

APPENDICES

APPENDIX I. Researcher Ethical Statement

Researcher's Ethical Statement

I, the undersigned, hereby declare that I will conduct this research ethically and responsibly.

Title of Research:

A Case Study on Fresh Graduate English Teachers First-Year Teaching Experience: Insights from New Educators

As a researcher, I commit to the following ethical principles:

- I will obtain informed consent from the subject before collecting any data.
- I will ensure the confidentiality and anonymity of the subject and their institution.
- I will not disclose any personal or sensitive information shared by the subject.
- I will use the data collected solely for academic and research purposes.
- I will allow the subject to withdraw from the research at any point without consequence.
- I will maintain honesty and integrity throughout the research process.

Researcher's Name : Windha Lusiana

Student ID (NIM) : 200101030214

Study Program : Eenglish Education Department

Signature : 

Date : 02 September 2025

APPENDIX II. CONSENT FORM N

Informed Consent Form

Title of Research: A Case Study on Fresh Graduate English Teachers First-Year Teaching Experience: Insights from New Educators

Researcher: Windha Lusiana

Institution: UIN Antasari Banjarmasin

Program: English Education Department

Purpose of the Research

This study aims to explore and understand the first-year teaching experience of a fresh graduate English teachers, with a focus on how the teacher experiences reality shock and develops a professional identity.

Subject's Rights and Confidentiality

- Participation in this research is entirely voluntary.
- The subject has the right to withdraw at any time without penalty.
- All information shared will be kept confidential and the subject's identity will be anonymized.
- The data will be used solely for academic purposes.

Consent Statement

I have read and understood the information above. I voluntarily agree to participate in this research and allow the researcher to use the data provided for academic purposes. I understand that my identity and personal information will remain confidential.

Code : N

Signature : 

Date : 06 September 2025

APPENDIX III. CONSENT FORM D

Informed Consent Form

Title of Research: A Case Study on Fresh Graduate English Teachers First-Year Teaching Experience: Insights from New Educators

Researcher: Windha Lusiana

Institution: UIN Antasari Banjarmasin

Program: English Education Department

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- The data will be used solely for academic purposes.

Consent Statement

I have read and understood the information above. I voluntarily agree to participate in this research and allow the researcher to use the data provided for academic purposes. I understand that my identity and personal information will remain confidential.

Code : D

Signature : 

Date : 03 September 2025

APPENDIX IV. Interview Guideline

Interview Guide

Title: *A Case Study on a Fresh Graduate English Teacher's First-Year Teaching Experience: Insights from a New Educator*

This interview guide is based on two theoretical frameworks: Reality Shock Theory (Veenman, 1984) and Teacher Professional Identity (Beauchamp & Thomas, 2009).

Section 1: Background Information

1. Can you tell me briefly about your educational background and when you started teaching?
2. What motivated you to become a teacher, especially an English teacher?

Section 2: Expectations Before Teaching (Reality Shock Theory)

3. What were your expectations before you started teaching in school?
4. How did you imagine your students, your role, and the school environment?
5. What kind of support did you expect from the school, colleagues, or the education system?

Section 3: Realities in the First Year (Reality Shock Theory)

6. What were some of the biggest challenges you experienced during your first year of teaching?
7. Can you describe any moments where your expectations and reality were very different?
8. How did you deal with classroom management, student behavior, or administrative tasks?
9. Did you feel overwhelmed or unprepared in certain situations? Can you give an example?
10. What kind of support did you actually receive from colleagues, mentors, or school leaders?
11. How did you adjust to the school curriculum, lesson planning, and assessment practices? (*added: curriculum adjustment*)

Section 4: Personal Reflection and Identity Development (Teacher Professional Identity)

12. How did these experiences affect your views about teaching and being a teacher?
 13. Have your beliefs about teaching changed since you started? If so, how?
 14. How would you describe your teaching identity now compared to when you first began?
 15. What values or teaching principles do you try to apply in your classroom?
 16. What experiences helped you grow or shaped your identity as a professional teacher?
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Section 5: Looking Forward (Professional Growth)

17. What was the most surprising experience you encountered during your first year? *(added: surprising)*
18. What was the most enjoyable or rewarding moment in your first year of teaching? *(added: enjoyable)*
19. What are your hopes or goals as a teacher in the future?
20. Are you planning to pursue teacher certification or further professional qualifications? *(added: certification)*
21. Did the school provide you with any training, workshops, or professional development opportunities during your first year? *(added: training)*
22. How do you think professional development programs (e.g., workshops, certification, or mentoring) can support your growth as a teacher? *(added: professional identity support)*
23. What advice would you give to other new teachers based on your experience?

Note: The interview will be conducted via WhatsApp chat to suit the subject's comfort and availability. Questions are semi-structured and may be adapted based on subject responses.

APPENDIX V. Draft of Semi-Structured Interview Results

Subject N

Bagian 1: Informasi Latar Belakang

1. Bisa ceritakan secara singkat tentang latar belakang pendidikan Anda dan kapan Anda mulai mengajar?

Jawab:

"Pendidikan terakhir saya adalah S1 Tadris Bahasa Inggris di Universitas Islam Negeri Antasari Banjarmasin pada tahun 2024. Saya mulai mengajar di MTs Miftahul Ulum, Seruyan Tengah pada tanggal 01 Agustus 2024."

2. Apa yang memotivasi Anda menjadi seorang guru, khususnya guru bahasa Inggris?

Jawab:

"Saya memiliki motivasi yang kuat untuk menjadi guru bahasa Inggris karena saya percaya bahwa bahasa Inggris adalah kunci untuk membuka peluang dan kesempatan yang lebih luas bagi siswa. Saya ingin membantu siswa meningkatkan kemampuan bahasa Inggris mereka. Selain itu, saya juga ingin membagikan pengetahuan dan pengalaman saya kepada siswa, serta membantu mereka mengembangkan keterampilan bahasa Inggris yang dapat mereka gunakan dalam kehidupan sehari-hari dan karir mereka di masa depan."

Bagian 2: Harapan Sebelum Mengajar (Reality Shock Theory)

3. Apa saja harapan Anda sebelum mulai mengajar di sekolah?

Jawab:

Harapan saya sebelum mulai mengajar di sekolah adalah:

1). Bisa membantu meningkatkan kemampuan bahasa Inggris siswa dan mencapai tujuan akademis siswa.

2). Bisa membangun hubungan yang baik dengan siswa, sehingga mereka merasa nyaman dan percaya diri untuk belajar dan berbagi ide.

3). Saya berharap bisa terus mengembangkan keterampilan mengajar saya dan meningkatkan kualitas pengajaran saya.

4). Bagaimana Anda membayangkan murid-murid, peran Anda sebagai guru, dan lingkungan sekolah?

Jawab:

1). Sebagai murid, saya membayangkan murid-murid sebagai individu yang unik dan memiliki potensi yang besar untuk belajar dan berkembang.

2). Sebagai guru, saya berharap dapat menciptakan lingkungan belajar yang kondusif dan mendukung, sehingga murid-murid dapat belajar dengan efektif.

3). Lingkungan sekolah, Saya berharap dapat bekerja sama dengan guru-guru lain dan staf sekolah untuk menciptakan lingkungan sekolah yang positif dan mendukung bagi semua murid.

5. Dukungan seperti apa yang Anda harapkan dari sekolah, rekan kerja, atau sistem pendidikan?

Jawab:

* Dari sekolah Saya berharap sekolah dapat menyediakan sumber daya yang memadai, seperti bahan ajar, teknologi, dan fasilitas, untuk mendukung proses pembelajaran.

* Dari rekan kerja, Saya berharap dapat menerima umpan balik yang konstruktif dari rekan kerja untuk membantu saya meningkatkan kualitas pengajaran.

* Dari sistem pendidikan, Saya berharap sistem pendidikan dapat menyediakan sumber daya yang memadai untuk mendukung proses pembelajaran dan pengembangan guru.

Bagian 3: Kenyataan di Tahun Pertama (Reality Shock Theory)

6. Apa tantangan terbesar yang Anda alami selama tahun pertama mengajar?

Jawab: Tantangan saya saat tahun pertama mengajar tidak begitu banyak karena rekan kerja dan siswa-siswa sangat menyambut baik kedatangan saya. Kalau tantangan saya sendiri yaitu ketika di ruang kelas dimana saya harus mengelola kelas karena disana saya harus mempertahankan disiplin dan semua siswa harus ikut terlibat dalam proses pembelajaran. Seperti yang kita tahu, siswa-siswa sekarang beda dengan jaman kita dulu, jadi didalam kelas saya harus melakukan pendekatan terlebih dahulu kepada mereka dengan mengikuti perkembangan zaman agar siswa merasa nyaman belajar dengan saya..

7. Bisa ceritakan momen ketika harapan Anda sangat berbeda dengan kenyataannya?

Jawab: Harapan saya salah satunya yaitu memiliki rekan kerja yang nyaman, tapi kenyataan nya ada salah satu rekan kerja saya yang over perfeksionis dan itu membuat saya merasa tidak nyaman.

8. Bagaimana Anda menghadapi pengelolaan kelas, perilaku murid, atau tugas administratif?

Jawab:

*** Pengelolaan Kelas**

Ada beberapa yang saya terapkan, yaitu:

- 1) Membuat rencana kelas yang jelas dan terstruktur.
- 2) Menetapkan aturan kelas selama pembelajaran yang saya lakukan.
- 3) Menggunakan strategi pengelolaan kelas dengan mengikuti perkembangan teknologi, permainan dan aktivitas lainnya yang membuat proses pembelajaran lebih menarik dan tidak membosankan.

• Perilaku Siswa

Ada 3 hal yang selalu saya lakukan, diantaranya: saya selalu memberikan reward kepada siswa yang aktif selama pembelajaran saya sehingga dapat memotivasi siswa yang lainnya agar ikut aktif juga. Selain itu, saya juga memberikan perhatian kepada siswa yang membutuhkan bantuan tambahan atau pada siswa yang nilainya dibawah rata-rata. Serta, saya selalu mengusahakan untuk menjalin hubungan yang baik dengan siswa-siswa yang lain.

*** Administratif**

Jika mengalami masalah ini saya minta bantuan ke rekan kerja saya agar bisa menjelaskan ke saya terkait administratif sehingga saya bisa menyelesaikan tugas tersebut dengan efektif.

9. Pernahkah Anda merasa kewalahan atau tidak siap dalam situasi tertentu? Bisa beri contohnya?

Jawab: Pernah. Misalnya, saya diminta untuk menjadi pembina pramuka. Padahal saya sudah lama sekali tidak ikut pramuka, jadi saya harus belajar dari awal lagi mengenai kepramukaan.

10. Dukungan seperti apa yang benar-benar Anda dapatkan dari rekan kerja, mentor, atau pimpinan sekolah?

Jawab: Mereka selalu siap dan dengan senang hati membantu saya apabila saya mengalami kesulitan dalam melakukan tugas tertentu. Jadi, disini mereka tidak hanya bicara saja atau memberi saran terhadap juniornya tanpa tindakan tapi langsung turun ke lapangan untuk membantu jika saya mengalami kesulitan.

11. Bagaimana Anda menyesuaikan diri dengan kurikulum sekolah, perencanaan pembelajaran, dan praktik penilaian?

Jawab:

Ada beberapa yang saya lakukan, yaitu:

1. Saya mencari beberapa referensi terkait ketiga hal itu dengan searching di google kemudian saya telaah dan pelajari lebih dalam lagi.

2. Konsultasi dengan rekan kerja yang lebih berpengalaman untuk memahami 3 hal tersebut.

Bagian 4: Refleksi Pribadi dan Perkembangan Identitas Guru (Teacher Professional Identity)

12. Bagaimana pengalaman-pengalaman ini memengaruhi pandangan Anda tentang mengajar dan menjadi seorang guru?

Jawab:

Hal tersebut mempengaruhi saya dalam berbagai hal:

1. Meningkatkan kesadaran saya akan kompleksitas mengajar.
2. Mengembangkan keterampilan mengajar.
3. Meningkatkan kesadaran akan penting hubungan baik antara guru dan siswa.
4. Meningkatkan kesadaran akan pentingnya kesabaran dan fleksibilitas.

13. Apakah keyakinan Anda tentang mengajar berubah sejak Anda mulai? Jika iya, bagaimana?

Jawab: Tidak.

14. Bagaimana Anda menggambarkan identitas mengajar Anda sekarang dibandingkan saat pertama kali mulai?

Jawab:

Identitas mengajar saya sekarang dibandingkan saat pertama kali mulai dapat digambarkan sebagai berikut:

Saat pertama kali mulai:

- Saya mungkin lebih fokus pada menyampaikan materi dan mengikuti rencana pelajaran yang telah ditentukan.
- Saya mungkin masih mencari tahu bagaimana cara mengajar yang efektif dan bagaimana mengelola kelas.
- Saya mungkin lebih khawatir tentang bagaimana siswa akan menerima materi dan bagaimana saya dapat memenuhi harapan mereka.

Sekarang:

- Saya lebih fokus pada memahami kebutuhan dan kemampuan siswa, serta menciptakan lingkungan belajar yang kondusif dan mendukung.
- Saya telah mengembangkan keterampilan mengajar yang lebih efektif dan dapat mengelola kelas dengan lebih baik.
- Saya lebih percaya diri dalam mengajar dan dapat menyesuaikan diri dengan kebutuhan siswa yang beragam.
- Saya juga lebih sadar akan pentingnya refleksi dan evaluasi dalam meningkatkan kualitas pengajaran.

Dengan demikian, identitas mengajar saya sekarang lebih matang dan efektif dalam membantu siswa mencapai potensi mereka.

15. Nilai atau prinsip mengajar apa yang Anda coba terapkan di kelas?

Jawab:

Beberapa nilai atau prinsip mengajar yang saya coba terapkan di kelas adalah:

- 1). Pembelajaran yang berpusat pada siswa: Saya berusaha untuk memahami kebutuhan dan kemampuan siswa, serta menciptakan lingkungan belajar yang kondusif dan mendukung.
- 2). Keterlibatan aktif: Saya mendorong siswa untuk terlibat aktif dalam proses pembelajaran, melalui diskusi, aktivitas kelompok, dan proyek-proyek yang relevan.
- 3). Penghargaan terhadap keberagaman: Saya berusaha untuk menghargai dan mengakui keberagaman siswa, termasuk latar belakang, kemampuan, dan minat mereka.
- 4). Keterbukaan dan transparansi: Saya berusaha untuk menjadi terbuka dan transparan dalam mengajar, serta memberikan umpan balik yang konstruktif kepada siswa.
- 5). Pembelajaran yang berkelanjutan: Saya berusaha untuk menciptakan lingkungan belajar yang mendukung pembelajaran yang berkelanjutan, serta mendorong siswa untuk terus belajar dan berkembang.

Dengan menerapkan nilai-nilai dan prinsip-prinsip ini, saya berharap dapat menciptakan lingkungan belajar yang positif dan mendukung, serta membantu siswa mencapai potensi mereka.

16. Pengalaman apa yang membantu Anda berkembang atau membentuk identitas Anda sebagai guru profesional?

Jawab:

Beberapa pengalaman yang membantu saya berkembang atau membentuk identitas saya sebagai guru profesional adalah:

- 1). Pengalaman mengajar: Pengalaman mengajar yang beragam dan berkelanjutan membantu saya mengembangkan keterampilan mengajar, mengelola kelas, dan memahami kebutuhan siswa.
- 2). Pelatihan dan pengembangan profesional: Pelatihan dan pengembangan profesional membantu saya meningkatkan pengetahuan dan keterampilan mengajar, serta memahami perkembangan terbaru dalam bidang pendidikan.
- 3). Kolaborasi dengan rekan kerja: Kolaborasi dengan rekan kerja membantu saya berbagi pengalaman, pengetahuan, dan keterampilan, serta memperoleh umpan balik yang konstruktif.

4). Refleksi dan evaluasi: Refleksi dan evaluasi terhadap pengalaman mengajar membantu saya memahami kekuatan dan kelemahan saya, serta mengidentifikasi area yang perlu ditingkatkan.

5). Interaksi dengan siswa: Interaksi dengan siswa membantu saya memahami kebutuhan dan kemampuan mereka, serta mengembangkan hubungan yang positif dan mendukung.

Dengan demikian, pengalaman-pengalaman tersebut membantu saya berkembang dan membentuk identitas saya sebagai guru profesional yang efektif dan berdedikasi.

Bagian 5: Melihat ke Depan (Pengembangan Profesional)

17. Pengalaman apa yang paling mengejutkan yang Anda alami selama tahun pertama?

Jawab: pengalaman yang paling mengejutkan adalah ketika saya masuk ke kelas yang kategori kelas atas. Didalam kelas tersebut ada beberapa siswa yang berkata tidak baik, suka tidur dikelas padahal sedang ada guru yang masuk ke kelas tersebut. Dan beberapa siswa dikelas tersebut mempunyai pikiran yang lebih kritis, sehingga ketika di tegur gurunya mereka dengan mudah mencari alasan yang menurut mereka benar.

18. Momen apa yang paling menyenangkan atau paling berkesan bagi Anda di tahun pertama mengajar?

Jawab:

Momen paling menyenangkan adalah ketika saya masuk kelas pertama kali di kelas 8, disana mereka benar-benar humble dan menyambut saya dengan penuh semangat, saya merasa bisa menjadi teman bagi mereka begitu pun sebaliknya mereka sangat nyaman dengan kelas saya, dan apabila mereka ada masalah semua mereka ceritakan ke saya. Selain itu, momen yang paling berkesan bagi saya ketika saya menjadi pembina pramuka dan saya mendampingi siswa-siswa lainnya untuk mempersiapkan Kemah Besar Pramuka di Sukamaju B. 1. Disini kami membangun ikatan yang lebih erat satu sama lain, dan ketika Kemah saya masak-masak dan tidur bersama para siswa lainnya.

19. Apa harapan atau tujuan Anda sebagai guru di masa depan?

Jawab:

Ada beberapa harapan saya di beberapa hal di masa depan, diantaranya:

1) Membangun hubungan yang positif: Saya berharap dapat membangun hubungan yang positif dengan siswa, orang tua, dan rekan kerja untuk menciptakan lingkungan belajar yang mendukung.

2) Mengadaptasi dengan perubahan teknologi: Saya ingin terus memperbarui pengetahuan dan keterampilan saya untuk mengadaptasi dengan perubahan teknologi dan metode pembelajaran yang baru.

3) Meningkatkan kualitas pembelajaran: Saya berharap dapat terus meningkatkan kualitas pembelajaran dan membuat siswa lebih terlibat dan termotivasi.

20. Apakah Anda berencana untuk mengambil sertifikasi guru atau kualifikasi profesional lainnya?

Jawab:

Iya saya berencana.

21. Apakah sekolah memberikan pelatihan, workshop, atau kesempatan pengembangan profesional selama tahun pertama Anda?

Jawab:

Iya memberikan. Disekolah saya semua guru diwajibkan ikut pelatihan yang diadakan oleh Kementerian Agama yaitu Pintar Kemenag.

22. Menurut Anda, bagaimana program pengembangan profesional (misalnya workshop, sertifikasi, atau mentoring) bisa mendukung perkembangan Anda sebagai guru?

Jawab:

Program pengembangan profesional dapat mendukung perkembangan saya sebagai guru dalam beberapa cara:

1). Meningkatkan pengetahuan dan keterampilan: Workshop, sertifikasi, dan mentoring dapat membantu saya memperbarui pengetahuan dan keterampilan saya dalam bidang pendidikan, sehingga saya dapat mengajar dengan lebih efektif.

2). Mengembangkan metode pembelajaran: Program pengembangan profesional dapat membantu saya mengembangkan metode pembelajaran yang inovatif dan efektif untuk meningkatkan keterlibatan siswa.

3). Meningkatkan kemampuan reflektif: Mentoring dan sertifikasi dapat membantu saya mengembangkan kemampuan reflektif untuk mengevaluasi praktik mengajar saya sendiri dan meningkatkan kualitas pembelajaran.

4). Membangun jaringan profesional: Program pengembangan profesional dapat membantu saya membangun jaringan profesional dengan guru lain dan ahli pendidikan, sehingga saya dapat berbagi pengalaman dan pengetahuan.

5). Meningkatkan kepercayaan diri: Dengan mengikuti program pengembangan profesional, saya dapat meningkatkan kepercayaan diri saya sebagai guru dan merasa lebih siap untuk menghadapi tantangan dalam mengajar.

Dengan demikian, program pengembangan profesional dapat membantu saya menjadi guru yang lebih efektif, inovatif, dan berdedikasi.

23. Berdasarkan pengalaman Anda, nasihat apa yang ingin Anda berikan kepada guru baru lainnya!

Jawab:

Berdasarkan pengalaman saya, beberapa nasihat yang ingin saya berikan kepada guru baru lainnya adalah:

- 1). Jadilah fleksibel: Jangan takut untuk mencoba metode pembelajaran baru dan menyesuaikan diri dengan kebutuhan siswa.
- 2). Bangun hubungan yang positif: Bangun hubungan yang positif dengan siswa, orang tua, dan rekan kerja untuk menciptakan lingkungan belajar yang mendukung.
- 3). Jangan takut untuk meminta bantuan: Jangan ragu untuk meminta bantuan dari rekan kerja atau mentor jika Anda membutuhkan dukungan atau saran.
- 4). Terus belajar dan berkembang: Teruslah belajar dan mengembangkan keterampilan Anda untuk meningkatkan kualitas pembelajaran.
- 5). Jadilah sabar dan konsisten: Jadilah sabar dan konsisten dalam mengajar, karena setiap siswa memiliki kebutuhan dan kemampuan yang berbeda-beda.
- 6). Buatlah rencana yang efektif: Buatlah rencana pembelajaran yang efektif dan dapat disesuaikan dengan kebutuhan siswa.

7). Jangan lupa untuk merawat diri sendiri: Jangan lupa untuk merawat diri sendiri dan mengelola stres untuk menjaga keseimbangan antara pekerjaan dan kehidupan pribadi. Dengan demikian, guru baru dapat memulai karir mereka dengan percaya diri dan efektif.

Subject N

Translated to English :

Section 1: Background Information

1. Can you tell me briefly about your educational background and when you started teaching?

Answer : My most recent education was a Bachelor's degree in English Education at the State Islamic University of Antasari Banjarmasin in 2024. I began teaching at MTs Miftahul Ulum, Central Seruyan, on August 1, 2024

2. What motivated you to become a teacher, especially an English teacher?

Answer :

I have a strong motivation to become an English teacher because I believe that English is the key to opening broader opportunities and possibilities for students. I want to help students improve their English skills. In addition, I also wish to share my knowledge and experience with students, as well as help them develop English skills that they can use in their daily lives and future careers.

Section 2: Expectations Before Teaching (Reality Shock Theory)

3. What were your expectations before you started teaching in school?

Answer :

My expectations before starting to teach at school were:

- 1) To help improve students' English skills and help them achieve their academic goals.
- 2) To build good relationships with students, so that they feel comfortable and confident to learn and share ideas.
- 3) To continuously develop my teaching skills and improve the quality of my teaching.

4. How did you imagine your students, your role, and the school environment?

Answer :

- 1) Students: I imagined students as unique individuals with great potential to learn and develop.
- 2) As a teacher: I hoped to create a conducive and supportive learning environment so that students can learn effectively.
- 3) School environment: I hoped to collaborate with other teachers and staff to create a positive and supportive school environment for all students.

5. What kind of support did you expect from the school, colleagues, or the education system?

Answer :

- 1) From the school: I hoped the school could provide adequate resources such as teaching materials, technology, and facilities to support the learning process.
- 2) From colleagues: I hoped to receive constructive feedback from colleagues to help me improve the quality of my teaching.

- 3) From the education system: I hoped the education system could provide adequate resources to support teaching and teacher development.

Section 3: Realities in the First Year (Reality Shock Theory)

6. What were some of the biggest challenges you experienced during your first year of teaching?

Answer :

My first-year challenges were not too many because my colleagues and students welcomed me warmly. My main challenge was managing the classroom, where I had to maintain discipline and ensure all students were engaged in the learning process. Nowadays, students are different from the past, so I needed to approach them according to modern developments to make them feel comfortable learning with me.

7. Can you describe any moments where your expectations and reality were very different?

Answer :

One of my expectations was to have comfortable colleagues, but in reality, there was one colleague who was overly perfectionist, which made me feel uncomfortable.

8. How did you deal with classroom management, student behavior, or administrative tasks?

Answer :

- Classroom management: I applied several strategies:
 1. Creating a clear and structured lesson plan.
 2. Establishing classroom rules during my lessons.
 3. Using classroom management strategies that incorporate technology, games, and other activities to make learning more interesting and engaging.
- Student behavior: I always:
 1. Give rewards to students who are active during lessons to motivate others.
 2. Pay attention to students who need extra help or have below-average grades.
 3. Strive to maintain good relationships with all students.
- Administrative tasks: If I encounter administrative issues, I ask for help from colleagues to explain the procedures so I can complete tasks effectively.

9. Did you feel overwhelmed or unprepared in certain situations? Can you give an example?

Answer :

Yes. For example, I was asked to be a Scout leader, even though I hadn't participated in Scouts for a long time, so I had to relearn Scouting from scratch.

10. What kind of support did you actually receive from colleagues, mentors, or school leaders?

Answer :

They were always ready and happy to help me whenever I faced difficulties. They didn't just give advice—they actively helped on the ground when I needed assistance.

11. How did you adjust to the school curriculum, lesson planning, and assessment practices? (added: curriculum adjustment)

Answer :

I did the following:

- 1). Searched for references online and studied them in depth.
- 2). Consulted experienced colleagues to understand these three areas.

Section 4: Personal Reflection and Identity Development (Teacher Professional Identity)

12. How did these experiences affect your views about teaching and being a teacher?

Answer :

These experiences affected me in several ways:

- 1) Increased my awareness of the complexity of teaching.
 - 2) Developed my teaching skills.
 - 3) Increased awareness of the importance of good teacher-student relationships.
 - 4) Increased awareness of the importance of patience and flexibility.
13. Have your beliefs about teaching changed since you started? If so, how?

Answer :

No.

14. How would you describe your teaching identity now compared to when you first began?

Answer :

- When I first started:
 - I focused more on delivering the material and following the lesson plan.
 - I was still figuring out effective teaching methods and classroom management.
 - I worried more about how students would receive the material and whether I could meet their expectations.
- **Now:**
 - I focus more on understanding students' needs and abilities and creating a supportive learning environment.
 - I have developed more effective teaching skills and can manage the classroom better.
 - I am more confident in teaching and can adapt to diverse student needs.
 - I am more aware of the importance of reflection and evaluation to improve teaching quality.

Thus, my current teaching identity is more mature and effective in helping students reach their potential.

15. What values or teaching principles do you try to apply in your classroom?

Answer :

Some teaching values I try to apply are:

- 1) Student-centered learning: Understanding students' needs and creating a supportive environment.
- 2) Active engagement: Encouraging students to actively participate through discussions, group activities, and projects.

- 3) Respect for diversity: Appreciating students' backgrounds, abilities, and interests.
- 4) Openness and transparency: Being open and giving constructive feedback.
- 5) Continuous learning: Fostering a learning environment that supports ongoing growth.

16. What experiences helped you grow or shaped your identity as a professional teacher?

Answer :

Experiences that helped shape my professional identity include:

- 1) Teaching experience: Continuous and varied teaching helps develop skills, classroom management, and understanding student needs.
- 2) Professional training: Enhances knowledge and teaching skills.
- 3) Collaboration with colleagues: Sharing experiences and receiving constructive feedback.
- 4) Reflection and evaluation: Understanding strengths and weaknesses.
- 5) Interaction with students: Understanding their needs and building positive relationships.

Section 5: Looking Forward (Professional Growth)

17. What was the most surprising experience you encountered during your first year? (added: surprising)

Answer :

The most surprising experience was entering a high-level class. Some students were rude, slept in class even with a teacher present, and were critical thinkers who would quickly justify themselves when corrected.

18. What was the most enjoyable or rewarding moment in your first year of teaching? (added: enjoyable)

Answer :

The most enjoyable moment was entering the 8th-grade class for the first time; they were humble, enthusiastic, and comfortable sharing problems with me. A memorable moment was being a Scout leader and accompanying students to prepare for a major Scout camp in Sukamaju B.1, where we built closer bonds, cooked, and slept together.

19. What are your hopes or goals as a teacher in the future?

Answer :

My future hopes include:

- 1) Building positive relationships with students, parents, and colleagues.
- 2) Adapting to technological changes and new teaching methods.
- 3) Improving the quality of learning and student engagement.

20. Are you planning to pursue teacher certification or further professional qualifications? (added: certification)

Answer :

Yes, I plan to.

21. Did the school provide you with any training, workshops, or professional development opportunities during your first year? (added: training)

Answer :

Yes, all teachers are required to participate in training organized by the Ministry of Religious Affairs, called “Pintar Kemenag.”

22. How do you think professional development programs (e.g., workshops, certification, or mentoring) can support your growth as a teacher? (added: professional identity support)

Answer :

Professional development programs support teacher growth by:

- 1) Enhancing knowledge and skills.
- 2) Developing innovative and effective teaching methods.
- 3) Improving reflective abilities.
- 4) Building professional networks.
- 5) Increasing confidence and preparedness.

23. What advice would you give to other new teachers based on your experience?

Answer :

- Be flexible: Try new teaching methods and adapt to students’ needs.
- Build positive relationships: With students, parents, and colleagues.
- Don’t hesitate to ask for help.
- Keep learning and developing skills.
- Be patient and consistent.
- Make effective lesson plans.
- Take care of yourself and manage stress to maintain work-life balance.

Subject D :**Section 1: Background Information**

1. Can you tell me briefly about your educational background and when you started teaching?

Answer :

graduated from English Education major at UIN Antasari in 2024. I started teaching five months after graduation. At first, I did private tutoring, and then during the new school year, I became a special assistant teacher (GPK) or Guru Pendamping Khusus at an elementary school. But honestly, it was really challenging to handle kids with 'special needs', so I decided to resign. Now I'm teaching at a new elementary school as an English teacher.

2. What motivated you to become a teacher, especially an English teacher?

Answer :

Tbh, it's just because really needed money. At first, I didn't wanna be a teacher who handles lots of students. But because of my situation and future goals—and since I graduated from 'education', especially English education—I had to take a brave step and become a teacher.

Section 2: Expectations Before Teaching (Reality Shock Theory)

3. What were your expectations before you started teaching in school?

Answer :

Since I didn't wanna be a teacher, I used to think my days would be tough. Like, I couldn't handle teaching a lot of kids, or maybe the work environment wouldn't

support me. Aside from that, I also hope this is the best path God has given me.

So, I gotta take responsibility for whatever I choose.

4. How did you imagine your students, your role, and the school environment?

Answer :

I didn't really imagine much at first. Since I'm teaching at an elementary school, the students still have that little-kid energy. Some are smart and easy to manage, others... not so much. My role, of course, is to be a good teacher, and I always try to connect with the students so they're not scared of me. But yeah, in some situations, I still need to be firm as a teacher. About the school itself, thought it'd be close to where I live, but nope sih it's actually far wkwk. But again, I didn't have big expectations. I just wanted to get a job.

5. What kind of support did you expect from the school, colleagues, or the education system?

Answer :

So far, the support I get at my current school is way better. Of course, I hope for support physically, financially, and emotionally. My coworkers help each other out and it doesn't feel intimidating at all.

Section 3: Realities in the First Year (Reality Shock Theory)

6. What were some of the biggest challenges you experienced during your first year of teaching?

Answer :

Adjusting to being a teacher, especially at an elementary school, isn't easy. Every kid thinks and learns differently, and their emotions are all over the place or unstable. The real challenge is keeping my own emotions in every situation specially when I face my students.

7. Can you describe any moments where your expectations and reality were very different?

Answer :

When it comes to expectations not matching reality — yeah, I've been there. Honestly, I never wanted to be a teacher. But here I am. What else can I do except go through it while also trying to find something I actually enjoy? That way I don't lose hope. I believe everything happens for a reason. Even if it hurts at first, crying won't change anything. The next day I still go back to class and teach.

8. How did you deal with classroom management, student behavior, or administrative tasks?

Answer :

At school, I'm a subject teacher (Guru Mapel/Guru Bidang Studi), not a homeroom teacher. So classroom management stuff mostly falls on the homeroom teacher. But when it's my time to teach, I still remind students to keep the class clean. For admin tasks, I've been handling them just fine so far, still learning but going with the flow.

9. Did you feel overwhelmed or unprepared in certain situations? Can you give an example?

Answer :

Of course I struggle sometimes. Especially when I teach a class full of noisy kids who don't listen, or even fight with each other. It's exhausting for sure.

10. What kind of support did you actually receive from colleagues, mentors, or school leaders?

Answer :

But honestly, I've been making the best out of my situation. I've developed some new skills, and sometimes when I help other teachers, I get paid a little extra which I won't lie, I like money lol. The school feels like a family, and even though I'm a contract teacher, they treat me well.

11. How did you adjust to the school curriculum, lesson planning, and assessment practices? (added: curriculum adjustment)

Answer :

I still have a lot to learn, and I take it one step at a time by observing and practicing directly. Things take time and I try not to rush it. Yeah, it's stressful, but it's part of my responsibility. So I go at my own pace and learn slowly, step by step.

Section 4: Personal Reflection and Identity Development (Teacher Professional Identity)

12. How did these experiences affect your views about teaching and being a teacher?

Answer :

So far, I feel like being a teacher comes with a lot of responsibility. It's not just about teaching — there are so many goals to reach, both in school and outside of

it, related to students' learning. It's a big deal, because we're not just responsible for ourselves, but also for shaping someone else's future.

13. Have your beliefs about teaching changed since you started? If so, how?

Answer :

From the start, I honestly didn't want to be a teacher. And even now, I only took the job because I really needed the money.

14. How would you describe your teaching identity now compared to when you first began?

Answer :

Now I'm kinda used to teaching in front of a bunch of students — different classes, different personalities. At first, I was so lost and confused. But I'm the kind of person who blends in easily, so I just adjusted myself and built the kind of image I wanted at work.

15. What values or teaching principles do you try to apply in your classroom?

Answer :

What matters most to me at work is: feeling like a family, teamwork, helping each other, respecting one another, being chill but still serious when needed, and of course keeping up with Gen Alpha and their love for tech.

16. What experiences helped you grow or shaped your identity as a professional teacher?

Answer :

Teaching isn't just about explaining stuff in class. It's about building a sense of responsibility in myself, even if this isn't my dream job. I still have to be professional and be someone my students can look up to.

Section 5: Looking Forward (Professional Growth)

17. What was the most surprising experience you encountered during your first year? (added: surprising)

Answer :

Not all students respect or appreciate their teachers. They all think and learn differently. But on the bright side, I also get sweet moments — like when they hug me or give me little gifts, and I really appreciate those.

18. What was the most enjoyable or rewarding moment in your first year of teaching? (added: enjoyable)

Answer :

I love it when I see them understand and actually use English in daily conversation. They're excited to learn because they think my way of teaching is fun.

19. What are your hopes or goals as a teacher in the future?

Answer :

I just hope I don't get tired of learning and trying out new teaching styles, so my students don't get bored and hopefully they'll remember English class with me as something fun and meaningful.

20. Are you planning to pursue teacher certification or further professional qualifications? (added: certification)

Answer :

Of course, I've got plans in mind.

21. Did the school provide you with any training, workshops, or professional development opportunities during your first year? (added: training)

Answer :

So far... not yet.

22. How do you think professional development programs (e.g., workshops, certification, or mentoring) can support your growth as a teacher? (added: professional identity support)

Answer :

From those programs, I get extra knowledge, more structured learning, and I learn straight from experienced teachers. I think professional development like that is super useful especially for a newbie teacher like me.

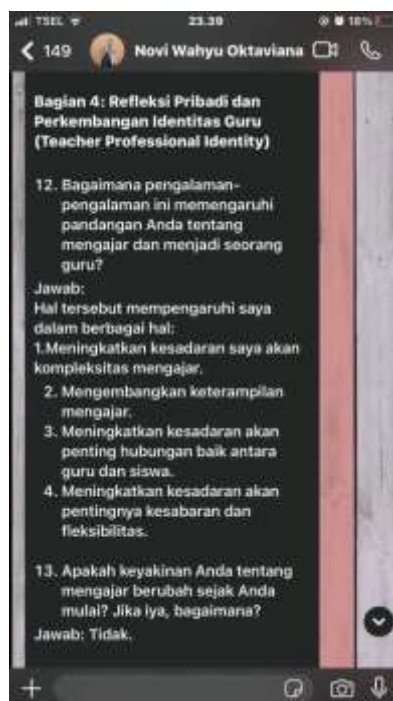
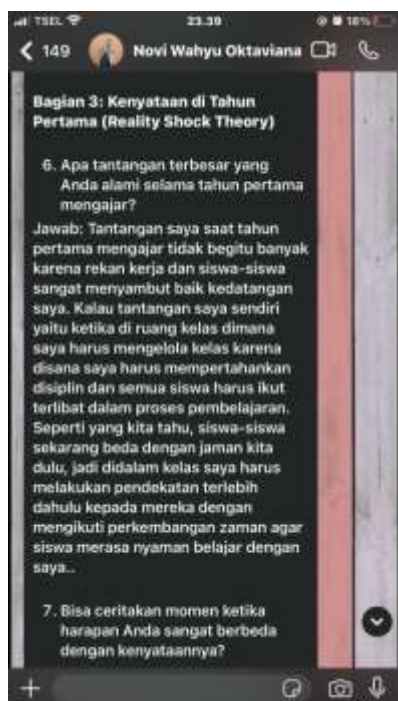
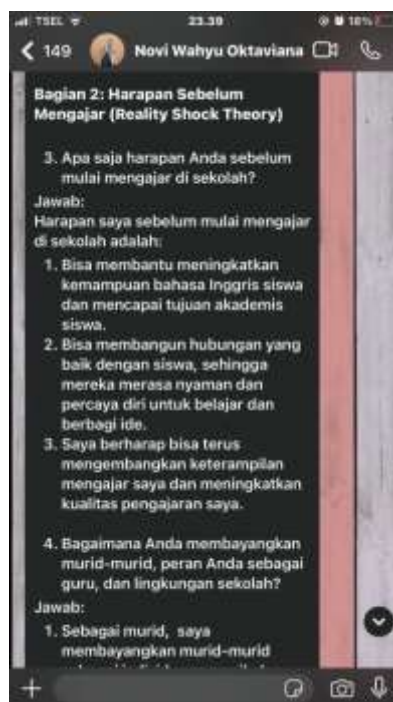
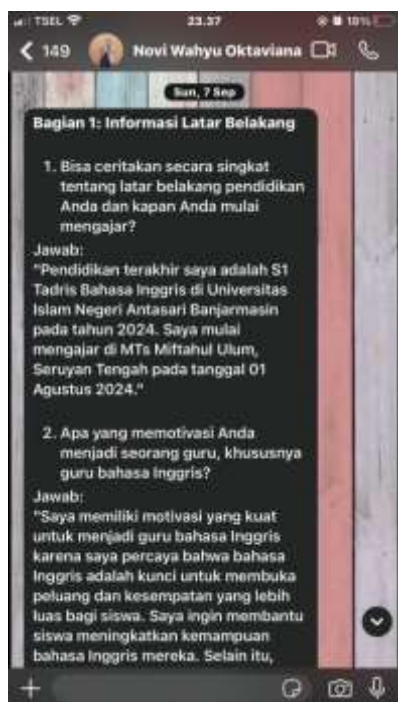
23. What advice would you give to other new teachers based on your experience?

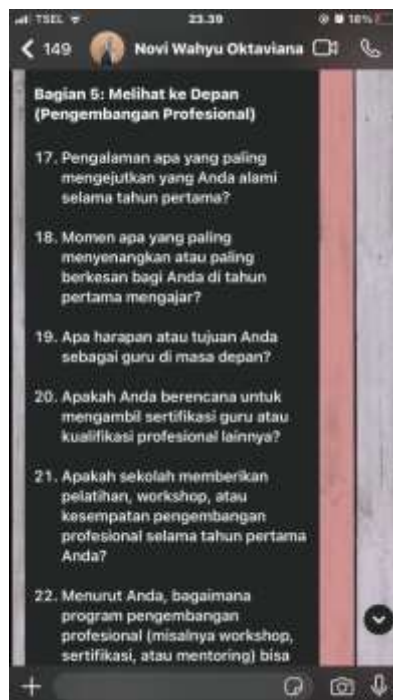
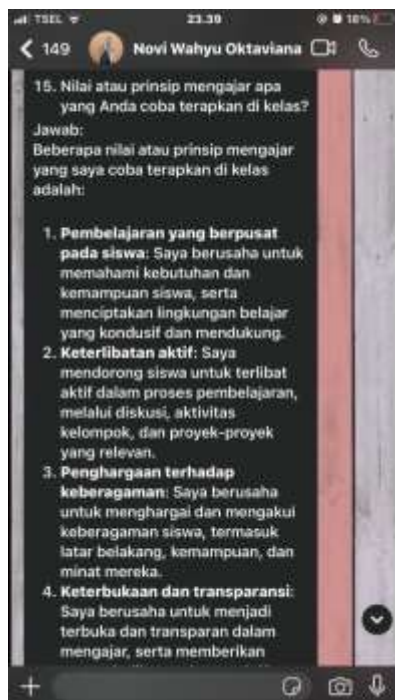
Answer :

Being a teacher isn't easy. I mean, every job has its own challenges, right? But even with a small salary, I try not to complain. At least I know my job helps shape the next generation to be smarter.

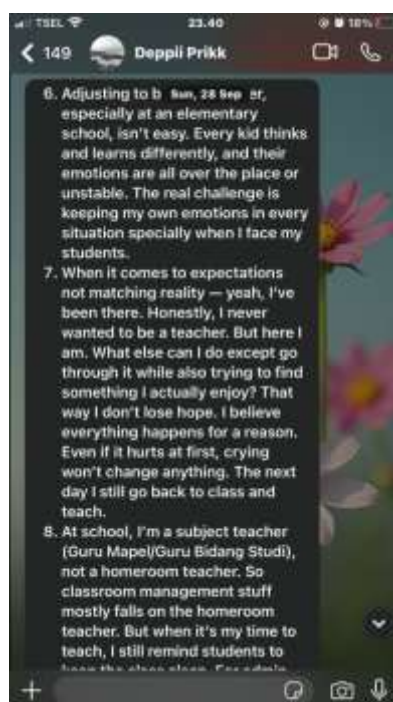
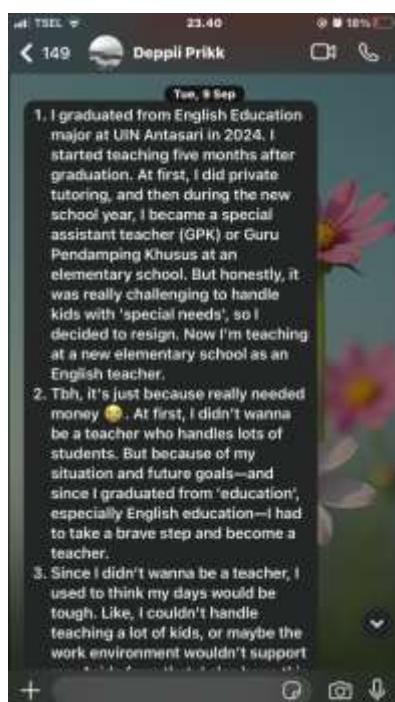
APPENDIX VI Semi-Structured Interview

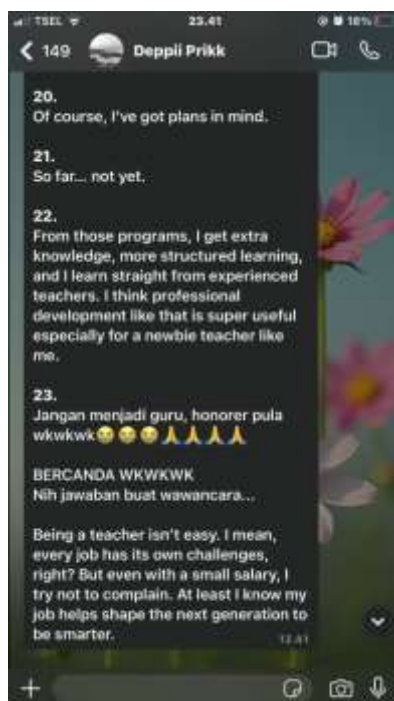
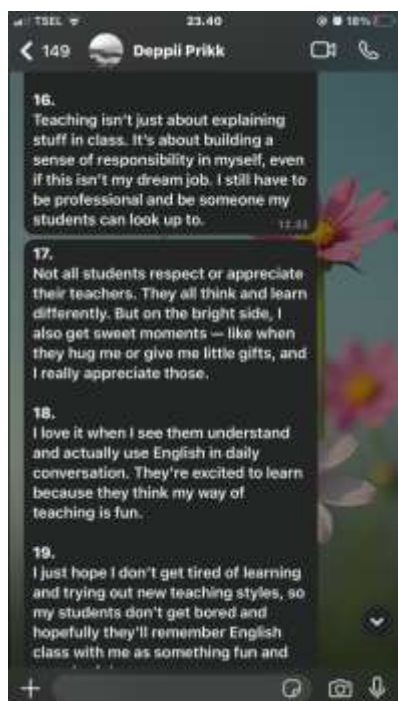
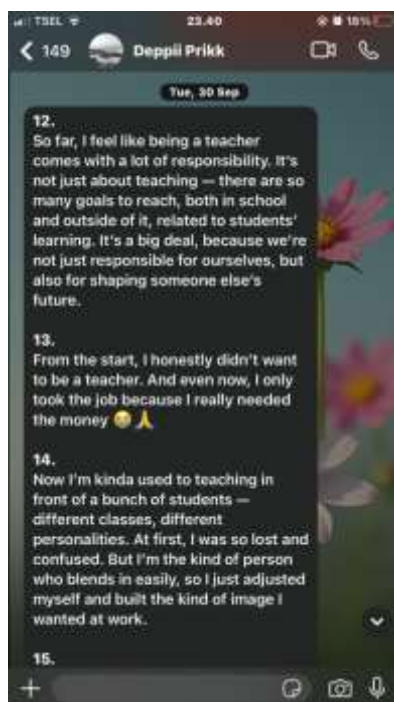
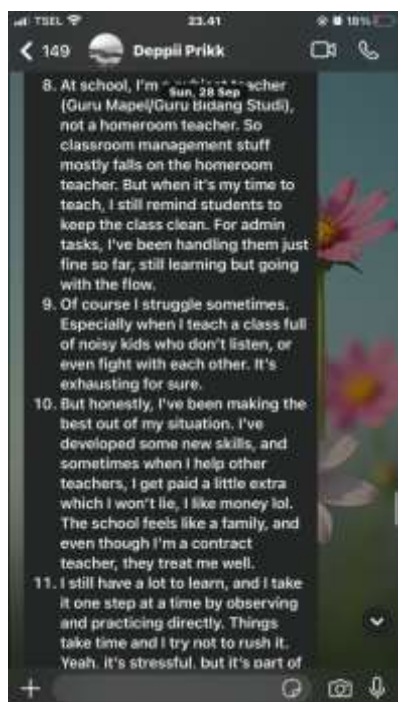
Subject N :





Subjek D :





APPENDIX VII. Transliteration

No	Page	Surah/Verse	Translation	
			English	Indonesia
1	3	Al-Baqarah Verse 286	Allah does not burden a soul beyond that it can bear	Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya

APPENDIX VIII. Thesis Consultation Notes

THESIS CONSULTATION NOTES

NAME	WINDHA LUSIANA
SRN	20010030214
DEPARMENT	English EDUCATION
YEAR	
TITLE	A CASE STUDY ON FRESH GRADUATE ENGLISH TEACHERS FIRST-YEAR TEACHING EXPERIENCE :INSIGHTS FROM New EDUCATORS
ADVISOR OF CONTENTS AND RESEARCH METHODS	
ADVISOR OF LANGUAGE AND WRITING TECHNIQUES	

NOTES:

1. BRING THIS BOOK EVERY TIME YOU CONSULT WITH YOUR ADVISOR.
2. WRITE THE RESULT OF CONSULTATION IN THIS BOOK AND DON'T FORGET ASK YOUR ADVISOR SIGNATURE.
3. ATTACH THIS BOOK ALONG WITH CURRICULUM VITAE, ABSTRACT (INDONESIAN AND ENGLISH), AND PHOTO AFTER EXAMINATIONS.



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: _____

Date	Notes	SIGNATURE
4 Agt	Langutkan & judul baru	
13 Agt. 2025	Buat daftar isi, sesuaikan dengan judul dan reseach question, lihat catatan sy. 2. Tambahkan question utk interview, sesuai dengan research question, dan teori. 3. Perbaiki bab. I - Mengapa subject diambil yg fresh graduate ? tahun pertama ? - Mengapa, teaching experience ? 4. Perbaiki bab II, perbanyak teori, lihat perpus. 5. Previous study - bedakan apa > riset mu - samanya apa 3 → hasilnya apa ? - PS. → rencanamu spt apa ?	

Date	Notes	SIGNATURE
4 Agt	Lanjutkan & judul <u>baru</u>	
13 Agt. 2025	1. Buat daftar isi, sesuaikan dengan judul dan research question, lihat catatan sy. 2. Tambahkan question utk interview, sesuai dengan research question, dan teori. 3. Perbaiki bab. I - Mengapa subject diambil yg fresh graduate ? - tahun pertama ? - Mengapa, teaching experience ? 4. Perbaiki bab II, perbanyak teori, lihat perpustakaan. 5. Previous study - bedakan apa } riset - samanya apa } mu → hasilnya apa ? - PS. rencanamu spt apa ?	

1.	Perbaiki sesuai catatan - + daftar isi tulis - halaman tulis - definisi, bab II	
2.	Hal. kosong & tambah kalimat yg sesuai dgn isi nja	
3.	Ambil data ke lapangan buat soal 12a & 12b ke 7 & 7b	27/8.2025  26/10/2025
1	Table	
2	Finding & Discussion ↓ see Problem Statement	
.	Please revise bab IV and V	 6/12.2025
-	Conclusion - Single regulation - single bab IV	

29 August

- Perbaiki ~~abstract~~ keywords
- Acknowledgment → tanda tangan

9

CURRICULUM VITAE

1. Full Name : Windha Lusiana
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5. Address : Gg. VI, No. 14, Kebun Bunga, Banjarmasin.
6. Phone Number : 082152794966
7. Email : windha.lusiana@gmail.com
8. Organization/Work experience :
 - a. Teaching Practice (PPL) – SMPN 23 Banjarmasin (2023)
Conducted English lessons and classroom management as part of professional teaching practicum.
 - b. English Camp & BIPA Program – Instructor, International KKN Thailand (2023)
Led English language activities and cultural exchange programs for international subjects.
9. Academic Achievement :
 - a. Competed in OSK (City Science Olympiad) and OSP (Provincial Science Olympiad) in the subject of Biology during high school in 2018.
Demonstrating strong knowledge and skills in the field.
10. Non-Academic Achievement :
 - a. Winner –Author Fiction Short Story Competition (2023)
One of 46 stories published in the Author 2023 anthology by Mengubah Semesta Publisher. Received certificate dan trophy.
11. List of Scientific Works :
 - a. The Effect of English Language Learning on Young Learners' Social Life – Group College Assignment (4 Students), 2023 (Not Published)
 - b. The Use of Language in Millenial and Z Generations After Pandemic – Individual College Assignment, 2023 (Not Published)

Banjarmasin, March 2025

Writer