

## REFERENCES

- Anindya, A. A., Anisa, A. P. N. & Akmal (2020). The Strategies of Novice Teachers' in the Large Class Management. *Eduvelop: Journal of English Education and Development*, 3(2), 73–81.  
<https://doi.org/10.31605/eduvelop.v3i2.603>.
- Anwar, R. N. (2022). Persepsi Guru Paud Terhadap Pembelajaran Paradigma Baru Melalui Kurikulum Merdeka. *Azzahra: Jurnal Pendidikan Anak Usia Dini*, 3(2), 98–109.  
<https://www.ejournal.staidarussalamlampung.ac.id/index.php/azzahra/article/view/384>.
- Arends, R. I. (2014). Learning to Teach (Tenth Edition). Jakarta: McGraw-Hill Education.
- Ary, D. J., & Sorensen, L. C. CK and Walker, DA (2014). Introduction to research in education (9th Edition). Wadsworth, OH: Cengage Learning.
- Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementasi Kurikulum Merdeka dalam Meningkatkan Mutu Pendidikan. *JOEL: Journal of Educational and Language Research*, 1(12), 2105-2118.  
<https://doi.org/10.53625/joel.v1i12.3015>.
- Bates, C. C., Schenck, S. M., & Hoover, H. J. (2019). Anecdotal Records. *YC: Young Children*, 74(3), 14-19. <https://www.jstor.org/stable/26788997>.
- Boyce, C., & Neale, P. (2006). Conducting In-Depth Interviews: A Guide for

- Designing and Conducting Interviews for Evaluation Input. *Watertown, MA: Pathfinder International.*
- Brown, H. D. (2000). Principles of Language Learning and Teaching (4th ed.). *White Plains, NY: Pearson Education.*
- Budiarta, I. K., Artini, L. P., Padmadewi, N. N., & Nitiasih, P. K. (2023). CLIL in the Online Micro-Teaching: Factors Affecting Content and Language Achievement. *International Journal of Learning, Teaching and Educational Research*, 22(2), 37-53. <https://doi.org/10.26803/ijlter.22.2.3>.
- Cahyani, A., Rahim, T. R., & Aradhanawaty, S. (2024). Insights from EFL Classroom: Strategies for Teaching English from Experienced Teacher. *Klasikal: Journal of Education, Language Teaching and Science*, 6(2), 456–464. <https://doi.org/10.52208/klasikal.v6i2.1174>.
- Carter, R., & Nunan, D. (2001). The Cambridge Guide to Teaching English to Speakers of Other Languages. In *Cambridge University Press*.
- Chikita, G. P., Padmadewi, N. N., & Suarnajaya, I. W. (2013). The Effect of Project Based Learning and Students' Perceived Learning Discipline Toward the Writing Competency of the Eleventh Grade Students of SMAN 5 Mataram in the Academic Year 2012/2013. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 1. <https://doi.org/10.23887/jpbi.v1i0.747>.
- Dadure, P., Pakray, P., & Bandyopadhyay, S. (2021). Game-Based Learning: A Future Research Agenda. In *Machine Learning Approaches for Improvising Modern Learning Systems* (pp. 50-71). IGI Global. <https://doi.org/10.4018/978-1-7998-5009-0.ch003>.

Hales, D., Peersman, G., & Rugg, D. (2010). An introduction to triangulation. *Geneva: UNAIDS Monitoring and Education Division*, 13-17.

Eckert, J. (2016). The Novice Advantage: Fearless Practice for Every Teacher. *Corwin Press*.

Freeman, D. (2001). Second language teacher education. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 72–79). *Cambridge University Press*.

Freiberg, H. J. (2002). Essential skills for new teachers. *New York: Random House*.

Ghory, S., & Ghafory, H. (2021). The Impact of Modern Technology in the Teaching and Learning Process. *International Journal of Innovative Research and Scientific Studies*, 4(3), 168–173.  
<https://doi.org/10.53894/ijirss.v4i3.73>

Hadi, S., & Al-Taai, H. (2021). Teaching Methods are a Study of Their Importance and Types in Educational Institutions. *Journal of Legal, Ethical and Regulatory Issues*, 24(6), 1–14.

Hayati, A. R., Afriani, Z. L., & Akbarjono, A. (2021). Teacher's Teaching Strategies in EFL Class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 330–341.  
<https://doi.org/10.52690/jadila.v1i3.126>.

Heigham, J., & Croker, R. A. (2009). Qualitative Research in Applied Linguistics:

A Practical Introduction. *Springer*.

- Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative research methods. *Sage*.
- Hosaini, Kurniawati, Y., Fitriana, N. Y., Kep, M., Rahayu, E. P., Suarnatha, I. P. D., & Rizka, B. (2022). Metode dan Model Pembelajaran untuk Merdeka Belajar. *CV Kreator Cerdas Indonesia*.
- Jojor, A., & Sihotang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5150–5161. <https://doi.org/10.31004/edukatif.v4i4.3106>.
- Kasnowo, K., & Hidayat, M. S. (2022). Penguatan Kompetensi SDM Guru melalui Kurikulum Merdeka di SDN Jatirejoyoso. *Jurnal Pengabdian Pada Masyarakat Indonesia*, 1(3), 33–38. <https://doi.org/10.55542/jppmi.v1i3.251>.
- Koni, I., & Krull, E. (2018). Differences in Novice and Experienced Teachers' Perceptions of Planning Activities in Terms of Primary Instructional Tasks. *Teacher Development*, 22(4), 464–480. <https://doi.org/10.1080/13664530.2018.1442876>.
- Kustiawan, I., Barliana, M. S., Widaningsih, L., & Purnawarman, P. (2022). Changes in the Learning Paradigm During the Covid-19 Pandemic. *IEEE: International Conference on Teaching, Assessment and Learning for Engineering (TALE)* (pp. 729–732). <https://doi.org/10.1109/TALE54877.2022.9944604>.

Larsen-Freeman, & Andreson, M. (2013). Techniques-Principles-Language-Teaching. In language teaching 3rd edition-Oxford handbooks for language teachers. *Oxford University Press*.

Marisa, M. (2021). Inovasi Kurikulum “Merdeka Belajar” di Era Society 5.0. *Sanhet: (Jurnal Sejarah, Pendidikan dan Humaniora)*, 5(1), 72. <https://doi.org/10.36526/js.v3i2.e-ISSN>.

Mehrdad, A. G., & Ahghar, M. R. (2013). EFL Students’ Language Learning Preferences at Islamic Azad University- Hamedan Branch. *Procedia - Social and Behavioral Sciences*, 93, 102–106. <https://doi.org/10.1016/j.sbspro.2013.09.159>.

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis: An Expanded sourcebook (2nd ed.). *SAGE Publications*.

Moghaddam, M. M., & Tirnaz, M. H. (2024). Enhancing Pedagogical Practices: Insights from Novice and Experienced English Language Teachers. *Australian Journal of Applied Linguistics*, 7(1), 102–117. <https://doi.org/10.29140/ajal.v7n1.1177>.

Mulatu, E., & Regassa, T. (2022). Teaching Reading Skills in EFL Classes: Practice and Procedures Teachers Use to Help Learners With Low Reading Skills. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2093493>.

Nitiasih, P. K., Santosa, M. H., Suarcaya, P., & Ratnaya, G. (2023). Micro Learning Media for Teaching English at Junior High School Students.

*Journal of Education Technology*, 7(4), 629-635.

<https://doi.org/10.23887/jet.v7i4.69627>.

Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2010). *Teaching Strategies: A Guide to Effective Instruction* (9th ed.). *Cengage Learning*.

Othman, J., & Senom, F. (2020). Professional Development Through Mentoring: Novice ESL Teachers' Identity Formation and Professional Practice. In *Routledge*.

Parry, T. S., & Stansfield, C. W. (Eds.). (1990). *Language Aptitude Reconsidered* (Language in Education: Theory & Practice, Vol. 74). *Englewood Cliffs, NJ: Prentice Hall Regents*.

Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). Does Teaching Experience Increase Teacher Effectiveness? A Review of US Research. *Journal of Professional Capital and Community*, 4(4), 286–308.

<https://doi.org/10.1108/JPCC-12-2018-0032>

Pritchard, A. (2009). *Ways of Learning: Learning Theories and Learning Styles in the Classroom* (2nd ed.). *Routledge*.

Rachmawati, D. L., Fadhilawati, D., & Setiawan, S. (2020). The Implementation of Computer-Assisted Language Learning (CALL) in the EFL Setting: A Case Study in a Secondary School in Indonesia. *English Teaching Journal: A Journal of English Literature, Linguistics, and Education*, 8(2), 91–102. <https://doi.org/10.25273/etj.v8i6.7733>.

Rajagopalan, I. (2019). Concept of Teaching. *Textbook of Nursing Education*, 7(2), 5–8. [https://doi.org/10.5005/jp/books/10927\\_8](https://doi.org/10.5005/jp/books/10927_8).

Rido, A. (2020). Why they act the way they do?: Pedagogical practices of experienced vocational english language teachers in Indonesia. *International Journal of Language Education*, 4(1), 24–37. <https://doi.org/10.26858/ijole.v4i2.9935>.

Rizaldi, D. R., & Fatimah, Z. (2022). Merdeka Curriculum: Characteristics and Potential in Education Recovery After the COVID-19 Pandemic Conditions of the Creative Commons Attribution License. *International Journal of Curriculum and Instruction*, 15(1), 260–271.

Sahoo, R. K. (2019). Exploring the Changes in Teaching Strategies Enabled by Information and Communication Technology. *International Journal of Theory and Application in Elementary and Secondary School Education*, 1(2), 66–80. <https://doi.org/10.31098/ijtaese.v1i2.27>.

Sari, L. Y. (2022). The Implementation of Curriculum 2013 on English Subject by Using E-Learning During Covid-19 Pandemic at SMAN 1 Tapung (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau). Retrieved from <http://repository.uin-suska.ac.id/id/eprint/59005>.

Sato, S. N., Condes Moreno, E., Rubio-Zarapuz, A., Dalamitros, A. A., Yañez-Sepulveda, R., Tornero-Aguilera, J. F., & Clemente-Suárez, V. J. (2024). Navigating the New Normal: Adapting Online and Distance Learning in the Post-Pandemic Era. *Education Sciences*, 14(1). <https://doi.org/10.3390/educsci14010019>.

Sayed, M., & Afzal, K. A. (2021). Teaching and Learning Process to Enhance Teaching Effectiveness: A Literature Review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1–4.  
<https://doi.org/10.33750/ijhi.v4i1.102>.

Septiani, A., Emiliahari, R. N., & Rofi'i, A. (2019). The Novice English Teachers' Experience: Practices and Challenges. *Academic Journal Perspective : Education, Language, and Literature*, 7(2), 109–118.  
<https://doi.org/10.33603/perspective.v7i2.2708>.

Showkat, N., & Parveen, H. (2017). In-depth interview. *Quadrant-I (e-text)*, 1(1), 1-9. Retrieved from [https://www.researchgate.net/publication/319135849\\_In-depth\\_Interview](https://www.researchgate.net/publication/319135849_In-depth_Interview).

Sidiq, R., Najuah, & Lukitoyo, P. S. (2021). Model-Model Pembelajaran Abad 21. *Bumi Aksara*.

Stahl, N. A., & King, J. R. (2020). Expanding Appoaches for Research: Understanding and Using Trustworthiness in Qualitative Research. *Journal of Developmental Education*, 44(1), 26–28. Retrieved from ERIC database: <https://files.eric.ed.gov/fulltext/EJ1320570.pdf>.

Stronge, J. H. (2007). Effective Teachers. *The Aboriginal Child at School*, 17(2). 10-21. <https://doi.org/10.1017/s0310582200006702>.

Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif dan R&D. *Alfabeta Bandung*.

Suksesi, S., & Subkhan, E. (2022). The Management Process of the Emergency

- Curriculum and Its Influential Factors: Insight from the Field. *Indonesian Journal of Curriculum and Educational Technology Studies*, 10(1), 45–56.  
<https://doi.org/10.15294/ijcets.v10i1.56103>.
- Sun, Q., & Zhang, L. J. (2022). Understanding Novice and Experienced Teachers' Cognitions and Practices for Sustainable Teacher Development: The Case of Form-Focused Instruction in English Language Teaching. *Sustainability*, 14(8), 4711. <https://doi.org/10.3390/su14084711>.
- Surma, T., Camp, G., de Groot, R., & Kirschner, P. A. (2022). Novice teachers' knowledge of effective study strategies. *Frontiers in Education*, 7(November), 1–16. <https://doi.org/10.3389/feduc.2022.996039>.
- Susanto, S., Ritonga, A. W., & Desrani, A. (2022). The Challenge of the Integrated Character Education Paradigm with 21st-Century Skills During the Covid-19 Pandemic. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 1(1), 85–104.  
<https://doi.org/10.21154/cendekia.v1i1.3816>.
- Torabzadeh, S., & Tavassoli, K. (2021). Exploring differences in novice, experienced, and highly experienced teachers' reflectivity: A mixed methods study. *Journal of Asia TEFL*, 18(3), 1040–1048.  
<https://doi.org/10.18823/asiatefl.2021.18.3.24.1040>.
- Tsui, A. B. M. (2003). Understanding Expertise in Teaching: Case Studies of ESL Teachers. *Cambridge University Press*.

Wardani, N. K. S., Artini, L. P., & Ramendra, D. P. (2021). Project-Based Learning in Teaching EFL Writing: An Analysis of the Effect on the 5 Dimensions of Writing. *Journal of Education Research and Evaluation*, 5(2), 243-249. <https://doi.org/10.23887/jere.v5i2.31597>.

Whitehead, E. A. (2020). Anecdotal Records: A Successful Tool in the English Language Teaching and Learning. *Excellence in Education Journal*, 9(3), 97–108. <https://files.eric.ed.gov/fulltext/EJ1284618.pdf>.

Widiati, U., Suryati, N., & Hayati, N. (2018). Unraveling the Challenges of Indonesian Novice Teachers of English. *Indonesian Journal of Applied Linguistics*, 7(3), 621–629. <https://doi.org/10.17509/ijal.v7i3.9824>.

Wijaya, E. A., & Santosa, M. H. (2021). Novice Teachers' Challenges and Problems in Bilingual Schools Context in Bali. In *International Conference on Sustainable Innovation Track Humanities Education and Social Sciences (ICSIHES 2021)* (pp. 24-29). Atlantis Press. <https://doi.org/10.2991/assehr.k.211227.004>.

Yi, Y., & Jang, J. (2020). Envisioning Possibilities Amid the COVID-19 Pandemic: Implications From English Language Teaching in South Korea. *TESOL Journal*, 11(3), 1–5. <https://doi.org/10.1002/tesj.543>.

Yuliani, W. (2018). Efektivitas Strategi Bimbingan Teistik untuk Pengembangan Religiusitas Remaja (Penelitian Kuasi Eksperimen Terhadap Peserta Didik Kelas X SMA Nugraha Bandung Tahun Ajaran 2014/2015). *QUANTA: Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 1(1), 1–10. <https://doi.org/10.22460/q.v1i1p1-10.497>.