bisa langsung dekat dan akrab dengan siswa, kurang mengetahui karakteristik dan kemampuan siswa</i>
BH	<i>Tidak ada gambaran tentang murid.harus menyesuaikan diri dengan lingkungan yang baru.gugup</i>
BI	<i>metode pembelajaran yg kurang variatif</i>
BJ	<i>Kekurangan ketika pertama kali mengajar saya merasa kurang mampu dalam mengelola kelas</i>
BK	<i>Tidak ada gambaran tentang murid yg akan di ajar</i>
BL	<i>Kurang menggunakan metode yang up to date</i>
BM	<i>Tidak ada gambaran tentang murid</i>
BN	<i>kurang dalam materi, kemampuan berkomunikasi, dan pengetahuan.</i>
BO	<i>Kurang percaya diri</i>
BP	<i>Menghadapi banyaknya kepribadian murid yang bermacam-macam</i>
BQ	<i>kurang dalam menguasai materi karena harus mengajar IPA Terpadu</i>
BR	<i>Tidak ada gambaran murid yg akan diajar</i>
BS	<i>kurangnya sarana dan prasarana</i>
BT	<i>Terkadang saya mengalami kesulitan dalam melakukan persiapan, khususnya mengumpulkan materi karena terbaginya waktu saya sebagai seorang mahasiswa juga.</i>
BU	<i>kekurangan yang saya rasakan saat pertama kali mengajar antara lain: 1. kurangnya pengetahuan tentang materi yang diajarkan 2. Tidak ada gambaran tentang murid yang akan diajarkan</i>
BV	<i>tidak ada gambaran tentang murid yg akan diajar, tidak begitu mengerti tentang deskripsi level-level kelas</i>
BW	<i>Kurang mengerti belajar yg baik buat mereka</i>
BX	<i>Kurang menguasai kondisi kelas</i>
BY	<i>cara penyampaian materi yang diajarkan</i>
BZ	<i>Manajemen kelas dan pengelolaan kelas</i>

CA	<i>Kurang dalam penguasaan kelas</i>
CB	<i>kurang mengenal karakteristik siswa secara personal</i>
CC	<i>Tidak terbiasa mengajar di kelas besar dengan siswa yang berusia 17-20 tahun ke atas</i>
CD	<i>kurang tahu kekurangan dan kelebihan siswa sehingga masih meraba-raba supaya dapat menemukan metode yang tepat</i>
CE	<i>Terkadang rencana yang ingin saya lakukan tidak bisa terlaksana karena kurangnya penguasaan metode</i>
CF	<i>Kurang bisa menguasai kelas yang sangat ramai.</i>
CG	<i>Kekurangan yang saya miliki adalah saya masih harus banyak belajar tentang pengelolaan kelas dan metode pembelajaran, terutama mengenai melawan rasa nervous yang terkadang muncul ketika harus menghadapi murid. Saya juga masih bingung untuk menangani murid yang terkadang malah asyik sendiri di kelas sementara teman-temannya berpartisipasi aktif. Saya juga masih perlu belajar banyak mengenai kepekaan terhadap murid yang kurang percaya diri. Serta menyeimbangkan materi yang akan diberikan ketika komposisi kelas berisi murid yang sangat baik dan ada yang kurang juga kemampuannya.</i>
CH	<i>Gambaran tentang murid yang akan diajar, kurangnya persiapan materi.</i>
CI	<i>Kurang dalam memberikab latihan soal</i>
CJ	<i>pengelolaan kelas</i>
CK	<i>Kurang percaya diri dan grogi</i>
CL	<i>Penguasaan panggung. Masih terlihat kaku saat mengajar.</i>
CM	<i>Metode pembelajaran masih kurang variatif</i>
CN	<i>Kekurangan yang saya rasakan saat pertama kali mengajar di Institusi tempat saya bekerja sekarang adalah saya belum begitu memahami gambaran tentang murid-murid yang akan saya ajar. Hal ini dikarenakan latar belakang pendidikan dan minat dari murid-murid yang sangat berbeda. Contohnya jarak usia yang terlampau jauh, tingkat pendidikan yang lebih tinggi, bidang/minat yang berbeda, dll.</i>
CO	<i>Kurang skill yang dapat mendukung sebagai guru.</i>
CP	<i>merasa canggung dan belum menguasai ke;as dengan baik. belum mengetahui sifat dari siswa</i>
CQ	<i>Kurang penguasaan materi, tidak ada pedoman silabus dan RPP dari guru sebelumnya, tidak ada gambaran kemampuan masing-masing siswa, tidak ada pemberitahuan terkait tugas-tugas yang diemban oleh guru sebelumnya.</i>
CR	<i>Masih ada banyak hal yang harus dipelajari</i>
CS	<i>Saya tidak belajar secara formal tentang metode pembelajaran</i>

Table 7 Factors Influencing Teachers' Identity

	11	12	13	14	15	16
A	4 Sewaktu kuliah banyak dosen yang memberikan contoh mengajar dengan sangat nyaman.	3 -	4 -	4 -	4 -	3 -
B	4 "-")	1 Guru ketika PPL di sekolah kurang terampil	5 AMT dan LPD sangat berguna dalam mengajar	4 "-")	3 "-")	4 "-")
C	5 -	5 -	5 -	5 -	4 -	4 -
D	1 Karena membosankan mendengarkan guru2 itu bicara	1 Mereka mengajar monoton, kuno dan konservatif	5 Kritik dan saran membantu saya menjadi lebih baik	1 Saya tidak punya guru seperti itu	1 Useless. Orang baik tidak membutuhkan peraturan, orang jahat selalu bisa mengakali peraturan. Lalu buat apa ada peraturan?	5 Ya karena terpaksa.
E	5 Guru/dosen tidak serta merta memberikan materi kepada siswa,tetapi mampu membangun rasa ingin tahu sehingga membantu siswa untuk dapat berpikir lebih kritis dan kreatif.	4 Guru matematika saya sewaktu SD mampu membuat pelajaran matematika yang susah menjadi menyenangkan dengan membuat aktifitas permainan sehingga siswa mampu memahami isi materi dengan lebih baik dan efisien.	4 Yaitu bahwa guru sebaiknya mampu untuk menjadi teman sekaligus panutan bagi siswa dengan tidak hanya menyampaikan materi pembelajaran tetapi juga ilmu2 sosial yang mampu membangun karakter para siswa. Selain itu saya juga mencoba untuk lebih terbuka pada para siswa dan tidak "gila hormat" tetapi menerapkan sistem saling menghargai di dalam kelas.	4 Ada kalanya guru harus tegas dan ada kalanya juga harus lunak. Ketika murid melakukan kesalahan,tegurilah mereka namun perhatikan situasi dan kondisinya. Jangan terbawa emosi terlalu jauh,setelah menegur murid saya memberi alasan logis kepada mereka tentang maksud dari teguran yang baru saja saya sampaikan kepada mereka.	4 Guru wajib memperhatikan seluruh siswa di kelas dan memperlakukan mereka dengan adil. Di samping itu bagi saya,guru berhak memberi penilaian yang obyektif terhadap hasil belajar siswa tanpa campur tangan pihak lain karena guru tersebut yang paling memahami proses belajar dan perilaku siswa baik di dalam maupun di luar kelas.	5 Saya selalu menerapkan sistem pembukaan-warming up-isi-kesimpulan-penutup. Namun dalam praktek nyatanya hal2 tersebut bisa jauh berbeda dan lebih menyesuaikan situasi dan kondisi yang ada (fleksibel).
F	5 Pak sinurat, dia selalu memberikan motivasi bahwa belajar itu menyakitkan dan akan terjadi sepanjang hayat	3 "-"	5 Melakukan segala sesuatu dengan cinta dan ketulusan hati	4 "-"	4 "-"	4 "-"

G	4	METODE PENGAJARAN DENGAN MENGGUNAKAN PPT YANG MENARIK	4	SELALU TERSENYUM DAN MENJAWAB PERTANYAAN DENGAN BIJAK	4	HARUS BERTANGGUNG JAWAB, ADIL DAN TERSENYUM	4	-	4	-	4	-
H	5	Kerendahan hati, melihat orang lain dengan positif, penuh kesabaran tapi tetap tegas, dan lemah lembut, serta penuh kasih sayang Tuhan	5	Kakek, nenek, dan guru-guru saya yang telah dipanggil Tuhan. Kelemahlembutan, kasih sayang, selalu mengajarkan hal-hal yang bermakna dalam hidup.	5	Pengajaran yang sesuai dengan keyakinan dan kepercayaan saya pribadi yang mengarah pada sebuah pandangan bahwa manusia itu semua sama di mata Tuhan yang perlu dididik dan ditegaskan tanpa melukai hidupnya.	5	Tanpa pamrih dan tidak banyak menuntut.	4	Jangan merokok dan mematuhi kode etik guru.	4	Pembuatan RPP dan format BK.
I	4	Memberikan kegiatan yang relevan dengan teori yang diajarkan. Mau memulai kelas dengan hal yang menarik.	5	Guru yang peduli dengan kabar siswa dan selalu peduli dengan kondisi emosi siswa	5	Memulai pelajaran dengan sesuatu yang menarik tetapi tetap relevan dengan materi pelajaran. Guru tidak selalu menjadi pusat pembelajaran.	4	Memberikan aturan kelas yang jelas. Tidak kaku saat mengajar.	2	-	4	Membuat RPP
J	3	-	3	-	3	-	3	-	3	-	3	-
K	4	kreatifitas dalam mengajar dan penggunaan media pembelajaran yang menyenangkan dan mudah dipahami oleh siswa.	3	Salah satu guru dalam hidup saya :). cara beliau memberikan pembelajaran sangat meaningful.	3	-	4	mendidik dengan hati dan cinta kasih	4	Memberikan ruang belajar yang bebas dalam koridornya kepada anak.	4	Mangajar sesuai dengan lesson plan dan kurikulum yang ditentukan dan digunakan.
L	5	Dosen-dosen saya selalu mengaitkan topik dengan isu yang sedang jadi trend saat ini dan juga hal-hal yang dekat dengan kehidupan mahasiswa. Mereka juga menggunakan media penunjang seperti Prezi atau video.	5	Saya mencontoh dari dosen-dosen saya: Bu Mita, Bu Yuseva, Pak Chosa dan Bu Truly. Mereka selalu memakai media sehingga mahasiswa tertarik dan mengajak mahasiswa diskusi tentang topik yang dipelajari. Selain itu, mereka sangat ramah dengan mahasiswa dan sering menyelipkan candaan di kelas saat mengajar.	5	Memakai media, spidol warna-warni untuk menekankan poin penting, santai saat mengajar, mengajak murid bertukar pikiran dan tepat waktu.	5	Menyiapkan materi/media sebelum mengajar dan kira-kira hal apa yang bisa dijadikan topik diskusi yang masih berkaitan dengan materi saat itu; memakai spidol warna-warni untuk menekankan poin penting; jika belum menemukan jawaban dari pertanyaan murid bisa diskusi dengan guru lain terlebih dahulu	5	Kewajiban: memulai dan mengakhiri kelas tepat waktu, mengajak murid untuk berpartisipasi di kelas, memberikan perhatian untuk semua murid dan menyiapkan materi sebelum mengajar. Hak: menegur murid yang kurang kooperatif di kelas.	5	Memulai dan mengakhiri kelas sesuai waktu yang dialokasikan, memberikan perhatian pada semua siswa dan mengingatkan murid yang kurang kooperatif.

M	4	Dosen saya dulu membiarkan mahasiswanya untuk mencari informasi tentang materi tertentu secara mandiri. Hal tersebut ternyata membuat saya sebagai mahasiswa merasa lebih mandiri dalam hal belajar. Hal itu juga membangun rasa ingin tahu saya secara lebih significant.	3	Bapak Pius Nurwidasa - Membiarkan saya belajar sendiri, dan membuat setiap diskusi dengan beliau hidup. Ibu Mega Wulandari - Aktivitas kelas yang menarik dan dapat diterapkan dalam pekerjaan saya. Bapak Chosa - Kedekatan beliau dengan mahasiswanya, membuat saya mengagumi beliau.	3	Setiap siswa mempunyai cara belajar yang berbeda-beda. Tugas guru lah untuk membuat muridnya tetap dapat belajar dengan baik, meskipun karakter dan cara belajar muridnya berbeda-beda.	4	Beberapa aktifitas belajar mandiri dan berkelompok seperti diskusi kelompok dan presentasi kelompok.	2	-	4	Saya mengikuti kurikulum yang sudah disiapkan oleh instansi dan mengisi laporan sesuai dengan peraturan instansi.
N	4	Cara mempresentasikan materi	5	Mr. Todd: selalu membuat suasana kelas menyenangkan untuk belajar. Ms. Yuli: selalu beri game. Ms. Mega: selalu pakai teknologi komputer yang baru dan menarik.	4	Anggap kita seumuran sama anak anak biar bisa ngajari dengan lebih mudah.	4	Membina hubungan yang baik dengan siswa	5	Guru itu panutan. Jadi bersikap dan berperilaku seperti seorang guru dimanapun.	5	-
O	5	Saya terinspirasi dari cara Bapak dan Ibu dosen mengajar saya. Salah satu hal yang saya adopsi adalah bagaimana untuk membangun relasi yang baik dengan siswa. Saya juga belajar untuk memodifikasi kegiatan pembelajaran di kelas menjadi kegiatan yang menyenangkan.	5	Ayah saya adalah salah satu guru favorit saya. Saya belajar dari beliau bahwa menjadi guru yang baik tidak hanya diharuskan untuk membuat siswa memahami apa yang kita ajarkan, namun juga bagaimana membentuk kepribadian siswa menjadi baik.	4	Selama saya menjadi guru, sudah beberapa kali saya disupervisi dan saya mendapatkan masukan yang baik. Saran yang saya terima dan saya terapkan di kelas saya adalah saya disarankan untuk menghindari penggunaan kata "jangan" atau "don't". Saya harus menggunakan kalimat lain dengan arti yang sama ketika saya hendak melarang atau mencegah anak-anak untuk melakukan sesuatu.	4	Dalam hal ini, saya memperkaya diri saya dengan banyak share tentang kegiatan belajar-mengajar saya di kelas dengan salah satu guru Bahasa Inggris senior yang ada di sekolah saya. Beliau sering memberikan masukan dan contoh-contoh kegiatan di dalam kelas yang bisa diadopsi. Sebagai contoh, suatu kali kelas saya belajar tentang pidato. Bapak guru senior di sekolah saya menyarankan untuk meminta anak-anak untuk merekam pidato	4	Sebelum saya masuk ke kelas dan mengajar anak-anak, saya diberi pelatihan tentang standard pengajaran yang ada di sekolah ini. Ada beberapa hal istimewa yang patut dicermati terkait dengan kewajiban sebagai seorang guru. Sebagai contoh: sebagai guru di Yayasan Tarakanita, saya wajib menggunakan TIK, pembiasaan bahasa asing, dan menerapkan Experiential Learning. Selain itu saya juga diwajibkan untuk membuat 1 buat	4	Sejauh ini saya mengajar sesuai dengan apa yang saya pelajari selama masa kuliah saya. Saya belajar mulai dari hal yang paling sederhana, yaitu cara berpakaian. Dalam hal ini, saya selalu mengenakan pakaian yang sopan dan profesional. Di samping itu, ada beberapa hal practical yang saya ingat yaitu ketika menulis papan tulis tidak boleh sambil menjelaskan dan juga harus bisa melihat peta kerawanan di kelas sehingga kelas bisa tetap kondusif dan terkendali.

					mereka. Hal ini yang saya adopsi dan saya terapkan di kelas.	penelitian dalam satu tahun ajaran.						
P	5	Pendekatan kepada siswa dan cara dosen mengkreasi kelas menjadi hidup	4	Memberikan luang bagi siswa untuk berkomunikasi dengan guru dengan sopan dan batas batas tertentu	4	Selalu menjadi orang tua yang baik bagi para siawa	4	Dari cara berbicara yang jelas saat menjelaskan materi sehingga siswa dapat mengikuti pembelajaran dengan baik	4	Bersikap sopan, baik di sekolah maupun di luar sekolah	4	Menggunakan metode metode yang baik dan mudah dipahami oleh siawa
Q	3	Sabar, berkharisma, nyemanaak	4	Pak Gun dengan kharismanya, pak kust dengan kecemerlangan dalam memberi pancingan,	4	Bagaimana bisa mengambil perhatian mereka, tidak perlu menjadi guru yang galak	4	-	5	Datang tepat waktu, mengisi nilai, membuat lesson plan, dll	5	Observasi, membuat plan, mengajar, mengevaluasi
R	3	-	4	duduk bersama siswa ketika mengerjakan soal, sehingga siswa merasa tidak canggung untuk diskusi meskipun ada guru disekitar mereka	4	saran untuk menjadi lebih tegas dan berani mengambil tindakan dalam mengatur kelas	3	"-"	5	peraturan dalam memberikan rules bagi siswa yang tidak mengerjakan PR ataupun tidak membawa buku	5	memperhatikan aspek sikap, sehingga saya mencoba untuk memperhatikan tingkah laku anak dan memperlakukan mereka dengan adil
S	5	Metode pengajaran yang santai tapi serius dan dekat dengan mahasiswanya	4	Pak Woko, guru bahasa Inggris ketika SMP. Beliau selalu encourage murid2nya untuk speaking in English whatever the subject is dan hal tersebut membantu murid2nya untuk semakin PD	4	Manajemen waktu yang harus diperbaiki, materi yang relevan	5	Penguasaan materi yang baik mampu membuat guru terbantu, terlebih ketika murid bertanya dan guru harus dapat menjawab pertanyaan tersebut dengan jelas	4	Datang tidak terlambat dan mampu membuat murid mengerti materi yang diajarkan	5	-
T	2	-	2	-	4	Guru adalah orangtua dan teman siswa di sekolah	4	Merangkul semua siswa tanpa melihat kemampuannya di kelas	5	Tidak memanjakan anak	4	Toleransi
U	4	Memberikan arahan kepada siswa	4	Sikap tenang dalam mengajar dan tidak takit menegur	4	"-"	4	"-"	4	Konsisten dalam menjalankan peraturan	4	"-"
V	4	Ilmunya, Wawasan yg luas, attitude, hubungan sosial dengan siswa.	4	Azam, S.Pd, M.Pd dan cara beliau dalam mengajar mudah dipahami (dalam menerangkan langsung to the point).	4	1. Menjadi guru BK tidak boleh seperti "Polisi Sekolah". Guru BK itu harus bisa menjadi "Sahabat Siswa". Sebagai Guru BK	4	1. Dalam hal memaparkan materi yg di ajarkan. 2. Menggunakan media pembelajaran yg menarik dan asyik (Membuat Power	4	Peraturan Sekolah : 1. Kehadiran, 2.Pakaian dan Kerapian, 3. Membuat Administrasi BK, 4. Melaksanakan Layanan BK	2	"-"

				tidak hanya menunggu bola datang tapi harus menjemput bola. 2. Guru BK mampu menyusun program bimbingan (administrasi BK), melaksanakannya, melakukan evaluasi, dan melakukan analisis pelaksanaan bimbingan dengan baik. 3. Mampu bertanggung jawab dalam memberikan program bimbingan terhadap siswa / peserta didik. 4. Guru BK harus mempunyai kepribadian yang baik misalnya sifat inteligen, mampu memecahkan masalah dengan baik dan menerapkan ilmu BK, dll.	Point yg mudah dipahami, Game).							
W	5	Menggunakan games serta powerpoint	4	Miss Nia selalu menggunakan powerpoint dan games yang simple tapi memudahkan pembelajaran	5	Memberi tahu metode pembelajaran yg memudahkan siswa	4	Tidak selalu ceramah	4	Ontime dalam hal apapun	4	Mengerjakan apapun tepat waktu
X	4	Cooperative Learning	3	Apri Damai Krisandi	4	Harus tegas dalam mendidik siswa	4	melakukan pembelajaran yang aktif dan menyenangkan bagi siswa	4	kedisiplinan	4	Totalitas dan tanggung jawab
Y	4	Metode dengan kartu tanya jawab	3	Pak Puji	5	Mengajar untuk membantu siswa paham bukan pintar	4	Mengatasi masalah siswa dengan saling bertatap muka dan dari pribadi sebagai seorang kakak atau orang tua bukan seorang guru	4	Datang tepat waktu dan mengutamakan mengajar daripada lengkap administrasi	3	-
Z	4	Refleksi. Writing	4	Bu Yuseva. Bercerita.	3	-	4	Games	3	-	3	-
A A	4	Mind mapping	4	Markus Budiraharjo	4	Harus belajar sabar	4	Datang tepat waktu	3	Menyiapkan RPP	3	Belajar dari lingkungan sekitar (mendalami dan mengaplikasi pengetahuan

									kepada benda-benda sekitar baik yang hidup maupun mati).			
A B	3	-	3	-	3	-	3	-	3	-		
A C	4	ramah dan menyenangkan tapi disiplin dan tegas.	3	Guru ekonomi SMA: disiplin, cerdas, dan menyenangkan	4	Jangan biarkan siswa berbuat seenaknya di dalam kelas. Harus tetap dikontrol. Jadikan mereka anak dengan kepribadian yang baik.	4	Utamakan attitude	4	Pengganggu proses pembelajaran di kelas dipersilahkan keluar.	4	Cara berpakaian
A D	4	Hot seat	4	Ms. Mita in Speaking Class, Hot Seat method every beginning of the meeting	4	Selalu mengingatkan murid untuk berani berbicara bahasa Inggris	5	Memberi feedback, menciptakan suasana belajar kondusif, membuat murid aktif belajar	5	-	5	Datang tepat waktu, memberikan sistem penilaian pada murid agar ada transparasi
A F	4	Saintifik	4	Pak Eri	5	Apapun cobaan, baik dr siswa ataupun dr ortu siswa harus tetap kuat, tegas dan berwibawa	4	Memberikan perhatian kepada siswa	5	Memiliki komitmen di awal pembelajaran	5	Membuat perangkat pembelajaran
A G	4	Listening (menggunakan lagu atau film sebagai media pembelajaran)	4	Mr. Chosa	4	Mengajar dengan memanfaatkan teknologi yang semakin canggih pada saat ini	4	Mengajar menggunakan berbagai macam media, misal scrabble atau ular tangga	4	Masuk kelas tepat waktu	3	-
A H	3	Experiential Learning	4	Prof. Baryadi	2	"-	5	Dr. M.M Sri Hastuti	4	Greetings	5	1 berbicara yang lain mendengarkan
A I	4	-	3	-	4	-	4	-	4	-	3	-
A J	4	-	2	-	4	terkadang mengajar itu butuh sedikit keras terhadap siswa, agar siswa tahu membedakan mana yang benar, mana yang salah.	4	mengajar sesuai dengan minat siswa	4	datang tepat waktu, mengajar tepat waktu	4	siswa harus berusaha disiplin terutama disiplin belajar, disiplin waktu
A K	4	Ceramah dan diskusi	3	"-	4	Cara mengajar dan menghadapi siswa yang berbeda karakter	4	" - "	4	Kedisiplinan dan tanggung jawab	4	" - "
A L	5	Menggunakan ice breaking games ketika memulai	4	Dalam mengajar bahasa inggris, saya sering	4	ketika mengajar di kelas otomotif yang notabene	4	tidak panik ketika ada siswa yang bertanya dan kita	4	datang tepat waku.	3	-

		<i>pembelajaran sehingga siswa tertarik belajar dan ingat tentang apa yang dipelajari</i>	<i>menyuruh siswa sebisa mungkin berkomunikasi dengan bahasa inggris sekalipun itu hanya sebatas sapaan terhadap guru menggunakan miss atau madam.</i>	<i>siswa laki-laki semua, diberi saran untuk agak tegas dengan mereka supaya dihargai oleh siswa tersebut.</i>	<i>belum tahu jawabannya. tapi saya tetap berusaha memberi jawaban terbaik untuk siswa.</i>					
A M	5	-	5 <i>Pada saat guru menjelaskan, jangan hanya menggunakan alat teknologi seperti LCD Proyektor untuk mempresentasikan materi. Tapi, juga menggunakan cara konvensional yaitu menulis di papan tulis. Dengan cara ini, para siswa menjadi lebih cepat paham, terutama dalam pelajaran akuntansi.</i>	5 <i>Seorang guru harus menguasai materi pembelajaran. Paling tidak, guru menang belajar semalam.</i>	5 <i>Membuat soal-soal praktikum akuntansi yang banyak, karena para siswa merasa lebih tertantang dan semangat dalam pembelajaran.</i>	5 <i>Kedisiplinan, Integritas, Melayani dengan kasih dan Mencintai para siswa siswi. Tujuannya yaitu menjadikan pribadi para siswa siswi lebih berkembang ke arah lebih baik dan menyelamatkan jiwa-jiwanya. Harus seimbang antara kecerdasan intelektual, emosional, interpersonal dan spiritual.</i>	5 <i>Mengajar secara terstruktur.</i>			
A N	4	<i>Model kooperatif</i>	4 <i>Dosen di Universitas. Dosen memberikan materi dan tugas yang autentik. Materi dan tugas yang autentik tersebut dapat membantu pemahaman saya dalam memahami apa yang seharusnya saya pahami.</i>	4 <i>Berinteraksi dengan murid tidak terlalu kaku (dari segi bahasa), menggunakan cara yang kreatif, menggunakan media yang menarik.</i>	5 <i>Memberikan skemata, memberikan teori sesuai dengan kenyataan yang relevan sehingga tidak memiliki pemikiran yang idealis.</i>	4 <i>Datang mengajar tepat waktu, sebelum mengajar menyiapkan rencana pengajaran, menyiapkan rencana lain jika terjadi hal-hal yang tidak diinginkan (murid bosan, mati listrik).</i>	4 <i>Menggunakan pendekatan yang menjadi ciri khas institusi, seperti Pendekatan Studi Ignasian.</i>			
A O	3	<i>Dinamika kelompok</i>	2	-	5 <i>Lebih menarik, ada rasa humor, pakai dinamika kelompok</i>	3	-	5 <i>membuar RPL</i>	1	-
A P	3	-	3	-	4 <i>Jangan mau dikendalikan murid</i>	3	<i>Sabar menghadapi reaksi murid yang tidak terduga</i>	3	-	4 <i>Humanis</i>
A Q	4	<i>Role Play</i>	5	-	4	-	5	-	5	-
A R	4	<i>Metode permainan</i>	4	<i>Pak Pambudi. Beliau mampu menciptakan</i>	4 <i>Lebih tegas</i>	4 <i>Tidak pernah bertindak kasar baik secara lisan maupun tindakan</i>	4	-	4	-

			<i>suasana yang nyaman dan menyenangkan</i>									
A S	3	-	3	-	4	-	4	-				
A T	4	<i>Memberikan kepercayaan kepada siswa untuk mengoreksi dan memperbaiki hasil kerjanya yang masih salah.</i>	4	<i>Siswa diajarkan untuk memperhatikan guru saat sedang menjelaskan, tidak asik dengan pekerjaannya sendiri.</i>	5	<i>Ketika anak baru datang, hendaklah menanyakan terlebih dahulu kegiatan anak tersebut sebelumnya, tidak langsung menagih PR dan memberi hukuman berat ketika tidak mengerjakan PR</i>	4	<i>Guru menjelaskan materi dan materu tersebut dapat diterima oleh siswa</i>	4	<i>Disiplin, mengajar sesuai dengan peraturan guru seperti hadir 30 menit sebelum kelas di mulai, menggunakan pakaian rapi, berdoa sebelum pelajaran di mulai, dll.</i>	4	<i>Adanya sanksi ketika siswa mencontek, tidak mengerjakan PR, membuat kegaduhan yang tidak berkaitan dengan materi, dll.</i>
A U	4	<i>Inkuiri</i>	3	<i>Pak Febi</i>	4	<i>Belajar tegas kepada siswa</i>	3	-	4	<i>Membuat administrasi sekolah</i>	4	-
A V	3	<i>Menggunakan games</i>	3	-	4	<i>Mendekati siswa secara personal di kelas</i>	3	-	4	<i>Tidak menghukum ketika siswa salah namun memberikan pemahaman bahwa yang dilakukan oleh siswa yang bersangkutan tidak dapat dibenarkan</i>	3	-
A W	5	<i>susan loucks horsley</i>	4	<i>Dr.Insiah Wilujeng, M.Pd dengan mencontoh kekreatifan beliau mengembangkan pembelajaran berbasis potensi lokal</i>	5	<i>Agar belajar dengan menempatkan peserta didik sebagai teman sehingga peserta didik belajar lebih enjoy</i>	4	<i>dengan mengajar peserta didik diskusi bersama dengan santai dengan media pembelajaran berbasis android sehingga memotivasi peserta didik belajar</i>	4	<i>peserta didik harus datang tepat waktu</i>	4	<i>guru harus selalu semangat dan memberi contoh yang baik bagi peserta didik</i>
A X	4	<i>Sosio drama</i>	3	<i>"-"</i>	3	<i>"-"</i>	3	<i>"-"</i>	4	<i>Masuk kelas tepat waktu</i>	4	<i>"-"</i>
A Y	5	<i>"-"</i>	4	<i>"-"</i>	4	<i>"-"</i>	5	<i>"-"</i>	4	<i>"-"</i>	2	<i>"-"</i>
A Z	4	<i>cooperatif learning</i>	4	<i>Rishe Purnama Dewi, memberikan penugasan berupa proyek terkait materi, sehingga siswa bisa mengalami langsung dan belajar memecahkan masalah</i>	4	<i>"-"</i>	4	<i>bisa mendampingi siswa dalam pembelajaran maupun d luar pembelajaran</i>	4	<i>terkait dengan sikap dan karakter</i>	4	<i>"-"</i>

B A	2	*	2	*	1	*	2	*	3	Disiplin	3	Berpakaian rapi
B B	4	Cooperative learning	4	Saya mencoba memberikan feedback terhadap hasil kerja siswa karena dengan seperti itu siswa akan merasa dihargai dan mereka bisa membuat peningkatan di masa mendatang.	2	Sebenarnya bukan saran, tapi lebih pada masukan akan seperti apa pembelajaran di kelas. Kemungkinan pemilihan aktivitas pembelajaran.	4	Selain pemberian feedback, saya juga belajar banyak dari guru/dosen tentang bagaimana engage with students and teaching materials.	4	Guru harus datang tepat waktu. Ini (dan mungkin aspek lainnya juga) menjadi penting untuk dilakukan karena guru adalah teladan bagi siswa dan mereka harus melakukan apa yang menjadi perintah mereka untuk siswanya.	3	Yang paling pasti adalah menyesuaikan materi ajar dengan tujuan pembelajaran, baik secara umum atau secara spesifik.
B C	4	pembelajaran komunikatif (CLT)	5	Pak Yala : pendekatan thd siswa ; Miss Lanny : motivasi ; Pak Cons : motivasi ; Pak Heru : pemahaman multikultur ; Bu Ida : kesabaran dan manajemen kelas ; Pak Pius : Pengetahuan yang luas	4	"kamu harus bisa menyesuaikan diri dengan murid"	5	memahami keadaan murid dan menyesuaikan materi	4	berpakaian rapi dan sopan	5	mengajar sesuai dengan materi yg ada di sillabus.
B D	2	-	1	-	5	-	3	-	2	-	3	Tidak semua mahasiswa sama
B E	5	PBL	4	Pak Bandi	5	"_"	5	"_"	4	"_"	4	"_"
B F	3	-	4	-	4	-	4	-	4	-	4	-
B G	4	pembelajaran dg media yg menarik	3	-	4	selalu berinovasi dalam mengajar, gunakan media yg menarik dan materi yang up to date	4	-	4	tidak boleh berkata bodoh kepada peserta didik, tidak boleh memberikan kekerasan secara fisik kepada peserta didik	3	-
B H	3	"_"	3	"_"	3	"_"	4	"_"	4	"_"	4	"_"
B I	5	jigsaw	4	Guru sewaktu SMA	4	memahami latar belakang siswa, termasuk kemampuan dan minat siswa.	4	penguasaan materi dan berpengetahuan luas	4	-	3	-

B J	4	"-"	3	"-"	4	"-"	4	"-"	4	"-"		
B K	4	TPR	4	Belajar dgn menggunakan flash card	3	Menjadi guru yg disenangi murid nya seperti teman belajar	3	-	3	-		
B L	4	Dengan games	4	Berbahasa santun	3	Harus berpengetahuan luas	3	-	4	Tepat waktu dalam membuat rpp		
B M	5	Mengajar dengan penuh energi, bersemangat, dan menerapkan bloking dengan baik	4	Bapak ST. Kartono, beliau selalu masuk kelas dengan langkah yang cepat dan tegas. Menggunakan metode mengajar yang baik dan variatif	4	Saran untuk menggunakan media dan tenang di dalam kelas	4	Selalu semangat, mengembangkan bahan, dan membuat kelas yang santai	3	-		
B N	5	Saat guru saya ada yang tidak pilih kasih. Beliau sangat kritis saat melihat situasi dan kondisi siswa. Seperti untuk murid ² yang cerdas, beliau menyuruh mereka langsung mengerjakan latihan ² yang ada sedangkan untuk murid ² yang rata ² , beliau mengelompokkan kami untuj belajar bersama. Namun, beliau tidak meninggalkan mjid yang cerdas maupun yang rata ² .	5	Pak Gun. Seperti cerita sebelumnya di nomor 1. Beliau pun tidak pernah menyatakan salah atau benar pada mahasiswa secara sepihak. Beliau biasanya memdatangi kami lalu mengatakan kami membuat kesalahan dimana serta mengajari kami.	5	Saya baru di semester 6 tertarik menjadi guru. Sedangkan teman ² saya lainnya terlihat sudah siap menjadi guru, padahal saya saja baru ada niat saat mereka sudah master. Jadi, sarannya adalah belajar pelan ² , PD, jangan takut dan menyerah, rajin membaca dan praktik.	5	Seperti cerita sebelumnya mengenai Pak Gun.	5	Menjaga sikap dan lisan dwngan baik dan benar serta profesional.	5	bila saya disuruh mengajarkan mengenai A, ya saya mengajarkan mengenai A dan tidak keluat dari topik pembelajaran.
B O	4	Grouping	4	Mempunyai skill yang bagus dalam hal menguasai materi	4	Memahami kebutuhan siswa	4	Penguasaan materi, membuat lesson plan	4	-	4	Sesuai kurikulum yang berlaku
B P	4	Terjun langsung ke lapangan	5	Pak Kartono	5	Menjadi guru yang dekat dengan siswa dan memposisikan diri sebagai siswa	5	Meminta siswa untuk terjun langsung (praktik)	4	Disiplin terhadap waktu	4	Mengajar tepat waktu
B Q	5	Model demonstrasi guru	4	Pak domi dan romo paul saat kuliah, Ibu Rus saat SMA	4	Buatlah hal yang menarik perhatian siswa tetapi	5	mendemonstrasikan pelajaran jika tidak bisa	3	Datang tepat waktu	4	datang tepat waktu, membuat rpp

				masih dalam konteks pelajaran		akan disampaikan melalui video						
B	3	menggunakan game	3	tegas	3	mengikuti garis besar kemampuan peserta didik	3	ramah thd murid	3	tidak boleh terlambat	3	speaking english
B	4	-	4	-	5	-	5	-	5	-	3	-
S												
B	5	Menjadikan materi serta soal-soal pengayaannya dalam 1 bab, serta pembahasan yang menyeluruh.	5	Saya suka guru yang banyak berkomunikasi dengan memberikan motivasi belajar yang menarik.	3	-	5	Yang sistematis dan selalu mengedepankan pemahaman murid	4	Seperti belajar materi terlebih dahulu sebelum masuk kelas	3	Saya tidak tahu. Selama saya mengajar di fakultas tidak ada aturan-aturan khusus yang harus selalu dipraktikkan di dalam kelas. Saya lebih banyak diberi kebebasan untuk mengembangkan metode mengajar saya
U	3	-	4	Saya mencontohi beberapa cara mengajar dari para pengajar di Lembaga Bahasa.	4	Saran yang saya dapatkan seperti penguasaan materi sebelum mengajar dan pendekatan personal kepada murid (mengenal latar belakang murid).	3	-	4	berpakaian rapi dan tepat waktu.	4	berpakaian rapi dan tepat waktu.
V	3	Mengunakan aplikasi online seperti Kahoot atau Edmodo	3	Bu Arina, Pak Sarwoto, Pak Daniel	3	-	3	-	3	-	3	-
W	3	Serius tapi santai	4	Bu ririn, dekat dengan murid	3	-	4	Belajar sambil bermain	4	Mengajar ontime	3	Di kelas harus memperhatikan
X	4	Jigsaw	3	Pak Widharyanto. Dia pernah memberikan update metode pembelajaran dan mempraktikkan di dalam kelas	4	Jadilah guru yang bisa mendidik siswa secara kognitif dan afektif	3	Membuat strategi pembelajaran agar siswa menarik	3	-	4	Menggunakan pakaian yang sopan dan tidak seksi. Membuat strategi pembelajaran yang pas dengan materi
Y	5	Belajar berkelompok membahas studi kasus	2	-	5	kita harus memiliki pemikiran yang terbuka dalam memahami karakter setiap murid yang berbeda	5	mengajar dengan menggunakan teknologi sebagai media yang efektif	3	-	3	-
Z	2	Ceramah dan Diskusi kelompok	3	-	4	-	4	-	3	-	4	Mendidik dengan hati

C A	4	Diskusi dan wawancara	4	Memberikan contoh soal kemudian memberikan soal yang setipe	4	Menyelami kepribadian anak2 sehingga dapat mencari metode belajar yang tepat	4	-	4	Datang tepat waktu	4	-
C B	5	Mapping dan discovery learning penemuan	4	Drs. Eduart Fransiscus	4	mengajar yang paling efektif adalah ketika mengubah pola pemikiran siswa yang rumit menjadi sederhana	4	pembelajaran yang sangat berpusat pada siswa, dan guru hanya berperan sebagai fasilitator	4	menggunakan tata bahasa yang baik, datang tepat waktu, memakai alat peraga yang terkait dengan materi	4	selalu menggunakan media pembelajaran
C C	3	Guru dengan santun menjelaskan pelajaran kepada siswa, memberikan contoh nyata, bukan sekedar memberi tugas tanpa memberikan contoh.	4	-	5	Siswa harus selalu di dengar kebutuhannya, materi yang kita ajarkan bukan selalu yang mereka butuhkan. Maka, kita harus mau terbuka untuk mendengarkan siswa	4	Dengan tidak serta merta merasa bahwa guru selalu benar	5	Guru harus tepat waktu	5	Untuk selalu berdasar ketika mengajar, bukan semata mata mengajar tanpa dasar dan/atau buku.
C D	2	pembelajaran yang kadang diselingi permainan	2	guru SMP	2	tegas tetapi tetap dekat dengan siswa	2	-	2	-	3	-
C E	3	"-"	3	"-"	4	"-"	4	"-"	4	Guru harus tepat waktu	3	"-"
C F	5	Pronunciation	4	-	4	-	4	-	4	-	3	-
C G	5	Guru mengajar dengan santai, ramah, dan carefree. Sehingga murid tidak tegang namun bisa menikmati suasana di kelas. Guru menyisipkan motivasi-motivasi di dalam proses pengajaran.	5	Saya terinspirasi dosen saya Pak Chosa yang pembawaannya selalu santai, akrab dengan muridnya. Saya juga meneladan Pak Consilianus yang senang memberi motivasi ditengah pengajaran. Saya juga menerapkan yang berpengaruh yang diajarkan Bu Yuseva mengenai memahami keadaan murid dan cara memperlakukan murid yang terlambat dengan baik, seperti misal dengan	5	Salah seorang teman pengajar memberi saya saran bahwa "teaching is killing time", sehingga sebagai guru, kita bisa menikmati kebersamaan dan interaksi bersama murid-murid yang kita ajar. Saran itu sangat berpengaruh pada performa mengajar saya. Saya menjadi lebih menikmati kelas sekaligus bisa mengakrabkan diri dengan murid.	5	Saya belajar dari Dosen saya Bu Yuseva tentang pentingnya memberikan feedback yang baik dan memotivasi kepada siswa, baik itu feedback dalam tugas speaking maupun writing.	5	Saya selalu berusaha mengajar sesuai dengan alokasi waktu yang ditetapkan oleh Lembaga tempat saya bekerja, yakni 100 menit dalam satu kali pertemuan.	5	-

			membiarkan murid tenang dahulu tapi tidak mengabaikannya.									
C H	3	Cooperative learning	4	Pada masa PPG_Bu Mega_kahoot.it	4	Don't speak too fast.	4	Menyesuaikan materi dengan kebutuhan peserta didik dan gaya belajar mereka.	4	Perrmendikbud no 23, Prosedur Penilaian pasal 12	3	Handphone hanya boleh dipergunakan untuk menunjang aktivitas pembelajaran.
C I	2	-	2	-	4	Lebih berwibawa ketika berhadapan dengan siswa	2	-	5	Menyusun RPP sesuai dengan kurikulum nasional pemerintah	3	-
C J	3	-	4	model pengajaran menggunakan bahasa yg simpel dan mudah dipahami siswa	1	-	4	-	4	-	5	-
C K	4	Praktikum dilaboratorium	4	Dosen saya Pak Edi santosa	4	Saran dalam penilaian siswa	5	Menerapkan metode yg seru seperti card games	4	Datang tepat waktu	3	"_")
C L	4	Role Playing	4	Salah satu dosen semasa kuliah, dimana mengajar dapat dilakukan dengan cara menyenangkan. Pemberian materi dilakukan dengan cara diskusi antar kelompok.	4	Gaya mengajar saya dinilai terlalu santai saat pertama kali mengajar. Kemudian saya disarankan untuk sedikit lebih tegas dan efisien (dari segi waktu).	4	Mengenal karakter siswa secara personal.	4	Datang kelas tepat waktu.	4	Mengajar sesuai dengan RPP dan program yang berlaku.
C M	1	Sy terinspirasi dr skema PWP (Pre Activity, While Activity, dan Post Activity) yang baik utk diterapkan pada setiap pertemuan pembelajaran. Pre activity mencakup pembukaan (doa, apersepsi, dll) dan juga warming up activity yg scr tidak langsung mengarahkan siswa utk mengumpulkan ide ttg materi utama yg akan dipelajari pd sesi While Activity. Sehingga dapat	3	Yuta dan Bruno (American fellows), Bu Memmy, Pak Kuswandono	5	Kombinasikan berbagai skill dalam satu kali pengajaran. Itu lbh akan menyenangkan.	5	Disiplin waktu, menyenangkan, tdk gila hormat, memiliki metode pengajaran yg up to date, dan memiliki learning material yg menarik dan sesuai level siswa yg dibimbing.	5	-	5	Menggunakan pakaian yg rapi dan sopan, membuat RPP sbkm mengajar, tdk boleh datang terlambat

		<p>dikatakan, pd sesi ini isi dlm kepala murid dipersiapkan utk belajar materi utama. Warming up activity dpt berupa games ringan. Pada While Activity, siswa belajar materi utama. Materi tdk harus melulu dg mengerjakan soal dan sll duduk diam. Guru dpt memfasilitasi siswa dg berbagai kegiatan pembelajaran yg menarik dan modern. Guru bs mengkombinasikan banyak skill (reading/writing/listening/s peaking) agar tdk membosankan. Pada Post Activity, siswa memproduksi apa yang sudah dipelajari pd sesi While Activity yg berfokus pada skill tertentu. Dan satu konsep penting yg saya pernah dapatkan adalah 'jangan membuat siswa anda menyadari bahwa mereka sedang belajar. Buatlah suasana belajar semenyenangkan mungkin'. #thankyouCampEPIC #wkkwk</p>					
C N	4	MOdel pembelajaran yang menginspirasi saya adalah model pembelajaran Problem Based Learning yang saya pelajari secara	5 -	5 Beberapa saran yang diberikan pada saya adalah untuk lebih fokus pada satu topik khusus yang ingin saya ajarkan dan supaya	5 praktik yang baik adalah ketika seorang pengajar bisa menyampaikan suatu materi dengan runtut dan terstruktur.	5 datang tepat waktu dan/atau sebelum waktu kegiatan belajar mengajar	4 Saya selalu mengajar menggunakan pakaian keagamaan.

		<i>lebih mendalam sewaktu mengikuti MGMP guru-guru SMK se-Kota Yogyakarta. Metode ini menginspirasi saya karena saya bisa melatih murid-murid saya untuk berfikir kritis terhadap suatu permasalahan yang ada di sekitar mereka.</i>		<i>saya bisa lebih jelas dalam memberikan instruksi di kelas.</i>								
C	4	<i>inkuiri</i>	4	<i>bisa menjadi teman namun juga sebagai guru bagi murid. Hal ini membuat murid nyaman, tidak takut kepada guru (beani bertanya) namun juga bisa menghargai guru. r</i>	4	<i>Guru itu digugu dan ditiru, kita harus sadar diri untuk mau terus belajar baik pengetahuan maupun berinteraksi dengan masyarakat agar dapat menjadi contoh yang baik bagi murid.</i>	4	<i>Bisa membuat anak tertawa namun tetap bisa belajar dengan maksimal.</i>	4	<i>Guru menjadi sosok yang dapat dicontoh oleh murid.</i>	4	<i>membuat anak/murid menyukai pelajaran yang saya ajarkan.</i>
C	3	-	3	-	4	-	3	-	3	-	3	-
P												

Table 8 Teachers' Reasons to Stay or Leave Their Profession

	17
A	<i>Saya niatnya untuk belajar saja</i>
B	<i>penghasilan</i>
C	<i>saya ingin bertahan karena saya mau lebih lagi untuk mendidik anak2. saya juga mau membentuk karakter yang baik sejak dini dan menanamkan nilai-nilai moral pada anak.</i>
D	<i>Kau mau kerja dimana? Keluar dari sini mau kerja apa? Ibarat kau keluar dari mulut singa masuk mulut buaya. Sama saja. Katanya anda orang beragama, harusnya disyukuri apa yang udah didapat. Ngerti ga?</i>
E	<i>Saya menyukai anak2 yang saya ajar dan ingin terus membimbing mereka meraih impian dan cita2,namun saya kurang setuju dengan sistem penilaian yang ditentukan oleh pemerintah.</i>
F	<i>Guru adalah pekerjaan yang mulia, tanpa seorang guru bagaimana negeri ini akan mencetak SDM yg baik dan berkarakterd™,</i>
G	<i>KARENA SAYA DITMPATKAN DI 2 LOKASI DENGAN TIPE KEPEMIMPINAN KEPALA UNIT YANG BERBEDA SERTA KEADAAN JUMLAH SISWA YANG SEMAKIN MENURUN.</i>
H	<i>Karena setiap hari saya mendapatkan tugas-tugas di luar bidang dan kemampuan saya. Ketika saya sudah mengerjakannya, saya selalu disentak terus oleh kepala sekolah tanpa melihat proses pengerjaan yang saya lakukan. Selain itu, ada administrasi tahun sebelumnya juga yang hilang dan disalahkan oleh kepala sekolah dan selalu digosipi dan mengatakan saya "tidak becus". Tapi, saya juga senang karena saya dapat mendidik anak-anak disini karena selama ini mereka tidak memperoleh pendidikan yang baik dan sesuai pengajaran Tuhan.</i>
I	<i>Karena menurut saya mengajar itu tidak hanya sekedar menyelesaikan administrasi, menyelesaikan materi pelajaran, tetapi juga mempelajari berbagai karakter siswa. Dari situlah saya merasa pekerjaan ini membuat saya nyaman.</i>
J	<i>Saya masih terpaksa menjadi guru.</i>
K	<i>Masih banyak yang perlu dipelajari tentang modul dan metode Montessori.</i>
L	<i>Saya sudah mulai bisa menyesuaikan diri mengajar BIPA dari yang awalnya tidak tahu sama sekali. Selain itu saya merasa senang bertemu orang-orang dari berbagai negara dan bisa bertukar ilmu dengan mereka. Pertemuan dengan mereka meningkatkan kepercayaan diri ketika berbicara dengan orang asing. Meskipun begitu, saya merasa ada keinginan untuk mengajar bahasa Inggris sesuai pendidikan saya di universitas untuk jangka waktu lama.</i>
M	<i>Saya suka mengajar, tapi saya berencana untuk pindah dari perusahaan saya saat ini. Hal ini dikarenakan tidak adanya peningkatan karir di perusahaan. Saya berencana ingin pindah, tapi saya akan tetap bekerja sebagai Trainer.</i>
N	<i>Ingin mengembangkan diri (program pelatihannya mahal tapi aku dapet gratis) namun akan ada saatnya saya akan lepas.</i>
O	<i>Saya mencintai pekerjaan saya saat ini. Bagi saya pribadi, menjadi seorang guru yang bersentuhan langsung dengan anak di dalam kelas merupakan salah satu cara saya untuk menjadi berkat bagi orang lain. Meskipun banyak rintangan dan tantangan yang sering saya temui dalam proses perjalanan saya, nyatanya hal tersebut tidak mengurangi rasa cinta saya untuk melihat anak-anak saya tumbuh dan berkembang ke arah kebaikan baik secara akademis maupun secara sosial.</i>
P	<i>Hal yang membuat saya kurang mampu bertahan di dunia pendidikan adalah regulasi dan sistem yang ada di dunia pendidikan. Saya merasa nilai sangat menjadi dewa bagi para siswa, sedangkan sikap dan perilaku bukanlah hal penting. Seorang guru menjadi penipu demi kemajuan organisasi.</i>

Q	<i>Atmosfer dsana nyaman baik guru dan murid</i>
R	<i>besarnya tanggung jawab dan beban kerja yang menyita waktu diluar jam kerja. Menyita waktu mengerjakan tugas kuliah sehingga studi s2 yang sedang saya ambil juga tidak dapat berjalan dengan lancar</i>
S	<i>Suasana rekan kerja yang kurang mendukung dan materi yang diajarkan yang terlalu monoton. Sulit bagi tutor untuk mengembangkan kreatifitasnya melalui media.</i>
T	<i>Saya ingin tetap mengajar karena saya cinta anak-anak. Yang membuat saya ingin keluar adalah lingkungan pergaulan yang tidak mendukung saya untuk berkembang</i>
U	<i>Karena tetap bertahan mengajar saya sudah bisa dekat dengan anak dan menguasai anak dalam kehidupan sehari2, sudah bisa membimbing anak Rasa nyaman mengajar juga merupakan bertahan menjadi guru</i>
V	<i>1. Alasan tetap mengajar karena ini adalah profesi saya, dan saya happy dengan profesi saya. 2. Alasan ingin meninggalkan pekerjaan saat ini karena setelah menikah akan ikut suami.</i>
W	<i>Belum sepeuhnya ingin bertahan karena jauh daru orang tua. Dan yg membuat berusaha bertahan adalah atmosfer lingkungan sekolah mulai dari guru2nya yg menyenangkan sampai siswanya yang terkadang menfhibur saya jika sedang suntuk</i>
X	<i>pengabdian</i>
Y	<i>Lingkungan kerja nyaman</i>
Z	<i>Sebenarnya suka mengajar tapi kalo kadang muridnya rame jadi galau.</i>
AA	<i>Belum menemukan passion dalam mengajar.</i>
AB	<i>Masih ada sangat banyak hal yang bisa dieksplor di tempat ini</i>
AC	<i>Menyenangkan. Namun tanggung jawabnya besar terhadap segala aspek pada kehidupan siswa.</i>
AD	<i>Karena dalam pengerjaan administrasi, pengajar sering lembur hingga tengah malam. Meskipun mendapatkan short time karena lembur tapi cenderung tidak bisa diambil karena jadwal yang padat. Kekurangan SDM menjadi faktor utama tim pengajar mendapatkan jobdesc berlapis diluar struktural dan fungsionalnya.</i>
AF	<i>Sekuat apapun pasti pernah berpikir untuk keluar. Selain sistem yayasan yang tidak sesuai. Karena kesabaran itu ada batasnya. Tugas2 yang lain yg lebih banyak. Perilaku ortu murid yang bisa menyakitkan hati. Selama ini masih bisa bertahan. Tapi selain marah, mengajar, kasi masukan, nasehat, tp kita bisa juga jd teman dengan murid. Bisa ketawa bareng. Segala emosi ketika mengajar, ketika bersama murid bisa dikeluarkan.</i>
AG	<i>Partner kerja antar guru yang sulit untuk diajak kerja sama dan sangat individualis. Sistem sekolah yang terlalu ribet. Jam kerja (senin-jumat 06.30-17.00 sabtu 07.00-13.00)</i>
AH	<i>Karena lingkungannya yang majemuk dan memiliki keberagaman pengajar. Terutama adanya beberapa rekan guru ekspatriat yg dapat saling bertukar informasi</i>
AI	<i>Saya belum memutuskan untuk tetap tinggal atau meninggalkan pekerjaan saat terutama di instansi yang sekarang</i>
AJ	<i>saya memilih jawaban 30% untuk instansi saat ini saya bekerja karena saya merasa belum nyaman dengan lingkungan tempat saya bekerja, terutama sarana-prasarana kurang mendukung, dan rekan kerja yang terkadang kurang profesional dalam bekerja.</i>
AK	<i>Sekolah lebih mementingkan kuantitas daripada kualitas, kurangnya ketegasan dari pihak kepala sekolah dalam menerapkan peraturan.</i>
AL	<i>teaching is my passion.</i>
AM	<i>Rekan kerjanya menyenangkan dan mengajak saya untuk menjadi pribadi lebih baik. Para siswinya sangat menyenangkan dan membuat saya merasa betah.</i>
AN	<i>Mengajar adalah hobi saya. Mengajar adalah hal yang menyenangkan, karena secara pribadi saya merasakan saya juga belajar dari pengetahuan dan bisa belajar dari pengalaman yang dimiliki oleh murid.</i>

	<i>Saya bisa belajar untuk memperbaharui pemahaman yang saya miliki, dengan memahami isu-isu yang mutakhir.</i>
AO	<i>tetap mengajar tapi disekolah yang berbeda</i>
AP	<i>Saya masih merasa kurang dalam pendalaman materi.</i>
AQ	<i>Saya memilih 100% bertahan dalam profesi saya saat ini, karena ini adalah panggilan hidup saya menjadi seorang pendidik.</i>
AR	<i>Saya mulai bisa mengikuti alur kerjanya. Serta lingkungan yang nyaman membuat saya betah.</i>
AS	<i>Masih belum menentukan pilihan</i>
AT	<i>Alasan untuk tetap mengajar adalah karena melihat perkembangan siswa dari yang tidak tau sempoa, berlahan-lahan dapat berhitung dengan cepat.</i>
AU	<i>Karena mengajar di SD bukan bidang saya</i>
AV	<i>Karena saya kurang tertarik menjadi guru ditambah dengan tantangan untuk membantu membentuk moral siswa yg begitulah... kurang didikan dr org tua dan pendidikan sebelumnya, sehingga karakter "semau gue" itu mereka anut dan saya lelah dengan kelakuannya. ðŸ˜¸, ðŸ˜¸... maaf curhat, semoga sukses dan lancar studinya ðŸ™¸ ðŸ˜¸ » Dan semoga saya bisa S2 kaya masnya ðŸ˜¸, ðŸ˜¸£ðŸ˜¸£ðŸ˜¸£</i>
AW	<i>Ingin lebih dekat dengan rumah</i>
AX	<i>Karena menjadi guru adalah hal mulia, bisa berbagi ilmu yang bermanfaat untuk orang lain, menambah wawasan dan amal kebaikan yang tidak akan putus.</i>
AY	<i>Situasi sekolah dan rekan kerja yang membuat semuanya nyaman dan tidak ingin keluar dari sekolah ini.</i>
AZ	<i>saya senang mengajar anak-anak, tetapi saya merasa belum bisa maksimal dalam memberikan pendampingan. sehingga saya merasa takut dengan kekurangan-kekurangan yang saya hadapi.</i>
BA	<i>*</i>
BB	<i>Mungkin karena saya belum terlalu lama bekerja di tempat saya bekerja sekarang jadi saya masih mencoba beradaptasi dengan lingkungan kerja dan sistem di tempat kerja.</i>
BC	<i>karena dapat mengajar dengan fleksibel dan memiliki lingkungan kerja yang baik untuk berkembang menjadi guru yang lebih baik.</i>
BD	<i>Kesempatan di masa depan</i>
BE	<i>Saya bertahan karena saya cinta</i>
BF	<i>Tetap memilih pekerjaan sebagai pengajar karena sesuai dengan disiplin ilmu yang saya pilih.</i>
BG	<i>mengajar sudah menjadi passion saya dan saya ingin membagikan ilmu yang saya milik kepada peserta didik, ada kepuasan tersendiri ketika peserta didik dapat memahami materi yang saya ajarkan. Saya juga senang ketika bisa berinteraksi dengan orang banyak termasuk peserta didik. Selain itu, institusi dimana saya bekerja selalu memotivasi guru untuk selalu berinovasi dan berprestasi. bahkan tidak menutup kemungkinan guru untuk bisa melanjutkan pendidikan S2/S3</i>
BH	<i>Lingkungannya yang bersahabat dan anak2 yg mau bekerjasama dlm belajar</i>
BI	<i>Masih merasa memerlukan ilmu yg lebih mendalam lagi</i>
BJ	<i>Alasan saya untuk tetap mengajar karena ingin tetap ingin membimbing anak anak yang saat ini berada di bawah bimbingan saya Alasannya setidik ingin meninggalkan pekerjaan saat ini karena penghasil yang saya dapatkan saat ini</i>
BK	<i>Tetap</i>
BL	<i>tetap ingin mengajar karena banyak ilmu baru yang dapat diperoleh</i>
BM	<i>Karena teman kerja yang mendukung, dan hal yang diajarkan sesuai dengan materi yang saya dapat selama kuliah.</i>
BN	<i>Saya masih newbie jadi saya masih belajar dan perlu pengalaman.</i>

BO	<i>Senang dengan pendidikan, memiliki passion mengajar</i>
BP	<i>Saya mulai suka berkecimpung sebagai pendidik</i>
BQ	<i>saya ingin mengajar di tempat ini karena banyak hal baru yang bisa mengembangkan diri</i>
BR	<i>Kurikulum tidak sesuai dengan apa yg ingin kita ajarkan ke murid, melihat level murid yg basic membuat kita ingin membuat materi sendiri, tp dituntut utk pakai modul</i>
BS	<i>terikat kontrak</i>
BT	<i>Mengajar menyenangkan bagi saya. Mengajar bisa membantu saya bertemu dengan lebih banyak orang. Namun saya tetap mencoba untuk mencari pekerjaan lain lagi, yang bisa membantu saya menambah relasi serta penghasilan.</i>
BU	<i>Saya ingin tetap mengajar karena saya ingin menantang diri saya dan memacu diri untuk mengetahui sejauh mana saya dapat menjadi orang yang berguna bagi orang lain, dengan membagikan sedikit pengetahuan yang saya punya.</i>
BV	<i>Saya menyukai kegiatan belajar mengajar dan bersosialisasi bersama murid dan rekan saya.</i>
BW	<i>Karena murid dan patnernya nyaman. Tapi tetap harus ditinggalkan karena tidak selamanya tinggal disini, bukan dari jurusan pendidikan juga.</i>
BX	<i>Gaji kurang</i>
BY	<i>merupakan sebuah kesempatan yang besar bagi saya untuk bisa mengajar di tempat saya bekerja sekarang ini dan itu akan sangat berguna bagi saya di masa depan sebagai seorang pengajar ataupun pekerja</i>
BZ	<i>Dikarenakan masih membutuhkan pengalaman dan jam terbang</i>
CA	<i>Saya mulai mencintai pekerjaan ini</i>
CB	<i>ketika berhasil dalam membentuk karakter siswa menjadi lebih baik dari sebelumnya, dan ketika berhasil membantu siswa dalam menemukan ilmu disitulah timbul kepuasan tersendiri</i>
CC	<i>Keadaan yang nyaman karena didukung dengan banyak nya buku buku serta pedoman mengajar. Guru dan rekan kerja saling mendukung bukan saling menjatuhkan. Siswa yang kami ajar sudah dekat dan seperti saudara. Kami belajar bersama dan menikmati proses belajar bersama.</i>
CD	<i>karena di instansi saya, banyak guru matematika sehingga memiliki banyak teman untuk saling share masalah menghadapi siswa dan materi karena sama-sama mengajar matematika</i>
CE	<i>Saya ingin tetap bekerja pada institusi saya sekarang karena suasana yg mendukung, siswa, rekan guru serta sekolah</i>
CF	<i>Latar belakang siswa dan budaya di tempat saya bekerja sangat berbeda-beda. Ketika saya memberikan nilai dan dirasa tidak sesuai dengan yang siswa harapkan, mereka akan protes dan mencari alasan kenapa saya memberikan nilai tersebut.</i>
CG	<i>Saya masih ingin memperbanyak pengalaman mengajar. Lembaga Bahasa bisa memberikan saya kesempatan yang luas untuk itu. Selain itu, teman-teman guru di sana juga tidak segan untuk saling mendukung dan memberikan saran guna kemajuan kegiatan pengajaran kepada setiap pengajar.</i>
CH	<i>Lingkungan dan peserta didik di sekolah membuat nyaman.</i>
CI	<i>Karena saya masih sangat pemula dan masih perlu mengenal sekolah.</i>
CJ	<i>karena ingin membagi pengetahuan dengan mereka dan menyalurkan apa yang sudah diajarkan di bangku kuliah</i>
CK	<i>Sekarang saya enjoy dengan anak-anak dan sering berdiskusi serta berdinamika mereka dan saya banyak belajar bagaimana tipe belajarnya</i>
CL	<i>Motivasi saya sebagai guru adalah membantu membentuk karakter dan moral yang baik kepada siswa. Namun penguasaan materi, dalam hal ini Bahasa Inggris, saya masih sedikit tertinggal dengan kolega atau teman semasa kuliah/sekolah.</i>
CM	<i>Sesuai passion saya ðŸ˜ƒ</i>

CN	<i>Saya ingin tetap mengajar di institusi tempat saya bekerja saat ini karena saya masih ingin mengembangkan diri dan kemampuan saya serta saya masih ingin mendapatkan pengalaman sebanyak-banyaknya.</i>
CO	<i>Memantapkan panggilan hidup.</i>
CP	<i>ingin meninggalkan pekerjaan ini, karena tujuan awal saya tidak ada rencana untuk menjadi guru</i>
A	<i>Lingkungan dalam ruang guru kurang begitu nyaman. Banyak kasus siswa-siswi SMA yang disaksikan oleh rekan-rekan guru di dalam ruangan guru. Subjektivitas kepala sekolah terhadap suatu kasus yang terjadi, ketidakpedulian beberapa guru akan permasalahan yang dihadapi, kurangnya dukungan dari guru atau wali kelas kepada siswa lain yang bukan menjadi anak didik yang diajar di kelas.</i>
B	<i>Pekerjaan ini adalah hal baru untuk saya, jadi saya masih mencoba untuk beradaptasi dengan baik.</i>
C	<i>Mengajar adalah sarana paling efektif bagi saya untuk terus berbagi dan memberikan diri kepada orang lain</i>

