



P-ISSN 2355-2794
E-ISSN 2461-0275

Voice of EFL Mentor Teachers: Mentorship for Mutual Professional Development

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Abstract

This study aimed to report the voice of mentor teachers towards pre-service English teachers' professional development viewed from relational, developmental, and contextual components during school teaching practice programs. The study employed a descriptive case study. Utilizing the purposive sampling technique, four mentor teachers from public and private junior secondary schools participated in this study. The instrument used was an interview protocol, and the data were collected through a one-on-one interview using a voice recorder for gathering a comprehensive perspective towards the pre-service English teachers' professional learning. The data were analyzed by using a coding system and employing coding cycles. The findings showed that all components—relational, developmental, and contextual—were found. The mentor teachers voiced their perspective and stressed the developmental component because they found that the pre-service English teachers experienced hindrances both externally and internally regarding teaching performance, classroom management, and motivation. These hindrances contribute to their professional development. This present study result implies a policy implementation related to the synchronization between collaborating schools and universities. The synchronization can be in

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Citation in APA style: Tanjung, F. Z., Musthafa, B., & Wirza, Y. (2021). Voice of EFL mentor teachers: Mentorship for mutual professional development. *Studies in English Language and Education*, 8(3), 986-1005.

Received March 16, 2021; Revised June 27, 2021; Accepted July 23, 2021; Published Online September 16, 2021

<https://doi.org/10.24815/siele.v8i3.20401>

terms of preparing the mentor teachers and providing the pre-service English teachers a supportive mentorship. Furthermore, the collaboration between schools and universities is also required in the exchange of valuable sources concerning educational instruction trends such as evidence-based practices in peripheral contexts, English teaching for students with diverse cultural backgrounds and academic competencies, and dissemination of best practices that have been implemented in schools for the formulation of teaching theories being taught through course subjects at teacher education departments in the universities.

Keywords: Mentor teachers, mentoring, pre-service English teachers, professional development.

1. INTRODUCTION

Teacher education program provides concrete experience under the mentor teachers' guidance as one of the commonly employed professional induction processes (Zuljan & Vogrinc, 2007) for pre-service English teachers (hereafter PSETs) to learn in the real teaching context in order to be professional English teachers. In the implementation of mentoring, the presence of mentor teachers is significant for PSETs because they are expected to make an impact on fostering PSETs to develop their competencies not only in terms of knowledge and teaching but also in terms of building solid collaboration (Ritcher et al., 2013). Thus, mentor teachers have a significant role in mentoring the PSETs to develop their comprehensive knowledge and skills, interact with school members, and adjust themselves to tackle the problems related to school conditions, including students' behavior.

Globally, many scholars have conducted a number of research studies on how mentoring and mentor teachers contribute to pre-service English teachers' professional development. Lai (2005) revealed that the process of mentoring did not successfully address the university's expectations since only a small number of mentors followed and practiced the guideline provided by the university. In addition, most mentors and their mentees were rarely engaged. In addition, most mentors also did not involve their mentees in collaborative activities and did not encourage the mentees to relate the given theory in the university with the practices occurring in the school field. Echoing the similarity with the aforementioned research, Zuljan and Vogrinc (2007) examine mentees' expectations towards their mentors. These mentees expressed their expectations using general terms and rarely mentioned expecting some encouragement related to thinking reflectively from their mentors. On the contrary, the mentors reported that the mentees had a problem with their motivation. The highlighted point of this research is the recommendation to reduce mentors' workload so they can do their mentoring tasks adequately. Liu (2014, p. 38) found that "due to a lack of budget for teacher education departments and spare time for mentor teachers", teacher education departments only provided mentor teachers with mentoring manuals in which training program was considered as the ideal preparation for mentors. Consequently, the mentor teachers anticipated the mentoring program by using their ideology and experience with mentorship.

Furthermore, [Heirdsfield et al. \(2008\)](#) reported that there was an interplay of three dimensions during the mentoring process for first-year students. The three dimensions cover cognitive, affective, and meta-cognitive dimensions. They also recommended a relational model consisting of those dimensions in the mentoring program. In addition, pre-service teachers expect their mentors to focus more on giving opportunities for them to learn ([Ambrosetti & Dekkers, 2010](#)) and to develop the mentoring relationship which consists of relational, developmental, and contextual components ([Ambrosetti, 2010](#)) as they are essential for professional development ([Ambrosetti, 2014](#)). Moreover, the mentors play an important role in helping their mentees to advance their personal and professional competencies of teaching ([Crasborn et al., 2011](#)) which are significant for preservice' perceptions towards the mentor teachers ([Izadinia, 2016](#)). In addition to this, the importance of mentors' role in the relational, developmental, and contextual components during the mentoring program was also articulated by the pre-service teachers who expect to learn more about the teaching profession through professional placement at particular schools. It should be noted that they do not only need support for their teaching performance or educational aspects, but they also require interactions and situational features that can promote their learning process to teach in the future ([Ambrosetti, 2010](#)).

Not merely about teaching, the process of mentoring pre-service teachers is also expected to enable both mentor and mentee to develop a "harmonious relationship" and open a discussion for the core values, and assumptions about teaching practices and learning process ([Leshem, 2012, p. 419](#)). [Hudson \(2013\)](#) states that mentors have barriers—for instance, time management—of providing quality mentoring because of their teaching workload. However, getting involved in a mentoring program allows mentors to learn about effective planning in order to optimize and allow their mentees to gain maximum benefit of teaching practice for professional development. Next, [Bukari and Kuyini \(2015\)](#) claim that very few mentor teachers play their roles actively during the mentoring programs. Thus, mentor teachers' preparation ([Izadinia, 2017](#)) and the provision of continuing professional education for them ([Galamay-Cachola et al., 2018](#)) are recommended. In the same vein, [Phang et al. \(2020\)](#) found that mentor teachers only played their roles at a moderate level and even considered a number of roles as unnecessary. Therefore, they suggest the provision of a mentoring manual which has been previously highlighted by [Liu \(2014\)](#).

In the Indonesian context, generally, previous research studies have focused on pre-service teachers' professional learning during teaching practice (See [Abdullah et al., 2020](#); [Hapsari & Ena, 2019](#); [Iqbal & Nuraeni, 2017](#); [Iswandari, 2017](#); [Raharjo & Iswandari, 2019](#); [Wati, 2020](#)). Findings from these numerous research papers can be categorized into several themes related to their involvement in teaching practice programs: pre-service teachers' role, types of professional identity tensions and strategies, classroom management, mentoring support in Local Teaching Practice (LTP), and International Teaching Practice (ITP) settings. However, considering the aforementioned previous related studies which focused on the pre-service teachers' voices of their professional learning ([Ambrosetti, 2010](#)), and the mentor teachers' beliefs in guiding PSETs during school-based practicum in senior high school settings ([Kuswando, 2017](#)), the study about mentor teachers' voices still needs further investigation. Therefore, the present study aims to investigate mentor teachers' perceptions of their pre-service teachers' (mentees) professional learning viewed from relational, developmental, and contextual components during their teaching practice at

schools in the border area to address the gaps in the previous related studies. Furthermore, this research was guided by the following question: How do mentor teachers perceive their pre-service teachers' (mentees) professional learning during the school teaching practice period viewed from relational, developmental, and contextual components?

2. LITERATURE REVIEW

2.1 Mentoring Program

Mentoring plays a paramount role for PSETs during their training to be professional teachers. [Malderez \(2001, p. 57\)](#) describes that mentoring is “the support given by one (usually more experienced) person for the growth and learning of another, and their integration into and acceptance by a specific community”. Hence, it is not solely focused on the mentor teachers' effort to nurture PSETs to develop their cognition, performance, as well as an attitude as the whole package of teacher identity but also to enhance their ability to negotiate within school contexts. In addition, mentoring is described as a training program that allows mentees to share ideas and consistently learn with experienced teachers until they, in turn, can collaboratively construct the meanings from their professional learning processes ([Beattie, 2000](#), as quoted in [Heirdsfield et al., 2008](#)).

Particularly, mentoring also allows the mentor teachers and PSETs to get mutual benefits for their professional development. Mentoring enables mentor teachers to reflect on their own instructional practices, advance their pedagogical knowledge, and improve their leadership skills for professional growth, feel satisfied with their roles as mentors, as well as develop their self-esteem and communication skills ([Drew et al., 2000](#); [Gilles & Wilson, 2004](#); [Hudson, 2013](#); [Lee & Bush, 2003](#); [Liu, 2014](#)). Considering the aforementioned benefit of mentoring for mentor teachers, PSETs or mentees would also benefit from their concrete experience in the field. For example, they can gain and develop situational-based skills as they acquire new specific knowledge from the context in which they are trained and simultaneously use that knowledge to overcome the identical condition when occurring in the future ([Bukari & Kuyini, 2015](#)). Thus, each PSET can possibly possess different knowledge for their professional competence and skills since they learn to teach in a variety of teaching circumstances. Additionally, PSETs can manage their responsibility for teaching activities in a classroom, provide effective teaching for their students, observe the best practice from their mentors, share ideas, concepts, and experiences to support their professional learning, be open towards constructive feedback to acknowledge their professional progress and continually develop reflective practice as part of their lifelong professional learning ([Ambrosetti & Dekkers, 2010](#); [Bukari & Kuyini, 2015](#); [Lai, 2005](#); [Rajuan et al., 2008](#)).

2.2 Why Mentoring Matters in Pre-service Teachers Education?

Ideally, there are three important mentoring components, namely relational, developmental, and contextual when the mentoring programs are conducted ([Lai, 2005](#)). In terms of relational component, Lai used [Gehrke's \(1988\)](#) mentoring

conceptualization in which the relationship between the mentor and mentee is built through four phases: 1) the mentor creates the gift of wisdom, 2) the mentor passes on it to the mentee, 3) the mentee commits to transform himself/herself in order to be a mentor, lastly, 4) the gift of wisdom is being given by the mentee who has become a mentor to a new mentee. Thus, this relational dimension emphasizes viewing the relationship between mentor and mentees as a mutual influence that enables both members to get benefit from each other mainly in terms of learning, growing, and transforming into more responsible and contributing individuals to “the growth and development of their partner” (Ragins, 2012, p. 521). Furthermore, during a mentoring program, it is expected that the mentor-mentee relationship is interconnected since what the mentor does to their mentee can give an impact on what the mentees feel and ultimately encourage their success in the teaching practice program (Maynard, 2000). In addition, maintaining the mentee’s motivation during their professional placement at school is another important aspect of the relational component. Zuljan and Vogrinc (2007, p. 383) state that “quality trainee learning” depends on two aspects: the mentor’s support and the given challenges to the mentee. They further explain that the first aspect, the mentor’s support, is required because it can promote the mentee’s personal growth, motivation to learn, integration, and feeling of being accepted within the community (Malderez, 2001).

Next, related to the developmental component, Lai (2005) highlights several mentoring conceptualizations, e.g., Healy and Welchert (1990), Maynard and Furlong (1993), and McIntyre and Hagger (1993). Each conceptualization provides a different level of mentor’s involvement relationally to give an impact on mentees’ professional development. For example, mentor and mentee are considered as the individuals who can build a “dynamic, reciprocal relationship” in order to foster not only one-sided individuals but also both of them simultaneously (Healy & Welchert, 1990, p. 17). Furthermore, the mentor’s ways of mentoring are explicitly differentiated into three versions (McIntyre & Hagger, 1993). First, the mentors supervise their mentees to enhance their knowledge and skill. Second, mentors put effort into helping mentees reflect on what ideas they have and practices they have undergone, sharing their viewpoints as well as experiences to provide mentees with lots of knowledge, and giving advice for mentees’ practices. In this developed version, the mentors’ role is more involved in the mentoring programs since they do not merely supervise but also engage them actively in teaching ideas, practices, and reflection. Third, mentors engage mentees to learn from the related party which contributes to the school environment such as community.

In line with the aforementioned three versions of mentoring, Maynard and Furlong (1993) classify three models of mentoring which still correspond to the present context of teaching practice. The three models are the apprenticeship model, the competency model, and the reflective model. In the apprenticeship model, the mentors act as models for their mentees. Besides, they also become interpreters for mentees in noticing the convolution of the teaching and learning process. In contrast to the preceding model, the competency model puts the mentees in an active position. They do not only see how the mentors behave and accomplish their duty at school, but they also have to participate in a well-ordered training program. Thus, by applying this model, the mentees’ competency will improve effectively. As the final one, the reflective model enables the mentors to assist and guide mentees to improve their critical reflection on teaching performance and activities at school.

Briefly, the developmental component in the mentoring program does not only consist of the mentors' ways of improving the mentees' professional knowledge, giving advice, or enabling the collaboration with the community of practice at school, but it also connects to how the mentors put themselves as the role model, provide the mentees an opportunity to speak up for themselves such as giving ideas or constructive criticism and encourage them to conduct reflective practice for the betterment of their personal and professional growth.

In a discussion of the contextual component of mentoring, the school organization (Lai, 2005) and "the effective socialization of the novice into the current culture and practices of the school" (West, 2016, p. 25) have an impact on mentees. They can learn from the mentors about adjusting the instruction to address students' learning styles, understanding and obeying the school policies and procedures, as well as collaborating with the other teachers. Allowing mentees to observe, plan, communicate, reflect, and involve actively in teaching practice in the classroom and the school environment, precisely with the support from their mentors, can encourage these pre-service teachers' professional culture growth; otherwise, several mentoring tasks and the inexistence of mentors as co-encourager will cause mentees to become frustrated and subsequently affect their professional identity (Zhao & Zhang, 2017). Therefore, the interpersonal relationship (Kuswando, 2017) is not merely required between the mentor and mentee, but it also has to be developed between the mentee and the students, between the mentee and other members of the community of practice, and between the mentee and school staff in order to make them feel respected or accepted. As a result, the mentees can have meaningful practical experience and take their professional learning seriously as the initial step for further career development.

3. METHODS

3.1 Research Background and Setting

This is a descriptive case study because it seeks to explain some current occurrences (Yin, 2014) related to four mentor teachers' perspectives of six PSETs during their school teaching practice. The case study approach allows the researchers to address explanatory questions (Hamied, 2017) and gather the data in natural settings (Creswell, 2014). This case study was conducted during the school teaching practice period, in which PSETs did their teaching practice. There were four junior secondary schools, two public schools, and two private schools. All schools apply a block system for teaching practicum, which means that PSETs stay in the collaborating schools for six days a week within three months. The PSETs cannot choose the collaborating school based on their own interest since the executive unit of field-teaching experience (*Unit Pelaksana Praktek Pengalaman Lapangan* or UP PPL) at the university that has the authority to organize the distribution, cooperates and coordinates with each study program, and also junior secondary schools as the university partners in facilitating PSETs to do their teaching practice.

3.2 Participants

The participants of the research were four mentor teachers from four (two public and two private) junior secondary schools in Tarakan Island, North Borneo, Indonesia. A purposive sampling technique was employed. This sampling technique was chosen because the researchers “must cultivate informants or individuals who will agree to be interviewed to describe their views” (Hamied, 2017, p. 200). Additionally, in order to provide variety and breadth of the research case (Etikan et al., 2016), some background variables were regarded as the point of consideration, such as the research participants’ gender, employment status, years of teaching experience, frequency or years of mentoring experience, and their academic titles (as indicated in Table 1). All participants who agreed to get involved in this had filled out the consent form. Furthermore, to keep the participants’ personal information confidential, their names were coded (i.e., T1 for Teacher 1, T2 for Teacher 2, and so forth). The students’ names mentioned in the excerpts are also coded as Student 1, Student 2, and so forth.

Table 1. An overview of the research participants’ background variables.

| MT | Employment status | Affiliation status | Gender | Years of teaching experience | Times mentored the PSETs | Academic title |
|----|-------------------|--------------------|--------|------------------------------|--------------------------|----------------|
| T1 | Honorary | Private school | F | 9 years | > 5 times | S.Pd. |
| T2 | Honorary | Private school | F | 6 years | ≤ 5 times | A.Md. |
| T3 | Civil servant | Public school | F | 25 years | > 5 times | S.Pd. |
| T4 | Civil servant | Public school | F | 17 years | ≤ 5 times | S.S. |

3.3 Instrument, Data Collection, and Data Analysis

The instrument was an interview protocol. The interview protocol consisted of eighteen questions which contained the questions about the participants’ teaching and mentorship experience, their roles, the reflective practice, the way of building communication with the PSETs, as well as the PSETs’ professional, social, personal, and interpersonal capacity. In order to get valuable and useful information, a semi-structured interview form was used. In addition, during the interview session, there were also spontaneous questions being asked related to the responses given by the participants.

The data were collected through an interview, with the following procedure. First, the participants were contacted and asked about their availability, mainly about the suggested day and time at their convenience. The teaching schedule and school duty accomplishment were part of the consideration in deciding the interview time. Second, the interview session was carried out at the end of the PSETs’ school teaching practice period, so the participants presented a comprehensive perspective about the PSETs’ teaching and professional learning. Each participant was interviewed for a minimum of 30 minutes. It was a one-on-one interview. Third, the interview session was recorded by asking the participants’ permission for analysis purposes. After the interview, the verbatim transcription was made.

The collected data from the interview were then analyzed by storing and classifying words and phrases. The researchers adapted Lai’s (2005) three mentoring components (relational, developmental, and contextual components) and Ambrosetti’s (2010) as the coding system because both of them focused on a similar framework of

mentoring components. Next, a further stage was required to analyze the responses. Thus, Miles et al. (2014) coding cycles was employed. At the first cycle coding, the elemental methods (descriptive, in vivo, process coding) and the affective methods (emotion and values coding) were conducted. Then, it was continued by applying pattern codes (categories or themes) to analyze the data. All of the stages were utilized to ascertain the trustworthiness of the data analysis process. For the validity of the findings, member checking was carried out (Creswell, 2014).

4. RESULTS

This section presents the answer to the highlighted research question: How do mentor teachers perceive their pre-service teachers' (mentees) professional learning during the school teaching practice period viewed from relational, developmental, and contextual components in the Indonesian context mainly in the border area. Each subsection covers the relational component, the developmental component, and the contextual component.

4.1 Relational Component

Doing their duties as mentor teachers, the four participants had different perceptions about the PSETs' ways of building a relationship during the teaching practice program. The findings of the relational component are displayed in Figure 1.

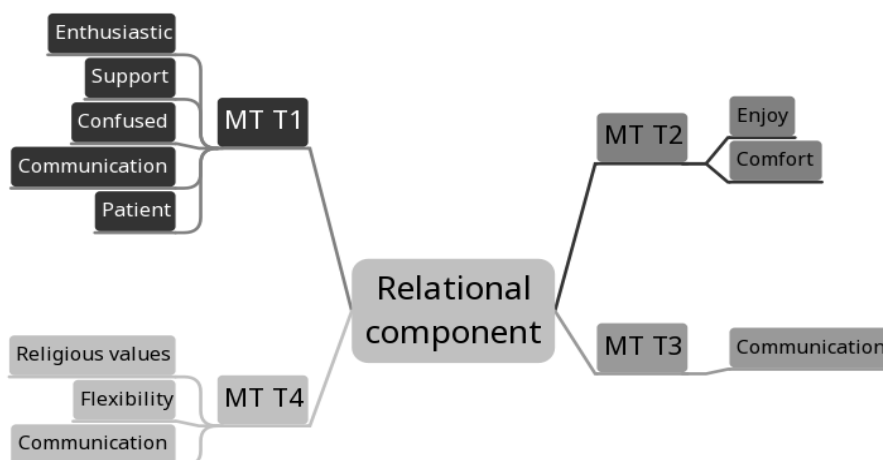


Figure 1. The findings of identified words or phrases in the relational component.

Mentor teachers identified the relational components by labeling their feelings and explaining their actions. MT T1 reported that she found her mentees to be enthusiastic, patient, and confused. However, she also found that effective communication enabled herself and the mentees to support each other. The followings are the excerpts from MT T1.

- (1) Excerpts from MT T1:
 (E1) **Enthusiastic:** ...they are also helpful, they work together. Sometimes they even offer themselves to help. (MT T1)

- (E2) **Patient:** About Student 1, because he is too kind and never gets angry...[T]he teaching motivation is low possibly, [because] his class is difficult to handle...yet he still teaches...In the beginning, he was already complaining. That's why I told Student 1 to be patient because he had a challenge in teaching because he got 8th grade, I said, "that's why you have to be creative." He replied, "God willing, Ma'am." (MT T1)
- (E3) **Confused:** Yes, maybe, because they haven't had time to prepare, yet. So that's how it is...Yes, [they came] after the mid-test, that's why the time is a bit less for them [to do some adaptation]. (MT T1)
- (E4) **Support:** About Student 1, because he is too kind and never gets angry, I get confused about how to support him. So, I just give him motivation. After that, I'm confused about what to do with him because maybe that's how it is, so I just encourage him. (MT T1)
- (E5) **Communication:** For other matters, thank God, it's not bad...Student 2 rarely consulted...[Comparing both of them], Student 1 is diligent, if there is a problem he will definitely talk, while Student 2 will definitely say "it's okay, Ma'am", so I just let it be. (MT T1)

In the first excerpt, MT T1 claimed that her mentees were enthusiastic to work with her. Moreover, they often offered to help her with school activities. In brief, the mentees could collaborate or cooperate with their mentor without obstacles during the mentorship. Furthermore, in the second excerpt, she revealed that Student 1, one of her mentees, never got angry, although he faced a problem in handling the students. Hence, she kept motivated him, so Student 1 would develop his motivation gradually and could overcome his teaching problem. It is directly connected to the third excerpt. The mentor stated that she was still confused about the way of supporting Student 1. However, she thought that motivating her mentees simultaneously was important as presented in the fourth excerpt. She asserted that since she knew that the students' characteristics at the school were the cause of Student 1's demotivation to teach. Thus, what she could do was motivating him. Furthermore, the fifth excerpt shows that there was effective communication between MT T1 and Student 1 which enabled both of them to share and discuss the obstacles that occurred in the classroom. On the contrary, Student 2 simply said that she did not get any difficulty in conducting her teaching and showed MT T1 that everything was under control. Therefore, MT T1 did not ask for further information related to Student 2's problems due to her ability in classroom management or school activities in which she was involved.

Next, MT T2 explained that she conducted a more flexible mentorship, so the mentees—Student 3 and Student 4—could feel more comfortable.

(2) Excerpts from MT T2:

- (E1) **Enjoyment:** No, there is no [difficulty]. I just enjoy and converse with them, sometimes they also tell me stories...When they are with me, it's enjoyable because I've also experienced school teaching practice like them, [in the past] I've been made complicated by the mentor teacher...sometimes I asked the mentor teacher to come into the classroom, [but] my mentor wasn't there to see my progress...so I didn't see my progress. (MT T2)
- (E2) **Comfort:** Yes, but when Student 3 taught, it was good. Maybe she was a little nervous, but she was good, she had already mastered [the material] because the night before she taught, she asked me about how to teach this. Well, I gave her advice, "don't be afraid, don't be nervous...". (MT T2)

In the first excerpt, MT T2 used her past experience as a comparison for herself to do the mentorship. She did not want to act like her mentor teacher in the past school teaching practice program. Therefore, she used a different approach to build a relationship with her mentees and made an effort to ensure them that she could be the

one with whom her mentees could share and discuss their concerns or problems during the teaching practice period. Next, the effort to develop interpersonal comfort was also found in the way MT T2 mentored the mentees. Initially, she acknowledged one of her mentees' teaching anxieties. Then, she wanted the mentee to keep calm by listening to her and trying to understand the problem the mentee faced. Finally, she advised the mentee. In particular, based on the mentor teacher's attempt of developing interpersonal comfort with her mentee, it can be stated that she wants to get trustworthiness from her mentee. This further contributes to build the mentee's confidence and convince the mentee to challenge her teaching performance outside the comfort zone.

Afterward, MT T3 noted that her mentee always communicated with her about administrative matters such as lesson plans. Since the mentee was sociable and friendly, she did not get any difficulty working with him.

(3) Excerpts from MT T3:

(E1) **Communication:** Student 5 is easy to adapt because he is sociable...maybe because he used to be here, he just takes it easy...[but] sometimes he [also] panics. But sometimes before he holds his teaching session, I said to him "Student 5, I don't sit in the classroom today, because you still use the lesson plan you've had consulted". He is good [in handling the students]...He's also good at communication. (MT T3)

MT T3 noted that Student 5 could socialize and adapt to the school environment quickly. Moreover, based on her explanation, it was revealed that Student 5 was the alumnus of the school where he was assigned to do his teaching practice. Henceforth, it made him more comfortable because he had already been familiar with most of the school members and the school environment. Besides, MT T3 asserted that she always monitored and motivated him to challenge his teaching outside the comfort zone. It was done by allowing the mentee to teach without being observed in the classroom if he still taught the similar learning material or used a similar lesson plan. MT T3 stated that she would join the teaching and learning process when the mentee taught English by using the new lesson plan. This activity was continuously done as it was part of their agreement. Subsequently, she emphasizes that the agreement itself was important during the mentoring program, but she did not document the mentoring agreement in the written form. MT T3 and the mentee agreed to communicate in person about the expectations, plans, and goals in professional settings.

In addition, MT T4 shared about her perception which consists of religious values, flexibility, and communication.

(4) Excerpts from MT T4:

(E1) **Religious values:** Yes, I wanted to invite [her to] the *Tadarus* group [recitation of the Al-Qur'an group] too, [but] I postponed it because I thought it would be far away, ...yes, I just want to invite, yes, [because] I think that is necessary [the relationship in the academic settings can be strengthened with religious values]. (MT T4)

(E2) **Flexibility:** Yes, the important thing is to be adjustable...while I am guiding [the mentee should realize her position in mentoring] and there is also the time [to be more relaxed]. (MT T4)

(E3) **Communication:** It's different, when I was in elementary school, I [my mentorship] wasn't really like [what I did to] Student 6 [now]. Student 6 asked for guidance. If I had to compare, my previous mentees used to work alone. However, sometimes, I gave them the book of lesson plans...Yes, the previous mentees only came once a week...[because the schedule of] English in elementary school was only once [a week]. (MT T4)

According to MT T4 in the first excerpt, religious values were required in her mentorship since it could support the openness in creating a relationship between mentor and mentees. Besides, she explained that religious values were essential to be inserted in the academic field because she believed that God's intervention involves the process of teaching and learning, including the students' learning interests. Furthermore, she claimed that religious values were important to encourage the PSETs' teaching performance in the classroom. Referring to MT T4, one of the activities that could improve the mentor-mentee relationship is through *Tadarus* (Qur'an group recitation). However, she postponed her ideas to invite her mentee to get involved in the *Tadarus* group because she thought that it might be excessive to do. Next, in the second excerpt, MT T4 corroborated the flexibility in her mentoring. She added that in mentoring, flexibility in communication was allowed. Certainly, both mentors and mentees must respect each other and be aware of their respective positions in this mentorship. Therefore, MT T4 emphasized the word "while I'm guiding" to show that she wanted the mentee to be professional by listening to her suggestion as an experienced teacher. As a result, the mentee could subsequently apply the suggestion during her teaching practice period. However, she also allowed her mentee to share problems in a more relaxed situation in order to create trust and to maintain the mentor-mentee relationship.

Then, in the third excerpt, MT T4 showed a comparison of mentoring patterns between her previous mentoring experience and her present mentorship. She stated that in her previous mentoring experience, specifically in the setting of elementary school, her mentee rarely asked her for advice, and even seemed very independent. Thus, MT T4 considered her role was not significant in the professional learning of her mentee at that time. In contrast, when she mentored Student 6 in the setting of junior secondary school, she found her mentee to be more proactive in communicating her concern related to the educational matters she faced and frequently ask for advice. The openness in communication between the mentor and mentee during mentorship was built; the mentoring was more successful for the mentor-mentee relationship as well as for their professional development.

4.2 Developmental Component

The second component is the developmental component. The questions focused on the perception of mentor teachers towards the PSETs personal or professional development during their teaching practice. Figure 2 outlines the identified words and phrases from the responses given by the participants. Several frequently identified words and phrases are displayed in Figure 2, they are giving feedback, asking for guidance, and recognizing less pedagogical content knowledge. The mentor teachers reported that their mentees (the PSETs) asked for guidance mainly related to classroom management, such as shown in (5).

(5) Excerpts from MT T1:

(E1) **Asking for guidance:** ...because in this school, apart from mastering the class, they have to be mentally strong too, because these PSETs frequently consult [about the students], "Ma'am, how [to manage] these kids?", Well, that's their consultation, concerning about handling students here. (MT T1)

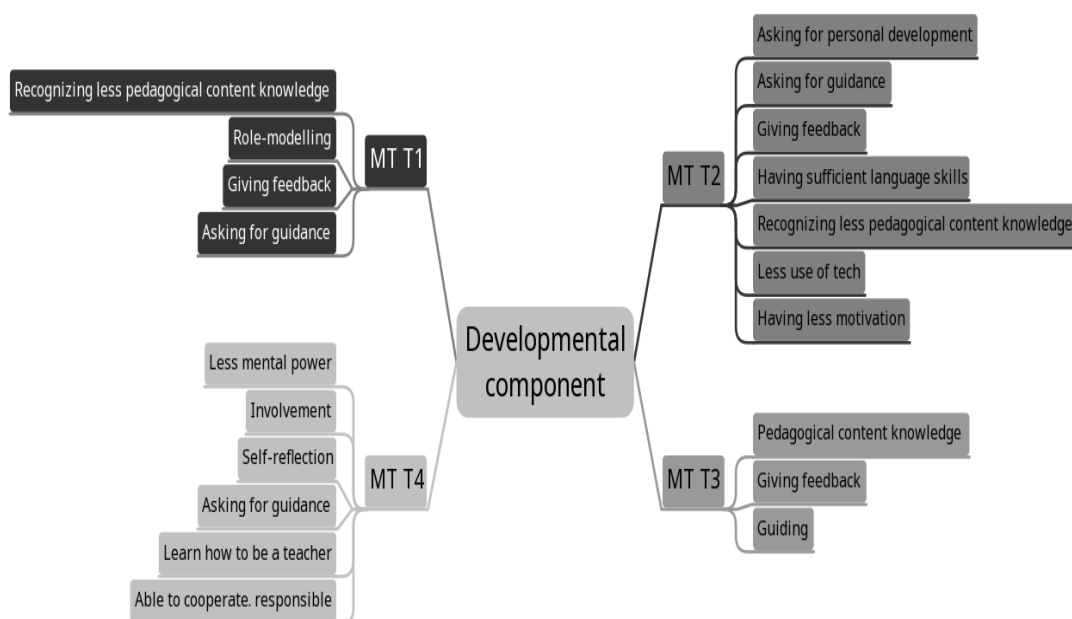


Figure 2. The findings of identified words or phrases in the developmental component.

MT T1 reported that one of her mentees got difficulty overcoming the problems of delivering the materials and ensuring the materials to be well-understood by the students since a number of students were less motivated to learn and made the teaching and learning environment more uncondusive. Additionally, the mentee also often consulted about the classroom disruptions and the students' unwanted behaviors.

(6) Excerpts from MT T1:

(E1) **Role-modelling:** Incidentally Student 1 asked, “Bu [Ma’am], how can I handle this and that?”, Maybe he [T1 got confused to describe her mentee’s problem], I don’t know whether his face is like that or what, his face looks very sad, so I go to the class. Give a warning to the [misbehaving] students because I feel sorry for him to see that he is stressed, maybe it is not what he imagines, because the class he teaches you saw yourself, grade 8, Ma’am. ...just unmanageable students. (MT T1)

MT T1 stated that the PSETs often got a problem handling particular students who showed unwanted behaviors in the classroom because of their personal problems, which influenced the process of material delivery as well as the skill practice. This finally resulted in teaching ineffectiveness.

Next, MT T4 highlighted her viewpoint that mentoring enabled her to get an invaluable opportunity of re-learning things from her mentee.

(7) Excerpts from MT T4

(E1) **Learn how to be a teacher:** I even expanded knowledge...sharing knowledge...Yes, with regard to the material, I see that her skills (the PSET) are still fresh, like a diary, I understand that it is stimulating to study again, not just from a book. (MT T4)

MT T4 thought that the mentoring program did not only allow her to mentor the mentee but also gave her a new learning experience. Moreover, she stated that her mentee was a person that inspired her for studying English skills continuously.

In addition, MT T2 stated that her mentees did their teaching practice but they showed less interest or motivation to be teachers.

(8) Excerpts from MT T2:

(E1) **Having less motivation:** Maybe Student 3 is a little bit passionless, while Student 4 is better, but it seems like both of them don't have that motivation [to teach]. (MT T2)

During the observation, MT T2 found that her mentees did their teaching performance passionlessly. It was indicated by the absence of variation in their teaching. They only considered the teaching practice as a burden they had to accomplish. Relying on that point, MT T2 recognized that motivation had a role in influencing the PSETs' total engagement with the students, teaching performance, as well as the teaching profession.

Furthermore, MT T3 highlighted her mentee's professional knowledge improvement.

(9) Excerpts from MT T3:

(E1) **Pedagogical content knowledge:** In my opinion, there were no specific challenges, but I (refer to herself as the mentor teacher) gave them the examples [in overcoming] the challenges because theoretically, they've already understood when studying in the university...Yes, it is not too much [the difficulties], there are still one or two approaches, it is also not too noisy. [He] already knows the technique, if the students are disobedient, this is the way [to handle them], the approach [to them]. (MT T3)

Based on the above excerpt, MT T3 opined that theoretically, her mentee had already known the way to handle the students who were disobedient or did unwanted behaviors because they had learned about classroom management in the university. However, she kept giving the mentee some examples of approaches or techniques in handling the students based on her professional experience.

4.3 Contextual Component

The final component is the contextual component. This component focuses on the mentor teachers' perception of their mentees' learning experiences during their involvement in school agenda, interaction with other school members, and situational features in the teaching and learning process in the classroom. Figure 3 summarizes the identified words or phrases from the responses given by the participants.

Based on Figure 3, the frequently identified phrase is the extracurricular activity. The mentor teachers reported the ways their mentees learned how to join in and be active in school life since it was in conjunction with the practical learning experiences outside the classroom.

(10) Excerpts from the MTs:

(E1) **Extracurricular activity:** "Yes, Ma'am. She [the PSET] joined all [extracurricular including] the Student School Organization activities, she joined it all conscientiously." (MT T4)

(E2) **Extracurricular activity and school competition:** "Related to administrative activities, [they] did not often get involved, but what they often participate in were school activities, for example, there were competitions or school activities in which they were involved." (MT T1)

(E3) **Extracurricular activity:** "For language day activities, because the teacher existed, sometimes the four of us, sometimes the three of us [joined in], sometimes they (the PSETs) help us with the assessment too, look for the material too." (MT T2)

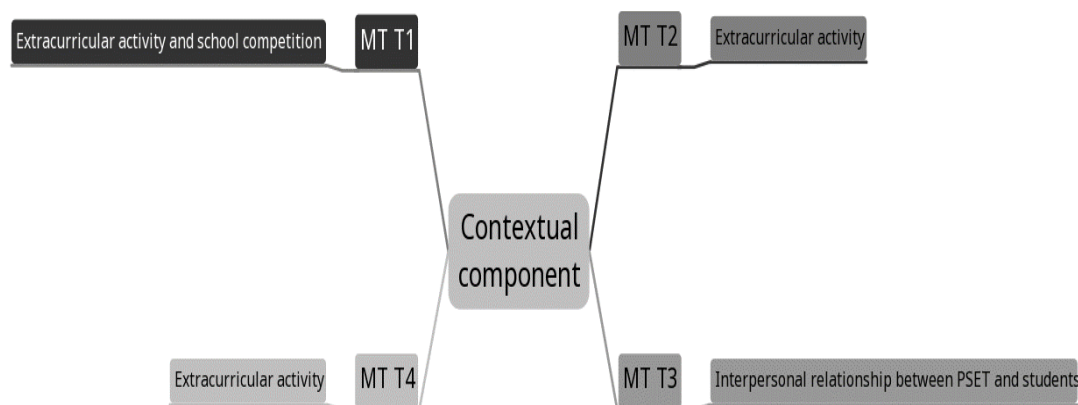


Figure 3. The findings of identified words or phrases in contextual component

Further response stresses the interpersonal relationship between the PSETs and students.

- (11) Excerpts from MT T3:
(E1) **Interpersonal relationship between PSET and students:** “Related to the material, they can learn how to teach, deliver the material, and the kinds of the teaching materials can be found on the internet. The PSETs who really want to educate the students can be seen from their gestures, not only teach but also give motivation. The interpersonal relationship with students is lack.” (MT T3)

MT T3 mentioned the interpersonal relationship because she thought that it was related to the PSET’s process in learning to teach and his adaptation to a new school environment. She asserted that becoming a teacher does not mean that someone only teaches the students, but she/he must also be able to motivate the students to ascertain their success in education. The problem may emerge if the interpersonal relationship between teachers (or PSETs) and students was lacking.

5. DISCUSSION

The study result shows that mentoring programs during school teaching practice did not only give an impact on the PSETs but also the mentor. The mentors particularly stressed the developmental component since both lack and improvement in this component were easily observed by them during the mentorship. Moreover, the strong responses on the developmental component in this present study were consistent with the results of the previous study (Ambrosetti, 2010). Although the research subjects were different, both cohorts (mentors and mentees) put a strong response on the developmental component since they expected to support and get an opportunity for professional learning.

Related to the developmental component, the mentor teachers claimed that observing and involving the PSETs in the academics, extracurricular activities, and school community agenda can engage the PSETs closely in the teaching profession as well as improve their professional development. The mentor teachers explained that the PSETs asked for their guidance in handling the students’ unwanted behaviors. It was very practical since they only learned about the theory of classroom management in the university. Therefore, field experience in the teaching practice program enabled

the PSETs to observe/experience the classroom management, demonstrate the theories they had learned on campus, validate the theories and re-create new teaching practices based on the given teaching context that might be different from the previously learned theory. In this kind of field experience, the mentor teachers felt that their roles were significant. It is in line with [Crasborn et al. \(2011\)](#) who claim that the roles of mentor teachers to guide and support the PSETs are fundamental to help the mentees develop their own pedagogical content knowledge practices, especially by implementing self-reflection intensively, interacting with the students from the various cultural background and academic competence, and applying more various approaches and techniques in order to improve their learning engagement, so they can be accepted by students. Nevertheless, still in the same vein as the previous study's result ([Kuswando, 2017](#)), the present study also showed that the PSETs' leadership quality such as having effective communication skills to be accepted by the students was lacking. The PSETs thereupon got difficulty handling the students' unwanted behavior or manage the classroom successfully.

Next, not only beneficial for the PSETs, but self-reflection also benefited the mentor teachers, particularly to be knowledgeable of appropriate teaching strategies and weaknesses in the teaching and learning process they have conducted. From the four interviewed mentor teachers, all of them stated the importance of reflection. They focused on their mentees' classroom management and teaching ineffectiveness to be solved. However, only MT T4 directly mentioned that the mentoring program was advantageous for her self-reflection, mainly encouraging professional knowledge development, especially content knowledge. This reflecting practice could help the mentor teachers or in-service teachers to tailor their skills ([Hudson, 2013](#)) to the given context which was continually transformed, including the educational technology trends, students' academic performance background, and the recent teaching strategies. Briefly, the mentoring program promoted the synchronization between teaching strategies trends in the university and its practices in the field. Furthermore, the mentoring program allowed the transformation of education organization in junior secondary schools using evidence-based practices. Nevertheless, it should be noted that the implementation of evidence-based practices implementation cannot exclude best practices that are readily carried out by the junior secondary schools' teachers.

In the period of school teaching practice, motivation was one of the powerful drivers for the PSETs to cultivate their professional development. Related to the present research results, the mentor teachers recognized that the mentees had less motivation, even experienced demotivation, for different reasons. In addition, the existing problem relating to the PSETs' motivation found in this research is different from [Zuljan and Vogrinc's \(2007\)](#) which markedly focused on the PSETs' internal motivation. In the present research, the demotivation comes from the external and internal conditions (e.g., students' unwanted behaviors, having less passion in the teaching profession, accomplishing the school teaching practice only to complete the university study load). This issue was crucial yet the mentor teachers considered it as a usual issue that might occur to any PSETs. In fact, a solution was required to prepare the readiness of PSETs to work as teachers in the future. One of the recommended solutions is by providing "better education and preparation of mentors" for the mentor teachers ([Lindgren, 2005, p. 261](#)). Precisely, as the role model and the responsible ones to support the mentees in the field of teaching practice, mentor teachers will be able to mentor their mentees optimally if their workload is reduced and the preparation of

mentors, which is provided by the collaboration between collaborating schools and university, runs well (Hudson, 2013; Izadinia, 2017; Zuljan & Vogrinc, 2007).

On the other hand, based on the present result study, it was found that the mentor teachers had experienced unmanageable workload and got less preparation to mentor their mentees. Thus, they could not accommodate the mentees' needs optimally (Maynard, 2000). Considering the aforementioned problem, the provision of continuous professional development for mentor teachers demands special attention (Galamay-Cachola et al., 2018), especially from the university as the school partner. The university, especially the teacher education department, is expected to not only provide mentoring manuals but also organize suitable in-service teacher training, so they are equipped with the experience of providing quality learning to teach before mentoring the PSETs.

Next, related to the relational component, it is found that good communication and openness from both mentor teachers and mentees enabled them to coordinate and discuss the ways of handling the students and other academic issues. Indisputably, the position of mentees as temporary teachers in the classroom was considered as the main cause of students' unwanted behaviors. Thus, the support given by mentor teachers was important to motivate the mentees. Being aware of the importance of communication, it is recommended to genuinely practice dialogic processes during the mentoring conversation (Bjuland & Helgevold, 2018) to create critical reflection about teaching performance, manage students' unwanted behaviors, and co-construct new knowledge of teaching (Mercer, 2005, 2010). Furthermore, the present research shows a new point that has not been reported in the previous related studies. The concept of inserting religious values in mentorship was the potential to make the mentors and their mentees realize that students' success did not only depend on their teaching skills or dedication but also religiosity.

Next, the present research endorses Ambrosetti's (2010) preceding research result which places a slight emphasis on the contextual component. In the previous related study, the researched subjects had an awareness of 'how school policies and processes impact[ed] upon teaching and planning', but they did not consider it as the fundamental one because they thought it was not part of their roles (Ambrosetti, 2010, p. 128). Next, compared to the previous study, this present study result shows a convergence on the slight emphasis of this component during the mentorship. MT T3 recognized the lack of her mentee. She said that her mentee could adapt to the administrative aspects, but the interpersonal relationship was less created. Therefore, it can be stated that the teaching profession does not only concern about the educational administrative and practical experience (Ambrosetti, 2010), but it also includes "interpersonal involvement" (Kuswando, 2017, p. 219).

In addition, MT T1, MT T2, and MT T4 focused on their mentees' active involvement in the enculturation activities. The mentor teachers thought that the mentees' participation in the enculturation activities could allow them to learn from their practical experience (Ambrosetti, 2010), their involvement in school routines, and the ways of how the teaching profession worked within the school or community (Hall et al., 2008; Maynard, 2000) for their professional growth.

6. CONCLUSION

Mentoring program is conducted to provide PSETs an opportunity to apply theories of teaching they have learned in the university. However, in the field, both mentor teachers and mentees experience mutual professional development through the mentoring program. Based on the discussion above, three components were occurring in the period of school teaching practice consisting of relational, developmental, and contextual components. In addition, the developmental components got a high emphasis. The mentor teachers stressed this component in their explanation because they found many obstacles faced by the PSETs, both externally and internally, particularly in terms of teaching performance, classroom management, and motivation. Moreover, the mentor teachers also got benefits from their mentorship for their professional development.

Concerning the findings, the implication of this study which is mainly related to the developmental component is to create a synchronization between schools and universities in exchanging valuable sources, e.g., the research results related to educational instruction trends including evidence-based practices, the information about students' learning needs concerning varied cultural backgrounds and complex academic competencies, and best practices which have been implemented in schools for the formulation of theories at particular teacher education departments in the university. It will bring a mutual benefit for schools and universities to accommodate PSETs to be readily working purposefully and passionately in the teaching profession and stimulate mentor teachers to reflect, re-learn, and re-construct the appropriate and effective teaching for their students as a part of professional development. Next, related to the relational component, the selection, and preparation of mentor teachers should be noticed since they are not only the role model but also the sources of emotional support for the PSETs in their professional learning. Lastly, although the contextual component is still considered to have a slight emphasis on the mentorship, this component plays an important role in bolstering the PSETs awareness of learning from their teaching environment and school community as well. All in all, the three components should be balanced in the mentoring program, so the mentorship can optimally provide mutual professional development for both in-service teachers and pre-service teachers.

As the present research involved a limited number of participants to voice their opinion about the PSETs' professional development from public and private secondary schools, future researchers are suggested to invite or count in more mentor teachers (novice and experienced) to critically investigate the problems that PSETs face or experience and the professional development they learn during their school teaching practice or the mentorship. Besides, the issue of preparing mentor teachers also requires special attention, mainly in the border area, since the flow of information and technology gaps is still wider.

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