

## Experiences of New PPPK Teachers During Induction at Public Schools

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### Abstract

The induction period is a critical phase in the professional transition of new teachers, influencing their adaptation, competency development, and confidence building. This study aims to explore the experiences of new PPPK teachers during their induction at SMP Negeri 1 Kemuning. Employing a qualitative phenomenological approach, data were collected through in-depth interviews, observations, and documentation involving two new teachers and the school principal. Findings reveal that the teachers faced significant challenges in adapting to administrative systems, workplace culture, and classroom management, primarily due to limited prior teaching experience. Informal support from colleagues and school leaders facilitated adaptation, but the Massive Open Online Course (MOOC)-based induction program was less effective due to inadequate socialization and lack of formal mentoring. Nevertheless, the induction program enhanced teachers' confidence, understanding of their roles as civil servants, and engagement in professional activities. However, inconsistencies in implementation, such as uneven workloads and the absence of formal mentors, highlight the need for policy improvements. This study underscores the urgency of designing systematic, contextual, and sustainable induction programs to support the professional growth of new teachers in public schools.

**Keywords:** *novice teachers; induction; professional experience; PPPK; school adaptation*

### 1. INTRODUCTION

The initial phase of a teaching career is a critical period fraught with challenges. Novice teachers often encounter discrepancies between pre-service training and the practical realities of school environments, including administrative complexities, social dynamics, and diverse student characteristics (Chyquitita, 2024; Kurniawan & Sari, 2023). During this phase, induction programs are essential for facilitating professional transitions, helping teachers adapt to school culture, understand educational policies, and develop professional identities (Camaromonte, 2024). Beyond pedagogical competence, teachers must build healthy interpersonal relationships with students, colleagues, and school leaders (Misrian, 2022). These challenges are compounded by dynamic curriculum changes, the integration of digital technology, and the need to address diverse student backgrounds (Tarihoran, 2019; Chyquitita, 2024). In the context of the Industrial Revolution 4.0, teachers are expected to master new literacies, such as data, technology, and human literacies, alongside basic literacy skills (Indrawan, 2019). Thus, strategies like continuous training, teacher collaboration, and well-being support are critical for ensuring novice teachers' success in navigating this transition and preparing students for global challenges (Indrawan, 2019; Chyquitita, 2024; Kurniawan & Sari, 2023).

Despite clear legal frameworks and guidelines for teacher induction in Indonesia, implementation in public schools remains inconsistent, varying based on school leadership commitment, institutional readiness, and available resources (Sugiyarti & Sumardjoko, 2017; Nafiah & Lestari, 2021). The involvement of principals, mentors, and supervisors in planning, executing, and evaluating induction programs is often uncoordinated (Laksono et al., 2023). Many novice teachers expect equitable and continuous induction and supervision to support their professional adaptation, but implementation is hindered by differing stakeholder perceptions and limited mentor training. Addressing these challenges requires holistic teacher management policies, encompassing recruitment, placement, well-being, and technology integration in professional development (Hafizin et al., 2024). The Teacher Professional Education (PPG) program also plays a vital role in enhancing teaching quality, though it faces implementation challenges (Al Mustaqim, 2023).

Many novice teachers report significant psychological stress due to unfamiliarity with work procedures, school regulations, and expectations. Kartowagiran (2022) notes that inadequate mentoring can trigger stress, reduce motivation, and even prompt intentions to leave the profession. Recent studies highlight significant mental health challenges among Indonesian teachers, with stress stemming from student behavior, leadership practices, workload, salary issues, and educational policies (Lumban Gaol, 2021). The COVID-19 pandemic exacerbated these issues, particularly for primary school teachers adapting to online teaching (Mayasari et al., 2022). Stress manifests in physical complaints, psychological distress, and behavioral changes, impacting teaching performance (Suparman,

2019). Research on teacher stress in Indonesia remains limited, and experts recommend developing tools to detect stress sources and levels (Lumban Gaol, 2021). Interventions focusing on stress management and fostering positive perspectives on workplace challenges have proven effective (Iftadi et al., 2024).

Conversely, well-designed, systematic, and continuous induction programs with effective mentoring enable novice teachers not only to overcome initial challenges but also to demonstrate significant growth in pedagogical skills, managerial abilities, confidence, and institutional loyalty. Hidayati and Budiono (2022) found that teachers participating in induction programs with principal and mentor support showed rapid improvements in pedagogical and managerial skills. Structured programs like the Teacher Induction Program (PIGP) and Teacher Mobilization Program enhance professional competencies, including subject mastery, teaching methods, and technology use (Pakaya, 2019; Sijabat et al., 2022; Al Mustaqim, 2023). The PIGP implementation at SMP Negeri 3 Kunduran Blora demonstrated that thorough planning, coordinated execution, and active mentor involvement were key to improving novice teacher quality (Sugiyarti & Sumardjoko, 2017). Furthermore, induction and training programs positively impact student outcomes, as professionally prepared teachers create effective and meaningful learning experiences (Kuswara, 2024). However, challenges such as limited resources, inadequate policy support, and poor stakeholder coordination persist (Al Mustaqim, 2023). Strengthening collaboration among government, educational institutions, schools, teachers, and communities, alongside policy updates and adequate funding, is essential for optimizing induction programs.

Induction programs play a strategic role in strengthening novice teacher professionalism. When managed systematically with mentor and principal support, teachers adapt to their work environment and experience significant pedagogical and managerial growth. Sugiyarti and Sumardjoko (2017) demonstrated that effective PIGP management at SMP Negeri 3 Kunduran Blora involved thorough planning, consistent implementation, and continuous evaluation, resulting in teachers feeling better prepared and more confident. Additionally, induction completion certificates support career advancement, such as promotions (Faisal, 2022). Understanding novice teachers' subjective experiences during induction is crucial for designing responsive policies. This study aims to provide an in-depth description and evaluation of novice PPPK teachers' experiences during induction at SMP Negeri 1 Kemuning, focusing on: (1) prominent challenges faced, (2) support received, and (3) the program's impact on professional development, to inform adaptive and needs-based induction policies.

## **2. METHODS**

### **Research Design**

This study employs a qualitative approach with a phenomenological design, deemed suitable for deeply exploring the subjective experiences of novice teachers during induction. Phenomenology focuses on how individuals interpret and assign meaning to their lived experiences, including social and emotional dimensions (Creswell, 2013). Here, the experiences of novice teachers are viewed not merely as administrative processes but as meaningful personal and professional phenomena.

### **Research Subjects**

The study involved two novice PPPK teachers at SMP Negeri 1 Kemuning who were undergoing or had completed induction, and one principal directly involved in their mentoring and supervision. Participants were selected purposively based on their involvement and relevance to the research focus.

### **Time and Place of Research**

The research was conducted in May 2025 at SMP Negeri 1 Kemuning, Indragiri Hilir Regency, Riau Province, chosen for its contextual relevance to understanding novice teacher dynamics in public schools.

### **Data Collection Techniques**

Data were collected through:

1. **Google Forms:** Used to gather initial or supplementary data from participants online.
2. **In-depth Interviews:** Conducted to explore teachers' perceptions, challenges, expectations, and experiences during induction.
3. **Observations:** Limited observations to directly observe teachers' interactions in teaching and non-teaching activities.
4. **Documentation:** Analysis of supporting documents, such as reflective journals, principal notes, or induction-related school records.

### Data Analysis Techniques

Data were analyzed following Miles, Huberman, and Saldana's (2014) qualitative analysis framework, involving: (1) data reduction to filter, focus, simplify, and transform raw data from interviews, observations, and documentation; (2) data presentation in structured descriptive narratives to identify patterns and categories; and (3) conclusion drawing and verification to interpret the data's meaning and uncover the essence of teachers' induction experiences. This approach not only describes data but also reveals deep insights into participants' perspectives, critical for informing responsive training policies.

## 3. FINDINGS AND DISCUSSION

### 3.1. Findings

This study aimed to identify the main challenges faced by novice PPPK teachers, explore the support they received, and examine the impact of the induction program on their professional development at SMP Negeri 1 Kemuning. Data were collected through in-depth interviews and observations with two PPPK teachers (Teacher 1 and Teacher 2), who underwent induction after passing the 2023 selection. Findings reveal consistent patterns in their challenges, support received, and professional growth, corroborated by observations of their additional activities. The results provide a clear and reliable depiction of their induction experiences without needing to reference interview recordings.

#### 3.1.1. Main Challenges During Induction

Both teachers faced significant challenges in adapting to the work environment, school administration, and classroom management, exacerbated by their lack of prior teaching experience. Teacher 1 stated, "The biggest challenge was adaptation—administrative tasks, workplace culture, and classroom management. For administration, I had to learn again because I wasn't familiar with the school's reporting system." Teacher 2 echoed, "I struggled with administration and adaptation. I had never taught in a formal school or been a contract teacher, so this was entirely new."

Both teachers emphasized that their lack of prior teaching experience was a major barrier. Neither had been contract teachers, making administrative tasks like school reporting unfamiliar and requiring relearning. Teacher 1 highlighted confusion with reporting systems, while Teacher 2 noted the novelty of formal education. Both struggled to adapt teaching methods to students' characteristics. Teacher 2 specifically mentioned, "I had to find methods to make learning engaging and suitable for students' characteristics," aligning with Teacher 1's need to bridge theoretical teaching with classroom realities. Observations confirmed these challenges, as Teacher 1, serving as a homeroom teacher for grade 8 and scout leader every Thursday afternoon, and Teacher 2, a homeroom teacher for grade 7 and member of the 2025/2026 student admission committee, faced additional workloads complicating time management (Table 1).

**Table 1. Additional Workloads of Novice Teachers**

Teacher	Additional Tasks	Schedule
Teacher 1	Grade 8 homeroom teacher, scout leader	Thursday afternoons
Teacher 2	Grade 7 homeroom teacher, 2025/2026 admission committee	Periodic

The alignment in both teachers' accounts of adaptation challenges and lack of experience indicates these issues are common among novice PPPK teachers without prior teaching backgrounds.

### **3.1.2. Support Received**

Support during induction came from colleagues, the principal, and the formal MOOC program, though the latter suffered from poor socialization. Teacher 1 noted, "Thankfully, informal support from colleagues helped me understand the school environment. I communicated with fellow teachers and the principal." Teacher 1 also received a reduced teaching load, "I got a reduction to 20 hours, unlike senior teachers who teach 24 hours." Conversely, Teacher 2 had no reduction, "I teach a full 24 hours," but felt supported by friendly colleagues. Regarding MOOC, Teacher 2 explained, "We studied modules independently, provided by the education office, and took evaluations afterward." Both criticized the lack of MOOC socialization, with Teacher 1 stating, "There was socialization, but only via YouTube, announced by BKN," and Teacher 2 adding, "I received no information or socialization about induction until after getting my appointment letter."

Both teachers agreed that informal support from colleagues and the principal significantly aided their adaptation. Teacher 1 and Teacher 2 felt welcomed, easing their transition. However, inconsistencies existed, such as Teacher 1's reduced hours versus Teacher 2's full load. Both highlighted MOOC's limited socialization, with Teacher 1 noting the ineffective YouTube medium and Teacher 2 citing a lack of initial information. Observations showed both teachers participated in the BOS Development Team, providing opportunities to collaborate and learn administrative tasks, reinforcing their accounts of informal support.

### **3.1.3. Impact on Professional Development**

The induction program enhanced both teachers' confidence and understanding of their roles as civil servants, distinct from the PPG's pedagogical focus. Teacher 1 stated, "It was very beneficial. Initially, I felt nervous and awkward in class, but through MOOC and induction, I began understanding students' characteristics." Teacher 2 noted, "After induction, I adapted and felt comfortable, building good relationships with colleagues and students. I also learned the importance of varying teaching methods for effectiveness." Teacher 1 clarified the distinction from PPG, "PPG focuses on teaching, while induction focuses on the civil servant role, helping me understand my responsibilities as a new teacher."

Both agreed that induction boosted their confidence in teaching and interacting with students and colleagues. Teacher 1 emphasized understanding student characteristics via MOOC, while Teacher 2 highlighted adapting teaching methods and workplace integration. Both noted induction's focus on civil servant roles versus PPG's pedagogical emphasis. Observations showed Teacher 1 pursued biology lab training independently, enhancing practical skills, and Teacher 2 participated in a local teacher achievement competition, boosting motivation and competence. These activities reflect induction's positive impact on professional development.

## **3.2. Discussion**

This study aimed to identify the main challenges faced by novice PPPK teachers, explore their support systems, and assess the induction program's impact on their professional development at SMP Negeri 1 Kemuning. Data were collected through in-depth interviews and observations with two PPPK teachers who underwent induction post-2023 selection. Findings were analyzed against theoretical and empirical literature to evaluate alignment with research objectives and provide contextual insights into novice teachers' experiences. This discussion references relevant literature for a comprehensive and credible analysis, focusing on challenges, support, and induction's impact, with implications for adaptive policy development.

The study revealed that both teachers faced significant challenges in adapting to the work environment, school administration, and classroom management, worsened by their lack of prior teaching experience. Observations highlighted additional workloads, such as homeroom duties, scout leadership, and admission committee roles, complicating time and responsibility management. These findings align with literature noting gaps between pre-service training and practical school realities, particularly in administrative and social complexities (Chyquitita, 2024;

Kurniawan & Sari, 2023). Misrian (2022) confirms that novice teachers struggle with interpersonal relationships and classroom management without prior experience. The additional workloads identified here echo stress sources like excessive tasks and institutional expectations (Lumban Gaol, 2021). In the Industrial Revolution 4.0 context, the need for data literacy in school administration, as noted by Indrawan (2019), was a challenge both teachers had yet to fully master. While literature focuses on pedagogical and basic administrative challenges, this study highlights contextual additional workloads like extracurricular and admission tasks, adding a unique dimension to adaptation challenges.

These challenges indicate that the lack of prior teaching experience exacerbates adaptation difficulties, consistent with Kartowagiran's (2022) finding that inadequate mentoring increases stress and reduces motivation. The observed additional tasks suggest that workloads at SMP Negeri 1 Kemuning are more complex than those described in general literature, emphasizing classroom teaching. This indicates that induction programs must address not only pedagogical but also administrative and extracurricular responsibilities. Aligning with Hafizin et al. (2024), these findings underscore the need for holistic teacher management policies, including workload adjustments to support novice teacher adaptation, especially in schools with diverse additional duties.

Regarding support, informal assistance from colleagues and the principal was pivotal, while the MOOC-based formal support was hindered by poor socialization and uneven implementation. Participation in the BOS Development Team provided collaborative learning opportunities for administrative tasks, but inconsistencies, such as differing teaching load reductions, were evident. This informal support aligns with Hidayati and Budiono (2022), who note that peer and principal mentoring enhances pedagogical and managerial skills. However, MOOC's weaknesses reflect implementation challenges in public schools, such as resource and coordination limitations (Sugiyarti & Sumardjoko, 2017; Nafiah & Lestari, 2021). The inconsistent teaching load reduction highlights the need for uniform policies, an issue less discussed in literature, which emphasizes formal mentoring (Laksono et al., 2023). The BOS team collaboration supports Indrawan's (2019) emphasis on teacher cooperation for improving data literacy and managerial skills, though its informal nature underscores the need for structured support.

The inconsistent support, such as only one teacher receiving a reduced teaching load, highlights the need for equitable policies, as recommended by Hafizin et al. (2024). MOOC's limited socialization via non-interactive platforms like YouTube reflects implementation challenges noted by Al Mustaqim (2023). The BOS team's informal support shows potential for enhancing administrative competence, but the lack of formal mentoring confirms that SMP Negeri 1 Kemuning's induction program falls short of the professional, systematic standards recommended by Sugiyarti and Sumardjoko (2017). While the school environment provides strong social support, formal structured approaches are needed for effective adaptation.

Regarding impact, the induction program increased both teachers' confidence and understanding of their civil servant roles, distinct from PPG's pedagogical focus. Their independent initiatives, such as biology lab training and participation in a teacher achievement competition, reflect professional motivation driven by induction. These findings align with Pakaya (2019) and Sijabat et al. (2022), who note that structured induction enhances professional competencies, including teaching methods and interpersonal skills. The focus on civil servant roles supports Faisal's (2022) view of induction as integral to career development, distinct from PPG's pedagogical emphasis (Al Mustaqim, 2023). These initiatives reflect induction's positive impact on professionalism, as Kuswara (2024) notes that prepared teachers enhance learning effectiveness. However, reliance on informal support and the lack of formal mentoring, unlike Hidayati and Budiono's (2022) recommendations, indicate that the program is not fully structured.

This increased confidence mitigated initial psychological stress, aligning with Kartowagiran (2022) that adequate mentoring reduces stress. The teachers' independent initiatives reflect strong intrinsic motivation but highlight the need for formal mentoring to maximize professional growth, as recommended by Sugiyarti and Sumardjoko (2017). The distinction between induction and PPG underscores that induction at SMP Negeri 1 Kemuning builds professional identity as civil servants but lacks structure for comprehensive pedagogical and managerial growth, as emphasized by Pakaya (2019) and Laksono et al. (2023). Iftadi et al. (2024) suggest stress management interventions, which could be integrated into induction for holistic professional development. These findings confirm induction's tangible benefits but highlight the need for systematic approaches to meet novice teachers' needs.

Overall, this study confirms universal challenges like adaptation difficulties and psychological stress, as well as induction's benefits in enhancing confidence and professional roles, supported by literature (Chyquitita, 2024; Faisal,

2022). The specific context of SMP Negeri 1 Kemuning, with additional workloads and reliance on informal support, underscores the need for contextual, structured induction programs. Literature emphasizes thorough planning, consistent implementation, and active mentor involvement (Sugiyarti & Sumardjoko, 2017; Hidayati & Budiono, 2022), which are not fully realized here. Strengthening collaboration among government, schools, and stakeholders, as suggested by Hafizin et al. (2024), and adequate resource allocation are critical for optimizing induction programs to support novice teachers and enhance educational quality.

#### 4. CONCLUSION AND RECOMMENDATIONS

This phenomenological study reveals that novice PPPK teachers at SMP Negeri 1 Kemuning faced adaptation challenges in workplace culture, administration, and classroom management, exacerbated by limited teaching experience and additional workloads like homeroom duties, scout leadership, and admission committee roles. Informal support from colleagues and the principal aided their transition, but the MOOC-based formal support was less effective due to poor socialization and inconsistent policies, such as differing teaching load reductions. The induction program enhanced confidence, civil servant role understanding, and practical skills, evidenced by independent initiatives like biology lab training and teacher achievement competitions, though its lack of structure limited pedagogical and managerial growth.

For schools and education authorities, developing structured induction programs with formal mentoring, interactive MOOC socialization, and equitable policies like uniform teaching load reductions is recommended to reduce stress and support adaptation. Future research should expand to include more participants from diverse school types (e.g., private or urban) for comparative insights. Exploring stakeholders' perspectives, such as supervisors or education offices, can clarify structural factors. Longitudinal studies could assess induction's long-term impact, while quantitative analyses, like stress or satisfaction surveys, could complement phenomenological findings. Focusing on novice teachers' mental health, including stress management interventions, is also recommended to support their well-being during the transition.

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#### Conflicts of Interest

The authors declare no conflicts of interest.

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