

## Self Development of Novice Teacher of English: Challenges and Opportunities

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**Abstract:** To compete in the 21<sup>st</sup> century, it is very important for novice teachers to have self-development in developing their professional development. Lack of experiences in teaching and adapting in a new environment makes them know the ways to face the challenges and the opportunities to support their future carrier. Self development is taking steps to be better in yourself such as by learning new skills or overcoming bad habits. It takes bigger portion than other aspects in developing their professional development. This paper highlights self-development as one of the components in developing the professional development of the teachers. This covers the challenges of self development, coping with the challenges and opportunities of developing self development.

**Keywords:** *Self development, novice teachers and professional development*

**Abstrak:** Agar dapat bersaing dalam abad ke-21, sangat penting bagi guru pemula untuk memiliki pengembangan diri dalam mengembangkan profesionalnya. Kurangnya pengalaman dalam mengajar dan beradaptasi di lingkungan baru membuat guru tahu cara menghadapi tantangan dan peluang untuk mendukung karier masa depan. Pengembangan diri berarti mengambil langkah-langkah untuk menjadikan kualitas diri lebih baik seperti dengan mempelajari keterampilan baru atau mengatasi kebiasaan buruk. Dibutuhkan porsi yang lebih besar daripada aspek lain bagi guru pemula dalam mengembangkan pengembangan profesional. Makalah ini akan menyoroti pengembangan diri sebagai salah satu komponen dalam mengembangkan profesional para guru. Ini mencakup tantangan pengembangan diri, mengatasi tantangan dan mengembangkan kemampuan diri.

**Kata-kata kunci:** *Pengembangan diri, guru baru dan pengembangan profesional*

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Novice teachers are beginning teachers who have just implemented their teaching skills learned in a school. Barrett et al. (2002) define a novice teacher as a beginning teacher who has less than three years of teaching experience and one whose teaching tends to focus on “survival” and establishing basic classroom routines. Meanwhile, Kim and Roth (2011) assert that a novice teacher, is defined as a teacher with less than five years of teaching experience. Beginning period of teaching is usually challenging for teachers of different subjects. Teachers play an important role for the lives of their students. They become a role model and they are at the forefront in improving the quality of education of their students as they directly interact with them in the classroom. Sarnou and Belatrech (2018) state that lack of experience of teachers in their profession would bring about several problems and obstacles due to the awkwardness of the induction stage of teaching where everything is new, inexperienced and sometimes unexpected. Therefore, they have to develop their professional development in terms of self-development to improve their own skills and the ability they have.

Self development is taking steps to be better in your-self such as by learning new skills or overcoming bad habits. British Council (2015) states that there are twelve practices, namely planning lessons and courses, understanding the learners, managing the lesson, knowing the subject, managing resources, assessing learning, integrating ICT, taking responsibility for professional development, using inclusive practices, using multilingual approaches, promoting 21st century skills, and understanding education policies and practice. In the Regulation of the State Minister for State Apparatus Empowerment and Bureaucratic Reform Number 16 year 2009 concerning Teacher Functional Position and Credit Numbers, PKB is the main element whose activities are also given credit numbers for teacher career development, in addition to the other two main elements, namely: (1) education; (2) learning/mentoring and additional assignments and/or other relevant tasks. It has also been explained that continuous professional development (PKB) consists of 3 components, namely self-development, scientific publications and innovative work. Self development has the bigger portion in developing teachers’ professional development.

Self-development is the efforts made

by a teacher in order to increase his professionalism. The teacher is expected to eventually be able to carry out the main tasks and obligations in learning/guidance, including in carrying out additional tasks relevant to the function of the school/ Islamic school. Self-development activities consist of two types, namely functional training and teacher collective activities. This self-development activity is intended to enable teachers to achieve and or improve teacher professional competencies which include: pedagogical, personality, social and professional competencies as mandated in Law Number 20 year 2003 concerning the National Education System.

In contrast to the fact that happened in the field, based on Education First English Proficiency Index (EF EPI) 2018, they have Ranked 88 countries in which Indonesia Indonesia is in 51st-rank and categorized as low proficiency in English. The minister of education and culture in Indonesia (2014) reported the result of national examination in Indonesia that there were 7.811 students of SMA/MA who failed in national examination there were 384 of 7.811 students who failed in national examination in South Sumatera. In other words, they unsuccessfully reach the standard score 5.5 at that time. If the teachers have good professional development, that problem might not occur. Moreover, Veenman (1984) states that there were eight problems perceived by novice teachers, namely classroom discipline, motivating students, dealing with individual differences, assessing students’ work, relationship with parents, organization of class work, insufficient and/ or inadequate teaching materials and supplies and dealing with problems of individual students.

In order to develop their professional development, novice teachers need support and opportunities to improve it. Tickle, Chang and Kim (2011) state that the school supports can be in the form of (a) the principal lets staff members know what is expected from them; (b) the school administration’s behavior toward the staff is supportive and encouraging; (c) principal enforces school rules for student conduct and backs up when needed; (d) the principal knows what kind of school he/she wants and has communicated it to the staff; and (e) staff members are recognized for a well done job. Meanwhile, Fantili and McDougall (2009) found that there are a range of teacher comments on challenges that lead them to want to contemplate leaving

the profession. They include issues that range from student behaviour, to parents, to a lack of administrative support, to salary issues, to politics and span across the various mentoring relationships (formal, informal, or none) and across years of experience from one to three

Furthermore, based on the description above, this paper will highlight self-development as one of the components in developing the professional development of the teachers. This covers the challenges of self development, coping with the challenges and opportunities of developing self development.

### **The Importance of Self Development**

Self-development is the efforts made by a teacher in order to increase his professionalism. Thus he will have competence in accordance with the laws and regulations. The teacher is expected to be eventually able to carry out the main tasks and obligations in learning/guidance, including in carrying out additional tasks relevant to the function of the school/ Islamic school. Self-development activities consist of two types, namely functional training and teacher collective activities. This self-development activity is intended to enable teachers to achieve and/or improve their professional competencies which include: pedagogical, personality, social and professional competencies as mandated in Law Number 20 year 2003 concerning the National Education System.

The teacher's collective activity is the activity of the teacher in participating in scientific meetings or joint activities aimed at achieving the standards or above the established professional competency standards. The teacher's collective activities include: (1) workshop activities or group teacher activities for curriculum group preparation and / or learning, (2) discussants or participants at seminars, collections, pannel discussions or other forms of scientific meetings, and (3) other collective activities that are in accordance with the duties and obligations of the teacher.

Self-development activities that include functional training and collective activities of the teacher must prioritize the needs of the teacher to achieve standards and / or increase professional competence especially in relation to implementing learning services. Teachers' needs to achieve or improve their competencies can include: (1) competence in investigating and understanding the context in which the teacher teaches, (2) mastery of material and curriculum, (3) mastery of

teaching methods, (4) competence in evaluating students and learning, (5) mastery of information technology and computers (ICT), (6) competency in facing innovation in the education system in Indonesia, (7) competencies face the current demands of the theory, (8) other competencies related to the implementation of additional tasks or other tasks relevant to the function of the school / Islamic schools.

### **Challenges of Novice Teachers**

Veenman (1984) state that there were eight problems perceived by novice teachers namely classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationship with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies and dealing with problems of individual students. Meanwhile, Özturk and Yildirim (2013) state that there are two challenges that the teachers face. They are job-related challenges and social challenges. In job related challenges, the teachers will face workload challenges, instructional challenges, and classroom management challenges. While in social challenges, they will have social status and identity challenges, challenges in relationship with students, conflicts with colleagues, supervisor challenges, and challenges in relationship with mentor teacher. Dias-Lacy and Guirguis (2017) found that there are three challenges that novice teachers face when they just enter the school to teach namely lack of support from other teachers and administrations, curriculum challenges and time management, and discipline challenges. Meanwhile, Boakye and Ampiah (2017) found that the factors in which the novice teachers faced challenges are (a) time management, (b) content knowledge, (c) teaching and learning resources, (d) student understanding, (e) lesson note conflict/writing, (f) student punctuality, (g) class management, (h) student's interest in science, (i) getting sources of information, (j) workload, and (k) weak background of students.

### **Coping with the Challenges**

Dias-Lacy and Guirguis (2017) state that offering a myriad of mechanisms to new teachers may help and support them to better assimilate to their new school cultures and roles. Implementation of these mechanisms have proven to be approaches, which significantly reduced the number of first year teachers who experienced frustration,

unrewarding and intolerable difficulty throughout the school year, and desire to leave the profession. Besides, Boakye and Ampiah (2017) found that one of the solutions that they generally used in solving some of their challenges were contacting the people they know who could help them, namely, (a) their head teachers for financial support to purchase the TLMs, (b) experienced teachers who they regarded as mentors, and (c) resource persons. Öztürk and Yildirim (2013) assert that an effective teacher induction program is supposed to solve problems of new teachers. Therefore, a deep assessment of current induction applications together with the existing challenges could ease focusing on more accurate induction. Furthermore, Mustofa (2007) points out that the teachers should learn continuously throughout life, by opening up to willing to hear and see new developments in their fields. They should join in-service training, build a good network with their colleague and do innovation or develop their creativity in the use of educational technology that utilizes the latest communication and information technology.

### **Opportunities for Novice Teachers**

Schools become one of the factors in supporting the teachers to develop their professional development. Law no. 14 year 2005 line 14 about Rights and Obligations of teacher states that the teachers have rights to get opportunity to develop the competence and get training and development. Tickle, Chang and Kim (2011) found that the school supports can be in the form of (a) the principal lets staff members know what is expected from them; (b) the school administration's behavior toward the staff is supportive and encouraging; (c) principal enforces school rules for student conduct and backs up when needed; (d) the principal knows what kind of school he/she wants and has communicated it to the staff; and (e) in this school, staff members are recognized for a job well done.

Jan (2017) asserts that the 21st century is rapidly changing one in every dimension of human (economically, socially, technologically). Due to the rapid changes complex problems are faced by educationists, policy makers, managers and teachers as well. Teachers of 21st century have to create students of 21st century with soft skills. The 21st century teachers need teaching skills content mastery as well as integrating teaching with technology. The teacher develop-

ment programs are much important. The impact of good teaching is increasingly cited as a major determinant of economic well-being of society.

### **CONCLUSION**

Novice teachers will face several problems and challenges in 21st century era starting from students' behavior, classroom management, working environment, classroom discipline, competences that they should have. Lack of experiences makes them obligate to develop the self-development by joining some programs of ICT, instructional seminar, or even joining group discussions. Therefore, to maximize the development of novice teachers, opportunities and supports from senior teachers, schools and government will help them to fulfill what they need and what should they have in teaching and learning process.

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