**EXPLORING THE LIVED EXPERIENCE OF NOVICE ENGLISH TEACHERS
DURING INFORMAL MENTORING PROGRAM:
EVIDENCE FROM JIHADUL UMMAH NW ISLAMIC BOARDING SCHOOL**

# THESIS

In Partial Fulfillment of the Requirement for Master's

Degree in English Language Education

**By**

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2024**

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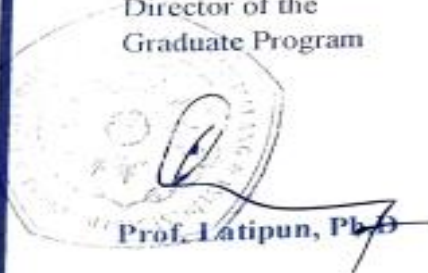
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# LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that  :

1. The thesis entitled: **EXPLORING THE LIVED EXPERIENCE OF NOVICE ENGLISH TEACHERS DURING INFORMAL MENTORING PROGRAM: EVIDENCE FROM JIHADUL UMMAH NW ISLAMIC BOARDING SCHOOL** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.

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Malang, 15<sup>th</sup> July 2024

The Writer.

YUDIA ARDHITA MUSLIMAH

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Alhamdulillah, in the name of Allah Swt., the beneficent and merciful. All praise is merely to The Mightiest Allah Swt., the lord of the world. First and foremost, I would like to praise and thank my life creator, Allah Almighty, and my beloved prophet, Muhammad, for blessing and guidance during this thesis completion.

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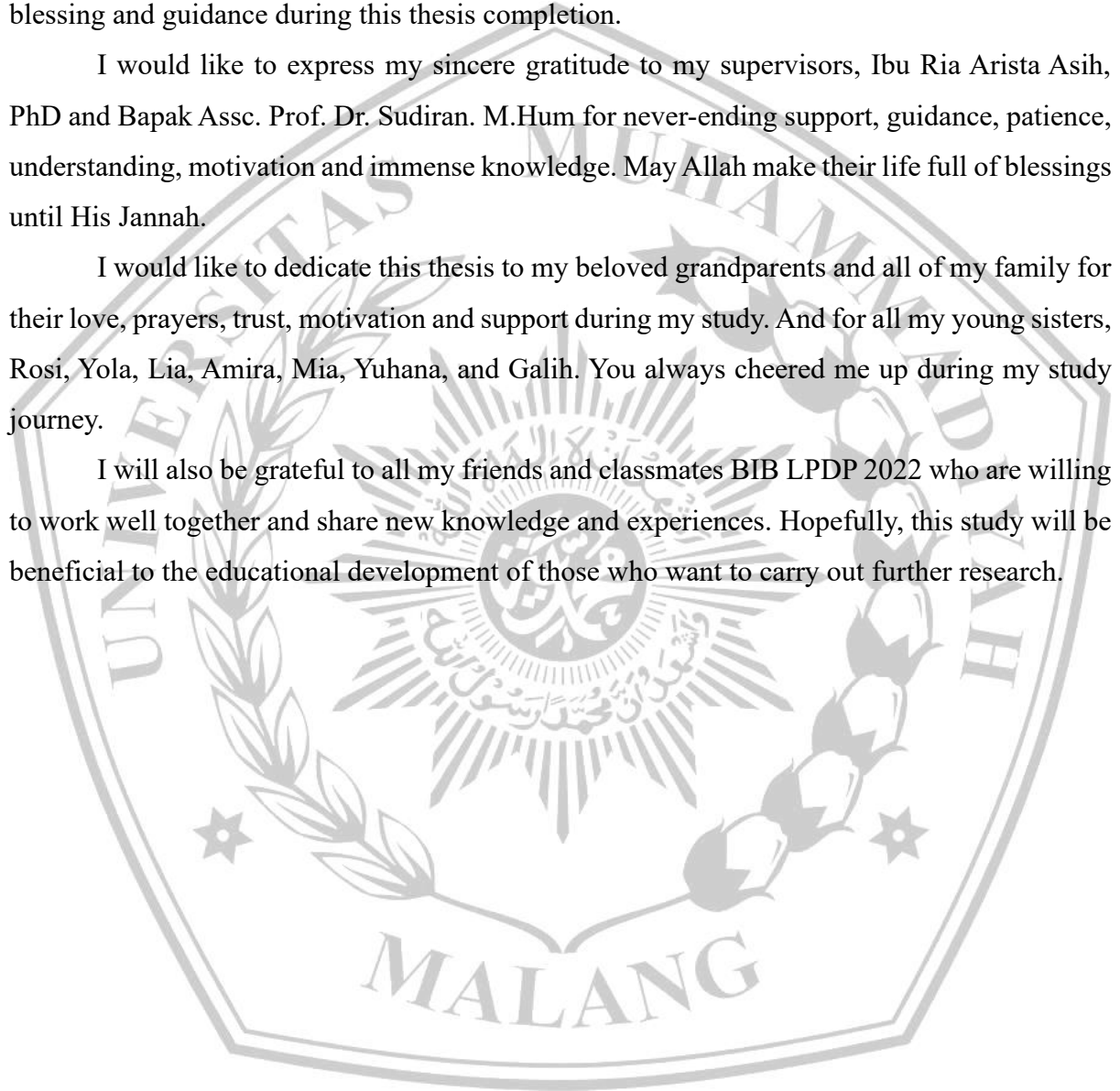
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# EXPLORING THE LIVED EXPERIENCE OF NOVICE ENGLISHTEACHERS DURING INFORMAL MENTORING PROGRAM: EVIDENCE FROM JIHADUL UMMAH NW ISLAMIC BOARDING SCHOOL

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## ABSTRACT

This research explores the types of support given by senior teachers to novice teachers and also the challenges and coping strategies during the mentoring program. This study used a qualitative research design with four subjects: English senior teachers, novice English teachers, deputy of curriculum, and school principal. This study uses interviews and observation to gather the data. The result of interviews is used as the primary data, while the result of observation is used as the secondary data for triangulation purposes. The finding of this study presents several types of support provided by senior teachers to novice teachers, such as personal support, professional support, and team support. Meanwhile, time and lack of novice teachers' self-efficacy are the challenges during mentoring. Then, the strategies used to cope with the challenges are online mentoring and collaborative work and giving emotional support to novice teachers. This study gives an insight into how vital support for novice teachers at the beginning of teaching is to promote their teaching professionalism.

**Keywords**: *mentoring, mentoring support, novice teachers*

# EXPLORING THE LIVED EXPERIENCE OF NOVICE ENGLISHTEACHERS DURING INFORMAL MENTORING PROGRAM: EVIDENCE FROM JIHADUL UMMAH NW ISLAMIC BOARDING SCHOOL

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**ABSTRAK**

Penelitian ini mengeksplorasi apa saja jenis dukungan atau support yang diberikan guru senior kepada guru baru atau pemula dan juga tantangan serta strategi selama program mentoring atau pendampingan. Penelitian ini menggunakan desain penelitian kualitatif dengan empat subjek: guru bahasa Inggris senior, guru bahasa Inggris pemula, waka kurikulum, dan kepala sekolah. Penelitian ini menggunakan wawancara dan observasi untuk teknik mengumpulkan data. Hasil dari wawancara digunakan sebagai data primer, sedangkan hasil observasi digunakan sebagai data sekunder untuk keperluan triangulasi. Hasil dari penelitian ini menemukan beberapa jenis dukungan yang diberikan guru senior kepada guru pemula, seperti dukungan personal, dukungan profesional, dan dukungan tim. Sementara itu, waktu dan kurangnya self efficacy dari guru baru menjadi tantangan dalam program mentoring ini. Kemudian, strategi yang digunakan untuk mengatasi tantangan tersebut adalah mentoring secara online dan team kolaboratif serta pemberian dukungan emosional kepada guru pemula. Peneliian ini memberikan gambaran betapa pentingnya dukungan bagi guru baru di awal pengajaran untuk meningkatkan profesionalisme mengajar mereka.


*Keywords: mentoring, mentoring support, novice teachers*

# I. INTRODUCTION

## 1.1 The Background of the Study

The mentoring program is a part of the Professional Development (PD) program for teachers to promote their teaching expertise (Hidayah, 2016). PD is required to incorporate various knowledge types into the teachers' practice: pedagogical content knowledge, classroom management skills, and teaching skills (Dvir & Schatz-Oppenheimer, 2020). Besides, PD is also related to prepared to face 21st-century skills, which teachers need to being prepared to face it. The 21st-century skill relates to an improvement of today's class involving an extensive understanding and performance of literacy (Sabilah et al., 2021). Rather than mandating comprehensive literacy, teachers must recognize the evolving and adaptable nature of literacies that address areas as diverse as technology, multimedia, and globalization. All those skills should be comprehended by teachers to achieve students' achievement. However, many teachers, especially novice teachers feel frustration and shock over the PD required (Voss & Kunter, 2020).

Therefore, to enrich teachers' PD, schools need to provide mentoring programs for novice teachers. Mentoring is needed for novice teachers to promote their teaching professionalism (Tonna, 2019). It is one of the programs which assist teachers with PD (Hobson et al., 2009). Conducting mentoring for novice teachers will help them to develop their teaching practice which affects students' achievement ( Sider 2022). However, some problems are faced by novice teachers in their teaching. As stated by Voss & Kunter (2020), beginning teachers often feel disillusioned and stressed during their first years of teaching. Likewise, Dvir & Schatz-Oppenheimer (2020) also claim that some problems are faced by novice teachers, personal-emotional involves transitioning from being a student to becoming a teacher, the novice teachers must redesign their professional identity and self-efficacy. Another problem with curriculum regulation is that teachers find it difficult to adjust to the teaching process (Habiburrahim et al., 2022).

Therefore, they need a mentor to give them support during the mentoring program to face all the problems during their teaching practice. Mentor teachers as the guides, motivators, supervisors, and partners to help novice teachers in their teaching (Andreasen et al., 2019). Mentor teachers have a significant role in mentoring novice teachers to develop their knowledge and skills, interact with school members, and adjust themselves to tackle the problems related to school conditions, including students' behaviour (Tanjung et al., 2021).

Several studies show the importance of mentor teachers' roles at school. According to Akmal et al. (2022) a mentoring program is required at English Language Teaching (ELT) to develop mentor teachers and novice teachers relationships at the school to achieve the learning goals of teaching practice. Besides, Aydın & Ok (2020) reveal that mentoring practices are essential for novice teachers' future careers, and good mentoring relationships can be established by encouragement, support, feedback, and open communication between mentors and mentees. In addition, Gjedia & Gardinier (2018) also claim that mentoring novice teachers during their beginning years of teaching is an important program to develop their teaching professionalism. Therefore, mentoring is a significant program that should be conducted at the school. The program is carried out by mentor teachers to novice teachers which is expected to promote teachers' professionalism, both mentor and mentee (Shah, 2017).

Moreover, several studies reveal mentoring programs for novice teachers. Adnan (2018) states in his study about upgrading teachers' quality through an online mentoring system. This study explains Indonesian teachers' problems with English Foreign Language (EFL) teaching, so they use the system of mentoring to cope with the problems. The result is helpful for EFL teachers. Besides, a study conducted by Hidayah (2016) about mentoring secondary teachers as an alternative training program has a good impact on the novice teachers at school. Another study by Nugroho et al. (2020) about the constructivist mentoring program in developing English as Foreign Language (EFL) teacher professionalism shows that teachers claim to have experienced an expansion of knowledge and pedagogical practices as

well as a change in attitude and mindset after going through a series of activities in the mentoring program.

This current study has similarities and differences from previous studies. First, a study by Akmal et al. (2022) about "Mentor teacher challenges and strategies in implementing ELT lesson plans in state Islamic schools for secondary schools". This study investigates the problem of designing lesson plans for mentoring. Meanwhile, the current study not only focuses on designing lesson plans but more than that. It explores mentoring support given by mentor teachers to novice teachers during the mentoring. Second, a previous study by Albakri et al. (2021) which is related to my study, this earlier study used a quantitative research design. Meanwhile, this current study utilizes a qualitative approach to explore information and the data in depth. Third, a study conducted by Tatik (2021) about "The Influence of induction experiences on novice teachers' demonstration of professional standards". This study explores about the mentoring program as a part of the induction program for secondary school, and it suggests future research conducted in Islamic boarding schools. The difference is that this current study not only focuses on investigating the impact of mentoring but also explores types of support practiced between senior teachers and novice teachers during mentoring, such as personal support, professional support, and team support. Fourth, a study by Hidayah (2016) entitled "Mentoring novice secondary teachers as an alternative training program". This study aims to explore the effectiveness of a school-based mentoring program for novice teachers in secondary schools in Indonesia. This study also suggests conducting the research at the senior high school level. Meanwhile, the current study explores more about mentoring support for novice teachers, which is conducted for senior high school.

The current study will be conducted at Jihadul Ummah Islamic boarding school since support of mentoring is required in this institution to obtain teachers' PD. This school is a private school that needs more attention in mentoring support for novice teachers. Many teachers need to pursue their PD in teaching. However, some qualified mentor teachers in this school can help and support novice teachers in their teaching.

The implication of this study is to give insights into how senior teachers support novice teachers in their beginning of teaching to promote their teaching professionalism. The relations between senior teachers and novice teachers are close, and both of them need each other. Novice teachers need to be mentored to enrich their PD. Besides, this study investigates the types of support given by senior teachers to novices during the mentoring program to help them face new school environments and challenges during their teaching. The support aimed to promote novice teachers' teaching professionalism, which affects students' learning achievement.

**1.2 Research Questions**

1. What types of support were received by the novice teachers from senior teachers during the mentoring program?

2. What are the challenges and coping strategies performed by the novice teachers during the mentoring program?

**II. LITERATURE REVIEW**

**2.1 Concepts of Mentoring**

Teacher mentoring is an essential aspect of PD in Indonesia. The significance of mentoring has been recognized in Indonesian laws. The Law Mandate No. 14/2009 addresses senior teachers' obligation to mentor their juniors (Hidayah, 2016). A mentoring program is an alternative program to help novice teachers during their teaching practice. It is also recognized as an induction and coaching program. Meanwhile, mentoring is different from induction and coaching. As Tatik (2021) claims, the terms induction and mentoring are used interchangeably.

In addition, mentoring is defined as a strategy in which a mentor assists a novice teacher, while induction is a comprehensive, coherent, and sustained professional development process. Mentoring is an essential component of induction, but it must be integrated into other components to produce an effective program. Many induction programs consist of stand-alone mentoring, but a successful program takes more than that (Tatik, 2021). In addition, Çetin & Bayrakcı

(2019) state that mentoring takes place in a set of activities such as classroom observations, coaching, feedback, and collaborative teaching.

Moreover, mentoring might be a significant tool to promote novice teachers' quality as professional practitioners and enhance learning outcomes (Hidayah, 2016a). By offering mentoring, novice teachers can enhance their pedagogical knowledge to foster their students' learning and sustain their teaching professionalism. Besides, Kemmis et al. (2014) state that several roles, such as supervision, support, and collaborative self-development, are defined as mentoring. First, mentoring as supervision is defined as the training of novice teachers to fulfil the standards of qualified teachers. The mentor observes and evaluates the performance of the mentee. Second, mentoring as support aims to give support to novice teachers at the beginning of their teaching because they face several challenges during the teaching. Third, mentoring collaborative self-development is purposed to help novice teachers be a part of a professional community that interacts with other teachers to promote their teaching.

Other definitions of mentoring emphasise a psychosocial focus that foregrounds the relational aspect of mentoring through a process known as befriending (Mullen & Klimaitis, 2021). Befriending is about assisting an individual to grow and develop with the support of peers in a helpful and friendly way while staying within the confines of a professional relationship. The befriending definition includes an understanding that personal dimensions are used to facilitate collegial practices.

## 2.1.2 Mentoring as a Type of Professional Development Programs

Professional development is an activity that develops the individual skills, experience, expertise, and other characteristics of teachers. Villegas-Reimers (2003) claims that PD refers to the growth of a person on their professional rules. Teachers are pursued to be experts on their rules as educators, which is required to promote teachers' PD. As Darling-Hammond et al. (2017) state that teachers' PD can be defined as activities that are structured and sustained and carried out by teachers to increase their professional skills, knowledge and practice that will ultimately lead to improved student learning outcomes.

Karlberg & Bezzina (2022) revealed that PD demands an understanding of how roles change according to the kind of learners taught, developing an understanding of different styles of teaching, reviewing theories and principles of language teaching, and determining learners' perceptions of classroom activities. Hence, it is important things to learn and expertise for teachers to fulfil their teacher PD throughout their careers.

Moreover, pursuing PD is different for experienced and novice teachers. As Richards & Farrell (2005) explain, experienced teachers are more experts and understand their rules as teachers, can integrate and use different languages, understand students' needs, and comprehend the use of language learning strategies. Meanwhile, novice teachers need more subject matters, teaching strategies, and teaching contexts. Novice teachers have two jobs: they have to teach, and they learn how to teach.

In addition, to pursue teachers' PD for novice teachers can be provided through mentoring programs. Experienced teachers will implement it for novice teachers. Experienced teachers will mentor novice teachers to pursue their PD. Experienced teachers will give several mentoring supports to novice teachers to develop teaching strategies, promote curriculum in the education field, and many other activities regarding the teaching and learning process.

## 2.2 Aspects of Mentoring

Several aspects of the mentoring program need to be known. We can find out what is involved in mentoring and understand the forms of mentoring provided. To know the broader of mentoring programs and how senior teachers mentor novice teachers.

### 2.2.1 Informal Mentoring

Informal mentoring is a relationship that develops spontaneously and informally with no prior planning, structure, or administration (Nguyen, 2017). Such a relationship may or may not occur, or it can be created by the natural self-selection of persons based on a common interest and also collaborating professionally and personally. It usually develops as a natural match that frequently leads to a lasting relationship. Mentor-mentee often discusses going beyond

professional topics to a more personal sharing of current personal difficulties and interests.

Nguyen (2017) also explains that informal mentoring emerges from a mentee's willingness to seek assistance and encouragement from a mentor or comes from the mentor's willingness to help the mentee. In this situation, the relationship between mentor and mentee is free of tension. This creates higher motivation during the mentoring activity. Meanwhile, formal mentoring entails some formal administrative structures to optimize its potential as a powerful interventional strategy for improving the quality of instruction in educational environments. It puts their relationship or mentoring process under pressure. Therefore, less motivation can emerge for the mentee and mentor in mentoring activities.

Aside from those distinctions, Li et al. (2018) state that both formal and informal mentoring are good models in the mentoring process, each model has strengths and weaknesses. The strength of formal mentoring is that it has administrative structured rules to maximize the effectiveness of instruction in educational settings. However, mentoring is the relationship between mentor and mentee under the tension of rule. Meanwhile, the strength of informal mentoring is the freedom of mentoring activity without formal administrative structures. It builds deeper relations between mentor and mentee, but not all mentors want to be volunteers to mentor the mentee because of time limitations.

## 2.3 The Condition of Novice Teachers

Novice teachers who transition from student to teacher status must be proficient, practice-oriented individuals. Nevertheless, they need more practical knowledge of teaching techniques and skills, sources and resources, and existing curricula. They also lack contextual knowledge regarding the specific educational institution in which they are placed (Ben-Amram & Davidovitch, 2024). They begin their professional journey from a position of idealism and belief in their willingness and ability to work hard. For many, the difficult conditions of teaching in the classroom are quickly revealed. All of this is supposed to emerge during the process of mentorship and support.

Moreover, Ben-Amram & Davidovitch (2024) also claim that novice teachers experience three types of difficulties: First, emotional and psychological stress. It can stem from several factors, such as the frequently changing character of the education system, the very complex nature of teaching work, coping with different elements within the system, such as principals, teachers, and parents and the need to bridge and balance the demands of the profession and personal needs. Second, difficulties with teaching. It includes several problems, like discipline problems, problems involving class management, problems relating to diversity, the evaluation of assignments and exams, contact with parents, class management, issues with study materials, knowledge of specific disciplines, and students' problems. Third, difficulties with developing a professional identity. The novice teacher joins the field of teaching and education with personal perceptions regarding good teaching, proper learning, and efficient educational approaches. These perceptions are formed from the teacher's experience as a student at school, their academic studies, and their teacher-training studies. In their first encounter with teaching, it becomes evident that these perceptions are not always applicable to the circumstances in the educational workplace.

However, the first year of teaching is a challenging reality shock. Novice teachers, in particular, are starting a new professional life. Timing of entrance into a teaching career and preparatory programmes affected self-efficacy. Teacher self-efficacy (TSE) is one of the critical factors that affect teachers' performance in teaching. It pertains to a teacher's belief in their ability to carry out specific teaching tasks and responsibilities successfully. Teachers with high self-efficacy show higher levels of planning and organizing educational goals (Sasson et al., 2020). According to the social cognitive theory, TSE can be characterized as a person's confidence in their ability to organize, plan, and perform activities necessary to achieve specific educational objectives (Li, 2023). TSE is considered to be necessary for effective teaching, as well as for students' academic achievement and motivation (Hettinger et al., 2024). Individuals with a strong perceived self-efficacy tend to set higher goals for themselves and are more likely to be dedicated to reaching those goals. It is applied to novice teachers, those with high self-efficacy

would be more likely to believe that they can be excellent teachers, set high goals for themselves in the classroom, and be committed to their work. TSE has come to be an essential construct in considering the quality of teachers (Narayanan et al., 2023).

However, novice teachers still need more experience to dig out their self-efficacy because they still need to adapt to several things, such as the school environment, students' behaviour, administration, curricula, and many other factors. They still lack confidence, doubt themselves, and do not trust their ability to become teachers. The first year is an overwhelming experience with many challenges faced by novice teachers (Hering, 2023). However, novice teachers face many challenges during the first years of their teaching careers. These challenges range from crowded classrooms, accountability pressure, multiple student needs, diverse skill levels, and students testing the limits of classroom rules (Wilhelm et al., 2021).

Therefore, they need support from experienced teachers and colleagues at the school to convince themselves to develop their self-efficacy, which affects their teaching professionalism. The support can be established by providing mentoring support that senior teachers carry out to novice teachers. Mentoring has been outlined as one of the key supports for novice teachers. The support is needed to develop novice teachers' efficacy, which affects their motivation to face the challenges of their first year of teaching. As VanLone et al. (2022) claim that self-efficacy influences one's thoughts, feelings, motivation, and behaviour.

When support is available for novice teachers, they are influenced to remain in the teaching profession. Giving support to novice teachers through collaboration with mentors and colleagues improves their self-efficacy (Agyemang Adarkwah et al., 2022). Self-efficacy for instructional practices increased when their mentor teacher actively guided them. As Burger (2024) states, school-based mentoring can have an impact on efficacy expectations in multiple ways. Influential mentors can facilitate novice teachers' first mastery experiences via instructional support, they provide vicarious experience as a teacher model and may verbally persuade their mentee within counselling and feedback sessions.

**2.4 Mentoring Support**

Support is a significant thing during a mentoring program. It is necessary to develop a good relationship between senior teachers and novices to achieve learning goals and achieve students' achievement (Newberry et al., 2018).Besides, support is needed because novice teachers face several problems at the beginning of their teaching. Novice teachers feel overwhelmed in the first year of their teaching because of the lack of knowledge and skills required in some issues (Ewing, 2021). Moreover, novice teachers should pursue their teaching professionalism and face new conditions in the school environment. Hence, they need to prepare for the beginning of their teaching, which influences their self-efficacy and helps them face the new experience of teaching (Dvir & Schatz-Oppenheimer, 2020). Therefore, mentor teachers should know the types of support provided for novice teachers to help them face the challenges of their teaching and also achieve their teaching professionalism.

Mentor has many roles for their mentees, such as becoming partners to share, giving support, helping to design learning devices, and all aspects that relate to pursuing novice teachers' teaching professionalism (Çetin & Bayrakcı, 2019). From those roles, mentor teachers need to know what types of support are provided to novice teachers to assist them in facing some challenges in their teaching.

According to Ståhle & Edman Stålbrandt (2022) state that mentoring support is categorized into three types, such as personal support, professional support, and team support. First, personal support aims to build a connection and trust between senior teachers and novice teachers. Second, professional support is purposed to assist novice teachers in their teaching practice (designing lesson plans and choosing appropriate material, media, and methods). Third, team support, the mentor introduces the mentee as an equal member in collaborative work and discussion to face several challenges during their teaching and other problems in the school.

Besides, Scherer (1999) also claims that there are two types of support. First, instruction support is purposed to help novice teachers develop their knowledge, skills, and strategies during teaching practice in the classroom. Second,

psychological support is aimed at making novice teachers feel comfortable in the school. In addition, Clarke, (2019a)also reveals that mentoring support is divided into three types: emotional support, technical support, and professional support. Emotional support is a significant thing to achieve effective mentoring (Clarke, 2019).

Therefore, support is a crucial aspect of a mentoring program to assist novice teachers facing the beginning of teaching practice. Bonfiglio-Pavisich (2021)  revealed that when mentors provide support for Early Career Teachers (ECT) in their teaching practice, it helps them face several challenges at the beginning of teaching. Moreover, novice teachers demonstrate a positive impact on support given by senior teachers. Mentor teachers give them feedback on their teaching practice without judging or anger. Hence, they feel valued and confident, which assists their teaching practice in their early career as teachers. Besides, Kemmis et al. (2014) also claim that the support provided by mentor teachers to novice teachers is an effective way during the mentoring program.

Several studies reveal the importance of support during mentoring programs. Hering (2023) reveal that support is a prior aspect of the mentoring. The support provided by senior teachers for novice teachers is helpful because novice teachers often struggle to meet the demands of an expansive workload in their first years in the classroom. As reality sets in, district, school, parent, and communal needs often diminish the excitement of their first classroom, thus leading to low rates of teacher efficacy and early-career burnout. In addition, Shank (2023) also claim that support is provided for novice teachers to help them in classroom management. Classroom management preparation is essential for teachers, administrators, and other educational professionals, as misunderstood, misused, and poorly taught classroom management strategies limit student learning outcomes. Therefore, novice teachers are given few practical strategies for classroom management and report the need for more support and practice with classroom management. Hence, novice teachers develop positive environments and support active learning.

**2.5 The Procedure of Mentoring**

Procedures in mentoring are essential for making mentoring activities, and the purpose of mentoring is to help the new teacher in teaching. According to Boreen et al. (2009) revealed that several procedures in mentoring, such as:

a. Welcoming novice teachers

This part introduces and helps novice teachers to know about several things such as the culture of the school, how to make good relations with the students, class management (model and approach in teaching, material and book references for teaching, media and method). Besides, the mentor introduces other teachers and students' behaviour. These things can make them acclimate to the environment.

b. Establishing a relationship to build the trust

Establishing a relationship between mentor and mentee to build trust is essential during mentoring. Some strategies are provided to encourage the relationship and the trust. First, talk individually with the mentee and express enthusiasm about their arrival. Second, treat them as your family school members by introducing them to other colleagues, such as the administrators, secretaries, custodians, and other staff. Discuss about school administrative and teaching devices to help novice teachers in their teaching practice. In addition, the mentor shared about teachers' roles and obligations, like how significant a teacher's impact on the young generation and how big the responsibilities are achieved as teachers.

c. Planning, teaching, and collaborative

Collaboration is an essential approach for enhancing a novice teacher's performance. Some activities occur to collaborate with the mentor and mentee. They discuss and share all aspects of teaching to know what aspects need to be improved and how they could be established. It helps novice teachers to carry out their teaching preparation.

**2.6 Teaching English in Boarding Schools**

English is a compulsory subject in Indonesian schools. It is to be taught in various school institutions, whether public and private or even Islamic or boarding schools. As a consequence, methodologies related to English language instruction, especially methodology, curriculum, and evaluation, have received significant

attention in increasing the competency of English language teaching (Çelik & Memduhoğlu, 2022). Therefore, teachers have to develop their professionalism as English teachers, they have to improve their language competence. Besides, they also understand the curriculum and learning methodology used in every school institution.

Moreover, teaching English in boarding schools has it is system. According to Zarkasyi (2015) states that Islamic boarding has a traditional and modern system of education, the traditional system employs a curriculum based on certain classical books, reversing to kitab and other Islamic lessons and activities, while the modern system utilizes the national curriculum. Besides, Alfian et al. (2021) claim that teaching and learning English in Islamic boarding schools aims to achieve both academic learning goals and to build students' personalities and spirituality for their lives. Many factors should contribute to obtaining these goals, such as teachers, learning materials, teaching methods, and learning strategies. Anggarini et al. (2022) state that the study is about integrating Islamic values into English teaching. Integrating Islamic values is essential because their background is in an Islamic school. However, several challenges are found, such as the lack of Islamic knowledge among teachers and the difficulties of adjusting to Western culture as one of the goals of learning English.

Apart from that, Jihadul Ummah Islamic Boarding School, as the setting of this current study, use both traditional and modern systems in teaching English. Both systems are essential, the students not only understand the classic or traditional things but also know modern things in a public school. This school also integrates Islamic values during the teaching-learning activity. Therefore, the English teacher needs to understand how to adjust to teaching English in an Islamic boarding school. Especially novice teachers who still need support from senior teachers to help them integrate Islamic values when teaching English.

## 2.7 Challenges Faced by Novice Teachers

Novice teachers experience various challenges in a new school. They strive to develop their teaching in new environments. The early years of teaching are crucial since they provide a sense of whether the teacher will leave the profession

or stay. It is common that when teachers step into the teaching profession for the first time after graduation, there is an overwhelming feeling of worry and insecurity as they fear that they might not be able to perform well as teachers (Zaini & Abd Wahab, 2024). Novice teachers have different challenges, goals, and motivations in their first five years of teaching. They face various challenges which are affecting their performance. Enrolling in the teaching profession is considered the most determining phase for novice teachers. The initial years of teaching would determine career progress, work efficiency, and job satisfaction. Therefore, integrating into the school environment successfully is crucial for teachers, as teachers are the most important asset of every educational institution (Marudadorai et al., 2023).

Many challenges that novice teachers encounter in their daily teaching practices. As Septiani et al. (2019) state that several challenges during their first year of teaching experience, such as they have difficulty in arranging and implementing the lesson plan, motivating the students, interacting with colleagues and parents, managing the time, and controlling their emotions. Besides, numerous challenges faced by novice teachers, such as planning lessons, class delivery, classroom management, little support from institutions, helping students with learning difficulties, interaction with parents, time management (Xu, 2024). Another challenge associated with teachers' daily teaching is high job demands, which involve a huge amount of teaching tasks, inadequate instruction time, classroom management issues, lack of support from institutions, and high-pitched expectations for students' academic achievement from institutions and parents.

Moreover, they face several problems with the working conditions in the school setting. Novice teachers have to deal with demands that go beyond pedagogical assignments, frequent changes to the curriculum, additional administrative work, an increasing demand for technological proficiency, and a growing diversity of students (Rouaghe & Nahaoua, 2022). Many pedagogical challenges face new teachers, including classroom management and organization, teaching demands, student differences and motivation, evaluation, and solving individual student problems. Increasing student participation in class discussions

and creating instructional resources that are supportive of their learning are challenging.

Furthermore, many novice teachers lack the specific skills that more experienced teachers have developed over time. As a result, they struggle to make wise decisions regarding the process of prioritizing content coverage. In addition, novice teachers frequently spend more time planning each session than experienced teachers due to a variety of lesson features, including timing, topic, scope, pacing, instructional and behavioural management issues, and sequencing activities (Zaini & Abd Wahab, 2024). As a result, novice teachers find preparation time-consuming relative to the other essential tasks they must complete. These factors also affect novice teachers' reactions to their first teaching experiences and influence their intentions to stay in or leave the profession.

## III. METHOD

### 3.1 Research Design

This study utilized a qualitative research method with a narrative inquiry research design will be applied in this study. Narrative research design might be the term assigned to any text or discourse with a specific focus on the individual's stories (Creswell, 2013). It also allowed for more personalized interpretations of the data, as well as the potential for participants to tell their own stories in their own words. Therefore, it made researchers to get accurate data from participants.

### 3.2 Research Setting and Subject

This study was conducted at Jihadul Ummah Islamic Boarding School Lombok. This Islamic boarding school was chosen because it needs to know what types of support that given by senior teachers to novice teachers during the mentoring program. The participants consist of 4 participants: 1) English mentor teacher, 2) novice teacher, 3) school principal, and 4) deputy of curriculum. The participants were chosen based on the need of data needed for this research. It was categorized into primary and secondary participants to obtain data sources. Meanwhile, secondary data sources from novice teachers, school principals, and deputies of curriculum to adjust the data obtained from primary data sources. The primary data source was an English teacher at the senior high school of Jihadul

Ummah Islamic Boarding School which has some criteria. According to Richards & Farrell (2005) theory:

a. Has been teaching for five years

Teachers' professionalism can be created when a teacher has sufficient work experience. The more years of teachers work, the more they will be field experience in their field. The teacher's work experience is in line with the teacher's work experience.

b. Expertise in English material by graduating with at least a bachelor's degree.

The ability to master teaching materials is an essential aspect for teachers because it is directly related to students understanding of the clarity of the material being taught. The ability was proven by graduating with at least a bachelor's degree of English major.

c. Analysing student's needs

Need analysis for students is essential to know their needs in learning in terms of the material to be taught, learning strategy, and media in teaching. When a teacher knows the needs of their students, it will help them to prepare appropriate material for teaching. Students' learning outcomes can prove it.

d. Designing teaching materials

Teachers need to understand the curriculum field. It became an instruction or guideline in education. Moreover, curriculum changes are one of the problems teachers face when adjusting and elaborating material. The senior teachers can prove it by becoming deputies of the curriculum.

## 3.3 Data Collection

This study utilized two data collection techniques: interview and observation. Interviews are primary data, and observation is secondary data.

### 3.3.1 Interview

The interview was primary data that utilized open-ended questions that were important to obtain deep information related to types of mentoring given by senior teachers to novice teachers during the mentoring program. It was a flexible research tool for gathering different types of information, such as factual data, views and opinions, and personal narratives and histories that contributed to answering the

research questions (Creswell & David Creswell, 2018). This interview guide was adapted from (Hidayah, 2016) study which relates to my research. The data was collected from January 2024 to March 2024

Here are the steps for data collection:

1. Prepared the instruments: interview guidelines will be used in the interview section between the researcher and participants

2. Requested approval form to conduct research at the intended institution on 13th January 2024. Before embarking on the research, the researchers have to ask the approval from the foundation of Islamic boarding schools to conduct the research in senior high school

3. Identified the participants

The researcher contacted the senior high school principal to inform them and make an agreement about the research participants being taken from the institution.

4. Interviewed participants

Interviews were held several times with each participant:

The first interview on 20 January 2024, the researcher interviewed the deputy of the curriculum. On 23 January 2024 interviewed English as a mentor teacher. On 27 January 2024 interviewed an English novice teacher. On 7 February 20204 interviewed a mentor teacher. On 7 March 2024 interviewed the school principal. Further, the data information from the participants has been written in manually and also audio recorded.

**3.3.2 Observation**

The observation was chosen as secondary data to guarantee mentoring activities held by senior teachers to novice teachers. It was conducted on Wednesday, 24 January 2024. The data obtained from the observation were analyzed in the form of observation field notes how the mentoring support were carried out, which were adjusted with interview results as primary data.

**3.4. Data Analysis**

To analyze the data, the researcher utilized Matthew B. Miles (2014) steps of data analysis. Several steps in concurrent flows of activity: data reduction, data display, and conclusion.

### 3.4.1 Data Reduction

All of the data obtained from participants were summarized and selected according to the data needed in this research because a lot of data was obtained from all participants. The researcher separated the data compilation into smaller components and pieces to find the answers to the research questions. Further, providing data that has been analysed will provide a more precise description and make it easier for researchers to carry out further data collection. The data were collected on 20 January 2024 until 7 March 2024. All the data appearing in interview transcripts and observations regarding mentoring activities were coded to simplify and make it more manageable to classify the data. Furthermore, a table of coding is provided as guidance to present the result of the research.

**Table 1: Coding of the participants**

| Participant (P) | Initial | Meaning | Time |
|---|---|---|---|
| **P1** | MT | Mentor Teacher | **Tuesday, 23/01/24** |
| **P2** | NT | Novice Teacher | **Wednesday, 07/02/24** |
| **P3** | DC | Deputy of Curriculum | **Saturday, 20/01/2024** |
| **P4** | SP | School Principal | **Thursday, 07/03/2024** |
| | APP | Appendices | |
| | LN | Line | |

### 3.4.2 Data display

In this step, the data were summarized and selected to make them structured and easier to understand. Then, all the data that have been summarized were organized according to the primary data needed, which the researcher interpreted and adapted to the research literature in this research.

### 3.4.3 Conclusion

The data summarized and structured from data reduction and display were concluded as the main result of this research. It answered research questions clearly and concluded that mentoring support given by senior teachers to novice teachers

and also the challenges and coping strategy during the mentoring program was established at Jihadul Ummah Islamic Boarding School.

## IV. FINDINGS AND DISCUSSION

### 4.1 Findings

This chapter discussed the results of the research questions about types of support were received by novice teachers from senior teachers during the mentoring program and the challenges and coping strategies performed by the novice teachers during the mentoring program. The results are presented in the following explanation below:

### 4.1.1. Types of support given by senior teachers to novice teachers during the mentoring program

Several support that given by senior teachers to novice teachers during the mentoring program, such as personal support, professional support, and team support.

#### 4.1.1.1. Personal Support

Personal support was needed for novice teachers during the mentoring. It helps them adapt to new conditions, rules, and other challenges during their beginning of teaching.

Below are novice teachers' responses toward personal support given by senior teachers:

*"I felt happy for the first time when I came to this school, one of the senior teachers invited me to join the informal agenda in the boarding school. It was like a family gathering, and I felt close to them like a new family. It makes me enjoy to come to the school and also improve my confidence in teaching."* (AD/NT/070224/App2 Ln1)

From the statement above, it can be seen that novice teachers enjoyed their first experience in the school because they got personal support from senior teachers. They were treated like family, which affected their confidence and motivation to teach.

Following the statement from the novice teachers, a mentor teacher reported below:

*"We realized that personal support was the first important thing for novice teachers. We gave them an emotional and personal approach to make them relaxed and more confident in this school. We also invite them to talk about anything, including teaching-learning activities or beyond. It will build trust between senior teachers and novice teachers."* (AM/MT/230124/App1 Ln2)

The explanation given by the mentor teachers above claimed how helpful personal support is for novice teachers, which has a significant impact on their ability to do their jobs. New members need personal support to make them comfortable in their place and to do their duty to make the learning process run well.

Besides, another response from the school principal through personal support:

*"Senior teachers provided support to novice teachers to help them face their teaching. First, personal support is related to their emotional and confidence in facing the new conditions of this school."* (HA/SP/070324/App4 Ln1)

The clarification from the school principal above showed that personal support was needed for novice teachers to do their job as teachers. It affected their mentality and psychology as a new member in a new place. The consequence, they are confident and enjoy teaching and facing other teachers.

**4.1.1.2 Professional Support**

Mentoring as professional support intended for teaching learning activities that are concerned with pedagogical knowledge, classroom management, learning devices, designing study plans, and other teaching-learning aspects needed.

Below was the statement from novice teachers about mentoring as professional support:

*"Professional support that I got from senior teachers helped me in the teaching-learning process. Several things that I got include material references, learning devices, media and techniques in teaching, identifying students' needs, strengths and weaknesses of students' understanding of the material, and assessing students.*

*They make me aware that I have to be an expert as a teacher."* (AD/NT/070224/App2 Ln1)

The statement stated by the mentor teacher indicated that teachers who have expertise in teaching they have ability in several things. These things include releasing information about what their job is and how to do it, being aware of students, and preparing suitable techniques and media for teaching and learning. Hence, it influenced students' achievement.

Besides, the similar respond was also expressed by mentor teachers:
*"Professional support intended for teaching-learning practice. It aimed to share teaching devise and classroom management. How to design a study plan, utilise appropriate materials, media, and method."* (AM/MT/230124/App1 Ln2)

The explanation above revealed the significance of the mentor teacher's role in supporting novice teachers' pedagogy aspect in teaching, such as preparing lesson plans, using effective media and suitable techniques for teaching to achieve students' good achievement, knowing student's needs, how to assess students, how to be a good teacher not only for sharing a material but also as a motivator, facilitator, or even being a friend for the student. All of these aspects were needed for novice teachers because they needed to gain more experience in it.

Meanwhile, the statement made by the mentor teacher above was agreed by the school principal:
*"We provide professional support for their teaching practice, how they design learning devise and administration."* (HA/SP/070324/App4 Ln2)

From the school principal explanation above, it can be claimed that several supports help novice teachers to help them in preparing the teaching-learning process to achieve effective learning, such as teaching exciting materials for the students, influential media and suitable methods to make students achieve the materials well.

### 4.1.1.3 Team Support

Mentoring as a team support purposed to achieve good collaborative work between senior teachers and novice teachers and also other colleagues at the school to achieve teaching and learning goals that affect students' achievement.

Bellow novice teacher statements about mentoring as team support:

*"Being a novice teacher in this school, I need to adapt to the senior English teacher and other teachers to adjust myself as a new member. I need collaborative work that can support me in teaching, such as their activity in the school, teaching-learning strategies or methods that I taught to the students, and other programs in this school, whether formal or informal. Therefore, I need support and advice from senior teachers."* (AD/NT/070224/App2 Ln2)

The statement by the novice revealed that collaborative work between senior teachers and novice teachers was essential to face teaching-learning practice. Besides, equality was needed for novice teachers in the school as new members; even if they were new members, the rights and obligations were the same. As a consequence, novice teachers feel that they are appreciated and treated in a good way.

A similar clarification was also asserted by mentor teachers about teachers:

*"We also provide team support to help them to face the challenges during their teaching. We did collaborative work to support novice teachers in designing their teaching devices."* (AM/MT/230124/App1 Ln2)

The explanation above indicated that mentor teachers were in an equal position with novice teachers. They did not differentiate between senior teachers and novice teachers. The equality between senior and novice teachers occurs in good relationships between them. They feel that other teachers support them.

Apart from the novice teachers and mentor teachers' statement, the school principal also claimed that:

*"We provide team support to make collaborative work to support novice teachers to face their challenges during their teaching."* (HA/SP/070324/App4 Ln2)

Based on the clarification from the school principal above, it showed that even school principals treated novice teachers in a good way. No matter they were novice teachers or senior teachers, they were open to sharing anything about the teaching and learning process or even beyond. The senior teachers acted like a friend and family to novice teachers.

In conclusion, senior teachers provided mentoring support to novice teachers. First, personal support. It aims to build good relationships and trust between senior teachers and novice teachers by giving a personal approach, such as asking about their personalities and sharing the condition of the school. It affects novice teachers' ability to handle stress in new places and environments. Second, professional support tends to share teaching performance, which includes teaching techniques, materials, learning resources, and teachers' devices, which influence students' performance and achievement. It is necessary to be successful in the classroom. Third, team support aimed to build collaborative work between all teachers at the school to achieve learning goals.

In addition, apart from the results of interviews with participants regarding mentoring activities practiced between senior teachers and novice teachers. There were also results from observation to support the existence of informal activities carried out by senior and junior teachers held by Islamic boarding schools and institutions. These activities were carried out during meetings between teachers, such as friendly gatherings and monthly meetings for teacher evaluation.

**Figure 4.1**
**Teachers' evaluation agenda**



This picture was taken during the observation on Wednesday, 24/01/2024. It showed the teacher evaluation agenda for all teachers. The agenda discussed teaching-learning activities for all of the teachers. Every teacher told their problems and discussed them, and then the school principal and other teachers shared the solutions and advice to cope with the problems. They have the opportunity to show their opinion and also give the solutions to other teachers.

The explanation of the picture above revealed that mentoring activities are carried out informally for teachers, especially novice teachers. This activity helped teachers to overcome the problems that exist in schools, such as teaching and learning, learning tools, student problems, and problems that exist in the school, from school rules to policies of foundation leaders.

As a novice teacher claims about mentoring established in the school:

*"This school provide a mentoring program to support novice teachers in their teaching-learning activities. Senior teachers helped me and motivated me to prepare all administration of teaching. They gave me much support to face the conditions of the school, I was treated like a family. These kinds of activities make me comfortable in this school."* (AD/NT/070224/App2 Ln1)

The statement above revealed that the mentoring activities carried out in this school are informal mentoring. One of the activities was meetings with senior teachers, and then discussions of problems at the school were conducted. Apart from that, it also gives me direction on how to overcome

problems in teaching, prepare learning tools, and prepare teaching materials so that it helps me to carry out my duties as a teacher.

Further, the school principal also delivers his statement about mentoring activities:

*"The school provide informal mentoring that is carried out by senior teachers to novice teachers. We had an agenda to discuss teaching-learning and teacher evaluation, which includes mentoring for novice teachers such as giving them support and advice in any aspects of the teaching-learning. Besides, we share how to cope with the problems faced by the teachers."* (HA/SP/070324/App4 Ln1)

From the description of the school principal above, it was stated that one of the activities to improve teacher performance was teacher evaluation activities. This activity aims to find out what problems were faced in teaching and together find the solutions so that the teaching and learning process runs well, especially for novice teachers who still lack learning devices, teaching strategies, and many other aspects of teaching.

In summary, this school provided informal mentoring for novice teachers to pursue their teaching professionalism. The activities were carried out in the teacher evaluation agenda, which the principal held to evaluate all of the teaching-learning activities. Of course, many problems were found during teaching and learning. Therefore, this agenda was held to cope with the problems faced by teachers and promote their teaching professionalism.

**4.1.2 The Challenges and Coping with the Problems Performed by the Novice Teachers During the Mentoring Program?**

**a. Challenges During the Mentoring Program**

Several challenges were found during the mentoring program between senior teachers and novice teachers, such as time and lack of novice teachers' self-efficacy.

Below is the explanation elucidated by the mentor teachers about the challenges during the mentoring:

*"Several problems were found during the mentoring program between senior teachers and novice teachers, such as time and lack of teachers' self-efficacy. Time was an essential problem during the mentoring activity. The difference in the schedule of teaching between senior teachers and novice teachers makes the mentoring ineffective because they do not meet directly to discuss or share any*

*cases at that school. Besides, senior teachers have another duty at the school, which disturbs the mentoring time. Second, lack of self-efficacy. The novice teachers felt shy and doubt in their self and ability as teachers. They thought that they could not provide appropriate teaching for the students to achieve their goals. Besides, they are still shy with other teachers asking about teaching-learning activities."* (AM/MT/070224/App1 Ln3)

The statement above indicated that, during the mentoring program, several challenges were indicated, such as time and differences in teaching schedules. Another problem also comes from novice teachers lack of self-efficacy.

Further, another clarification that novice teachers clarified:

*"I found several things that could have been improved during the mentoring program. First, time. English senior teachers and I have different teaching schedules, which limits our time to meet and share teaching and learning activities. Besides, they have other jobs to do, which also limits their time for mentoring. Second, another problem comes from me. I feel too shy to question them about teaching-learning activities because I doubt my ability as a teacher."* (AD/NT/060324/App2 Ln3)

Based on the statement above, which novice teachers confirmed, the challenges that occurred during the mentoring, such as time, limit the time needed to establish mentoring. Besides, the lack of novice teachers' self-efficacy affects novice teachers' teaching performance.

Moreover, the challenges during mentoring stated by the deputy of the curriculum mentoring:

*"The problem that was found during the mentoring was a need for more novice teachers' confidence. Novice teachers are too shy to ask or share their teaching-learning activities with senior teachers."* (FW/DC/200124/App3 Ln2)

The clarification from the deputy of curriculum above revealed that there was a problem during the mentoring activities carried out by the senior teacher to novice teachers. The need for more confidence for novice teachers to ask questions or anything about the teaching and learning process.

In conclusion, several challenges occurred during the mentoring program, such as the need for more novice teachers' self-efficacy. Senior English teachers had a different schedule of teaching than novice teachers.

The consequence is that they need more time to meet, which affects mentoring support given by senior teachers to novice teachers. Meanwhile, another challenge is novice teachers' self-efficacy, which affects novice teachers' performance in their teaching.

**b. Coping the Problems of Mentoring Program**

Several ways to cope with the challenges during the mentoring program were stated by the participants.

The mentor teacher has explained how to cope with several challenges during mentoring:

*"There were several ways to cope with the problems during mentoring. First, to cope with the time. The mentoring was carried out from social media platforms such as WhatsApp and Zoom and also during the school meeting agenda as a routine agenda. The solutions purposed to change the limitation of the time given by senior teachers to novice teachers. Second, to cope with teachers' self-efficacy. Senior teachers build the emotional approach to novice teachers. Several activities were provided, such as gathering with the novice teachers before/after teaching activities to talk about anything, share about their teaching problems or beyond, give them motivation that they can promote their teaching, and also appreciate them for their teaching."* (AM/MT/070224/App1 Ln4)

The explanation above, which mentor teachers explained, revealed that several solutions have been implemented to deal with several problems in mentoring activities. Senior teachers carry out mentoring through social media and school meeting agendas. Meanwhile, to overcome novice teachers' lack of self-efficacy, senior teachers provide emotional support to promote novice teachers' self-efficacy.

Further, the deputy of curriculum also utters how to cope with the challenges:

*"The way to cope novice teachers' lack of confidence. Senior teachers stimulate novice teachers by giving emotional support that makes them comfortable and open to share their problems or anything about teaching-learning activities to senior teachers."* (FW/DC/200124/App3 Ln2)

The clarification above is interpreted as the way to overcome the problem of novice teachers who are still embarrassed and lack confidence.

Senior teachers build an emotional approach to make novice teachers enjoy their teaching.

To sum up, there were several challenges faced during the mentoring process between senior teachers and novice teachers, such as time and lack of novice teachers' self-efficacy. However, several solutions were implemented by senior teachers, such as online mentoring, which was carried out from social media platforms. Besides, they provide emotional approaches and support to develop novice teachers' self-efficacy.

## 4.2 DISCUSSION

This section will discuss several aspects related to the findings about the support given by senior teachers to novice teachers during mentoring programs, such as mentoring as personal support, professional support, and team support. Besides, there were several challenges during the mentoring, such as time and the need for more novice teachers' self-efficacy. Several strategies were used to solve the challenges, such as mentoring from social media platforms such as WhatsApp and Zoom, as well as providing emotional support and collaborative work for novice teachers.

The first is personal support. Personal support was intended to make good relationships between senior teachers and novice teachers. Novice teachers still adapt to new situations, places, and rules, such as designing the material and learning devices, and obey the policy of the school. As Tanjung et al. (2021)claimed, novice teachers need to interact with school members and adjust themselves to tackle problems related to school conditions, including students' behavior. They need a good mentality to face that situation, which helps them follow obligations and rules as teachers. Novice teachers feel stress during their first year of teaching, and they still cannot control their emotions when facing new situations and policies as a teacher (Dvir & Schatz-Oppenheimer, 2020; Voss & Kunter, 2020).

Moreover, novice teachers faced some problems at the beginning of their teaching. Personal-emotional skills involve the transition from a student to a teacher, and novice teachers must redesign their professional identity and self-

efficacy (Clarke, 2019a; Dvir & Schatz-Oppenheimer, 2020). As a consequence, the situation will affect novice teachers teaching practices. Hence, personal and emotional support from senior teachers and novice teachers was needed to assist them in handling their mental and emotional issues and doing their jobs as teachers. In addition, Clarke (2019a) claimed that personal support was a significant factor in mentoring a novice teacher to pursue their professional teaching profession.

Second, professional support. Professional support was a prominent thing needed for novice teachers. It directs them to fulfil their demand as professional teachers. It aimed at novice teachers' teaching practice and pedagogy. Several activities were provided, such as designing lesson plans, choosing appropriate materials, teaching methods, identifying students' needs, and assessing students. Teachers were required to be professional in teaching to achieve students' goals and also achieve the goals of teaching-learning. Students' good achievement was gained from teachers who have the capability of teaching professionalism (Sider, 2022; Tonna, 2019).

Meanwhile, novice teachers still need to gain experience and teaching professionalism. Hence, they need to fulfil the demand for teaching professionalism (Tonna, 2019). They are offering mentoring programs for novice teachers who are able to enhance their pedagogy to foster their teaching-learning and sustain their professionalism as professional educators. When they have teaching professionalism, it affects students' achievement. Therefore, mentoring supports one of the crucial things in promoting novice teachers' quality as professional teachers and enhancing learning outcomes (Hidayah, 2016a).

Third, team support. Team support assists novice teachers in having good collaborative work with other teachers in all aspects of the teaching-learning process. It included personal and professional support, which makes strong relations between one and another teacher. For instance, when novice teachers need to prepare teaching devices, senior teachers help them design them. Aydın & Ok (2020) revealed that good collaborative work as a team and the relationship between senior and novice teachers would impact promising careers for the teachers.

Meanwhile, there were several challenges during the mentoring program. The first was a time problem. English mentor teachers have different schedules for teaching novice English teachers, which limits their time to interact, discuss, and do mentoring. The more they meet and discuss, the more teacher professionalism is obtained. Besides, many school administration jobs are faced by senior teachers, which causes difficulties in managing the time for mentoring novice teachers. As Akmal et al. (2022) revealed, one of the challenges faced by mentor teachers during mentoring activities was time. They have different times and many duties to do, and they need help to establish intensive mentoring. In addition, time constraints are one of the problems during the mentoring that occurred (Ewing, 2021).

Another problem during the mentoring was the need for more novice teachers to more knowledgeable. They need to develop their self-efficacy, which affects their motivation to achieve their teaching-learning goals to achieve students' achievement. TSE affect teachers' confidence in their ability to organize, plan, and perform activities necessary to achieve specific educational objectives (Li, 2023). When teachers lack self-efficacy, they feel doubt about their ability, which affects their teaching. Teachers' lack of self-efficacy affects their teaching pedagogical teaching practice (Sasson et al., 2020). Self-efficacy influences a person's thoughts, feelings, motivation, and behavior (VanLone et al., 2022)

Apart from these challenges faced by novice teachers during the mentoring program. There were several solutions. First, to overcome time problem during the mentoring, senior teachers carried out online mentoring that occurred from WhatsApp and Zoom to maintain the mentoring program. For instance, they conducted virtual classroom observations, provided feedback through video calls, and shared resources through online platforms. Online mentoring offered good impact for English Language Teaching (ELT) teachers to help them to pursue their teaching professionalism (Adnan, 2018)

Furthermore, the power of collaboration was evident in the solution to novice teachers' lack of self-efficacy (Admiraal et al., 2021). By working closely with mentors and colleagues, novice teachers were able to significantly improve their self-efficacy. This collaborative support system not only boosted their

motivation for teaching but also equipped them to face the challenges that come with teaching activities (Agyemang Adarkwah et al., 2022).

## V. CONCLUSION AND SUGGESTION

### 5.1 Conclusion

This study purposed to investigate the types of support given by senior teachers to novice teachers during the mentoring program. Besides this research also investigates several challenges and coping strategies that novice teachers use during mentoring programs. The result of this study revealed several types of support during mentoring provided by senior teachers to novice teachers, such as personal support. It provides novice teachers with a personal and emotional approach, which affects their mentality when facing new conditions as teachers. Second, professional support. It is purposed to offer teachers a teaching-learning process and classroom management. And the last, team support. It is intended to provide teachers with collaborative work to assist novice teachers with challenges during the beginning of teaching and to help them pursue their teaching professionalism. Meanwhile, several challenges have been found during mentoring activities, such as time and the need for more novice teachers' self-efficacy. To overcome these challenges, the teachers provided online mentoring through social media platforms and provided emotional support to develop novice teachers' self-efficacy.

### 5.2 Implication and Suggestion

The implication of this study was to give insights into how senior teachers support novice teachers during mentoring. Several types of support, such as personal support, professional support, and team support, were essential for novice teachers to help them face several challenges at the beginning of teaching. Besides, it was essential to promote their teaching professionalism, which affect students' outcomes. Therefore, further study was suggested to explore more about types of mentoring that help novice teachers face challenges during their beginning of teaching practice, which help them to pursue their teaching professionalism, which affects students' achievement.

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## APPENDICES

## APPENDIX 1

### SEMI-STRUCTURED INTERVIEW PROTOCOL
### INTERVIEW PROTOCOL
### Mentor Teacher

I am a researcher team from the University of Muhammadiyah Malang
I want to explore the types of support during the mentoring program carried out by senior teachers to novice teachers, what the challenges are, and how to cope with the problems that they face. To become a respondent, you are required to have five years of teaching experience as an English teacher, master English subjects, understand students' learning needs, and understand the education curriculum. The interview will last approximately 30 minutes, and your name will be kept confidential.

1. Please tell me your name and your position in this school
   Answer: *My name is AM, as a senior English teacher (mentor teacher)*

2. How long have you been teaching in this school?
   Answer: *I have been teaching in this Islamic boarding school since 2016*

3. What do you think about professional teachers?
   Answer: *Several aspects were considered teachers categorized as professional teachers. First, how teachers managed the class well because they were mediators, motivators, facilitators, and assessors so that they could put themselves in all of these things. It must be as good as possible in preparing teaching methods, learning tools, assessment, and evaluation to know student needs. When students had less feedback/responses, I thought that I could manage the class more optimally as a teacher. Therefore, we need to evaluate what is lacking, whether in terms of materials, media, methods, students' needs, and treatment of students. Second, understand the primary duties of a teacher, such as*
   - *preparing administration,*
   - *learning device according to the conditions of the boarding school and students,*
   - *Taking part in self-development can support productivity and the desire to continue to innovate. It will have an impact in the classroom for active teaching to improve quality as a teacher.*

4. How do you pursue teachers' professionalism for novice teachers?
   Answer: *Mentoring was a strategy to pursue teachers' professionalism for novice teachers.*

5. What do you think about the mentoring program for novice teacher?
   Answer: *Mentoring was a crucial thing for pursuing teachers' professionalism for novice teachers. They still lack experience in teaching, lack of pedagogical knowledge, lack of confidence, and learning devices. Therefore, they need to be mentored by senior teachers to pursue their teaching professionalism.*

6. Does the school provide a mentoring program for novice teachers?
   Answer: *This school provided informal mentoring for novice teachers. Senior teachers established the mentoring program for novice teachers.*

7. What kind of mentoring do senior teachers give to novice teachers?

Answer: *Mentoring focuses on giving support to novice teachers during their first year of teaching because they still lack confidence, self-efficacy, and learning devices. We gave them several supports needed for novice teachers, such as emotional support that is used to develop their self-efficacy. Then, professional support is intended for teaching learning practice. The last collaborative work to support novice teachers in designing their teaching device and help them face the challenges during their teaching.*

8. What is the significance of mentoring support for novice teachers?

Answer: *Mentoring support was a crucial aspect for novice teachers. They still needed more confidence and self-efficacy. They still need clarification on how to pursue their teaching professionalism. As senior teachers, we realized that support was the first important thing for novice teachers. We gave them an emotional and personal approach to make them relaxed and more confident in this school. We also invite them to talk about anything, whether about teaching-learning activities or beyond. It will build trust between senior teachers and novice teachers. We also shared about teaching devices and classroom management, how to design a study plan and how to utilize appropriate materials, media, and methods. All support is purposed to help them face the problems of teaching-learning activities and also to pursue their teaching professionalism.*

9. In your opinion, what are the most critical aspects of a mentoring program?

Answer: *One of the most significant things during the mentoring was communication. When communication between senior teachers and novice teachers is well established, the mentoring program will be effective, and the goals of mentoring will be achieved.*

10. What do you expect from the mentoring program for novice teachers?

Answer: *I hope that the impact of the mentoring program was beneficial for senior teachers and novice teachers in promoting their teaching professionalism. We were able to be responsible in our job as a teacher, raising awareness of our duty as a teacher, upgrading the teachers' skills, and fulfilling what students need in learning to achieve exemplary achievements for students.*

11. In your opinion, what do novice teachers expect from the mentoring program?

Answer: *Novice teachers expect mentoring programs to help them face challenges in their teaching and assist them in pursuing their teaching professionalism. Besides, they have partners as a role model to do collaborative work in teaching-learning activities.*

12. How do novice teachers respond to the mentoring program?

Answer: *Novice teachers have positive responses to mentoring programs. They were thankful for the support given by senior teachers, which really helped them to face the condition at the school. Besides, they were able to adapt to the environment at the school, which developed their self-efficacy as teachers.*

13. What does the school want to achieve through the mentoring program?

Answer: *This school was committed to the mentoring program, believing it would be beneficial for all teachers, especially our novice teachers. We are united in our goal to build strong*

*relationships and engage in collaborative work to achieve our teaching and learning goals,
knowing that this will have a direct impact on student achievement.*

14. Are there any challenges during the mentoring program? Could you explain these problems?
Answer: *Several problems were found during the mentoring program between senior teachers
and novice teachers, such as time and lack of teachers' self-efficacy. Time was an essential
problem during the mentoring activity. The difference in the schedule of teaching between
senior teachers and novice teachers makes the mentoring effective because they do not meet
directly to discuss or share any cases at that school. Besides, senior teachers have another duty
at the school, which disturbs the time of mentoring. Second, lack of self-efficacy. The novice
teacher felt shy and unconfident in their self and ability as a teacher. They thought that they
could not provide appropriate teaching for the students to achieve students' achievement.
Besides, they are still shy with other teachers when asking about any cases of teaching-learning
activities.*

15. How do you cope with the problems during the mentoring?
Answer: One *of the effective ways to cope with problems during mentoring was to utilize social
media platforms. These platforms, such as WhatsApp and Zoom, provide a convenient and
modern way to communicate and support each other. They can be used for regular mentoring
sessions, as well as for discussing teaching problems and sharing experiences during school
meetings.*
*Second, to cope with teachers' self-efficacy. Senior teachers build the emotional approach to
novice teachers. Several activities were provided, such as gathering with the novice teachers
before/after teaching activities to talk about anything, share about their teaching problems or
beyond, give them motivation to promote their teaching, and also appreciate them for their
teaching.*

**APPENDIX 2**

**INTERVIEW PROTOCOL**
**Novice Teacher**

I am a researcher team from the University of Muhammadiyah Malang.

I want to explore the types of support given by novice teachers to novice teachers during the mentoring program, what challenges there are, and how to cope with the challenges.

To participate in this study, you are required to be an English teacher with less than two years of experience. The interview will last approximately 30 minutes, and I want to assure you that your name will be kept strictly confidential, ensuring your privacy and security.

1. Please tell me your name and your position in this school.
   Answer: *My name is AD, and I am a novice English teacher.*

2. How long have you been teaching in this school?
   Answer: *I have been a teacher for four months in this school.*

3. What do you think about the first year of teaching experience? How was the condition?
   Answer: *The first time I came to this school. I felt timid and not confident because it was my first time teaching. I was shy of the teachers and also the students. When I was teaching, I gave presentations in class when I was a university student. Apart from that, several classroom devices were prepared for teaching that I had never made before, which was difficult for me..*

4. Does the school provide a program to assist novice teachers in their teaching?
   Answer: *This school provided a mentoring program to support novice teachers in their teaching-learning activities. Senior teachers helped me and motivated me to prepare all administration of teaching. They gave me much support in facing the conditions of the school. I was treated like a family. These kinds of activities make me comfortable in this school.*

5. What support does the mentor provide to novice teachers?

   Answer: *Several types of support are provided by senior teachers, such as personal support. I felt happy for the first time when I came to this school. One of the senior teachers invited me to join the informal agenda in the boarding school, and I felt close to the senior teacher and students. It was like a family gathering, and I felt close to them, like I met my new family. As a consequence, I am open with other teachers and students. It gave me the spirit to come to the school and teach. Besides, they also provided professional support. Professional support that I got from senior teachers helped me in the learning process. Several things that I got included: Material references, correcting my learning device, sharing effective media and techniques in teaching, knowing students' needs, strengths and weaknesses of students' understanding of the material, and assessing students.*

   *They made me aware that I have to be an expert as a teacher. Third, team support; as a new teacher in this school, I need to adapt to the senior English teacher and other teachers to adjust myself as a new member. I need such collaborative work, such as their activity in the school, teaching-learning strategies or methods that I taught to the students, and other programs in this school.*

6. What do you think about a mentoring program for novice teachers?
Answer: The *mentoring program was incredibly beneficial. It not only helped me navigate my role as a teacher, but also boosted my confidence in handling new situations at the school. The program assisted me in designing effective teaching tools, instilled in me the belief that I can excel in my teaching, and provided valuable advice to overcome any teaching-related challenges. These forms of support were invaluable to me. As a result, the program significantly enhanced my motivation in teaching and learning activities, thereby contributing to the achievement of our teaching and learning goals. And the most rewarding part was seeing this positively impact student achievement, making us all feel proud and satisfied.*

7. Do you get support from the school principal, curriculum deputy, and other teachers?
Answer: *I was grateful for the advice and insights I received from the English senior teacher, the deputy of curriculum, and the school principal. Their support was instrumental in [specific impact]. Additionally, I received support from other teachers.*

8. Do you find any challenges during the mentoring program?
Answer: I encountered *several challenges during the mentoring program. Firstly, time constraints were a significant issue. The differing teaching schedules between the English senior teachers and myself limited our opportunities to meet and discuss teaching and learning activities. Furthermore, their additional responsibilities also restricted their availability for mentoring. Secondly, I personally struggled with confidence in my teaching abilities, which made me hesitant to ask questions about teaching and learning activities.*

9. How do you cope with the challenges during the mentoring program?
Answer: *There were several ways to cope with the challenges. First, to cope with the time. Senior teachers have established mentoring through social media, such as WhatsApp and Zoom. Besides, mentoring can be implemented during the school meeting agenda to promote connection and relationships among teachers. Second, I need to cope with my lack of confidence. I develop my confidence by thinking of my goals and obligations as a teacher, which decreases my confidence.*

**APPENDIX 3**

**INTERVIEW PROTOCOL**

**Deputy of curriculum**

I am a researcher team from the University of Muhammadiyah Malang.

I want to explore the types of mentoring support during the mentoring program carried out by mentor teachers for new teachers and what challenges they face during the mentoring process.

To become a respondent, you are required to be a school principal. The interview will last approximately 30 minutes, and your name will be kept confidential. For publication purposes, you will be given a pseudonym.

1. Tell me your name and your position in this school
   Answer: *My name is FW. I am a deputy of the curriculum at this school*
2. *How long have you served as a school of deputy curriculum at this school?*
   Answer: *I have been teaching since 2017*
3. What is your experience as a deputy curriculum at this school?
   Answer: *The deputy of the curriculum was the heart of the institution. It has a vital role in the functioning of the teaching and learning system in an institution, such as ensuring learning tools for teachers. Before teaching, teachers must have learning tools or devices, and teaching references must be in the tools. Besides that, the deputy curriculum also designs teaching schedules and other agendas regarding teaching-learning activities.*
4. What do you think about novice teachers in this school?
   Answer: *The novice teachers was still shy when interacting with other teachers and was still confused by learning advice. They need support from senior teachers to achieve their teaching-learning goals.*
5. How do you interact with novice teachers?
   Answer: *The way I interacted with novice teachers was by inviting them to talk, share, and eat together because, in the beginning, they were still shy. Then, we shared with them how to make learning devices to help them achieve their teaching professionalism.*
6. Is there a mentoring program for novice teachers?
   Answer: *This school provided informal mentoring for novice teachers. It was intended to support them and make them save and enjoy in this school.*
7. What do you think about a mentoring program for novice teachers?
   Answer: *Mentoring was needed for novice teachers because they still lack teachers' self-efficacy, teaching experience, design learning devices, and other aspects of teaching activities. By providing mentoring support, it will help them to face these challenges.*
8. What are the problems during the mentoring program?
   Answer: *The problem that was found during the mentoring was a need for more confidence among novice teachers. Novice teachers need to be more open to ask or share their teaching-learning activities with senior teachers.*
9. How do you cope with the problems during the process of mentoring?
Answer: *The way to cope with novice teachers' lack of confidence. Senior teachers stimulate novice teachers by giving emotional support that makes them comfortable and open to sharing their problems or anything about teaching-learning activities with senior teachers.*

**APPENDIX 4**

**INTERVIEW PROTOCOL**
**School Principal**

I am a researcher team from the University of Muhammadiyah Malang.

I want to explore the mentoring support given by senior teachers to novice teachers during the mentoring program and the challenges they face during the mentoring process.

To become a respondent, you are required to be a school principal. The interview will last approximately 30 minutes, and I assure you that your name and any personal information will be kept strictly confidential. Your participation in this research could provide valuable insights that may benefit your school and the education community at large.

1. Tell me your name and your position in this school
   Answer: *My name is HA, and I am a principal.*

2. How long have you served as school principal at this school?
   Answer: *I have been a principal since 2019.*

3. What is your experience as a school principal at this school?
   Answer: *I have been the principal here for almost six years. This school was well-structured and organized by the founder. All aspects of this school were good, and the teachers collaborated well to achieve their teaching and learning goals and achieve students' achievement.*

4. What do you think about novice teachers at this school?
   Answer: *The novice teachers still need more confidence. They need support from other teachers to help them face several challenges during their teaching. Besides, they need emotional support to face new conditions in this school. All kinds of support were needed, such as support for their emotional and teaching learning practice.*

5. Does the school provide any support for novice teachers?
   Answer: *Senior teachers provided support to novice teachers to help them face their teaching. First, personal support is related to their emotional and confidence in facing the new condition of this school. Second, we provide support for their teaching practice, how they design learning devices and administration. And the last, we do collaborative work to support them in facing their challenges during their teaching.*

6. What is the impact of support given by senior teachers to novice teachers?
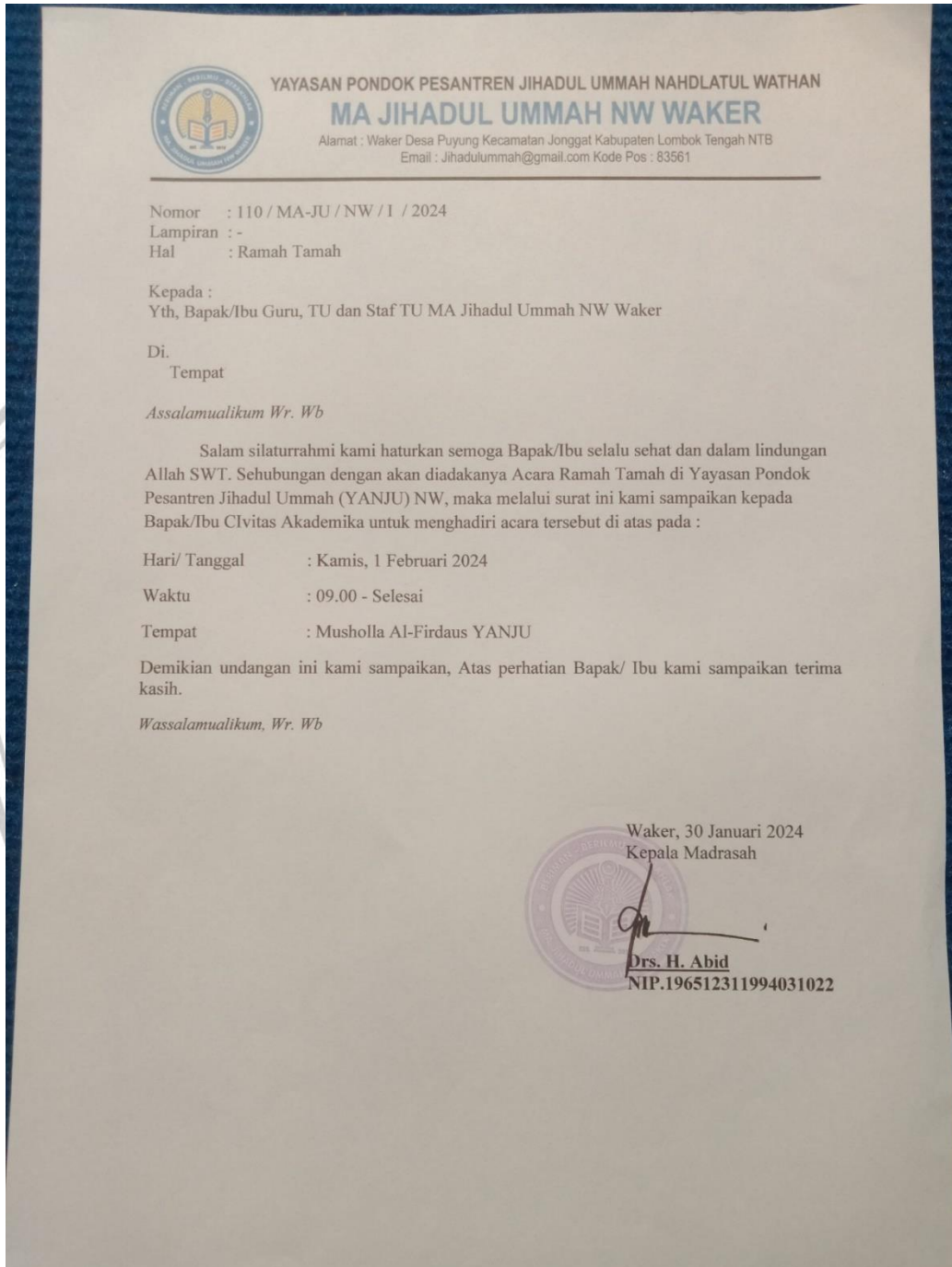   Answer: *Several supports were provided to novice teachers to make them more confident and believe that they were able to face their teaching and other challenges. It affects their teaching professionalism, which affects students' achievement. Besides, the support given makes good relationships between all teachers in this school.*

Observational Fieldnote

Date                      : Wednesday, 24 January 2024
Time                      : 09.00-11.00
Participant    : Senior teachers and novice teachers and other colleagues at the school
Observer             : Yudia Ardhita Muslimah
Theme               : Teacher evaluation including types of support given by senior teachers
for novice teachers

This agenda was established as school routine to evaluate teachers on their teaching learning activities. All the teachers attended this agenda. This agenda was held by school principal and deputy of curriculum. In the beginning school principal gave opening speech and talked about the condition of school about students' achievement. School principal asked every teacher and also homeroom teachers of the class to share about students' strength and weaknesses during teaching learning process. What were the problems faced by teachers and then will be discussed to solve the problems. After asking about teaching learning practice in every teacher, school principal asked novice teachers to share their experienced at the school and teaching learning they faced. What were the problems or any cases found. Further, novice teachers respond that, they faced several problems such as lack of strategy to make the material interesting, need more references about teaching method and learning devices, still nervous during teaching activities. After novice teachers talked their problems. School principals gave them support like motivated them to develop their ability and asked other teachers to share about teaching practice. Then, English senior teachers showed to novice teachers several methods used in teaching practice to make the class interesting and also gave them emotional support that they can be good teachers. The condition of the meeting was like family gathering, all the teachers support each other to achieve teaching learning goals and faced several challenges together.

YAYASAN PONDOK PESANTREN JIHADUL UMMAH NAHDLATUL WATHAN
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Lampiran : -
Hal       : Ramah Tamah

Kepada :
Yth, Bapak/Ibu Guru, TU dan Staf TU MA Jihadul Ummah NW Waker

Di.
  Tempat

*Assalamualikum Wr. Wb*

Salam silaturrahmi kami haturkan semoga Bapak/Ibu selalu sehat dan dalam lindungan Allah SWT. Sehubungan dengan akan diadakanya Acara Ramah Tamah di Yayasan Pondok Pesantren Jihadul Ummah (YANJU) NW, maka melalui surat ini kami sampaikan kepada Bapak/Ibu CIvitas Akademika untuk menghadiri acara tersebut di atas pada :

Hari/ Tanggal        : Kamis, 1 Februari 2024

Waktu                   : 09.00 - Selesai

Tempat                 : Musholla Al-Firdaus YANJU

Demikian undangan ini kami sampaikan, Atas perhatian Bapak/ Ibu kami sampaikan terima kasih.

*Wassalamualikum, Wr. Wb*

Waker, 30 Januari 2024
Kepala Madrasah

**Drs. H. Abid**
**NIP.196512311994031022**

## APPENDIX 7

## Letter of school meeting agenda

YAYASAN PONDOK PESANTREN JIHADUL UMMAH NAHDLATUL WATHAN

## MA JIHADUL UMMAH NW WAKER

Alamat : Waker Desa Puyung Kecamatan Jonggat Kabupaten Lombok Tengah NTB
Email : Jihadulummah@gmail.com Kode Pos : 83561

Nomor      : 109 / MA-JU / NW / VII  / 2023
Lampiran  : –
Hal          : Rapat Evaluasi Guru

Kepada :
Yth, Bapak/Ibu Guru, TU dan Staf TU MA Jihadul Ummah NW Waker
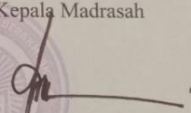
Di.
   Tempat

*Assalamualikum Wr. Wb*

Dengan hormat, kami mengharapkan kehadiran Bapak/Ibu dalam rangka Rapat Evaluasi Guru tahun pelajaran 2022/2023 yang akan dilaksanakan pada :
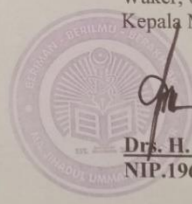
Hari/ Tanggal          : Sabtu, 08 Juli 2023

Waktu                     : 09.00 - Selesai

Tempat                    : Ruang Kelas  MA Jihadul Ummah NW Waker

Demikian undangan ini kami sampaikan, Atas perhatian Bapak/ Ibu kami sampaikan terima kasih.

*Wassalamualikum, Wr. Wb*

Waker, 07 Juli 2023
Kepala Madrasah

Drs. H. Abid
NIP.196512311994031022

**DIREKTORAT PROGRAM PASCASARJANA**

Kampus : GKB 4 Lantai 1-3 Jl. Raya Tlogomas No. 246 Malang
Telp 0341 464319 ext. 318, 319 | email : pascasarjana@umm.ac.id

UNIVERSITAS
MUHAMMADIYAH
MALANG

Nomor : E.7.d/486/DPPs-UMM/XII/2023        Malang, 22 Desember 2023
Lamp. : –
Perihal : *Ijin Penelitian*

Kepada Yth :
**Kepala Sekolah Madrasah Aliyah Pondok Pesantren**
**Jihadul Ummah Nahdlatul Wathan**

Jl. Raden Puguh Waker Desa Puyung Kec. Jonggat Kab. Lombok Tengah
Di-
      Tempat

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini Direktur Program Pascasarjana Universitas Muhammadiyah Malang, dengan ini memohon kesediaan Bapak/ibu untuk memberikan Ijin melakukan penelitian kepada mahasiswa kami:

| | | |
|---|---|---|
| Nama | : | **YUDIA ARDHITA MUSLIMAH** |
| NIM | : | **202210560211039** |
| Nomor Telpon | : | **083129015676** |
| Program Studi | : | **Magister Pendidikan Bahasa Inggris** |
| Judul | : | **Mentoring As Professional Development: Practice Experienced And Novice English Teacher** |

Demikian, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Direktur,

**Prof. Akhsanul In'am, Ph.D.**

**Tembusan :**
1. Arsip

Kampus I
Jl. Bandung 1 Malang, Jawa Timur
P. +62 341 551 253 (Hunting)
F. +62 341 460 435

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F. +62 341 460 435
E: webmaster@umm.ac.id

**Appendix 9**

Tesis UMM (Yudia Ardhita Muslimah) 1

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| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

**1** Ylva Ståhle, Eva Edman Stålbrandt. "Exploring descriptions of mentoring as support in Swedish preschools", Journal of Early Childhood Teacher Education, 2020
Publication
**3%**

**2** ro.uow.edu.au
Internet Source
**2%**

**3** vdoc.pub
Internet Source
**2%**

**4** Özge Aydın, Ahmet Ok. "Mentoring Practices in English Language Teaching Practicum: Student Teachers' Perspectives on Cooperating Teachers' Roles in the Turkish Context", The Teacher Educator, 2019
Publication
**2%**

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