

**TEACHER-MENTORS' EXPECTATIONS OF IN-SERVICE
ENGLISH TEACHERS IN CONDUCTING TEACHING
PRACTICUM: A STUDY AT TEACHER PROFESSION
EDUCATION PROGRAM OF SRIWIJAYA UNIVERSITY**

A THESIS

By

Ummi Azizah

Student's Number : 06011281722043

English Education Study Program

Departement of Language And Arts Education



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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DECLARATION

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Certified that thesis entitled "Teacher-Mentors' Expectations of In-Service English Teachers in Conducting Teaching Practice: A Study at Teacher Profession Education Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. I deserve to face the court if I am found to have plagiarized this work.

Palembang, 28 July 2021

The Undersigned



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DEDICATION

This thesis is dedicate to:

My beloved family, especially my parents who always support me in everything, everytime, and every condition. Thank you very much for always supporting me without pushing me that hard and never sue me to be like someone out there.

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Palembang, 28 July 2021

The writer,



Ummi Azizah

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ABSTRACT

This study aims to find out the expectations of the teacher-mentors of in-service English teacher engaging in Teacher Profession Education Program in conducting their teaching practicum. This research used qualitative data with population were the teacher-mentors. The samples are teacher-mentors who do mentoring to In-service English Teacher of Teacher Profession Education Program of Sriwijaya University. The result shows teacher-mentors' expectations for in-service English teachers in the teacher profession education program of Sriwijaya university of teacher conducting their teaching practicum have been fulfilled, as indicated by positive feedback from teacher-mentors, despite the fact that there are still several issues related to in-service teacher competence.

Keywords: Teachers-mentors' expectation, In-service teacher, Teacher Profession Education Program, teaching practicum.

CHAPTER I

INTRODUCTION

This chapter presents the background, the problem, the objective, and the significance of the study.

1.1 Background

According to Langeveld (1971), education is any effort, motivation, protection and assistance provided to children aimed at the education of that children, or indeed to help them be properly capable of carrying out their own life. In addition, Dewey (as cited in Hasbullah, 2006, p. 2) states that education is a process of forming fundamental skills intellectually and emotionally towards nature and fellow humans.

In Indonesia, the aim of national education is stated in the National Education System Law Number 20/2003, Article 3 and it says, to create the ability of students to become human beings who believe in and fear of God Almighty, have moral values, become useful, intelligent, capable, innovative, responsible, and be a democratic citizen. To realize the goals of the national education, the role of teacher is very important. The important role of teacher is stated in the Indonesian Regulation of Teacher and Lecturer No. 14/2005. Specifically, it is mentioned in the Article 1 which states that teachers are those whose main responsibilities are to educate, guide, lead, direct, prepare, evaluate students in the fields of primary education, formal education, basic education, and secondary education. In addition to Article 1, Article 8 specifies that teachers are required to have college qualifications, competencies, teacher certification, to be physically and mentally stable, and to be prepared to reach the national education objectives.

In relation to teacher certification, Indonesian government has conducted a program that is called *Program Pendidikan Profesi Guru* (PPG) or Teacher Profession Education Program. As stated in the Article 1, point 5 of the

Regulation of the Ministry of Higher Education Number 55/2017 concerning Teacher Education Standards, Teacher Profession Program is an educational program that is organized after an applied bachelor program or bachelor degree to obtain an educator certificate in early childhood formal education, basic education, and secondary education. In addition, according to the guide book of Teacher Profession Education Program Implementation (Indonesian Ministry of Technology and Higher Education, 2018) the aim of Teacher Profession Program is to answer various educational problems, such as teacher shortage, unbalanced distribution of teachers, under qualification teachers, and less competent teachers.

In the guide book of the implementation of Teacher Profession Education Program (Indonesian Ministry of Technology and Higher Education, 2018), based on the participants, there are Teacher Profession Education Program for in-service teachers and pre-service teachers. The Teacher Profession Education Program for in-service teachers is designed for both civil servant and non-civil servant teachers who have been teaching for more than five years at the educational units organized by the central government, regional governments, or education providers. Teacher Profession Education Program for pre-service teacher, on the other hand, is designed for those who have met the academic qualification requirements of S-1 / D-IV and will apply to become teachers.

In the Teacher Profession Education Program, there are subjects or course topics that the participants have to enroll. For the pre-service teachers of the Teacher Profession Education Program, the total credits of the course topics are 38 and they include *Lokakarya Pengembangan Mata Kegiatan Umum* (MKU) or Workshop on General Activity, *Lokakarya Pengembangan Perangkat Pembelajaran* or Workshop on Lesson Instrument Development, and *Praktik Pengalaman Lapangan* or Teaching Practicum. For the in-service teachers of the Teacher Profession Education Program, the course topics are actually the same; they include *Lokakarya Pengembangan Mata Kegiatan Umum* (MKU) or Workshop on General Activity *Lokakarya Pengembangan Perangkat*

Pembelajaran or Workshop on Lesson Instrument Development, and *Praktik Pengalaman Lapangan* or Teaching Practicum..

As described in the previous paragraph, both the in-service and pre-service teachers of the Teacher Profession Education Program have to conduct the Teaching Practicum as one of the course topics that they have to enroll. Teaching practicum is a concept that refers to the aspect of a student's professional training in education that is directly and practically dealing with their learning to do their job as a teacher (Duminy et al, 1992, p. 4). Similarly, according to Sunarya and Sunengsih (2018, p. 19), teaching practice is a program which provide practice experience to prospective teacher students through practical teaching activities at the training school. The aim of teaching practicum for the students of Teacher Profession Education Program is to gain real-world experience in applying a set of knowledge, attitudes, and skills that can help them master pedagogic competences, personal competences, social competences, and mastery of the subject matter as a whole (Indonesian Ministry of Technology and Higher Education, 2018),

In conducting the teaching practicum at schools, both pre-service and in-service teachers of the Teacher Profession Education Program are guided by teacher-mentors. As it is explained in the guide book of Teacher Profession Education Program Implementation (Indonesian Ministry of Technology and Higher Education, 2018), the teacher-mentors are assigned to provide assistance in workshops, research, and teaching practice and they are the teachers who have educational qualifications of at least a bachelor degree; have a professional educator certificate; have a functional teacher position at the lowest possible level of middle teacher, and have the same educational background as the field of study or subject being taught. This is in line with what described is by Mukhibad and Susilowati (2010) that teacher-mentors are teachers who are in charge of assisting students to practice during teaching practice in training schools and is a classroom teacher related to the field of study which is occupied by the practitioner.

As previously described, teaching practice can provide hands on experience for the prospective teachers. This is very true for the pre-service teachers of the Teacher Profession Education Program; teaching practice can help them to put into practice the knowledge they have got and experience the real teaching. With their limited or even no experience in teaching at schools, the pre-service teachers of the Teacher Profession Education Program may experience challenges. For example, they may not know what they have to do without the guidance of the teacher-mentors.

However, for the in-service teachers of the Teacher Profession Education Program, conducting the teaching practicum is not a new; besides, they themselves already teach. As stated in the guide book of the implementation of Teacher Profession Education Program (Indonesian Ministry of Technology and Higher Education, 2018), in-service teachers are civil servant teachers and non-civil servant teachers who have taught in education units, whether organized by the central government, regional governments, or community education providers who already have a work agreement or collective work agreement. Therefore, it is worth saying that the teacher-mentors may have different expectations when they are mentoring the in-service teachers of the Teacher Profession Education Program. In relation to this, this present study was designed to investigate what the teacher-mentors expected from the in-service English teachers of the Teacher Profession Education Program in conducting their teaching practicum.

1.2 Problem of the Study

The problem of this study is formulated in the following research question: “What did the teacher-mentors expect from the in-service English teachers engaging in Teacher Profession Education Program in conducting their teaching practicum?”.

1.3 Objective of the Study

Based on the description of the research question, this study was aimed to find out the expectations of the teacher-mentors from the in-service teachers of English engaging in Teacher Profession Education Program in conducting their teaching practicum.

1.4 The Significance of the Study

This research is expected to explain how the teacher-mentor treats the in-service teacher who does the teaching practice under Teacher Profession Education Program and will also help the in-service teacher understand how the teacher-mentor views them and what the teacher-mentors expect from them. The conduct of this study is also expected to shed a light on the needs of the in-service English teachers of Teacher Profession Education Program and the potential outcomes, challenges or issues that they may have during their teaching practice in order to enhance and establish more effective and systematic professional teaching practices for all. Finally, this research is expected to serve as one of the references the Teacher Profession Education Program of Faculty of Teacher Training and Education of Sriwijaya University to improve the teaching ability of the in-service teacher.

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