

Destructive Factors of Induction Programs for Beginner Teacher

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ABSTRACT

This study aims to explore the factors that become obstacles in the implementation of the Beginner Teacher Induction Program (PIGP) at the Elementary School (SD) level in Sleman Regency, Yogyakarta. With a qualitative approach, this study tries to explore and understand phenomena that occur naturally. The data in this study were collected using in-depth interviews with three supervisors, one supervisor outside the task force team and two supervisors from the task force team who handle PIGP. The data obtained is then triangulated to ensure the credibility of the data. The data obtained was then analyzed qualitatively referring to the theory of Miles, Huberman & Saldana with Steps; data collection, data condensation, data presentation, and drawing conclusions. From this analysis, it was revealed that there were obstacles to the implementation of PIGP, which consisted of: 1) Uneven socialization of policies; 2) not all supervisors know about PIGP; 3) change of officials; 4) lack of PIGP control.

Kata Kunci: *induction program for beginner teacher, beginner teacher, destructive factors*