

Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work

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ABSTRACT

The transition from student to professional, particularly as a novice teacher, presents various adaptation challenges that impact psychological, social, and professional aspects. This study qualitatively analyses the adaptation journey of novice teachers using a hermeneutic phenomenological approach through thematic synthesis of literature. The gap between theoretical knowledge and real-world classroom practice results in psychological pressure, anxiety, and decreased self-confidence in the early years of their careers. The lack of institutional support and social networks often worsens novice teachers' resilience in facing the dynamics of the educational work environment. Institutional policies that favor mentoring programmers, continuous mentoring, and case-based training facilities have been found to strengthen the resilience and professional identity of new teachers. Support from school leaders, the application of educational technology, and the creation of a collaborative environment are crucial factors in maintaining the motivation and loyalty of young teachers. This study emphasizes the need for policy innovation based on real needs, strengthening of the applied curriculum, and regular monitoring of the mentoring system in all educational institutions. The results of this study are expected to be used as a reference for designing strategies for the training, recruitment, and sustainable career development of novice teachers for the sake of national educational resilience.

INTRODUCTION

The transition from academia to the professional world is a dynamic experience for novice teachers. This transition process requires individuals to quickly adapt to the complex realities of the field. In modern education, the challenges faced by novice teachers include adapting to school routines, social dynamics within the institution, and integrating the values of professionalism expected by society. At this stage, the application of theories learned during education is often tested by real-life situations that demand flexibility and the ability to make quick decisions. Often, the gap between the ideal expectations built during formal education and the actual conditions in schools causes doubt and confusion for new teachers (Kurniawan & Darmawan, 2021; Çakmak et al., 2019).

The reality faced by novice teachers shows that teaching is not merely an activity of delivering material. A teacher is required to be able to manage

the class, build communication with heterogeneous students, and respond to the diverse social and emotional needs of students. Effective communication skills are an important aspect in supporting successful learning, because through positive interaction, teachers can build student motivation and create a conducive classroom environment (Darmawan et al., 2021). In addition, there are also administrative burdens, high expectations from parents and school institutions, and interpersonal conflict management in the work environment (Masnawati et al., 2022; Beijaard, 2019). The mismatch between the theoretical knowledge acquired during university and the demands of school practice often presents psychological obstacles. This has an impact on the confidence and performance effectiveness of new teachers, especially when faced with situations that require quick and solution-oriented problem solving (Gautama & Mardikaningsih, 2022).

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The transition to the professional sphere brings significant psychological pressure for many novice teachers. They face an intense work rhythm, interactions with students from diverse backgrounds, and a bureaucratic system that can sometimes be confusing and burdensome (Fared & Darmawan, 2021). At this stage, feelings of isolation, anxiety, stress, and mental fatigue often arise, especially when expectations do not match reality (Dvir & Schatz-Oppenheimer, 2020). The lack of a solid social network in the work environment and the absence of mentoring mechanisms from colleagues or school institutions make the adaptation process even more difficult. The lack of support can even lead to burnout and the decision to leave the profession early in one's career (Reitman & Karge, 2019).

To address these challenges, novice teachers develop various coping strategies. Some choose to build informal social networks, take additional training, or form independent study groups as a means of strengthening their professional and psychological capacities. However, not all novice teachers have the same access and opportunities to develop these strategies (Arifin & Darmawan, 2021). The absence of a structured mentoring system increases the likelihood of failure in coping with work pressures, threatening the optimal development of young teachers' potential (Radjawane & Mardikaningsih, 2022; Marsal & Darmawan, 2022). This indicates the need for an integrated support system to ensure that all novice teachers can grow professionally and emotionally (Ozkaya, 2022; Htun & Weldon, 2011).

One of the main problems faced by novice teachers is the gap between theoretical knowledge and practical application in the field of education. The disparity between what is taught in teacher training institutions and the realities of the workplace often causes inner conflict, making new teachers feel unprepared when applying various teaching methods in the classroom. Research by Kurniawan and Darmawan (2021) shows that uncertainty and a lack of understanding of classroom dynamics often cause teachers to experience indecision and significantly affect their self-confidence. This situation is exacerbated by the lack of practice-based training that truly prepares teachers to face actual challenges in schools. This problem often hinders teachers' ability to adapt productively in their daily work (Çakmak et al., 2019; Beijaard, 2019).

The next prominent issue relates to the psychological pressure and emotional burden

experienced by novice teachers in carrying out their profession. High levels of stress, anxiety, and depression are an integral part of the early years of working in schools (Irfan & Darmawan, 2021). An unfamiliar environment, high expectations from various parties, and a lack of psychosocial support and mentoring from senior colleagues cause new teachers to easily experience fatigue and decreased work motivation (Masnawati et al., 2022; Dvir & Schatz-Oppenheimer, 2020). The lack of a consistently accessible mentoring system is a major obstacle to the adaptation process and the management of daily psychological burdens, which in turn affects teaching performance and the quality of interactions with students (Reitman & Karge, 2019).

Another issue that needs to be highlighted is the limitation of institutional systems to support the adaptation and professionalization of novice teachers. Often, schools are still ineffective in providing mentoring facilities, continuous training programs, or discussion forums that can serve as a platform for collaborative learning (Marsal & Darmawan, 2022; Gautama & Mardikaningsih, 2022). As a result, efforts to strengthen professional capacity and develop survival strategies are carried out individually without systematic ongoing guidance. In such situations, many novice teachers eventually experience stagnation or choose to leave the profession before they are able to reach their full potential (Arifin & Darmawan, 2021).

The focus on the transition of novice teachers to the professional world is not merely about the transfer of academic knowledge, but also requires mental preparedness, social support networks, and institutional commitment to creating an inclusive work environment. Literature studies over the past two decades have underlined the importance of strengthening mentoring systems and developing the capacity of new teachers so that they can grow and contribute constructively to the education community (Çakmak et al., 2019; Dvir & Schatz-Oppenheimer, 2020; Htun & Weldon, 2011). This view is in line with Putra and Darmawan (2022), who emphasize that career development and professionalism policies play an important role in strengthening organizational commitment and creating a work culture that supports the adaptation of new educators.

The transition to the professional sphere for new teachers is clearly important to observe through an accurate scientific approach. Detailed observation of the early career paths of these teachers contributes greatly to understanding the characteristics and challenges faced by the next

generation of educators. The implementation of education policies and programmers based on research findings can support the quality of the national education system, while improving recruitment patterns and the preparation of prospective teachers before they enter schools.

The importance of observation is also evident in its impact on the quality of learning and the character development of students. Teachers who successfully navigate the initial adaptation period in a productive manner will be better prepared to create a productive learning environment, build healthy relationships with students, and act as agents of change in the school community. A supportive learning environment is an important factor in increasing students' interest and engagement during the learning process (Mardikaningsih & Darmawan, 2021). Literature studies show that without paying special attention to this transition phase, educational institutions often miss out on significant opportunities to maximize the potential of the younger generation of teachers.

The research questions in this study are as follows: How does the gap between the theory acquired during formal education and teaching practice in the field affect the psychological, social, and professional adaptation of novice teachers in their early years of employment? How do institutional policies and mentoring practices in schools contribute to the process of building resilience and professionalism in novice teachers to cope with workplace pressures?

The purpose of this study is to systematically identify and analyses how the gap between theoretical education and practice affects the adaptation of novice teachers, while also examining the extent to which school policies and mentoring practices influence the development of professionalism and psychological resilience in new educators. This study contributes directly to sharpening the understanding of educational literature on the early transition period of teachers and provides research-based recommendations for strengthening the educational ecosystem and developing the capacity of new teachers.

RESEARCH METHOD

This research was conducted through a qualitative literature study approach that focused on understanding the experiences of novice teachers during their transition to the professional world. The conceptual framework was developed based on an in-depth analysis of academic publications, international journal articles, and relevant books

from the last two decades. The process of collecting literature data was based on the principles of systematic and structured literature search as proposed by Ridley (2012), by selecting references from reputable journals, indexed scientific works, and monographs on educational methodology and sociology. Literature studies enable researchers to evaluate empirical and conceptual sources to obtain a comprehensive picture of the challenges, psychological pressures, and strategies developed by new teachers during this adaptation period (Hart, 2018).

Data analysis in this study used a thematic synthesis method, in which various findings from the literature were mapped based on major themes relevant to the adaptation experiences of novice teachers, emotional pressures, and institutional and social policies that influence the process. This strategy allows for the identification of recurring patterns, highlights inconsistencies, and connects theory and empirical evidence across academically recognized studies. Thematic synthesis has been proven effective in educational and sociological research, as it can present a comprehensive map of issues and take into account the variability of the studies used (Aveyard, 2019; Braun & Clarke, 2022).

In maintaining the validity and reliability of the literature synthesis results, each stage of data collection and selection involved a critical appraisal process. The criteria for inclusion and exclusion of literature were strictly determined to ensure the relevance and topicality of the discussion on the phenomenon of novice teacher adaptation. Each source is reviewed independently, prioritizing credibility and contribution to the fields of education and sociology (Creswell & Poth, 2018). Thus, this methodological approach can be relied upon to construct a comprehensive and factual understanding of the challenges of new teachers' transition to the professional world and contribute to the development of evidence-based educational theory and practice.

RESULT AND DISCUSSION

Psychological and Professional Adaptation of New Teachers

The gap between the theory accepted during teacher education and the reality of practice in the field has been a major focus in educational and sociological studies. Continuous professional development for novice teachers has recently been recognized worldwide as one of the key areas for improving the quality of teaching and learning in schools. This is because the early years of

employment are generally characterized by novice teachers as the most challenging and intense years of their careers (Zhukova, 2018).

Prospective teachers usually acquire a strong theoretical foundation from higher education institutions, but when they enter the professional world, they are often faced with situations that go beyond the scope of that theory (Karlberg & Bezzina, 2022). The discrepancy between what is learned and the dynamics of the real classroom creates psychological pressure, where novice teachers feel they do not yet have sufficient capacity to deal with classroom management issues, student behavior, and the diverse expectations of schools and parents (Whalen et al., 2019). The common concerns of novice teachers were investigated in two categories: work-related challenges and social challenges (Öztürk & Yıldırım, 2013). In such conditions, self-confidence becomes an aspect that is vulnerable to disruption, causing motivation, enthusiasm, and a sense of belonging to the profession to fluctuate. Teacher competence plays an important role in shaping student character and improving learning effectiveness, so that teacher professional readiness is a key factor in the success of the educational process.

This situation is exacerbated by the lack of emphasis on practical training in teacher education curricula, which often fail to provide realistic and varied simulations of the school environment (Gardi et al., 2021). When novice teachers are confronted with the diversity of student characters, the complexity of social conflicts in the classroom, and the pressures of the school bureaucracy system directly, they gain initial experiences that are vastly different from the theoretical scenarios they previously studied (Shanks et al., 2022). Teacher fatigue is not a minor issue in education because it leads to changes in teachers' attitudes and efforts, which can be observed as 'a decrease in personal responsibility for results, greater self-interest, lower idealism, emotional detachment, work alienation and a decrease in work goals' (Hong, 2012). As a result, psychological adaptation does not develop proportionally, and many new teachers experience feelings of anxiety, stress, and instability when faced with routine obstacles. In this regard, Yanti and Darmawan (2016) emphasize the importance of teacher competence and a conducive learning environment to maintain motivation and psychological resilience in facing professional challenges.

Social factors also play a significant role in strengthening or hindering the adaptation of novice teachers. Many teachers have to go through the

early stages of their careers feeling isolated because they have not yet found a social network that can provide them with a sense of security and emotional support (Hariani et al., 2021). The inability to build effective relationships with colleagues or superiors risks increasing psychological stress. Research by Kutsyuruba et al. (2019) shows that the development of resilience in the early stages of a career is greatly influenced by access to professional communities and strong institutional support.

Furthermore, the discrepancy between theory and practice causes a series of minor failures at the beginning of teaching duties, which, if they occur continuously, can reduce an individual's perception of self-competence and enthusiasm for professionalism (Gani & Darmawan, 2022). As emphasized by Putra et al. (2017), improving the professionalism and competence of teachers plays an important role in helping educators, including novice teachers, to face learning challenges with greater confidence and effectiveness. Novice teachers often feel that they have failed to meet expectations or professional standards, which affects their willingness to innovate or take initiative in learning activities. At this stage, self-reflection and affirmation of the teacher's professional identity are very important so that they can bounce back and find meaning in every experience (Beijaard, 2019).

From a managerial perspective, this gap requires the strengthening of teacher induction programmes, the development of teaching practice laboratories, and continuous mentoring that can minimize feelings of alienation and psychological vulnerability (Shanks et al., 2022; Mardikaningsih & Darmawan, 2022). Rather than merely providing pre-service training, teacher education institutions and schools must facilitate an environment where new teachers can discuss actual challenges, receive feedback, and develop problem-solving skills through modelling real-life cases (Whalen et al., 2019).

Support from the work community has been proven to be effective in improving social adaptation skills, as well as providing stimulus for the development of reflective and innovative capacities in novice teachers (Kutsyuruba et al., 2019; Hariani & Mardikaningsih, 2022). Assertive communication between teachers and the leadership role of the headteacher are crucial in this process, as they can facilitate the exchange of experiences, foster a sense of empowerment, and cultivate the collective solidarity that individuals need during times of transition (Gardi et al., 2021).

Effective leadership plays an important role in improving teacher performance and building a collaborative and productive work environment.

A supportive work environment also acts as a catalyst in controlling psychological pressure, for example through the provision of counselling sessions, discussion forums, emotional management training, and recognition of new teachers' achievements (Whalen et al., 2019; Mardikaningsih & Hariani, 2021). This approach can reduce burnout levels, increase job satisfaction, and strengthen teachers' professional identity. Conducive working environment plays an important role in improving teacher satisfaction and performance. An effective mentoring system also plays a role in enriching the knowledge of new teachers so that they can expand their practical knowledge through experience-based learning.

The implementation of technology in education plays a role in accelerating the adaptation of novice teachers to the modern work environment (Hariani & Mardikaningsih, 2022; Mardikaningsih & Darmawan, 2022). This is evidenced by several applications of information technology in education, such as: learning variety, accessibility between education stakeholders, education publications, quality assurance, and the use of learning support tools (Widodo et al., 2021). With the advent of educational technology, access to learning resources, online training, and professional networks has become easier, giving novice teachers greater opportunities for independent learning and collaboration across schools and regions.

The importance of inclusive and reflective leadership models should also be considered to support the adaptation process of novice teachers. Headteachers who apply the principle of leaders as coaches have proven to be more capable of facilitating the personal and social capacity development of new teachers in a dynamic work environment (Mardikaningsih & Darmawan, 2022). This process requires collective commitment to build a responsive and participatory organizational culture, so that every teacher has room to develop professionally.

Enthusiasm and a spirit of lifelong learning are valuable assets that every novice teacher must have in order to bridge the gap between theory and practice in the real world. The opportunity to explore new methods, accept failure as part of the learning process, and engage in collective reflection with the professional community greatly helps new teachers to overcome the anxieties of transition.

In this process, collegial support and a collaborative culture within the school environment

play an important role in building the confidence of novice teachers. Through interaction with more experienced colleagues, new teachers acquire technical teaching skills and understand the ethical and professional values that are alive in educational practice. This is in line with the findings of Darmawan (2018), who emphasizes that professionalism and working conditions have a significant influence on organizational commitment, where a supportive environment can increase individual dedication and motivation in carrying out their professional roles. Structured mentoring and open communication between teachers form the foundation that enables constructive exchange of experiences, so that the adaptation process runs more naturally and sustainably.

The psychological, social, and professional adaptation of novice teachers is greatly influenced by the work environment, the level of openness of the institution, and the opportunity to receive mentoring and ongoing training. A school environment that is open and accepting of the diversity of new teachers' experiences results in much higher levels of loyalty and engagement in the long term. When novices perceive institutional support as genuine recognition of their input and perspectives, their commitment to the teaching profession strengthens and their likelihood of departure decreases. Transparent communication channels between administration and early-career staff foster trust and encourage continuous professional enquiry. Moreover, environments that promote peer collaboration reduce feelings of isolation and enhance collective efficacy among teaching teams. Structured mentoring relationships give early-career teachers access to modelling of best practices and critical feedback, which accelerates their professional growth. Provision of targeted professional development aligned with early-career challenges empowers teachers to address classroom complexity with confidence. When schools cultivate a culture of experimentation and reflective inquiry, novices become active agents in shaping their professional trajectories rather than passive recipients of institutional directives. Over time, these practices lead to increased instructional quality, stronger institutional identity, and sustainable professional retention among the teacher workforce.

The skills of managing classroom dynamics, the ability to reflect on teaching experiences, and the willingness to build professional networks are essential factors in determining the successful adaptation of new teachers in the early years of their

careers. Without the guarantee of a strong support system, the transition period carries a high risk of prolonged frustration and the intention to leave the profession. Therefore, proactive institutional policies and a supportive educational ecosystem are the key answers to the challenges faced by the new generation of educators in their professional journey. The presence of structured induction programmes ensures that novices receive coherent guidance during their formative years and thereby increases retention rates. Mentorship frameworks promote relational trust and provide scaffolding as early-career teachers engage with the complexities of instructional practice. Access to peer networks creates opportunities for collaborative problem-solving and mutual professional growth, which buffers the stress associated with entry into the profession. Regular formative feedback on classroom practice fosters a reflective orientation and mitigates the development of unsustainable habits. Institutional investment in workload management and professional resources enhances teacher efficacy and contributes to sustained job satisfaction. Finally, a culture of continuous learning and institutional responsiveness empowers new teachers to evolve their practice and integrate into the school community with confidence and competence.

Institutional Policies and Mentoring for New Teachers

The role of institutional policy and the implementation of mentoring practices in schools are strategic factors that contribute significantly to the resilience and professionalism of novice teachers. Careful institutional arrangements, the development of mentoring programmes, and the creation of a supportive working atmosphere have proven to be the foundation for strengthening the capacity of new teachers in the early years of their careers. A study conducted by Keller-Schneider et al. (2020) confirms that policies that encourage professional development and provide access to resources and mentoring have a real impact on increasing the confidence, adaptability, and emotional resilience of novice teachers.

Reflecting on practices in various modern educational institutions, the implementation of formal induction programmes has become a key instrument in facilitating the transfer of professional values and practical skills to new educators. In a study by Pramudya and Mardikaningsih (2021), the provision of transitional support through continuous training programmes,

discussion forums, and intensive mentoring has shown positive effects on the motivation and adaptability of novice teachers. Direct supervision and guidance from experienced senior teachers not only serve as a medium for the transfer of practical knowledge, but also as a means of shaping professional identity and strengthening social networks within the institution. In addition, Kurniawan et al. (2020) stated that teacher motivation and job training greatly contribute to improving performance and quality of work, thereby making induction programmes more effective and sustainable. This is in line with the findings of Darmawan (2015), who emphasized that work motivation plays an important role in shaping optimal teacher performance, especially during the early stages of professional adaptation.

Aarts et al. (2020) highlight that the success of mentoring programmes is greatly influenced by the consistency of implementation and the relevance of the coaching material provided. Materials that are adaptive to the actual needs of novice teachers—such as classroom management, identification of student behavioral problems, and intrapersonal development—strengthen the synergy between work experience and the reflective learning process. Through effective monitoring and open communication, new teachers are able to build psychological resilience, manage environmental pressures, and be better prepared to anticipate the complexities of their daily tasks.

The transformation of the work environment also occurs through the presence of educational technology that encourages innovation in the mentoring process. As stated by Sinambela et al. (2014), educational innovation plays an important role in strengthening teacher professionalism through the use of technology and learning approaches that are adaptive to the times. In various institutions, the use of online platforms to support collaboration, consultation forums, and digital training increases flexibility in accessing information and expands professional support networks across schools (Ghozali et al., 2022). This development reduces the limitations of space and time and opens up learning opportunities for novice teachers to adopt best practices in line with the challenges they face without feeling isolated.

One important aspect of institutional policy is the creation of a work environment that is responsive to the psychological needs of novice teachers. Studies by Audrain et al. (2022) and Darmawan et al. (2022) illustrate that schools that implement reward policies, provide counselling,

stress management services, and recognition for teachers' innovative initiatives tend to produce high levels of loyalty, job satisfaction, and motivation among young educators. This kind of environment reduces mental pressure, strengthens professional identity, and creates a meaningful sense of togetherness.

The protection of new teachers' careers is also predicted by the active participation of school principals in building a collaborative and open organizational culture that is conducive to learning. Transformative leadership based on the principles of mutual trust and coaching provides space for new teachers to actualize themselves and enables the establishment of healthy and productive multi-directional communication (Pramudya & Mardikaningsih, 2021; Ghozali et al., 2022; Darmawan et al., 2022). Teachers who feel valued tend to be more prepared to innovate and face professional challenges with a reflective and growth-oriented attitude.

In a number of schools that facilitate induction and ongoing mentoring policies, the success rate of teachers in getting through the critical early stages of their careers has increased significantly. The effectiveness of institutional policies is not only evident in the decline in the turnover rate of novice teachers, but also in the improvement in the quality of learning interactions, professional performance, and the maintenance of individual mental well-being in the work environment (Redding & Henry, 2019). The quality of social interaction has a significant impact on academic achievement and learning dynamics at school, so that good institutional support also strengthens educational social relationships in the work environment.

The existence of real-case-based mentoring practices adds substance to the process of character building and resilience for novice teachers. Senior teachers help junior teachers to develop strategies for resolving conflicts in the classroom, responding to challenges from students, and integrating professional ethical values into daily decision-making processes (Bettini & Park, 2021). Through this process, novice teachers learn to interpret learning situations contextually and make proportionate decisions based on empirical experience guided by senior colleagues. Active collaboration and guided reflection create a transfer of knowledge that is not merely theoretical, but instructive and applicable.

The formation of an educational ecosystem that is responsive to the needs of novice teachers is also supported by continuous recruitment and

professional development policies. Schools that consistently conduct new training, experience-based evaluations, and appreciation forums involving all elements of the educational community tend to strengthen the psychological resilience and innovation of their educators (Ghozali et al., 2022; Arifin et al., 2022). As explained by Masnawati and Darmawan (2022), the effectiveness of school organizations is highly dependent on educational leadership strategies in managing resources and conducting continuous teacher performance evaluations, so that the professional development process runs more systematically and has a tangible impact.

Mentoring programmers promote the professional growth of new teachers, making them more effective in a shorter period of time, improving student learning, and reducing the turnover rate of new teachers (Callahan, 2016). Effective mentoring programmers not only enhance the personal resilience of new teachers but also accelerate the process of internalizing constructive pedagogical values. Those who have access to systematic mentoring and induction tend to demonstrate consistent professional performance, healthy adjustment, and readiness to accept criticism and feedback as part of the self-development process (Arifin et al., 2022).

Institutional support that grows within a humanistic policy framework will produce teachers who are reflective, resilient, and productive throughout their careers. Collectively, the existence of mentoring and empowerment practices in schools creates a platform for continuous educational transformation. Building a mentoring system based on the real needs of novice teachers, strengthening cross-school professional networks, and developing inclusive school policies are the main pillars of successful adaptation, professionalization, and development of teachers' potential in the future.

For this support to be effective, a system is needed that can integrate various professional development efforts into institutional policies in a planned and sustainable manner. Educational institutions need to ensure that every mentoring, training, and pedagogical reflection programmed is not stand-alone, but rather part of a measurable teacher quality improvement strategy. This targeted approach enables the adaptation process for novice teachers to take place systematically, while strengthening professional cohesion among educators within the school environment.

CONCLUSION

Based on a literature review and critical analysis of the transition process of novice teachers to the professional world, it can be concluded that the gap between the educational theory received during their studies and the reality in the field has a complex influence on the psychological, social, and professional development of new teachers. Healthy adaptation can only occur when supported by actual learning spaces, cohesive professional communities, and institutional policy systems that facilitate the growth of new teachers to face the challenges of the working world. The implementation of consistent and sustainable mentoring policies, as well as the provision of a supportive and reflective work environment, contributes significantly to the formation of resilience and professional identity among young educators who are enthusiastic and dedicated.

The implications of this research underscore the important role of educational institutions and schools as locomotives of innovation for producing superior human resources in education. Responsive policies, structured mentoring, practice-based training, and the strengthening of professional networks have proven to be important pillars in shaping the character of new teachers to be resilient and adaptive. Schools that are able to build a collaborative and reflective organizational culture not only improve individual performance but also create a competitive and progressive educational ecosystem for the future.

Based on the above findings, it is recommended that higher education institutions, schools, and government agencies continuously update teacher education curricula to make them more applicable. Strengthening induction programmes that implement regular mentoring mechanisms and reflective learning needs to be the main foundation for supporting the graduation of quality teachers. The development of educational technology and evaluation systems based on the real needs of novice teachers must continue to be prioritized in order to ensure a sustainable transition and professionalization process. Periodic monitoring is necessary to ensure that each policy remains relevant to the latest dynamics in the world of education.

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