

Inhibiting Factors in the Implementation of Beginner Teacher Induction Programs in Elementary Schools

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Abstract—This study aims to find out: 1) what inhibiting factors the implementation of Beginner Teacher Induction Program (PIGP) in elementary schools in Depok, 2) what efforts are made by supervisors and principals in dealing with these inhibitions. The research method of this research was descriptive qualitative with embedded case study research strategy. The research was conducted in 12 elementary schools involving twelve principals, two supervisors and one head of the technical implementing unit of education at Depok, Sleman and twelve supervisors. Data sources in this study were: 1) data from interviews with supervisors, heads of education technical implementing units at the district level, 1 principals, teachers and beginner teachers, 2) observations of the Beginner Teacher Induction Program (PIGP) implementation in schools, 3) documentation of documents about PIGP implementation. Data collection techniques through: 1) in-depth interviews, 2) passive participatory observation and 3) content analysis. To valid the data, this research used triangulation of theories, methods and data. Data analysis is path analysis which consists of three analysis activities, namely data reduction, data presentation and verification or conclusion drawing. The results show that: 1) the inhibiting factors of the Beginner Teacher Induction Program (PIGP) implementation are lack of program socialization, poorly planned implementation, rigid relationship between beginner teachers and mentors, school principals are too busy, the Beginner Teacher Induction Program (PIGP) implementation are not on schedule, mentors are less focused on mentoring, time is limited, beginner teachers are less active, not all core teachers are willing to be mentors and many beginner teachers graduate who are not from education, 2) the efforts made by supervisors, principals or mentors are by sharing between principals, communication with supervisors and mentors, conducting mentoring, beginner teachers open discussions, collaboration with principals with mentors, time replacement that collides with teaching hours.

Keywords—*inhibiting factors; induction program; beginner teachers; elementary school*

I. INTRODUCTION

Teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education and secondary education [1]. The role of the teacher is vital for advancing education, where, the teacher is the main person in helping learners to

have access to their capabilities [2]. The teacher should have the necessary expertise, content and learning management activities. Moreover, the teacher's role is as knowledge sources for their students. By facilitating the learning process and timely feedback, the teacher provides good education results. Teacher strengthens learners' necessary internal motivation by creating a positive attitude towards lessons and providing emotional and spiritual mode in the class.

The teacher must have the expertise, content, and management of the learning activities needed. Besides, the teacher's role is as a source of knowledge for students. The teacher must facilitate the learning process with appropriate feedback. Therefore, the teacher can provide good educational outcomes. The teacher can also strengthen the internal motivation required by students by creating a positive attitude towards learning by providing emotional and spiritual ways in the classroom). Because of the vital role of teachers in education world, there must be a special program to develop teacher competencies. Moreover, there are programs aimed at new teachers or beginners. One program for beginner teachers is the induction program [3].

Induction Program for Beginner Teachers (PIGP) which process of teaching and learning in the educational context as a basic stage before teaching, hereinafter refers to as induction program, is an orientation activity, training in the workplace, development, and practice of solving various problems in the learning / guidance and counseling process for beginner teachers in schools / madrasas in their assignments [4].

Induction program is the process of initiating new teachers into new roles they have teachers, both as teachers and as members of school organizations (as new members of school organizations, teachers often have to compete for a place among more experienced teachers, adjusting to the dominant school culture, and getting awards from colleagues) [5].

Induction is a guidance and advisory activity to novice teachers in preparation for carrying out professional tasks in the field of education and learning and is carried out programmatically on the basis of substance, process, success criteria, and specific time units [6].

In addition, induction programs are programs that are rooted in the needs of teachers for sustainable professional

development, which consists of two components namely mentoring and assessment [7]. In this case, mentoring provides professional support, while assessment provides professional guidance and leads to confirmation of permanent employment after the first year as a beginner teacher [8].

Induction programs are comprehensive initiations or introductions to positions that give teachers experience about the models and tools needed to start a teaching career as well as specific guidelines aimed at helping to meet performance standards [9]. Induction can include mentoring, assistance in planning, professional development and evaluation). The aim of the induction program is to guide novice teachers to adapt to the work climate and culture of schools / madrasahs and carry out their work as professional teachers in schools / madrasah.

Eight characteristics of a good induction program as follows: 1) explaining the program to beginner teachers as induction participants that the process of this activity is organized based on special requirements and induction training whose function is crucial for their career development and success in the future next, 2) the induction process is part of a progressive stage to achieve achievements in the field of education and learning, which is mainly measured by improving the quality of student learning outcomes both cognitive, affective, and psychomotor, 3) the program is developed on the basis of strong support from colleagues in his profession. Although there are certain individuals or teams formed in the framework of providing induction program services for new teachers, in fact this program requires the involvement of many parties, 4) induction training is oriented towards achieving long-term career goals. When a person decides the teacher as a choice of profession, he should be prepared to pursue a professional career in this field until retirement, 5) administrative tools and norms implementing the duties of the teacher clearly articulated and disseminated, 6) the teacher must assimilate with the word professional in education and teacher training, 7) the teacher must receive supervision, training, demonstration, and assessment from the principal, supervisor and mentor, 8) the teacher must receive supervision, training, demonstration, and assessment from the principal, supervisor and mentor, and 9) mentor responsibilities must be distributed through the school's academic staff with rigid organization, consistency and sustainability. Induction programs must contain a balance in supporting beginner teachers in the following three area teacher socialization in school culture. This covers many aspects of the school, where beginner teachers must be informed, ranging from school rules for teachers and students, to agreement on the school's curriculum, goals, and mission, 2) further development of knowledge and skills needed for good teaching is as an extension of the representation of actions, and on the other hand adjustments to special situations in schools, 3) personal development care. This means psychological assistance aimed at development [10]. This study specifically to find out: 1) what factors are hampering the implementation of the Beginner Teacher Induction Program (PIGP) in Elementary Schools in Depok, 2) what efforts are made by school supervisors and school principals in dealing with these real obstacles.

In general, the induction program aims to transform beginner teachers into capable teachers and pursue careers competently. These objectives can be specified as follows: 1) facilitate or facilitate the transition period before the teacher does the teaching task, 2) increase the effectiveness of the teacher through classroom management training and effective teaching techniques, 3) promoting the culture of the school district, covering philosophy, mission, policies, procedures, and objectives, and 4) developing the level of understanding of the new teacher towards the desired degree of professionalism.

Research conducted by [11] suggests that the Beginner Teacher Induction Program is very influential program for career responsibility in carrying out duties as a teacher and educator. Coaching in the beginning contributes positively to strengthening the teachers' character and personality as the demand of the profession. The research results and existing theoretical data are a theoretical description of an educational strengthening program through an induction program for beginner teacher. The difference with this research is it is not only related to aspects of theoretical problem, but also to explore the real and problematic aspects of the implementation of the Beginner Teacher Induction Program whose results are expected to provide a comprehensive picture of the reality of program implementation in the field.

II. METHODS

This research used descriptive qualitative method with embedded case study research strategy. Research design was done by preparing a proposal and designed instruments. This research was conducted on twelve elementary schools with twelve principals, two supervisors, one head of the technical implementing unit of education at Depok, Sleman, and twelve supervisors. Data sources used in this research were: 1) data from interviews with school supervisors, heads of education technical implementing units at the district level, school principals, and supervisors, 2) observations of PIGP implementation in schools, 3) documentation of documents about PIGP implementation. Data collection techniques through: 1) in-depth interviews, 2) passive participatory observation, and 3) content analysis. The aspects studied in this research include the inhibiting factors in implementing the Beginner Teacher Induction Program (PIGP) in elementary schools in Depok and qualitative data regarding the efforts made by supervisor and school principal in dealing with obstacles in implementing PIGP.

This research used triangulation of theories, methods and validity data. In addition, it used informant review so the interview data are in accordance with the thoughts and experiences of the respondents objectively. Data analysis used was path analysis which consists of three analysis activities, namely data reduction, data presentation, and verification or conclusion drawing. Data reduction is the activity of simplifying research data in interviews, observations and documentation to make the data becomes simpler and informative. Furthermore, the data presentation is the activity of presenting data after the reduction activities both qualitatively and quantitatively. The final analysis activity is the verification or drawing conclusions on all problems that

have been limited and formulated at the beginning. In other hand, if the verification process still has a lack of data, then in the path analysis the researcher is obliged to go to the field again to collect the lack of data. Therefore, data analysis in this study were qualitative data analysis with an interactive analysis model.

III. RESULTS AND DISCUSSION

A. *Realization of PIGP Implementation*

Based on theoretical and empirical studies of the problems of this research, several facts are found as follows. Beginner Teacher Induction Program (PIGP) is an orientation activity, training in the workplace, development, and practice of solving various problems in the learning / guidance and counselling process for beginner teachers at schools / madrasas in their assignments. Beginner teachers are teachers who are first assigned to carry out the process of learning / guidance and counselling at an education unit organized by the government, local government or the community. Therefore, PIGP is essentially a guiding activity for beginner teachers in the school / madrasah where they are assigned with the intention that the teacher can carry out his duties as a teacher well. From this understanding it can also be understood that the mentoring process will involve many parties especially, the supervisor, the principal / madrasa and supervisors.

Some of the PIGP phenomena in Yogyakarta are explored through the need of assessment question, which is the mechanism for analysing the needs of implementing PIGP in schools. In SMP 1 Karangasem, teachers which have PNS status are very limited. Therefore, it is necessary to immediately procure new PNS teachers to cover these shortcomings because it greatly influences school performance (KS, Interview May 25, 2018). Whereas in Elementary School of Kalongan, it is more detailed in explaining the mechanism for analysing the needs of implementing PIGP in schools, namely: appointing one senior teacher as the core teacher, (2) making an assignment decree as a PIGP implementer, (3) making a reference book as a guideline or program of activities from beginning to completion systematically, and (4) trying to prioritize the problem of mentoring beginner teachers.

Whereas in SD Negeri 2 Adisucipto, based on interviews (KS, May 26, 2018), that PIGP is the initial process for introductions (introduction of schools and their environment). The next stage is: preparation / planning, guidance and evaluation, reporting. Analysis of the need for further PIGP implementation to improve the competing teacher competition that is fostered includes 4 competencies (pedagogic, personality, social, and professional). In some elementary schools, the mechanism for analysing the needs of implementing PIGP concerns: the availability of PIGP requirements documents, management guidelines, the availability of human resources, and the availability of infrastructure, are important considerations of PIGP needs analysis mechanisms.

Guidance, academic supervision and monitoring activities are carried out systematically in terms of syllabus documents,

lesson plans, annual programs, semester programs, implementation of the learning process, assessment of learning outcomes, and supervision or monitoring of the learning process. A quite prominent activity is the school's effort to provide questionnaires or interviews for the introduction of the school environment, and preparation or planning, guidance, assessment, and reporting. Such activities are quite representative as they have been done at SDN 7 Caturtunggal. The analysis of the need for implementing PIGP in SDN Caturtunggal 7 aims to improve the competence of beginner teachers that are fostered including 4 competencies (pedagogic, personality, social, and professional). Likewise, Elementary School of Samirono where the PIGP implementation needs analysis mechanism takes into account the characteristics of the school, background behind the education and experience of beginner teachers, the availability of qualified supervisors At SD Caturtunggal 4, the activities carried out through interviews with beginner teachers, mentoring preparation and planning, implementation of mentoring, and reporting, as well as that carried out by several other schools, showed a tendency that was almost similar activities involving preparation or planning, assessment, and reporting that pay attention to the four competencies that must be mastered by beginner teachers.

Characteristics of beginner teachers consist of several employment statuses, namely: 1) the status of Prospective Civil Servants (CPNS) assign to schools / *madrasah* organized by the Government or regional governments; 2) beginner teachers have the status of Civil Servants (PNS) are mutated from other positions; and 3) beginner non-PNS teachers assign to schools / madrasas organized by the community. The induction program is an important stage in Continuing Professional Development (PPB) for a teacher. The beginner teacher induction program can also be implemented as a school-based beginner teacher induction program, therefore good implementation must be systematic and planned based on the concept of cooperation and partnership between teachers in a professional learning approach. Induction is a professional learning process that lasts for at least one year in which the beginner teacher learns to adjust to teacher education at school or from other workplaces to become teachers either as permanent teachers, contract teachers or part-time teachers at school. Induction is a learning process to become a teacher and learning about the teaching profession and is a process of personality development. PIGP is a training orientation activity in the workplace, the development and practice of solving various problems in the learning / guidance and counselling process for beginner teachers in schools / madrasas in their assignments.

Whereas, in Elementary School of Depok 1 and Gejayan have a guidebook for beginner teachers. The content is the model of the implementation of the induction program through the following stages: 1) the preparatory stage includes needs, training, preparation of a guidebook, appointment of a mentor, 2) the introduction of school and environment includes a) the supervisor prepares an introduction to the situation and the school's concession, beginner teachers to students, and guidance in planning arrangements, b) beginner teachers observe situations and conditions, study manuals, availability,

facilities and infrastructure and KTSP, 3) the implementation phase of mentoring includes beginner teachers preparing syllabus and lesson plans and together with mentors preparing lesson plans and development plans continuing professionalism, 4) the assessment stage includes pedagogical, personal, social and professional competencies. [12] Every teacher is recommended to read the guidebook from the government. The office only conveyed the signs and provided the necessary explanations regarding the use of manuals for beginner teachers because it has limited time.

Based on the guidelines, the PIGP handbook shows that modules are for professional learning for beginner teachers, principals and mentors. The PIGP program is a continuation of the learning process at the university (pre-service teacher education) and Teacher Professional Education (PPG). The principal must conduct a needs analysis of the beginner teacher and school beginner teacher induction programs should be able to meet the individual needs of beginner teachers by paying attention to the unique and distinctive aspects of the school. The assessment process for beginner teachers includes teaching observations and other work related to teaching. Phase 1 is carried out from months 2-9 in the first year of teaching. Phase 1 assessment is an assessment for development - focused on assessment for learning. Phase 2 assessment for learning. Stage 2 assessment (months 10-12) can be carried out after PIGP and stage 1 assessment are carried out. In stage 2 assessment, teacher performance is assessed based on the competency elements listed in the Teacher Standards. The principal must make a decision about the professional competence of the beginner teacher after the Phase 2 assessment process has been carried out. This process involves making a formal written report on the teacher signed by the beginner teacher and the principal. School supervisors will endorse the report after conducting interviews and observations of the beginner teacher at the designated time (months 10-12).

The suggested components in the induction manual include: (1) information about routines related to daily assignments, checking student attendance, school meetings, extra-curricular activities; and ceremonies; (2) procedures related to emergency evacuation, handling sick students, first aid in an accident (P3K), communication with parents / guardians of students, sudden teacher absence due to illness or other reasons, how to obtain and use resources; (3) general information about the staff directory which contains the names of teachers, principals, deputy principals and school staff along with their respective duties and responsibilities, School Schedule, maps and school plans, important telephone numbers, profiles community and school, teacher professional norms, and school plans. The induction manual can be in the form of loose-leaf compilation making it easier to update information. If certain books or sources may not be photocopied or brought by new / new teachers, then the books and sources should be placed in a particular room in the school that can be accessed by the new / new teacher.

The next study is concerning whether the principal has appointed a mentor in the implementation of the PIGP, what is the mechanism for the appointment of the supervisor. This also shows the reliable data with no training of beginner

teachers in a school, where in general schools do not have a clear appointment mechanism for mentors. However, in Elementary School of Karangasem, the principal appointed a supervisor in the implementation of the PIGP. The appointment mechanism is to choose teachers who are professional and experienced. While in Elementary School of Kalongan, although there were no teachers, the teacher explained that the appointment was through a meeting of senior teachers, appointing one of the seniors/ professional teachers, and then an assignment decree was made.

In Elementary School of Adisucipto 2, there are senior teachers to carry out mentoring by giving a letter of assignment, on the basis of professionalism and the ability to communicate according to the task. The criteria for the appointed tutor are: professional competence, good cooperative skills, good communication skills, ability to give suggestions for improvement to PMB and counselling, long-term teaching experience, and responsibility. Likewise, Elementary School of Caturtungal 7 where mentors from school principals and senior teachers, senior teachers are appointed by principals whose criteria have: professional competence, work competence and good communication, competence in guiding and fostering PBM and improvement (counselling), sufficient experience competency long time, and responsibility and disciplinary competence. Whereas in Elementary School of Depok I, the mechanism is explained as follows: to record the number of beginner teachers; to record the work of beginner teachers; study background, areas of expertise and interests; assign experienced teachers to become beginner teacher mentors; encourage regular meetings between beginner teachers and their mentors; provide beginner teachers with appropriate access and resources to support the work of beginners; give beginner teacher opportunities to make observations.

B. The Inhibiting Factors in Implementing PIGP

In implementation of PIGP, there are several inhibitions, both technical and substantive, as follows.

- Some schools claim that they have never received socialization or training on the implementation of PIGP from the authorities, although the schools have beginner teachers and did PIGP. As a result, the following issues arise: (1) not understanding the correct procedures for implementing PIGP, (2) not understanding how to prepare a guidebook or reference, (3) not understanding the appropriate guidance method, and (4) not understanding how to prepare a report.
- Instructing PIGP activities is too sudden, so the schools still need careful preparation. Although it has routine program for schools that have beginner teachers, but the implementation is too sudden that make the school was not fully prepared.
- There is a bad feeling from the beginner to the supervising teacher because of differences or professional gaps. This feeling is a result of the lack of self-confidence of the beginner teacher so that the relationship is less fluid, and also affects the lack of

courage of the beginner teacher to ask the mentor or coach for things that are not yet understood.

- Principals experience high workloads, so they feel less focused in handling the implementation of PIGP. This has an impact on the lack of attention of the principal to PIGP. The headmaster is busy with managerial and academic matters, and other school programs which are the priority of the school as the realization of the school's vision and mission and goals.
- The implementation of PIGP is sometimes not according to the schedule so it has an impact on the next scheduling. Another thing is substitute time clashes with the teaching schedule so the program becomes disrupted. Less optimal learning activities and PIGP activities are also less optimal.
- The supervising teacher or mentor is less focused in conducting mentoring because its classes with teaching hours in class. This also narrows PIGP activities so the results are less than optimal.
- There is no mentor team who can replace the mentors when the guidance schedule classes with the instructor's teaching hours, so the program cannot be implemented properly.
- PIGP implementation time is limited so the planned programs do not run optimally because of the many inhibiting factors.
- Beginner teachers are less active in teacher induction activities. This is also an obstacle to optimizing PIGP because beginner teachers feel this program is less important so the program is impressed with formality as an interaction between core teachers and beginner teachers.
- Not all teachers are willing to be mentors / tutors. Lack of respect for PIGP mentors, many teachers is not willing to be mentors. This also impacts on the optimization of PIGP.
- Many beginner teachers are not from graduates of education. This also impacts on the slow implementation of PIGP because of the educational background, where no beginner teachers have. Although the ministry has now emphasized teacher requirements, this phenomenon is still being discovered in the field.

C. Efforts to Overcome Barriers to PIGP Implementation

- The intensity of PIGP socialization is needed in schools so the program is carried out well, starting from planning, organizing, and implementing, as well as supervision.
- The implementation of PIGP is programmed in a planned and mature manner, so from the beginning

there has been a notification that PIGP will be implemented in the target schools.

- Sharing with fellow principals who have done PIGP, or have received training or outreach about PIGP.
- Conducting intensive communication with supervisors and other stakeholders so the program can be carried out according to program objectives.
- Downloading the books or modules themselves by searching the internet, and linking with the principal's managerial experience in order to plan systemically the school program.
- Conducting coaching either through meetings or assignments that are relevant both individually and in groups, giving role models and motivation to beginner teachers.
- Beginner teachers have a lot of discussions with the supervisor so good and fluid communication and interaction are established so that they do not become obstacles in implementation.
- The school principal collaborates with all teachers, especially supervisors, to overcome problems that arise in the PIGP.
- Changing guidance times that clash with teaching hours so the program runs according to the stages of beginner teacher development through PIGP.
- Tutor teacher provides a recording / video tool for the implementation of mentoring activities both individual and group in nature, so the activity runs effectively and efficiently.

The PIGP program is very important to improve the quality of teaching staff in implementing learning programs. The induction program is carried out in order to prepare beginner teachers to become professional teachers in implementing the learning process. Thus, the induction program is always monitored and evaluated so it can be improved in the future. Monitoring and evaluation as part of the education quality assurance process, especially in meeting teacher competency standards in accordance with the provisions stipulated in the Minister of National Education Regulation Number 16 Year 2007 concerning Academic Qualification Standards and Teacher Competencies. In addition, through the induction program, it is expected to be able to improve the ability and skills of teachers in implementing the learning process, so that it can support efforts to improve and equalize the quality of education while solving problems faced and experienced by beginner teachers in carrying out daily tasks according to the characteristics of the subjects, participants students, school conditions, and the environment is a complete collection.

Another phenomenon is the readiness of the guidebook to make it easier for beginner teachers to know their environment, what content is contained in the manual, and how the technical preparation of the handbook, also shows the diversity of characteristics. In general, schools do not have a manual or manual for beginners. However, even though there is no PIGP training in Elementary School of Kalongan, the

school prepares signs for PIGP whose designs involve: 1) introduction containing background, objectives, targets referring to government signs, 2) implementation, where in The implementation consists of: the person in charge, the name of the companion, the committee, the time and place of activities, strategy, implementation schedule, evaluation / follow-up; 3) cover. While in Kentungan, Elementary School that has implemented PIGP, it already has a manual or guidebook. As for what is contained in the manual or guide to facilitate beginner teachers, namely: documents 1 and 2 of SBC, educational calendar, school organizational structure, division of tasks of teachers and education personnel, academic regulations, rules of conduct, code of ethics, and funding.

From the data above, it can be concluded that the implementation of PIGP still faces various obstacles, both from the government, schools, supervisors and beginner teachers. The emergence of these obstacles is an evaluation material for the government to be more serious in handling PIGP. Moreover, many schools do not really understand the implementation of PIGP because there is no socialization from the government.

This situation is contrary to the regulations, when PIGP is regulated and decided as something that must be implemented, then it should be followed by socialization. In fact, it seems that socialization and training on PIGP is still minimal. This condition is helped by the existence of internet media, where the principal or tutor can use the media to find information independently about PIGP. Although this can be considered as a solution to the problem, government efforts to conduct socialization and training must still be carried out, as a form of the government's seriousness in handling and realizing an effective PIGP. The effectiveness of PIGP is very important to be pursued, as this is also confirmed by Ingersoll [13]: implementing effective induction could help to improve the situation in the long term ". Kearney's statement stresses that effective induction will be able to have a long-term impact. For this reason, the government needs to improve the handling of PIGP so that the effectiveness of the induction program can be achieved.

Guidance in studying manuals and work guides is done in several stages. The introduction of the manual is done by the instruction of the beginner teacher to read and study the manual / work guide. As for the introduction of guidelines and work guidelines include: understanding school data, internalizing school rules, and internalizing teacher code of conduct. Counseling is also carried out in understanding the availability of learning resources available in schools [14].

Guidance in terms of curriculum is done to introduce beginner teachers to the applied curriculum. Guidance is focused on several things including: providing direction and explanation of the applicable curriculum, the inclusion of beginner teachers in curriculum development activities, as well as assignments to beginner teachers to learn the curriculum, both independently and through Teacher Working Group (KKG) forums. Guidance is also carried out in preparing plans and implementing the learning process, guidance and counselling, or other tasks. Guidance to beginner

teachers related to this competency includes the process of guiding the preparation of learning plans or counselling guidance, guiding the implementation of counselling guidance, the process of guiding the implementation of the learning assessment process, coaching related to the implementation of remedial / learning improvement, coaching related to enrichment learning, coaching related to other tasks (outside learning and still related to the main tasks and functions) [15].

The assignment of beginner teachers in accordance with the main tasks and functions starts with the implementation of teacher orientation towards the situation and condition of the school and its environment. Observation of the situation and condition of the school is done by several techniques. Some schools provide guidance and direct direction to class teachers to observe the situation of the school. In addition, the technique that is also used in some schools is to involve teachers in several activities related to the environment.

PIGP assessment in Sleman especially in UPT Depok is conducted in a number of times including: 1) assessment in two stages, 2) assessment every quarter, 3) every semester, 4) once during the induction period, 5) at least twice a year, 6) assessment in the second semester, and 7) assessment at the end of each month. Determination of the results of the assessment of beginner teacher performance is done with professionalism and through observation sheets / instruments. Assessment is focused on four teacher competencies. Beginner teachers are declared successful if they meet the criteria both as an assessment result. Based on the results of the assessment will be given a recommendation. For successful teachers an induction certificate will be given as a proposal for a functional teacher, while those who have not been successful are permitted to extend the PIGP. PIGP reporting is done as an induction certificate request for beginner teachers. In its implementation, there are still various obstacles faced both from the side of the government, schools, supervisors, and beginner teachers. Constraints experienced can be overcome by socializing or extracting information independently via the internet.

IV. CONCLUSION

The implementation of PGIP began with the introduction of beginner teachers to the atmosphere of the school. The introduction includes an introduction to the environment of public schools, students and teachers in schools. There are various ways to introduce the situation of the school environment starting from self-observation, lesson study, to guidance by the mentor teacher. The techniques used in identifying situations and school conditions also vary. An introduction to the situation and conditions is done in the first month of work. Some schools invite beginner teachers to go around the school environment until with the help of mentors, teachers are introduced to the school environment or to students. Techniques for introducing beginner teachers to all school components are varied, ranging from introductions to public forums such as school ceremonies to introducing students directly into their classrooms.

The findings of this study are 1) the inhibiting factors of PIGP program implementation are lack of program socialization, poorly planned implementation, rigid relationship between beginner teachers and mentors, school principals are too busy, PIGP implementation is not according to schedule, mentors lack focus on mentoring, time is limited, beginner teachers are less active, not all core teachers are willing to be mentors, and many beginner teachers graduate who are not from education, 2) the efforts made by supervisors, principals or mentors are by sharing among principals, communication with supervisors and mentors, conducts coaching, beginner teachers open discussions, collaboration with school principals with mentors, replacement of time that collides with teaching hours.

The results of the PIGP research are expected to provide important input to several parties that is explained as follows.

- District / city education offices need to program PIGP systematically and systematically, so as to produce quality programs.
- School supervisors and school principals need to establish intensive communication, so the program runs according to expectations and is able to improve the quality of beginner teachers.
- The coach or mentor must be active in his task of guiding the beginner teacher, so the program can be effective and efficient.
- Beginner teachers must be more proactive in establishing communication with mentors, so good relationships are established and produce beneficial outcomes.

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