



# Exploring Differences in Teaching Methods and Classroom Management Between Novice and Experienced Teachers

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## Abstract

The objective was to examine and contrast the teaching practices of novice and experienced teachers, focusing on affective strategies, classroom structure, feedback, content enrichment, and cooperative learning. A qualitative observational method was employed to analyze classroom behaviors, assessment techniques, and student interactions. Data were gathered from multiple sessions conducted by teachers at different career stages, allowing for in-depth comparison. Findings revealed that novice teachers prioritize creating supportive, emotionally engaging, and interactive environments, while experienced teachers tend to adopt more structured, discipline-focused, and academically rigorous methods. Feedback strategies also differed, with novices using collaborative assessments and experienced teachers favoring teacher-led correction. Differences were influenced by factors such as teaching experience, pedagogical confidence, professional development, and institutional expectations. In conclusion, the study underscores the evolving nature of teaching practices, highlighting the need for targeted professional development and mentorship programs to support novice teachers in transitioning toward experienced, effective instructional methods.

**Keywords:** Teaching; English; Method; Strategy; Teacher

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Article History:	Submitted	Revised	Accepted
	July 2 <sup>nd</sup> 2025	July 24 <sup>th</sup> 2025	July 27 <sup>th</sup> 2025

**APA Citation:** Sampurna, M. A., Artini, L. P., & Dewi, N. L. P. E. S. (2025). Exploring differences in teaching methods and classroom management between novice and experienced teachers. *Journal of Educational Study*, 5(2), 121-130. <https://doi.org/10.36663/joes.v5i2.988>

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## 1. Introduction

Indonesia's educational curriculum has undergone significant evolution to meet contemporary educational goals. Prior to the COVID-19 pandemic, Indonesian schools implemented the 2013 Curriculum (K-13), which prioritized four foundational student competencies: spirituality, attitude, knowledge, and skills. This curriculum emphasized holistic development, enabling students to cultivate strong character, academic excellence, and individualized talents aligned with their capabilities. The onset of the COVID-19 pandemic fundamentally transformed education by accelerating the need for innovative teaching methodologies (Santosa et al., 2021; Werdiyanti, 2021). Traditional pedagogical frameworks were rapidly reexamined as schools adopted an emergency curriculum focused on essential competencies tailored to students' immediate needs during remote learning (Oktariani et al., 2022). This shift required both teachers and students to swiftly acclimate to digital technologies



to sustain learning continuity (Widiastuti et al., 2021). Even post-pandemic, digital tools remain integral to education, heralding a lasting transformation in instructional practices.

In response to this digital and pedagogical shift, Indonesia introduced the Merdeka Curriculum, which grants teachers greater autonomy to design lesson plans and select instructional materials suited to their students' diverse needs (Abidah et al., 2020). This curriculum fosters student-centered learning, integrates flexible digital technologies, and aims to cultivate 21st-century skills such as effective communication, active learning, and critical thinking. Concurrently, the rapidly evolving educational landscape has profoundly impacted English language teaching in junior high schools. The 21st century has ushered in a pedagogical focus on the '4Cs'—critical thinking, creativity, collaboration, and communication—which are essential for students' success in a globalized society (Ratminingsih et al., 2021). Consequently, English teaching strategies have evolved to emphasize these competencies, highlighting the critical role of instructional innovation (Ratama et al., 2021).

Despite these curricular advancements and pedagogical shifts, a critical gap remains in understanding how these changes translate differently into classroom practices, particularly across differing levels of teaching experience. Existing studies tend to treat English teachers as a homogeneous group, neglecting the nuanced differences in teaching strategy adoption between novice and experienced educators (Florida & Mbato, 2020). Novice teachers, typically with under three years of experience, often rely on recent training and contemporary, student-centered approaches incorporating technology and communicative methods (Lestari & Dewi, 2022). Conversely, experienced teachers, with five or more years in the field, may adhere more to traditional, teacher-centered methods shaped by habit and long-standing classroom routines, potentially limiting their integration of innovative practices despite ongoing curriculum reforms (Sun & Zhang, 2022). This discrepancy creates an underexplored tension that directly affects classroom dynamics and student outcomes.

This study aims to fill this significant research gap by systematically comparing the teaching strategies of novice and experienced English teachers at one public school in Singaraja, Bali focusing on how they implement the post-pandemic Merdeka Curriculum and its emphasis on 21st-century skills. By investigating the divergences and alignments in pedagogical approaches, this research addresses an urgent need to facilitate effective knowledge exchange and professional collaboration across experience levels. Such integration is crucial to developing cohesive, adaptive teaching communities that fully leverage the benefits of curricular reform and digital pedagogies.

The findings are expected to contribute novel insights to the discourse on educational innovation both within Indonesia and more broadly. By identifying barriers and enablers unique to different teacher experience groups, the study offers actionable recommendations for customized teacher professional development that bridges theory and practice. Ultimately, this research underscores the necessity of harmonizing diverse teaching practices to enhance English language education and support student mastery of essential 21st-century competencies amid rapid societal and technological changes.

## **2. Method**



This study employs qualitative research methods, which involve systematic processes of data collection, analysis, interpretation, and presentation of research findings (Creswell, 2014). Aligned with this approach, a descriptive qualitative research design is adopted. This design framework has evolved to address research questions aiming to understand and describe understudied phenomena, rather than explain them through theoretical frameworks. Qualitative descriptive studies are especially suitable for emerging or poorly understood fields where gaining rich, firsthand insight is a priority. Unlike other qualitative designs, this approach does not necessitate grounding the results in explanatory theories, which allows for a straightforward description of teaching strategies in this context.

### **Research Setting**

The research was conducted at one public school in Singaraja. This school is characterized by its diverse student body and a faculty comprised of teachers with varying degrees of experience. Investigating both novice and experienced English teachers here, particularly their adaptive strategies amid challenges such as the pandemic, offers unique insights into dynamic English language teaching practices adapted for 21st-century demands.

### **Participants**

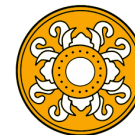
This study involved two primary participants: one novice English teacher with fewer than three years of teaching experience, and one experienced English teacher with over five years of instructional practice. Selection criteria include active teaching status at the school and availability to engage fully in the research activities. This contrast between teaching tenures aims to highlight differences and commonalities in instructional approaches, enriching understanding of pedagogical evolution and effectiveness at the junior high level.

### **Data Collection Methods**

Drawing on Heigham and Croker (2009)'s description, observation involves focused sensory attention to classroom interactions, aiming to capture targeted phenomena while filtering irrelevant distractions. This was supplemented with note-taking and use of audio or video recording devices, which enable detailed review of both verbal and nonverbal behaviors while minimizing observer bias. Participants will be acclimated to recording to ensure natural behavior. Additional observational tools such as sticky notes, student co-observer reports, and visual aids would enhance depth and accuracy of documentation. Following qualitative interviewing principles, semi-structured, one-on-one interviews were conducted to delve deeply into participants' perspectives on teaching strategies and experiences. These interviews complement observations by providing rich, reflective accounts that clarify and expand on observed behaviors, offering a more holistic picture.

### **Data Analysis**

The collected qualitative data were analyzed following the rigorous and systematic framework proposed by Miles et al., (2014). This approach consists of three iterative and interconnected components: data reduction, data display, and conclusion drawing/verification. Data Reduction: This initial phase involves condensing and selecting relevant information from the large volume of raw data collected through observation notes, interviews, and anecdotal



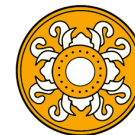
records. The process includes coding textual data by identifying patterns, themes, and categories aligned with research questions about English teaching strategies. This selective abstraction simplifies the data, making it manageable while preserving essential meaning. Data Display: In this phase, the reduced data will be organized into visual formats such as matrices, charts, or thematic networks to facilitate comprehension and interpretation. Displays support the identification of relationships and emerging insights between novice and experienced teachers' instructional strategies in the pandemic context. Conclusion Drawing and Verification: The final phase focuses on generating well-founded interpretations and conclusions from the displayed data. These conclusions will be verified through iterative comparison with the raw data, triangulation of multiple data sources (observations, interviews, records), and peer debriefing to ensure validity and reliability of the findings.

### 3. Findings

This observation was conducted using both an observation checklist and anecdotal records as instruments for data collection. The first instrument, the Teaching Strategy Checklist, was distributed to the novice teacher on 4<sup>th</sup> February 2025, and was returned on 27<sup>th</sup> February 2025. This questionnaire comprised a series of statements related to the recommended teaching methods and strategies outlined in the *Merdeka Curriculum*. The teacher was asked to mark each indicator that reflected strategies or actions they had implemented in their teaching practice. This table presents the summary description of the data from Teaching Strategy Checklist.

Table 1. Novice Teacher Teaching Method

Teaching Method	Note
Learning Strategy	Only using module as the learning media and references. Sometimes search insight from another sources.
Training	
Metacognitive Strategy	
Cognitive Strategy	Student can share dictionary with their classmate
Affective Strategy	Regularly give students compliments in every class and create interactions with students
Project Based Learning	Occasionally using video as learning media and frequently student divided into group
Problem Based Learning	
Discovery Learning	
CALL	Only use computer for playing video as learning media and make worksheet
Cooperative Learning	Student often work in a group to share their discussion
Active Learning	Brainstorming students with questions related to the material
Integrated Learning	
Flipped Learning	
Competency Based Learning	Barely use in learning process
Differentiated Learning	



From the teaching strategy checklist filled out by the novice teacher, it is clear the teacher employs a limited range of strategies. Notably, the teacher relies heavily on the module as the main reference and does not create original lesson plans, often using sources like books and the internet instead. Strategies such as flipped learning and differentiated learning are rarely applied. Instead, the teacher frequently utilizes group activities like project-based learning and cooperative learning. To validate this data, classroom observations were conducted during English lessons, capturing detailed activities through observation sheets and anecdotal records to provide an accurate account of the teaching strategies in practice.

The 90-minute lesson started with greetings and prayer. The teacher reviewed the previously taught simple past tense by asking questions and encouraging students to recall the formula and usage. Students were reminded to bring dictionaries and were guided through making simple past tense sentences with explanations on verbal and nominal forms. Despite some confusion, the teacher used peer teaching and humor to maintain a positive class environment. After assignments, students engaged in a vocabulary drill icebreaker focused on regular and irregular verbs, fostering active participation. The second observation was shorter due to a holiday break. The teacher started with greetings and a discussion on students' holiday activities and assignment results. Students presented dialogues they had created using past tense, followed by peer correction and review. The teacher provided individual support for students struggling with the material and ensured they could learn at their own pace. The session ended with a 20-minute formative test covering multiple-choice and essay questions, which students submitted for later correction. The third observation took place in class 8G from 11:00 AM to 12:30 PM. The lesson began with attendance and a joint correction of the formative test. The teacher explained answers while students self-corrected, then collected the papers for final evaluation. A quick quiz reinforced the simple past tense before moving on to new material on the past continuous tense. The teacher provided a concise explanation of its function, usage, time signals, and formula, then guided students through practice exercises, fostering collaboration and review until the end of class.

Table 2. Novice Teacher Teaching Method

Teaching Method	Note
Learning Strategy	
Training	
Metacognitive Strategy	
Cognitive Strategy	Students must bring their own dictionary, in case they don't bring or have it they can borrow it from school library
Affective Strategy	Give compliment base on student's study result and give fair treatment to every students
Project Based Learning	Focus on both learning process and result. Using picture as learning media to motivate students
Problem Based Learning	
Discovery Learning	Using audio from module and video as learning media. Divided students into group for several task
CALL	Only use for display video as learning media and make exam
Cooperative Learning	Approach students and make sure students has their own role in group





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Active Learning	Brainstorming students with questions related to the material
Integrated Learning	Make sure each student follow the learning process intensively. Not differentiate students by their learning style
Flipped Learning	
Competency Based Learning	
Differentiated Learning	Never applied in learning process

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From the table above, the experienced teacher consistently creates her own lesson plans for every learning material. Although she rarely applies strategies adapted from the Merdeka Curriculum, she experiments with methods like discovery learning and enhances her teaching by incorporating media such as audio and video into the learning process. However, the teacher seldom uses advanced digital tools like Canva for presentations or other modern media. Additionally, integrated and differentiated learning approaches are rarely or never implemented in her classes.

To verify the teaching strategy data, direct classroom observations were conducted. During the first observed lesson, the experienced teacher began with a warm greeting and prayer, then taught simple present tense along with supplementary grammar topics not found in the textbook, such as singular/plural forms, prepositions, and articles. The teacher provides both summative and formative assessments, creating practice exercises based on various references. The lesson involved vocabulary translation and sentence construction tasks, requiring students to use the grammar taught. There was no ice-breaking activity during the class. In the second observed session, the teacher reviewed students' formative test results on simple past tense sentences but corrected the tests independently without class involvement. She then introduced the past continuous tense, explaining its definition, function, and formula in detail. The teacher also briefly covered recount text structure and assigned a worksheet as summative assessment, involving essay and true/false questions related to the text. The third observation showed the teacher starting class with greetings and homework checks. Students who failed to complete homework were asked to memorize verbs and present them. The lesson continued with more past continuous tense explanations, sentence and paragraph construction exercises, and grammar reviews on auxiliary verbs and past participles. The teacher played an audio recount text to the class, and students worked in small groups to analyze and discuss it, using an audio transcript to aid understanding. Groups then summarized and retold the story in front of the class. Homework was assigned for students to create and later present their own recount texts based on personal experiences.

The analysis of novice and experienced teachers' practices reveals clear differences in their teaching strategies and how these unfold in the classroom, reflecting their pedagogical beliefs, classroom management, and adaptability. Both teachers show strong commitment to strategies aligned with the Merdeka Curriculum, but the novice teacher more frequently employs Learning Strategy Training, Project-Based Learning, and Affective Strategies, creating a warm, engaging atmosphere using humor and praise to motivate students. For



example, the novice teacher's playful remark, "Quiet please my handsome and beauty students," lightens the mood and maintains discipline with ease, strengthening rapport and fostering a supportive, student-centered environment. In contrast, the experienced teacher's affective strategies are more formal and focused on academic performance. Praise is generally linked to results rather than daily interactions, and lessons follow a clear structure and strict routine. Accountability is emphasized through additional tasks for students who do not complete homework, such as memorizing verb forms for presentation, highlighting a focus on discipline rather than emotional relaxation.

Assessment and feedback approach also differ: the novice teacher involves students in collaborative correction of formative tests, encouraging peer learning and active engagement with mistakes. The experienced teacher, however, corrects assessments independently and uses class time mainly for new content, favoring teacher-led feedback and a tighter schedule. Curriculum enrichment varies too. The novice teacher mostly follows the module and integrates occasional media like videos, while the experienced teacher frequently supplements lessons with additional grammar points beyond the textbook, proactively broadening students' understanding of foundational grammar. Both teachers use cooperative group work, but their emphasis diverges. The novice teacher promotes informal peer teaching to help students with different understanding levels, while the experienced teacher assigns clear roles to ensure effective contribution. Technology use is limited, focusing on computers and audio-visual media for listening and video, though the experienced teacher provides more authentic materials like audio transcripts during group tasks.

#### **4. Discussions**

The teaching methods of novice and experienced teachers differ significantly, reflecting variations in pedagogical beliefs, classroom management, and adaptability. Novice teachers often emphasize creating a warm and engaging classroom atmosphere where emotional support and interaction are prioritized. They tend to use more effective strategies, such as humor and praise, to motivate students and foster rapport (Surma et al., 2022). This approach helps to create a student-centered environment that supports learners' emotional and social needs during lessons. Such methods highlight the novice teacher's focus on building relationships to facilitate learning (Jan & Jrf, 2017)

In contrast, experienced teachers usually adopt more structured and formal teaching methods. Their approach to affective strategies is often more performance-centered, focusing praise on academic achievements rather than casual interaction. (Manzano, 2023) These teachers emphasize discipline and accountability, using clear routines and assigning additional tasks as consequences for incomplete work. This reflects their belief in the importance of responsibility and preparedness in the learning process (Ahmad, 2022). The structured nature of their classrooms can lead to higher academic rigor, though it may be less emotionally relaxed (A citation supporting the link between experience and structured classroom management would fit here).



Feedback and assessment methods further differentiate the two teaching styles. Novice teachers often engage students collaboratively in formative assessment corrections and peer learning activities, which supports active student participation and reflection. In contrast, experienced teachers typically prefer a teacher-led feedback approach, independently correcting assessments and prioritizing the efficient use of class time to cover new content. This indicates their preference for maintaining a tighter class schedule and more controlled learning environment (Mamoon-Al-Bashir et al., 2016)

Several factors contribute to these differences in teaching methods. Teaching experience shapes classroom management skills, pedagogical confidence, and content knowledge, enabling seasoned teachers to design more structured lessons with added curriculum enrichment. Novice teachers, still developing these skills, focus more on building rapport and experimenting with diverse strategies to find what works best. Personal teaching philosophy, professional development opportunities, and institutional expectations also influence their approaches, as experienced teachers may have internalized school routines and curricular demands that novices are still acclimating to. Understanding these contributing factors is key for designing support systems that help novice teachers develop and transition toward more effective, experience-informed teaching practices.

## **5. Conclusion and Suggestion**

The study reveals clear distinctions between novice and experienced teachers in their teaching methods, classroom management, and student engagement strategies. Novice teachers prioritize establishing a supportive and interactive classroom environment, focusing on emotional connection and collaborative learning. Meanwhile, experienced teachers demonstrate more structured, disciplined, and academically rigorous approaches, reflecting their deeper pedagogical knowledge and confidence. These differences are influenced by factors such as teaching experience, professional development, and personal teaching philosophy. Overall, the findings underscore the evolving nature of teaching practices as educators gain experience. To support this progression, it is suggested that targeted professional development programs be designed to help novice teachers build classroom management skills, deepen content knowledge, and develop efficient feedback methods. Mentorship from experienced teachers and opportunities for reflective practice can further facilitate novice teachers' growth, enabling a smoother transition into confident and effective practitioners.

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