# MENTORSHIP IN TEACHER PROFESSION EDUCATION PROGRAM (*PROGRAM PENDIDIKAN PROFESI GURU*) AT SRIWIJAYA UNIVERSITY: IN-SERVICE TEACHERS' EXPECTATIONS FROM THEIR TEACHER-MENTOR

## A THESIS

By

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**Department of Language and Arts Education**



## FACULTY OF TEACHER TRAINING AND EDUCATION

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ii

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iii

# DECLARATION

I, the undersigned,

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Certify that the thesis entitled "Mentorship in Teacher Profession Education Program (*Program Pendidikan Profesi Guru*) At Sriwijaya University: In-Service Teachers' Expectations from Their Teacher-Mentor" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve the face court if I am found to have plagiarized this work.

Indralaya, July 26th, 2021

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iv

## THESIS DEDICATIONS AND MOTTO

This thesis is dedicated with all my sweat and tears to my beloved parents and my family.

## MOTTO

"Whatever you are, be a good one"
-Abraham Lincoln

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Indralaya, July 26th, 2021
The Researcher

Tesya Nevanda

# TABLE OF CONTENTS

## LIST OF TABLE

**Table 3.1**      The Populations of The Research

**Table 4.1**      Result of the Participants' Interview Analysis

## LIST OF APPENDICES

**Appendix A** Written Interview Questions

**Appendix B** Some of Participants' Responses

**Appendix C** Usul Judul Skripsi

**Appendix D** SK Pembimbing

**Appendix E**   Thesis Consultation Card

**Mentorship in Teacher Profession Education Program (*Program Pendidikan Profesi Guru*) At Sriwijaya University: In-Service Teachers' Expectations from Their Teacher-Mentor**

## ABSTRACT

This research presents the in-service teachers' of the Teacher Profession Education Program at Sriwijaya University expectations from their teacher-mentor during the teaching practice. It was conducted with a qualitative research approach. Data were gathered from the written interview with 24 in-service English teachers of the Teacher Profession Education Program at Sriwijaya University academic year 2020. The data obtained ware analyzed using the thematic approach and shows that most of the in-service teachers expected the teacher-mentor to be the guide who provides the guidance; they were also expected the teacher-mentor could give their opinion or feedback during the teaching practice. The participants' expectations from the roles of teacher-mentor were the same as the actual roles of teacher-mentor that they found during the teaching practice and it was stated from the in-service English teacher based on their experience during teaching practice. The in-service English teacher thought that, in general, the teacher-mentor was already good and the same as what they were expected. However, there is a thing that needs to be improved from the teacher-mentor; they should manage to spend more time guiding the participants during the teaching practice.

**Keywords: Teaching Practice, In-Service Teacher, Teacher-Mentor**

# CHAPTER I

# INTRODUCTION

This chapter introduces the background of this study, the problem of the study, the objectives of the study, and the significance of the study.

## 1.1 Background of the Study

Teachers are one of the important components of educational goals. They are the most influential people in teaching who handle learning activities and atmosphere. In education and learning, teachers have an essential role to play to enhance students' outcomes and to achieve continued and accumulative effects on learning (Meiers, 2007). The teacher profession is a professional role that has a major duty in the classroom activities. National Education System Law Number 14/2005 from The Ministry of Education and Culture of the Republic of Indonesia (2005), regarding teachers and lecturers, stated that teachers and lecturers have a highly crucial function, role and position in national education development to improve the teacher as a respected profession. The preparation of teachers as professions is stated in Article 2 of Government Regulation Law Number 74/2008, which states that the teachers must have academic education, skills and teacher's certificates, be competent physically and mentally and enhance the standard of national education (The Ministry of Education and Culture of the Republic of Indonesia, 2008).

It is documented in the literature the importance of teacher qualifications, performance, active participation in professional development, the engagement of knowledge with current questions, ethically conducting their tasks, and showing commitment and responsibilities in teaching practices at school (Tanang & Abu, 2014). Tanang and Abu (2014) also add that students' academic success is dependent on teachers' ability to engage in learning practices that are facilitated by the teacher's experience and abilities, temperament, and practice. In line with this, Hamre & Pianta (2005 as cited in Abdullah, 2015) point out that the quality of the teacher is one of the predictors of student academic performance. So, to help

teachers improve their professionalism that is expected to produce a better quality of education, the Indonesian government in 2015 has launched the Teacher Professional Education Program or *Program Pendidikan Profesi Guru* (PPG).

There are 75 tertiary institutions or universities that conduct the Teacher Profession Education Program (Indonesian Ministry of National Education, 2021). Sriwijaya University is one of the institutions given the authority by the Indonesian government to implement the Teacher Profession Education Program for both pre-service and in-service teachers. The teacher Profession Education Program for Pre-service teachers is aimed to train the graduates of the undergraduate study of both educational and non-educational background who want to become a teacher to completely learn the teacher competencies in compliance with national education requirements to receive the teacher certificates. The Teacher Profession Education Program for the in-service teachers is designed for those teachers who have been teaching for more than five years at the education units organized by the government or private education institution.

The Teacher Profession Education Program is governed by a curriculum designed by the Indonesian government by referring to the principle of the activity-based curriculum or experience-based curriculum (Ministry of Research, Technology and Higher Education, 2017). The implication of this is that the lessons of The Teacher Profession Education Program are activities that are in the form of workshops on the development of learning tools as a form of implementation of the technological pedagogical content knowledge (Mishra & Koehler, 2008). According to the Regulation of The Ministry of Reseach, Technology (2017), or *Peraturan Menteri Riset dan Teknologi Pendidikan Tinggi (Permenristekdikti)*, Number 55/2017, Article 20 Paragraph 11, the total credit for the PPG Program for In-service teachers is 24 credits which divided into of 24 credits is divided into following activity: *Lokakarya Pengembangan Mata Kegiatan Umum (MKU)* or Workshop on General Activity*, Lokakarya Pengemangan Perangkat Pembelajaran* or Workshop on Lesson Instrument Development, and *Praktik Pengalaman Lapangan (PPL) or* Teaching Practice.

Similarly, for the pre-service teachers of the PPG program, it is stated in the Teacher Profession Education Program administration guidelines that the learning activities are implemented in 36-40 credits for two semesters (Nurwandani et al., 2018). 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 (Ministry of Research Technology and Higher Education, 2017). As mentioned previously, both pre-service and in-service teacher would have the Teaching Practice or *Praktik Pengalaman Lapangan* (PPL) as a course that must be taken, which means that they have to go to a partner school to observe and put into practice their knowledge by conducting the teaching practice at that school.

Practical learning and not learning activities are included in the teaching practice for the pre and in-service teachers under the Teacher Profession Education Program. From the Teacher Profession Education Program administration guidelines Nurwandani et al. (2018), the overall goal of school learning and non-learning practical activities is that students in the teacher vocational education program have real and situational experience in applying a series of knowledge, attitudes and skills. These knowledge, attitudes and skills can support the realization of teaching ability and personality ability, social skills, and the ability to fully grasp topics in the research field. During their teaching practice, the students of the Teacher Profession Education Program would experience the teaching practice in the real educational environment. For the in-service teacher-student, they will have additional experience in teaching that helps them to train and develop professionalism and keep up to date with the changes that have occurred in the field of teaching and learning process (Omar, 2014). It can also be concluded that teaching practice activities can provide experience to students in competency development in the field of education, provide opportunities for students to learn and get to know all the problems in school related to the learning process, it provides students with the opportunity to apply

the knowledge and skills learned in a real school environment, and can promote a good partnership between the university and the school (Dasmo & Sumaryati, 2015).

In the study conducted by Sunaryo et al. (2020) they argue that the success of students in teaching practice is affected by many factors, one of which is the role of teacher-mentor and supervisor. Teacher-mentors are responsible for advising students during their studies in the teacher professional education program when they are conducting teaching practice. The process of guiding, directing, and teaching others about how to achieve a certain career direction or goal by teacher-mentor is known as mentoring (Petrovska et al., 2018). The mentoring relationship between teacher-mentors and student teachers is one of the most critical facets of the practicum experience. The mentoring relationship in teaching practice is very beneficial for both pre-service and in-service teachers as their evaluation and their reflection and referenced for them to make a better performance in the future and it can be helpful for their individual development.

During the practicum process, the role of teacher-mentors is important in the professional training and/or development of student teachers because they actively advise and encourage them on their path to being professional teachers (de Dios Martínez Agudo, 2016). In short, the teacher-mentor is considered to be the most influential individual in the professional development of student teachers. Teacher-mentors are approached to evaluate instructional patterns and behavior in which data are directly extracted from the actual educational environment. It means, when the students of the Teacher Profession Education Program went to partner school for doing the teaching practice, they would be observed and assessed by a teacher-mentor. According to the Teacher Profession Education Program administration guidelines teachers with a bachelor's degree or higher, have a professional educator certificate, have a functional teacher position at the lowest possible level of middle teacher, and have the same educational background field of study or subject being taught are assigned as a teacher-mentor to assist in workshops, research, and teaching practice (Nurwandani et al., 2018).

A mentor is a person who helps with his or her expertise, experience, and perspectives; the basic concept is that the mentor offers support to the mentee in their personal and professional growth (Peiser et al., 2018). This helps teachers in the assessment of strengths and weaknesses; investigates preparation strategies to assess that there is a connection between goals and actions; and provides teachers with the ability to evaluate the effect of the change in teaching behavior.

From the internet search engine, the researcher found many other researchers have focused on Indonesian pre-service teachers' professionalism as well as the factors that affect their formation and their perception about this on their research. However, only little researches about in-service teachers' expectations from their mentor-teacher on their performance during their teaching practice. One of the most important resources in curriculum development is to determine the expected personal needs, which can be assessed as personal needs are important for policy making to ensure the success of the curriculum (Braimoh, 2008). Nevertheless, in the teacher education programs of classroom teaching, teaching practice is regarded as the most important curriculum by student (Kiggundu & Nayimuli, 2009). Therefore, this present study was designed to focus on the expectations of In-Service teachers of The Teacher Profession Education Program Sriwijaya University from their teacher-mentor which constitute the main components of the teaching practice curriculum. This research is worth doing because relevant previous studies focused mostly on the pre-service teachers. Examining In-service teachers' expectations on their teacher-mentor can fill in the gap of the existing literature about the teaching practice mentorship with regard of those who have already got experience as teachers.

**1.2 The Problem of the Study**

Based on the explanation above the problem of the study is formulated into this question: What were the in-service English teachers' of Teacher Profession Education Program Sriwijaya University expectations on their teacher-mentor mentorship during the teaching practice?

## 1.3 The Objective of the Study

In relation to the problem above, this study is aimed to find out the in-service English teachers' of Teacher Profession Education Program Sriwijaya University expectations on their teacher-mentor mentorship during the teaching practice.

## 1.4 The Significance of the Study

Educational research is essential to provide scientific basis for exploring the strengths and weaknesses of educational institutions and their future development. The role of the Teacher Profession Education Program is vital in promoting government efforts to increase the quality of teachers. To be able to deliver high-quality instruction, teachers must be prepared with the expertise and skills required to educate them; one example of this is the teaching practice. In this teaching activity, the assessment of in-service teachers by their teacher-mentor is required because it will lead to better learning outcomes. The findings of the study would be beneficial for the teacher-mentors as an evaluation to improve their performance. Considering the limited amount of mentoring research for in-service teachers in Indonesia, the results of this study can be used as an additional guide for other researchers who want to make research in the same area because the previous studies focused mostly on the pre-service teachers.

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