

EVALUATION OF THE EFFECTIVENESS OF NEW TEACHER ORIENTATION PROGRAMS IN SECONDARY SCHOOLS

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ABSTRAK

Program orientasi guru baru Adalah sebuah langkah strategis yang dirancang untuk membantu guru dalam memahami suatu tugas, tanggung jawab, serta sebuah budaya organisasi sekolah. Tujuan penelitian ini yaitu untuk mengevaluasi efektivitas program orientasi guru baru di sekolah menengah melalui pendekatan deskriptif evaluatif. Metode penelitian yang digunakan adalah suatu studi pustaka dengan pengumpulan data dari buku referensi, artikel jurnal, dan dokumen kebijakan orientasi guru. Analisis dilakukan berdasarkan empat indikator utama: kejelasan tujuan program, relevansi materi orientasi, keberadaan dukungan mentor, serta mekanisme evaluasi dan tindak lanjut. Hasil kajian menunjukkan bahwa program orientasi yang memiliki perencanaan yang jelas, materi yang komprehensif, pendampingan mentor yang konsisten, serta evaluasi yang berkelanjutan terbukti lebih efektif dalam meningkatkan adaptasi dan profesionalisme guru baru. Penelitian ini merekomendasikan pentingnya pengembangan kebijakan orientasi yang lebih sistematis dan dukungan manajerial yang kuat untuk memastikan keberhasilan proses adaptasi guru baru dalam lingkungan sekolah menengah.

Kata Kunci: orientasi guru baru, efektivitas program, evaluasi, sekolah menengah, adaptasi professional

ABSTRACT

New teacher orientation program is a strategic step designed to help teachers understand their duties, responsibilities, and school organizational culture. The purpose of this study was to evaluate the effectiveness of new teacher orientation program in secondary schools through a descriptive evaluative approach. The research method used was a literature study with data collection from reference books, journal articles, and teacher orientation policy documents. The analysis was carried out based on four main indicators: clarity of program objectives, relevance of orientation materials, existence of mentor support, and evaluation and follow-up mechanisms. The results of the study showed that orientation programs that had clear planning, comprehensive materials, consistent mentor assistance, and ongoing evaluation proved to be more effective in improving the adaptation and professionalism of new teachers. This study recommends the importance of developing a more systematic orientation policy and strong managerial support to ensure the success of the new teacher adaptation process in the secondary school environment.

Keywords: *new teacher orientation, program effectiveness, evaluation, secondary schools, professional adaptation*

INTRODUCTION

Teachers are the main pillars that determine the direction and quality of civilization through the educational path. The success of a teacher in carrying out his professional mandate does not happen instantly, but through a complex adaptation process. When a teacher enters a new high school environment, they are often faced with "reality shock." This is where the new teacher orientation program plays a crucial role as a bridge of transition that connects theoretical competencies with practical demands in the field.

According to Robbins and Judge (2017), work orientation is not just a physical introduction to the building, but a series of systematic activities to help new employees understand the main tasks, responsibilities, and unwritten organizational culture. In the context of secondary schools, the role of teachers is very multidimensional; They must be proficient in classroom management, mastery of a dynamic curriculum, and become effective communicators for parents and the community. Without a mature orientation, new teachers tend to feel professionally isolated. Research by Ingersoll and Strong (2011) confirms that teachers who do not go through a quality induction process have a much higher risk of turnover. This is detrimental to schools institutionally, because the stability of educators is disrupted and the continuity of the student learning process is hampered.

The success of an orientation program cannot be left to luck. Glatthorn et al. (2018) identified four main pillars that determine the effectiveness of onboarding namely:

- 1) Clarity of Purpose: Orientation should have clear targets, ranging from administrative understanding to internalization of the school's vision-mission.
- 2) Material Relevance: The material should not only be theoretical, but should touch on practical aspects such as SOPs for handling student discipline and the use of the school's Learning Management System (LMS).
- 3) Mentoring System: The presence of senior teachers as mentors provides emotional and technical support that cannot be replaced by any handbook.
- 4) Continuous Evaluation: The program should be assessed periodically to ensure new teachers have actually achieved the expected competency standards.

Various empirical studies support the argument that effective onboarding has a direct impact on the quality of education. A longitudinal study by Smith and Ingersoll (2004) showed that new teachers who received a complete support package (including mentoring and team collaboration) experienced a significant increase in pedagogic confidence compared to those

who received only formal orientation. Furthermore, Guskey's (2000) research on professional development emphasizes that onboarding is the first level of career growth. If this level fails, then the next professional development program will be difficult for teachers to accept. The evaluations conducted through the Guskey model allow school leaders to see five levels of impact: participant reactions, participant learning, organizational support, use of new knowledge, and student learning outcomes.

To measure whether an orientation program is effective, high schools need to pay attention to the following success indicators:

- Psychological Aspect: Increased organizational commitment and decreased anxiety levels of new teachers. Teachers who feel accepted by the school culture will work with greater dedication.
- Pedagogic Aspect: The ability of teachers to manage the classroom and compile learning tools that are in accordance with school standards in a short time.
- Social Aspect: The establishment of collaborative relationships between new teachers and peers and school management. Often, schools get stuck in a "sink or swim" approach, where new teachers are immediately given the full teaching load without adequate mentoring.

Literature reviews show that this approach is very destructive. In contrast, schools that implement staged induction provide an opportunity for teachers to observe their peers before taking full responsibility in the classroom.

Based on this background, this article aims to evaluate the effectiveness of new teacher orientation programs in secondary schools through literature review and analysis of program success indicators.

METHOD

This study applies an evaluative descriptive approach through the library research method to systematically analyze the implementation and effectiveness of new teacher orientation programs in secondary schools. Data sources were comprehensively collected from theoretical literature, national and international journal articles, as well as relevant official policy documents, with reference to the thoughts of key figures such as Robbins & Judge (2017), Glatthorn et al. (2018), and Guskey (2000). The data collection technique was carried out through searching electronic databases and examining online documents organized based on the theme of the study. The effectiveness analysis was measured using an evaluation instrument

that included four main indicators: clarity of program objectives, relevance of the material, quality of mentor support, and the existence of a follow-up evaluation mechanism. Furthermore, the data is processed using content analysis techniques which include the stage of data reduction, presentation in the form of narrative descriptions, and the drawing of evaluative conclusions. This methodology is designed to produce a holistic picture of the dynamics of new teacher orientation, so that it can serve as a strong academic foundation in formulating practical recommendations to strengthen the professionalism of educators from the early phase of their service in schools.

DISCUSSION

The new teacher orientation program is an important component in the professional development of an educator. The effectiveness of new teacher orientation can be influenced by several main interrelated factors. Based on the results of the literature review, there are four main indicators of effectiveness that need to be considered:

Clarity of Orientation Program Objectives

Clarity of objectives in the orientation program is not just an administrative complement, but a strategic instrument that determines the direction of a new teacher's professionalism. Referring to the thinking of Robbins and Judge (2017), an orientation that loses its purpose specification will only become a superficial bureaucratic ritual. Without a clear articulation of goals regarding performance expectations and functional roles, new teachers are often stuck in role ambiguity. As a result, their energy is spent guessing at school standards rather than focusing on pedagogical innovations in the classroom.

In many high school institutions, there is a tendency for "reductionism" in orientation, where the program is limited to physical tours of the building and explanations of basic discipline. In fact, a much more crucial aspect is the internalization of the organization's vision, mission, and cultural values. Glatthorn et al. (2018) emphasize that effective orientation must be able to align teachers' personal goals with school development priorities. When new teachers understand the school's goals in the next year, they will feel they have a clear direction, which psychologically increases their confidence and commitment from the first day of duty.

Empirical research by Smith and Ingersoll (2004) in a large-scale study in the United States showed that orientation programs that had a structured goal of collaborative support significantly lowered the stress level of new teachers. Their findings indicate that when program goals are focused on social and professional integration, teachers tend to show longer retention

in those schools. Teachers who are equipped with clarity of purpose at the beginning of their service feel more supported and appreciated as part of the school's core team.

Further, a study by Feiman-Nemser (2001) reinforces the argument that orientation should focus on "continuous professional learning." His research revealed that schools that set orientation goals on the development of teaching competencies—not just administrative compliance—succeeded in creating a more productive work culture. New teachers who have a deep understanding of school learning priorities are able to adapt the curriculum more quickly and accurately, which ultimately has a direct positive impact on student learning outcomes in the classroom.

Relevance and Completeness of Orientation Materials

The relevance and depth of the orientation material are the determining factors that determine how quickly a new teacher can transform from a "foreigner" to an active contributor in the school. Comprehensive orientation materials should not only be fixed on one side, but must touch on three crucial dimensions integratively: administrative, pedagogical, and socio-cultural. The administrative aspect provides an operational framework, such as schedule regulation and reporting systems, that guarantees bureaucratic order. However, without strong pedagogical aspects—such as curriculum deepening and school-specific classroom management strategies—teachers will struggle to translate educational visions into tangible instructional practices. An often overlooked but very vital dimension is the socio-cultural aspect.

Referring to Darling-Hammond's (2017) thought, the failure of new teachers is often not caused by a lack of academic ability, but by culture shock. Lack of understanding of unwritten norms, social expectations in the work environment, and peer-to-peer communication styles can trigger professional isolation. Therefore, the provision of structured orientation modules and written documentation not only serves as a work tool, but also as a cultural navigation map that increases teachers' confidence in interacting with all school stakeholders.

Research by Wang, Odell, and Schville (2008) reinforces the urgency of pedagogical materials in orientation programs. Their results showed that programs that placed a strong focus on standardized learning materials and how to manage student diversity in the classroom significantly improved the self-efficacy of new teachers. Teachers who are equipped with "local knowledge" about the characteristics of students in the school are proven to be able to design more accurate assessment strategies than teachers who rely only on general theories from lectures.

In line with this, a longitudinal study by Kearney (2014) on the effectiveness of induction programs in various countries emphasized that relevant socio-cultural materials are positively correlated with teacher retention. The study found that schools that incorporated "cultural orientation" into their induction curriculum were successful in lowering work stress levels and increasing organizational commitment. The existence of written guidance and consistent debriefing sessions ensures that new teachers do not feel "let go in the middle of the woods," but rather are accompanied at every stage of their professional transition.

Mentor and Supervision Support

The mentoring component is a determining variable that transforms orientation from just an administrative procedure to a meaningful professional development process. Ingersoll and Strong (2011) emphasized that novice teachers who receive mentorship have higher retention rates because they feel emotionally and technically supported. The existence of a mentor serves as a "buffer" that reduces the psychological burden due to the shock of reality in the new school environment. The ideal mentor is not only chosen based on seniority, but also on the basis of pedagogical competence, empathic communication skills, and commitment to colleague growth.

An effective mentoring process must be carried out in a structured manner, including a cycle of clinical observation in the classroom, regular reflective discussions, and the provision of constructive feedback without a judgmental impression. Through this interaction, new teachers can absorb school policies and teaching strategies more quickly and accurately. Unfortunately, many schools still implement mentoring informally and sporadically. Without the establishment of a permanent mentor and a formal mentoring schedule, mentoring tends to become inconsistent and lose the essence of coaching. In fact, systematically programmed guidance has been proven to create a more supportive work climate. It is this synergy between mentors and new teachers that ultimately strengthens the effectiveness of the orientation program, ensures a smooth professional transition, and improves the overall instructional quality of the school.

Evaluation and Follow-up Mechanism

Evaluation is not just the closing stage in the orientation cycle, but a quality assurance instrument that determines whether the school's investment of time and resources yields the expected results. Referring to the thinking of Guskey (2000), professional development evaluation must go beyond just participant satisfaction. Effective evaluation must be able to capture changes in teachers' behavior in the classroom, improvement of pedagogic competence, and the degree of their social integration in the school community. Without a systematic

evaluation mechanism, onboarding programs risk getting caught up in repeating the same mistakes every year. The implementation of evaluation can be carried out in a multi-interpretive and comprehensive manner.

The use of satisfaction questionnaires provides an initial overview of the relevance of the material, while observations of teaching practices provide empirical data on how new teachers apply school instructional standards. In addition, reflective interviews with mentors or principals become a dialogue space to explore psychological or technical barriers that may not be recorded in numbers. The collected data then becomes a strategic database to improve the orientation curriculum, improve mentoring modules, and strengthen institutional policies in supporting the adaptation phase.

Research by Coldwell (2017) on the impact of teacher professional development shows that programs that have strong feedback and evaluation mechanisms are positively correlated with improved teacher self-efficacy. The study found that new teachers whose adaptation process was evaluated constructively felt more valued and had a clearer picture of their future career development paths. This proves that evaluation serves as a professional safety net for beginner teachers.

In line with this, the research of Helen Timperley et al. (2007) in Best Evidence Synthesis emphasizes that evaluation that focuses on student learning outcomes as an impact of teacher activities is the most influential form of evaluation. High schools that periodically review the effectiveness of their onboarding tend to have more responsive support systems. The study underscores that follow-up from evaluation data—such as refinement of mentoring methods—is a key factor that distinguishes high-performing schools from schools that are stagnant in their human resource management..

The implications of this study's findings confirm that the success of new teacher orientation is highly dependent on the synergy between administrative structure and emotional support. Theoretically, this reinforces the Socialization Resources Theory, where the provision of relevant materials and mentor assistance act as crucial resources that reduce anxiety levels (uncertainty reduction). When schools provide clarity of purpose and comprehensive material, new teachers not only understand the workload technically, but also psychologically feel like they are a whole part of the organization (organizational attachment). In addition, the findings on the importance of mentoring and continuous evaluation are in line with Bandura's Self-Efficacy Theory. Mentor support through constructive feedback serves as social persuasion that increases new teachers' confidence in their pedagogical abilities. The practical implication is that schools that ignore the evaluation aspect and only carry out orientation as a formality will

experience stagnation in the quality of human resources. Instead, the integration of Guskey's professional development theory with responsive field practice will create an adaptive school ecosystem, where new teachers are able to achieve maximum productivity in less time.

CONCLUSION

Based on an in-depth analysis of the evaluation of the new teacher orientation program, it can be concluded that the effectiveness of this process is determined by the integration of four main pillars: clarity of objectives, relevance of the material, quality of mentoring, and sustainability of evaluation. Orientation is not just a routine administrative procedure, but a crucial phase for organizational socialization and professional development. When schools are able to present material that covers administrative, pedagogical, and socio-cultural dimensions comprehensively, new teachers can go beyond the "reality shock" phase more quickly and confidently. The role of structured mentoring is a key factor in improving retention and reducing work stress, while continuous evaluation based on the Guskey model ensures that the program remains relevant to the needs of the times. These findings confirm that high schools that treat orientation as a strategic investment—not just a formality—are successful in building stronger teacher commitment and a more supportive work climate. Systemically, the effectiveness of orientation has a direct impact on the quality of classroom management and student learning outcomes. Therefore, strengthening humanistic, systematic, and evaluation data-based orientation policies must be a priority for every school leader to ensure the quality of sustainable education and the professionalism of strong educators from the beginning of their service period.

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