

**STUDENT-TEACHERS' PERCEPTION ON THE
EFFECTIVENESS AND CHALLENGES OF TEACHING
PRACTICUM MENTORING DURING AND POST
PANDEMIC**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2023 M / 1444 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for The
Degree
Bachelor of Education in English Language Teaching

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in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

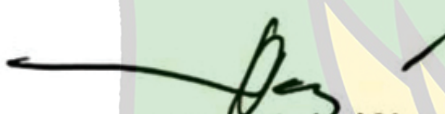
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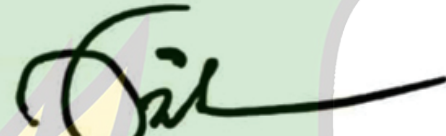
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**Student-Teachers' Perception on The Effectiveness and Challenges of
Teaching Practicum Mentoring During and Post Pandemic**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGMENT



Alhamdulillahirabbil'alamin, all praises to Allah Subhanahu Wa Ta'ala, the lord of the worlds, for His mercy, strength, and blessings that enable me to complete this thesis. Sholawat and salam are also presented to Prophet Muhammad Shallallahu 'alaihi wa sallam and his companions who have strived in delivering Islam to this world and guided followers to the right path of life.

I realize that this thesis would not be finished without my beloved people who support and help me and I would like to express my gratitude and highest appreciation to all those who have helped in the process of writing this thesis. First of all, I would like to express my sincere gratitude to my supervisors Prof. Dr. Jarjani, S.Ag., S.S., M.Sc., M.S, and Fithriyah, S.Ag., M.Pd. for their valuable evaluations, comments, and suggestions during the completion of this thesis. Also, all lecturers and staff of English Education department have lectured and guided me during my study. May Allah always bless you and ease all your affairs.

I want to express my greatest gratitude to my beloved parents, Mr. Hamdan and Mrs. Safriani, who have given tireless efforts and struggles in dedicating and sacrificing for my education and all aspects of my life. They are my heroes and inspirations in this world. Even a thousand words cannot represent the description of how precious they are for me. Moreover, I would also like to express thanks to my brother Saldatul Asri, Safrul Akbar, Wardatul Munira as my little sister and all my family who have been contributing to helping me to achieve my dreams.

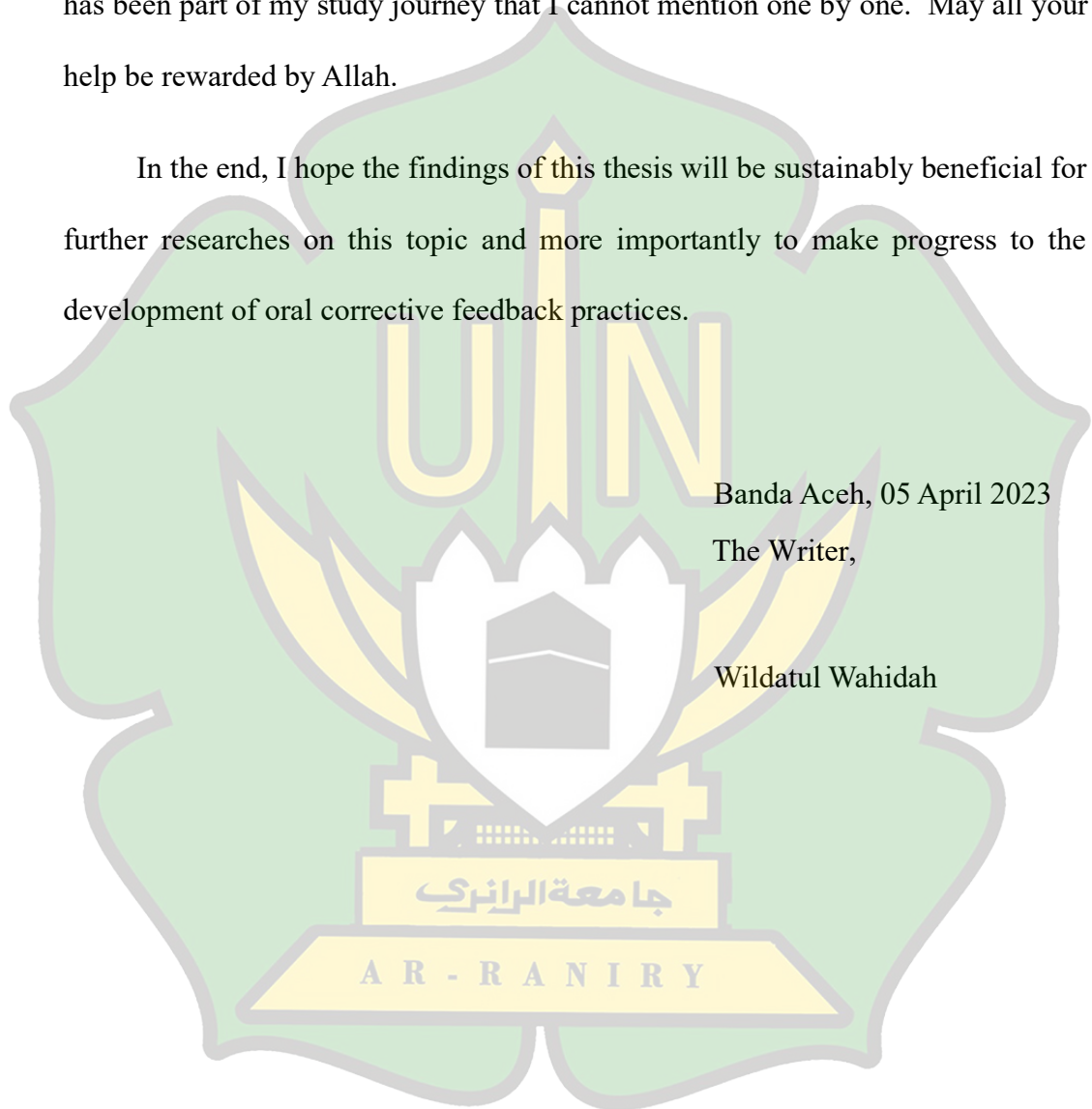
Last but not least, thanks are presented to my best partner, Riski Maulana and my best friends Rianda Juffa Khalya, Wanda Nuzul Ilmi, Nawalul Azka and Khusna Khairil who have supported and helped each other. Finally, thanks to everyone who has been part of my study journey that I cannot mention one by one. May all your help be rewarded by Allah.

In the end, I hope the findings of this thesis will be sustainably beneficial for further researches on this topic and more importantly to make progress to the development of oral corrective feedback practices.

Banda Aceh, 05 April 2023

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ABSTRACT

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Thesis working title : Student-Teachers' Perception on The Effectiveness and Challenges of Teaching Practicum Mentoring During and Post Pandemic
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Keywords : Mentor Teacher; Teaching Practicum; COVID-19

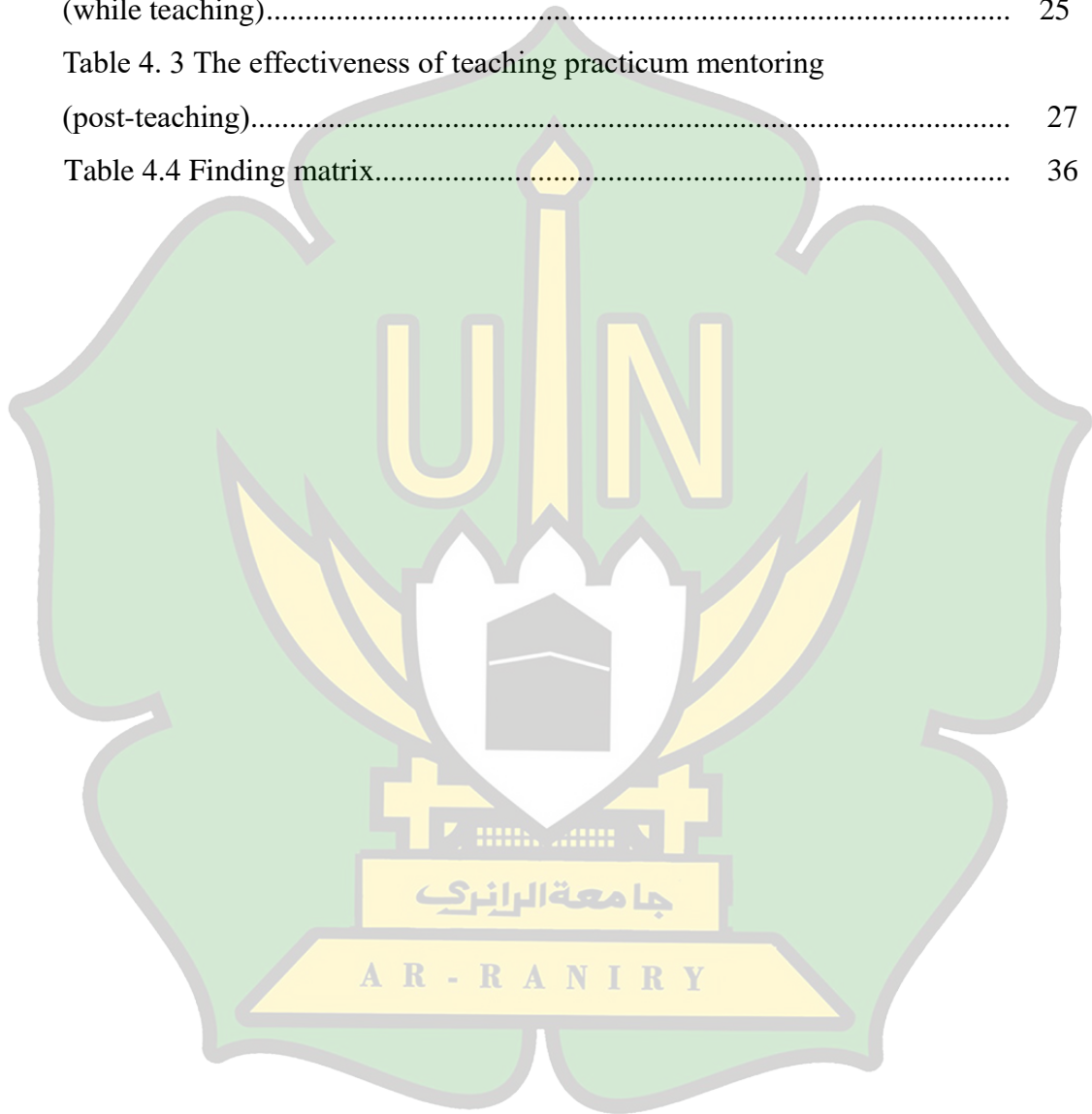
This study investigated the effectiveness and challenges of teaching practicum mentoring during and post pandemic. It investigated student-teacher perceptions of the effectiveness and challenges of mentoring in schools during and post-pandemic. Data collection was based on two stages. In the first phase of the research, questionnaires were given to 180 students of the Department of English Education, Faculty of Teaching and Education, State Islamic University of Ar-Raniry, from two different academic years. The second stage was followed by semi-structured interviews with 10 students who agreed to be interviewed from 180 students who filled out a questionnaire looking at the understanding of the roles and responsibilities of a mentor teacher during teaching practicum. Data were analyzed quantitatively and qualitatively. The findings show that mentoring by teachers during and post pandemic is very helpful: providing guidance and direction to students in their preparation before teaching, getting feedback from teaching, and selecting and implementing appropriate methods after teaching based on evaluations and reflections provided by the mentor teachers. In addition, student-teachers faced several challenges during and post pandemic during their teaching practicum; such as student behaviour, student discipline, time management, and anxiety. In conclusion, mentoring teachers to students, namely providing guidance and direction to student teachers before teaching, getting feedback from teaching, and choosing and implementing appropriate methods after teaching based on evaluations and reflections given by mentor teacher after teaching, is a thing.

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CHAPTER I

INTRODUCTION

A. Background of Study

Teaching practicum is one of the requirements for student-teachers while studying in teacher education programs. This is important for several reasons. First, student-teachers will learn to teach as part of their preparation to become teachers by conducting teaching practicum, they will learn teaching practicum, and practicing class management. There are including making lesson plans, teaching classes, assessment meetings, and so on. Second, student-teachers will learn to motivate students at school. Third, student-teachers will learn to associate learning media and can apply a learning approach during the teaching and learning process and be able to connect learning material with real life.

To be able to do this, student-teachers need to get support from mentor teacher at school. So that student teachers can develop a potential that already exists in themselves by carrying out teaching and learning practices. The teaching and learning process is a series of interactions between teachers and students in the context of education to achieve learning objectives. In order words the main role of the learning process is the teacher.

Teachers play a very important role in determining the quality of learning. Student teachers are only ready to teach if they have adequate basic teaching skills because all teachers must have basic teaching skills (Mansyur, 2017). Teaching is an act of moral responsibility that is quite heavy. Education is described as organizing learning so that it is meaningful to students by

organizing it. (Sundari et al, 2020) This educational activity must not only be a teacher who provides knowledge to students but also be able to teach, educate, and train students according to their characteristics.

Creating an effective learning process requires basic teaching skills. There are 8 basic teaching skills, such as questioning skills, classroom management skills and growing discipline, varied illustration skills, reinforcement skills, explaining skills, meeting opening skills, group teaching skills, skills to develop thinking patterns, and teaching skills individually (Sundari et al, 2020). These eight skills are very much needed to hone the ability of student-teachers in the teaching and learning process.

Effective teaching and learning conditions are marked by students' interest and attention to learning. The ability to use all kinds of basic teaching skills professionally is not enough just to memorize them. All types of basic education skills are application skills that need to be perfected through regular practice with a controlled mechanism (Usman, 2010).

There are two important components to a successful teaching practice experience, they are the mentor teacher who guides and supports the student-teacher and the place where the experience takes place. The role of the mentor teacher is very important in the growth and development of student-teacher. Mentor teachers as practicing professionals are aware of current issues in education. They are uniquely positioned to help teach students to navigate the

demands of practicum, particularly in terms of curriculum and classroom management (Graham, 2006).

The mentor teacher has the greatest influence on the development of student-teachers as professional teachers. This responsibility is very significant. The knowledge, time, and involvement required to make this experience a rewarding one for teachers and student mentors are greatly appreciated by university collaboration. Providing a climate for open and honest discussion, questioning, and concern will create an environment for professional growth and reflection in which both mentors and student-teachers can thrive.

The role of the mentor teacher in the implementation locally called Praktik Pengalaman Lapangan (PPL) is an important position in guiding student-teachers in developing their ability to practice the knowledge, pedagogical, professional, personality, and social and spiritual skills that have been obtained during lectures. A mentor teacher must have accessibility which means having time, closeness, and responsiveness to the needs and questions of the student-teachers he guides, having empathy means being patient, supporting, and understanding the feelings of the student teachers. No less important is having knowledge and experience with effective teaching ideas and strategies such as in classroom management, teaching planning, assessment, and communication, as well as having relevant curriculum knowledge and being a role model for student-teachers (Report, 2010).

Teaching practice, or better known as teaching practicum in the last year of the education program is an important part of the teacher education program. When the pandemic hit the world, it affected the world in many ways including disrupting teacher education. Therefore, teaching practicum cannot be carried out as usual because educational institutions such as universities and schools are closed. A new dimension of practicum teaching emerged to overcome the pandemic, a different dimension of the challenges and opportunities of practicum teaching that emerged (Kadir, 2021).

There are many studies on the mentoring of student-teachers during their teaching practicum as has been done by Aminuddin (2012), Nopriyeni (2019), and Fathurrahman and Farih (2018). Aminuddin (2012) examined teachers' perceptions of the impact of their professional development experiences on teaching practice. The findings indicated that participants wanted to have a choice about the types of professional development activities they participated in. This qualitative study also emphasized the need for participants to experience one type of professional development program at a time and receive adequate support, and follow-up guidance during this time to ensure that changes in teaching practice are as sustainable as possible. The study of Nopriyeni (2019) focuses on the Application of Mentoring-Based Learning to Increase the Pedagogic Knowledge of Prospective Teachers. The results showed that the application of the mentoring model had a significant effect on increasing pedagogic knowledge compared to the conventional model. Thus, it can be concluded that the application of the mentoring model

has a significant effect on increasing pedagogic knowledge. The mentoring model has proven to be effective in supporting the professional development of teachers. In another study, Fathurrahman and Farih (2018) focus on the Implementation of Praktik Pengalaman Lapangan (PPL) Student Program English Education Study Program FKIP Lamongan Islamic University data obtained through observation, interviews, and documentation were then analyzed by applying the process of collecting, reducing, and drawing conclusions. The results of the discussion show that the practice of field experience (PPL) for students of SMK Negeri 1 Lamongan as an effort to strengthen prospective teachers to become professional educators can be carried out satisfactorily, starting from the preparation stage, debriefing, making work programs which include: learning tools, implementation of teaching practices, student involvement in extracurricular activities, learning in the field of special services, and assessments carried out by mentoring teachers.

Even though many studies have been carried out on the effectiveness and challenges of teaching practicum mentoring, less attention has been given to the perceptions of student-teacher during and post the pandemic. Therefore, this study is proposed to shed light on student-teacher perceptions on the effectiveness and challenges of teaching practicum mentoring during and post pandemic. Since they are projected to be future English Language teachers, it is deemed necessary to further understand how they perceive the effectiveness and challenges of teaching practicum mentoring during and post pandemic.

B. Research Question

In conducting this research, the researcher focused on the following:

1. How do the student-teachers perceive the effectiveness of mentoring at school during and post pandemic while their teaching practicum?
2. What are the challenges student-teachers perceived during and post pandemic while their teaching practicum?

C. Research Aim

Specifically, this research was conducted to fulfill the following objectives:

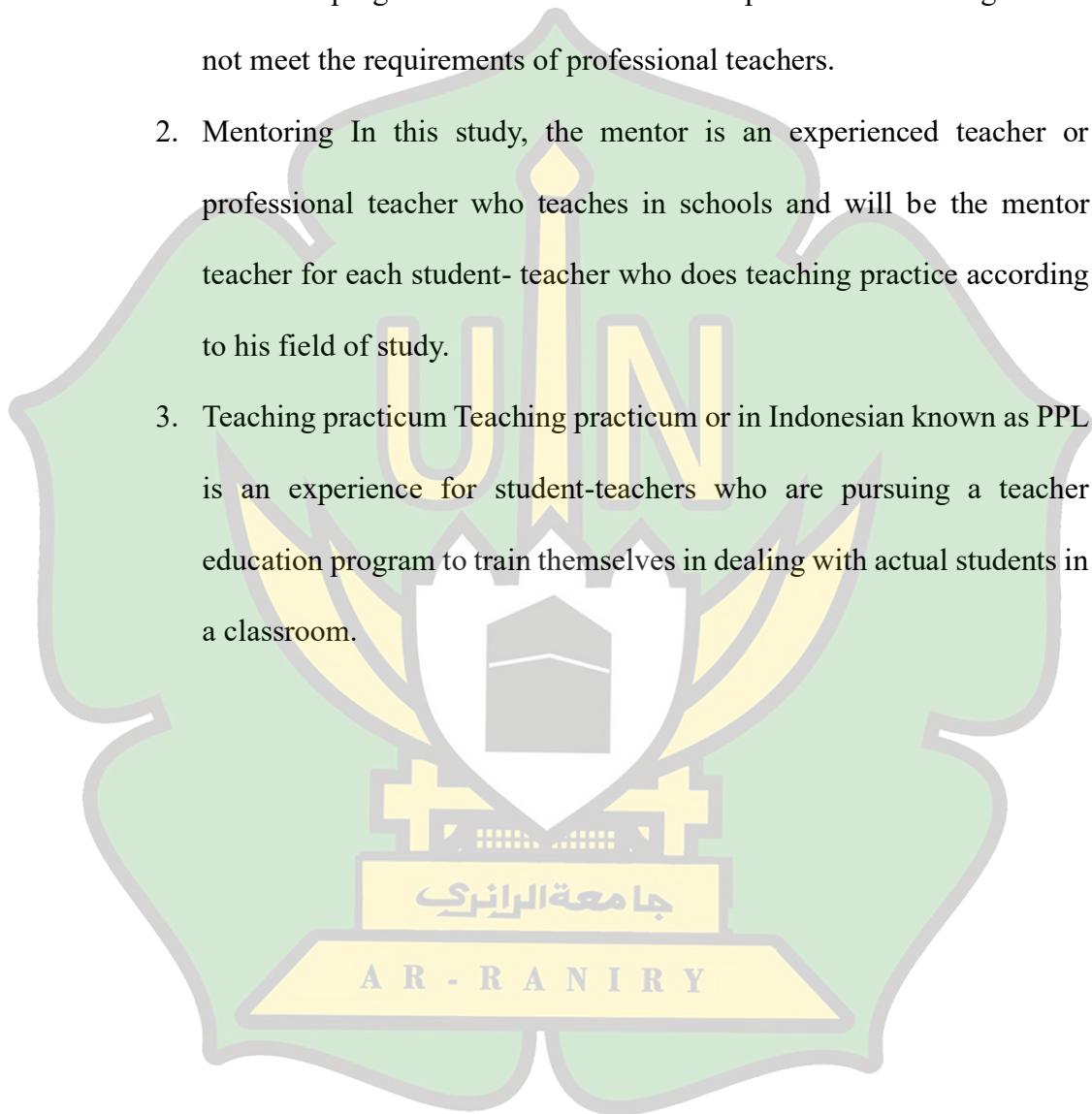
1. To find out the student-teachers perceive the effectiveness of mentoring at school during and post pandemic while their teaching practicum.
2. To find out some of the perceived challenges felt by student-teachers.

D. Significance of the study

This research will be conducted with the aim of knowing student-teachers perceptions of the effectiveness and challenges of mentoring during and post pandemic while their teaching practicum, this research is assumed to be able to help student-teachers, how a mentor teachers in educating and training student-teachers abilities well and professionally. With the hope of creating student-teachers who have knowledge and experience with ideas and effective teaching strategies.

E. Terminologies

1. Student–teachers Student–teachers or also called prospective teachers are undergraduate students who are currently studying in a teacher education program and still need a lot of experience in teaching and do not meet the requirements of professional teachers.
2. Mentoring In this study, the mentor is an experienced teacher or professional teacher who teaches in schools and will be the mentor teacher for each student- teacher who does teaching practice according to his field of study.
3. Teaching practicum Teaching practicum or in Indonesian known as PPL is an experience for student-teachers who are pursuing a teacher education program to train themselves in dealing with actual students in a classroom.



CHAPTER II

LITERATURE REVIEW

A. Teaching Practicum Theories

1. Definition of Teaching Practicum

Praktik Pengalaman Lapangan (PPL) is a series of activities aimed at student-teachers which include teaching exercises as a vehicle for the formation and development of professional competencies needed by the teaching profession (Fathurrahman & Farih, 2018). PPL is one of the academic activities that must be carried out by students with an extracurricular nature which includes teaching exercises and other educational tasks in a guided, directed, and integrated manner to meet the requirements for the formation of professionals in the field of education. Based on this, PPL also aims to equip practical student-teachers to have qualities that are in accordance with the needs of the world of work. The experience of student- teacher practitioners during PPL is a very valuable provision as a form of real experience to become a true teacher.

Many mentor teachers believe that Praktik Pengalaman Lapangan (PPL) can help teach student teachers to practice their teaching skills and facilitate their reflection (Long et al, 2019). It provides a safe, albeit artificial, environment in which student-teachers can explore pedagogical knowledge and skills (Arsal, 2014). Individual student-teachers are required to play an active role in this learning activity and focus on teaching tasks and skills in 8 teaching. Before carrying out teaching practicum, the teacher makes a Learning Implementation

Plan as a reference in teaching. In addition to developing teaching skills, the aim of Teaching Practicum is to develop the ability of student teachers to reflect on their own teaching practicum abilities. In the implementation of PPL, student-teachers also have mentor teacher in each study program who are expected to guide student teachers in teaching practicum.

Creating an effective learning process requires basic teaching skills. There are eight basic teaching skills, such as: questioning skills, classroom management skills and growing discipline, varied illustration skills, reinforcement skills, explaining skills, meeting opening skills, group teaching skills, skills to develop thinking patterns, and teaching skills individually (Sundari et al, 2020). These eight skills are very much needed to hone the ability of student-teachers in the teaching and learning process.

Effective teaching and learning conditions are marked by students' interest and attention to learning. The ability to use all kinds of basic teaching skills professionally is not enough just to memorize them. All types of basic education skills are application skills that need to be perfected through regular practice with a controlled mechanism (Andriyani, 2017).

F. Mentoring

Mentoring aims to assist student teachers in achieving competence, which in this case the EFL teacher refers to the ability to use English and apply the ELT methodology. One of the benefits of mentoring is to improve teaching skills in order to improve student teachers achievement, support student-teacher personal and professional development, instill the culture of the school system

in student-teacher, and increase the potential of gifted student-teacher (Rohmah, 2018).

The success of the mentoring program depends on the skills possessed by the mentor teacher and student-teacher. An effective mentor needs to have interpersonal skills, educational effectiveness, leadership skills, relevant work experience, and subject expertise (Rohmah, 2018). student-teachers must also have the skills so that the mentoring program runs effectively, namely active listening, honest reflection, willingness to take responsibility, asking the right questions, deep involvement, maintaining trust, the ability to take initiative and student-teacher must also have skills such as respect for commitment, the ability to connect the dots, and a willingness to learn.

Mentoring aims to help student-teacher achieve competence, which in this case the EFL teacher refers to the ability to use English and apply the ELT methodology. One of the benefits of mentoring is to improve teaching skills in order to improve student teachers achievement, support student-teacher personal and professional development, instill the culture of the school system in student-teacher, and increase retention of gifted students-teacher (Rohmah, 2018).

The role of the mentor teacher is very important in the growth and development of student-teachers to prepare future generations of teachers. Based on the data obtained, most of the mentor teacher in the schools observed were experienced and senior teachers. Decades of teaching experience, very

master of the subjects taught. Teachers not only teach the material but also educate and motivate students. Seeing these spurs student- teachers to learn more deeply in order to improve their competence in teaching. The mentor teacher becomes a role model for student-teachers in teaching in the classroom.

G. The Effectiveness of Mentoring

The role of the mentoring teacher is very strategic in preparing future generations of teachers. In practice, the role of the mentor teacher is a complex and multidimensional process. His roles include guiding, teaching, influencing, helping teach with confidence, preparing teaching skills, helping teaching skills, guiding work situations bound by mutual trust, helping to solve problems in the teaching and learning process, and providing personal and professional support.

A mentoring teacher must have accessibility which means having time, closeness, and being responsive to the needs and questions of the student-teachers, having empathy means being patient, supportive, and understanding the feelings of the student-teachers. No less important is having knowledge and experience with effective teaching ideas and strategies such as in classroom management, teaching planning, assessment, and communication, as well as having relevant curriculum knowledge and being a role model. Other criteria are listening skills, reflection, and sharing ideas, as well as being honest and constructive in providing feedback to student-teachers (Report, 2010).

During the practicum process, the role of mentor teachers is important in teaching practicum training or student-teacher development because they actively advise, guide, support, and encourage them to become professional

teachers. In short, mentor teachers are considered to be the most influential individuals in the professional development of student-teachers. Sometimes the student-teachers may feel obligated to follow the mentor teacher instructions and ideas even if the student-teacher disagrees with the mentor teacher. Through mutual understanding and dialogue, both mentor teacher and student-teachers must share views according to the perceptions and experiences of the student teacher classroom so that they are able to analyze the effectiveness of various classroom situations and experiences reflectively and critically from different perspectives (Agudo, 2016).

H. Studies on the Effectiveness and Challenges of Teaching Practicum Mentoring

Some previous studies have been conducted. First according to Koksall and Genc (2019), conducted research on student teacher reflections on their teaching practicum. This study aims to investigate what prospective teachers think they have learned through brief and intensive practical teaching experiences and the challenges they encounter. For this purpose, the researcher adopted a qualitative research methodology, and 8 participants took part in this study. Data were collected through reflective journals and semi-structured questionnaires and analyzed through thematic content analysis. The results show that student teacher learning outcomes can be collected in three themes such as pedagogical strategies, developing professional identity, and developing positive feelings. Challenges can be challenges in four themes such as class management, time management, mixed class abilities and difficulties in using technology.

Second, Manurung and Arda (2021) This study aims to determine the challenges faced by teachers in dealing with the COVID 19 Pandemic at SMP Muhammadiyah 61 Medan. This research was conducted using a qualitative descriptive method and data collection through online observation and interviews. Then the subjects of this study were 5 English teachers. Data analysis was carried out in stages starting with data reduction, data presentation, data verification and drawing conclusions. The findings show that the most dominant challenge faced by teachers in online learning is the lack of student knowledge in using the learning applications used by teachers. They are still not used to this strategy because their mindset in learning is still face-to-face and still depends on the teacher. Another challenge that is most dominant is the limitations of students in having smartphone and internet quota. These challenges require solutions so that students can learn effectively through this pandemic.

Third, Li, et al (2021) This research thus sets out to investigate the role played by mentor teachers and explore their perceptions of the role played. To investigate the role played and explore role perceptions by mentor teachers, a mixed method sequential explanation design was used. The Five Factor Mentoring Model was used, and we recruited 124 mentor teachers using a snowball technique to fill out a questionnaire with seven mentor teachers to take part in the interviews. The findings indicate that mentor teachers consider themselves to play their role to a large extent and believe they have made a major contribution when mentoring pre-service teachers. Although the results

are positive, further research is needed to compare responses between pre-service teachers and supervising teachers to determine the extent to which the roles played are correct.

Fourth, Abdullah, et al (2020) This study aims to investigate the mentoring support provided by local and foreign mentors to English teacher trainees during their teaching practicum. The practicum consists of two stages. In the first phase, the participants underwent a one-month local teaching practice in Penang, Malaysia. In the second stage, they underwent an international practicum in Indonesia for two months. This qualitative research sample consisted of four respondents from Universiti Sains Malaysia who voluntarily conducted international teaching practicums in Jombang, Indonesia. All of them are 24-year-old women. Data were collected from reflection and semi-structured interviews and analyzed using thematic analysis. The findings show that in both phases, mentors cumulatively provide cognitive, affective, and social support.

Fifth, Rahayuningsih (2016) This study aims to find out the challenges of teacher students in developing teaching materials during teaching practicums in vocational schools and how they overcome these problems. Qualitative approaches are used in this research to understand, describe, and explain beliefs, behaviors and meanings in specific contexts (Wu & Volker, 2009) and case studies are used to capture the complexities of single cases (Johansson, 2003). The participants of this study were two English teacher students who took part in a teaching practicum in the eighth semester of the

2015/2016 academic year. Data collection was carried out through in-depth interviews regarding the experience of teaching student teachers in developing teaching materials at SMK. The research findings reveal that the challenges faced by student teachers in developing materials include (1) the teacher's lack of knowledge about the student's field, (2) the lack of supervision time, and (3) confusion in choosing media for students.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The mixed method was employed in this study. According to Burke, Anthony, and Turner (2007), mixed method research is when a researcher gathers, analyzes, and combines both quantitative and qualitative data in a single study or multiphase program of inquiry. The researcher chose this approach because the combination of qualitative and quantitative data was expected to strengthen the findings in this study. In this study, a survey and a mixed-methods design were used to coordinate the perceptions of English students from the English Language Education Study Program at UIN Ar-Raniry Banda Aceh. Moreover, the research design used explanatory sequential design which gathering the data sequentially in two phases, with one form of data collection following and informing the other. This design consisted of collecting quantitative data first and then collecting qualitative data to help the researcher in explaining or elaborating on the data results. Creswell (2012) states that the second phase or collecting the qualitative data is purposed to refine or elaborate the findings through in-depth qualitative exploration.

B. Participants

1. Population

The population is all individuals or units of interest; usually, no data is available for almost all individuals in a population (Hanlon & Larget, 2011). The population of this study was students of the Department of English Education who had completed teaching practicum, locally called Praktik Pengalaman

Lapangan (PPL). This process intends for students to have actual experience with the learning process in class, which can then be used to develop themselves as professional educators with the values, attitudes, knowledge, and skills needed in their profession.

2. Sample

The sample is a subgroup of the target population that the researcher plans to study in order to generalize about the target population (Creswell, 2012). This study used purposive sampling because researcher already have individual targets with characteristics that are in accordance with the research (Turner, 2020). The advantage of purposive sampling is that a wide variety of sampling techniques, from homogeneous sampling to critical case sampling, can be used to achieve qualitative research designs. Samples were taken from ten English language education students who had completed Praktik Pengalaman Lapangan (PPL).

Participants were selected based on several considerations. These students were taken as participants with the following criteria: (1) Student-teachers who were willing to take part in this study, (2) Student-teachers who have participated in Praktik Pengalaman Lapangan (PPL) and were active students majoring in English at the State Islamic University Ar-Raniry Banda Aceh, and (3) student- teachers who understand the roles and responsibilities of a mentor teacher during Praktik Pengalaman Lapangan (PPL). In addition,

sample selection was also limited to only two batches, namely, students 2017 who PPL during pandemic and 2018 students who were PPL post pandemic.

The researcher chose these students because the answers from the results of the questionnaires and interviews based on the experiences of those who had completed Praktik Pengalaman Lapangan (PPL) would be constructive in determining the purpose of this study, namely to find out student teachers perception on the effectiveness and challenges of mentoring during teaching practicum. Based on the stated purposive sampling requirements, the researcher has found 180 students willing to fill out the questionnaire and ten willing to be interviewed from batches 2017 and 2018 based on the stated purposive sampling requirements. 70 students from class of 2017 and 110 student 2018 who were answered the questionnaire.

C. Data Collection

Techniques In a research study, data collection techniques are one of the essential steps to collect some information or data from the phenomenon that occurs. Researcher must be able to operate instruments effectively to obtain accurate information. In this research, the researcher collected data using two techniques: questionnaires and interviews. Each explanation of the two techniques was as follows:

1. Questionnaire

The questionnaire is a set of question for gathering information from the subject of study. Specifically, answers obtained through closed-ended questions (also called restricted questions) with multiple choice answer options are analyzed using quantitative methods. In this research, the researcher used a questionnaire to get data related to the first research problem. Moreover, the questionnaire used should be able to measure one of three different aspects related to the teaching process as a whole: pre teaching, while teaching, and post teaching. The questionnaire applied 24 questions referring to the three aspects that have been mentioned to find out student teachers perception (the effectiveness and challenges) of teaching practicum mentoring during and post pandemic. Questions one to six are to determine the effectiveness of mentor teachers teaching practicum guidance before student-teachers teach. Questions seven to thirteen are to find out the effectiveness of teaching practicum guidance by mentor teachers when student-teachers teach. Furthermore, finally, questions number fourteen to twenty-four are to find out the effectiveness of teaching practicum guidance by mentor teachers after student-teachers teach.

Statements in the questionnaire were written in Indonesian to avoid misunderstandings and make it easier for respondents to fill out the questionnaire. The value of the questionnaire scale is based on the Likert scale, which has been adjusted, so that it only consists of four scales with different values, from four points where the level consists of one to four: (1) Never, (2) Seldom, (3) Sometimes, and (4) Always. Respondents were asked to rate the

statements on a single rating scale by marking (√) the choices to indicate their choice. All items are rated on a scale of four, with one of the ratings as described in the following table: See the appendix on page 46

2. Interview

The data collection method used in this study was semi-structured interviews. Semi-structured interviews use a mix of conversational closed and open questions with one respondent at a time, often accompanied by follow-up questions, why or how. This study uses semi-structured interviews to obtain additional information according to the research questions. The interviews asked about student-teacher perceptions of the effectiveness and challenges of teaching practicum mentoring during and post pandemic; these responses were to answer the first research question. Then the student-teachers were asked what challenges student-teacher have experienced during and post pandemic during teaching practicum. Responses were processed to answer the second research question.

D. Data Analysis

Data analysis is the process of reducing the large amount of data collected to make sense of it. In this study, the researcher tried to analyze two types of data narratively. In analyzing the data, the researcher identified any information with a narrative completion of the answers based on student-teacher perceptions on the effectiveness and challenges of teaching practicum mentoring during and post pandemic. The first data to be processed in this study

is qualitative data. To corroborate the findings from the results of quantitative data, qualitative data processing is carried out to get a better understanding.

To analyze data through a questionnaire with a Likert-type rating scale, it is necessary to use the formula below to calculate the percentage of the total frequency of each item. According to Sudjono (2008), the formula is described below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : the number of sample

100% : constant value

Then, research findings derived from questionnaire data are illustrated using tabulations. At the same time, the interview data is represented in a narrative way using data analysis techniques described by Miles, Huberman and Saldana (2014), which involve: data reduction, data display, and drawing/verifying conclusions. From this conclusion, the researcher got an overview of student teachers perception on the effectiveness and challenges of teaching practicum mentoring during and post pandemic.

CHAPTER IV FINDING AND DISCUSSION

The fourth chapter of this study presents the findings and discussion of the research. The researcher wants to explain about the problem of this thesis.

A. Finding

For the first data, the researcher took the student-teachers' questionnaire. There were 24 questions in the questionnaire. Questions one to six were to determine the effectiveness of mentor teachers teaching practicum guidance before student-teachers teach. Questions seven to thirteen were to find out the effectiveness of teaching practicum guidance by mentor teachers while teaching. Furthermore, finally, questions number fourteen to twenty-four were to find out the effectiveness of teaching practicum guidance by mentor teachers after student-teachers teach.

The second data displayed comes from interviews. Based on the questionnaire results, the researcher found ten student-teachers who were the sample in this study. The Researcher have conducted interviews with students of UIN Ar-Raniry Banda Aceh. The questions that the researcher asked the student-teachers were as follows; their perception of the existence of mentor teachers while their practicum: guidance, direction, and support both during pre-teaching, while teaching, and post-teaching provided by the mentor teacher to them.

1. Questionnaire

The results of how often the mentor teachers do the guidance of teaching practicum to student-teachers were obtained using a questionnaire as the main instrument for collecting data. 180 students from two different academic years

were chosen as samples. The 24 questions were divided into pre-teaching, while-teaching, and post-teaching. The results were displayed by tabulating percentages.

The tables were displayed below:

Table 4. 5

The effectiveness of teaching practicum mentoring (pre-teaching)

Item/ Aspect	No.	Statements	Never (1)	Seldom (2)	Sometimes (3)	Always (4)
Pre-Teaching	1	The mentor teacher taught me how to make and prepare lesson plans	13 (7.2%)	27 (15%)	73 (40.6%)	67 (37.2%)
	2	The mentor teacher provides supervision which makes me challenged before teaching	14 (7.8%)	29 (16.1%)	81 (45%)	56 (31.1%)
	3	Pamong teachers provide direction in designing lesson plans	12 (6.7%)	31 (17.2%)	65 (36.1%)	72 (40%)
	4	The mentor teacher explains how to design learning materials	17 (9.4%)	35 (19.4%)	71 (39.4%)	57 (31.7%)
	5	The mentor teacher asked me to make observations when the mentor teacher taught	16 (8.9%)	27 (15%)	66 (36.7%)	71 (39.4%)
	6	The mentor teacher explained the purpose of classroom management to ensure an optimal learning experience for all students before I started teaching	11 (6.1%)	36 (20%)	70 (38.9%)	63 (35%)
Total			24.8		75.18	

Table 4.1 above shows that mentor teachers effectively guides teaching practices to student-teachers before teaching. It is evident from the six questions above related to mentoring pre-teaching, student-teachers tend to say “sometimes” and “always” to the presence of teachers when preparing students for pre-teaching. The percentage of student teachers who said they were effective with pre-teaching teacher guidance was 75.18%, while student-teachers who said they were not effective in getting this guidance were only 24.8%. The dominant supervising teacher provides guidance by helping student-teachers prepare their needs before teaching, such as preparing lesson plans and teaching materials and making observations to see the challenges, teaching styles, and class management. So, this indicates that mentor teachers are still effective in providing mentoring to student-teachers during *Praktik Pengalaman Lapangan (PPL)*.

Table 4. 6

The effectiveness of teaching practicum mentoring (while teaching)

Item/ Aspect	No.	Statements	Never (1)	Seldom (2)	Sometimes (3)	Always (4)
While teaching	7	The mentor teacher introduces me to students as a practical teacher	6 (3.3%)	9 (5%)	44 (24.4%)	121 (67.2%)
	8	The mentor teacher makes observations when I teach	10 (5.6%)	23 (12.8%)	87 (48.3%)	60 (33.3%)
	9	The mentor teacher provides support and advice about teaching which makes me happy	10 (5.6%)	24 (13.3%)	59 (32.8%)	87 (48.3%)
	10	The mentor teacher helps/guides me when teaching	8 (4.4%)	39 (21.7%)	72 (40%)	61 (33.9%)

11	The mentor teacher provides useful guidance to me when teaching	10 (5.6%)	28 (15.6%)	82 (45.6%)	60 (33.3%)
12	Mentoring during the practicum was very effective in guiding me in teaching according to the lesson plans	11 (6.1%)	29 (16.1%)	75 (41.7%)	65 (36.1%)
13	The mentor teacher gave directions and suggestions regarding the use of the visual aids that I used to teach	19 (10.6%)	41 (22.8%)	69 (38.3%)	51 (28.3%)
Total		27.02		70.25	

Table 4.2 shows that mentor teachers effectively guide teaching practices to student teachers while teaching. Almost all student-teachers chose “sometimes” and “always” in the 7 statements about teacher guidance while student-teachers were teaching, which is contained in the table with a percentage of 70.25%, and only 27.02% did not get or received less guidance from the mentor teacher during student teacher teaching. The results of the dominant portion show the presence of the teacher while the students are teaching, determining that the mentor teacher is also still effective by assisting when the students are teaching, such as being introduced as a mentor teacher, observing student-teachers, and providing guidance, direction, support, suggestions, and advice when students-teachers teach. This evidence also reveals that the accompanying teacher also assists while teaching during *Praktik Pengalaman Lapangan* (PPL).

Table 4. 7*The effectiveness of teaching practicum mentoring (post-teaching)*

Item/ Aspect	No.	Statements	Never (1)	Seldom (2)	Sometimes (3)	Always (4)
Post Teaching	14	The mentor teacher evaluates how I open the lesson	10 (5.6%)	38 (21.1%)	85 (47.2%)	47 (26.1%)
	15	The mentor teacher evaluates the teaching style and technique that I apply	12 (6.7%)	40 (22.2)	77 (42.8%)	51 (28.3%)
	16	The mentor teacher evaluates how I close the lesson	13 (7.2%)	47 (26.1%)	74 (41.1%)	46 (25.6%)
	17	The mentor teacher gave reflection after I taught	13 (7.2%)	45 (25%)	75 (41.7%)	47 (26.1%)
	18	The mentor teacher gave reflection on how to close the class after I taught	18 (10%)	47 (26.1%)	72 (40%)	43 (23.9%)
	19	The mentor teacher provided solutions to the problems I faced when teaching	7 (3.9%)	27 (15%)	76 (42.2%)	70 (38.9%)
	20	Pamong teachers often communicate regarding my interactions with the core of learning	9 (5%)	33 (18.3%)	72 (40%)	66 (36.7%)
	21	The mentor teachers often ask me about the problems I experienced after teaching	7 (3.9%)	29 (16.1%)	67 (37.2%)	77 (42.8%)
	22	The mentor teacher asked about the obstacles in opening the lesson after I taught	10 (5.6%)	41 (22.8%)	69 (38.3%)	60 (33.3%)

23	The mentor teacher asked about the problems in managing the class after I taught	5 (2.8%)	32 (17.8%)	75 (41.7%)	68 (37.8%)
24	The mentor teacher offered me help in overcoming obstacles after I started teaching	9 (5%)	43 (23.9%)	66 (36.7%)	62 (34.4%)
Total		21.21		78.78	

Table 4.3 shows the effective assistance provided by mentor teachers to student teachers after teaching. This effectiveness is evidenced by the 11 questions that appeared in the post-teaching aspect; the dominant student-teacher chose “sometimes” and “always,” with a percentage of 78.78%. And while those who did not feel guidance after teaching was only 21.21%, of which the student-teachers answered “never” and “seldom” to all the questions in the table that discussed the teacher's presence after they taught. As conclusion, what the teacher does after the students teach shows as an effort to assist student-teachers when *Praktik Pengalaman Lapangan* (PPL). Mentor teachers carry out evaluations, and reflections, ask questions encountered by student-teachers and provide solutions to problems/challenges experienced by students after teaching. With this mentoring, student-teachers can improve their teaching abilities and performance in the future.

2. Interview

The results of how the mentor teacher conducts teaching practicum mentoring to student-teachers are obtained by interviewing to collect data, there were 10

student-teachers from two different academic years who were selected as representatives of the sampling to support mentoring data for them based on *Praktik Pengalaman Lapangan* (PPL).

Interviews were conducted to obtain further information about student teachers perception of the effectiveness and challenges of teaching practicum mentoring. The interview is to support the main instrument, the questionnaire.

a. The effectiveness of mentoring teaching practicum

Based on the results of the questionnaire that has been described, there are lots of student-teachers who agree with the guidance given by school supervisors for their students' teaching practicum. The questionnaire focuses on the help and support provided by mentor teachers to student-teachers during pre-teaching, teaching and post teaching. In the interviews that have been conducted, some of the most important points of support and guidance were found during the teaching practicum which are described as follows:

1) Preparing the needs of student-teachers during pre-teaching

The researcher found that most participants agreed that when it comes to *Praktik Pengalaman Lapangan* (PPL), mentor teachers should prepare student-teachers needs before teaching so they can teach well. They are guided to prepare lesson plans in accordance with those used by the school. In pre-pandemic conditions, the mentoring process provided by teachers was the same as expected. Student-teacher 2 argues:

For example, for administrative preparation, we are provided with an academic calendar, curriculum, syllabus, assessment paper, and assessment sheets.

Meanwhile, another student-teacher stated that he was a PPL during the pandemic, before teaching the mentor teacher only gave the syllabus as a guide in teaching, as conveyed by student-teacher 3:

In terms of guidance from the pamong it only gives the syllabus because the syllabus is in all schools so for lesson plans with most friends from the mentor teacher there is only a syllabus.

It can be concluded that before the teaching process is carried out by the student-teachers, the mentor teacher provides good preparation as a permanent teacher at the school based on the conditions and the pursuit process that has taken place. The existence of preparation, such as a mature lesson plan and a syllabus that has been prepared, makes student-teachers understand better and are better prepared when the teaching process takes place. However, the pandemic that hit affected the mentoring provided. The mentoring provided was only effective before the pandemic.

2) Getting feedback from teacher' mentor

In this section, all participants did not directly mention that they received overall feedback from the mentor teachers regarding their teaching practice. On the other hand, looking at the explanation, there is some feedback that can be useful for the teaching performance of student-teachers. In the student-teacher 3 explanation as an example, he said:

Reflection is like feedback. For example, during breaks I went to his desk and gave feedback on how I taught. My type of teaching often uses learning media such as speakers and projectors to help me power and sound efficiency so I can approach more students than teaching with a blackboard. The point is that there must be a feedback problem, he sees if there are deficiencies he will give feedback.

On a different opinion, seeing the explanation, there is some feedback given by the mentor teacher based on the direct request of student-teachers on their teaching practicum. as a complete explanation that student-teacher 4 say:

Yes more often I directly ask for feedback from the mentor. So, I asked my mentor teacher for reflection. After teaching, I need reflection on what I made, what were my strengths or weaknesses, and also my difficulties, I conveyed to my mentor teacher. Yes, my mentor teacher also gave me advice.

Whereas in different experiences, several student-teachers did not get the feedback given by the teacher due to the mentor teacher's absence from school while the student-teachers teaching. As for this incident when they were PPL during the pandemic, as a complete explanation that the student-teacher 9 said:

Never, after I taught mentor teachers were never at school so we never did the teaching reflection process that I did.

In short, feedback is the main benefit for student-teachers that they should receive from mentoring in teaching practicum. Feedback provided is a productive method of enabling student-teachers to recognize that they need it to improve their teaching efforts. However, the existence of a pandemic has affected the effectiveness of mentoring carried out by teachers; during a pandemic, mentor

teachers cannot be maximally present to provide feedback or reflection needed by student-teachers.

3) Giving the understanding of the class conditions better

There is no doubt that all participants mentioned the benefits offered. They all believe that mentoring done right can be beneficial for them in knowing the appropriate teaching needs in the class they teach. Generally, what happened before the pandemic, Mentor teachers asked for observations to provide a better understanding to student-teachers so that methods and media could be applied appropriately in the teaching process. Student-teacher 1 said:

After our observations, we concluded how to teach how we ended up imitating the mentor teacher's method then in the next meeting we immediately practiced teaching. So as long as we teach, the mentor teachers to be observers and they don't interfere with learning in class.

On a different opinion, during the pandemic, the understanding that students got was relatively poor because there was no observation requested by the mentor teacher, so that they adapted to the class on their own. as a complete explanation said by the student-teacher 10:

Incidentally, at that time I was not shown how mentor teachers teach in class, so I was immediately given a class. He introduced me in front of the class and said that I was a student of UIN Ar-Raniry and then I immediately taught that class, so I never saw mentor teachers teaching.

In conclusion, an understanding of class conditions can be understood when there are observations made. Observation generally occurs when teachers ask student-teachers to mentor teachers so they can imitate what is suitable based on the conditions needed.

b. The challenges during teaching practicum

All participants believed that they experienced some difficulties during the *Praktik Pengalaman Lapangan* (PPL). Meanwhile, for *Praktik Pengalaman Lapangan* (PPL), both during the pandemic and post-pandemic, participants experienced obstacles such as student behaviour, student discipline, time management, and anxiety.

1) Student behaviour

The researcher found that most of the participants experienced problems with students' attitudes in class. Students show a non-serious attitude and tend to underestimate the lesson. Student-teachers 8 admitted:

Yes, when I talked about this to the teacher himself, he reminded students to be polite.

The impoliteness of students is shown by their underestimation in class, as stated by student-teacher 9:

My biggest challenge and difficulty during PPL is to take the attention and focus from students. Because it's not uncommon for PPL teachers to be taken for granted by their students, they think of us only as temporary teachers, so in some cases they don't pay attention to the lessons in class and even show blatant disrespect. So that was the challenge I faced during PPL where I had to make them realize that I was the person in charge in class so they had to obey the rules that I made, they had to follow the learning process with focus and thoroughness or they would get rewarded.

2) Student discipline

Furthermore, other student-teachers said that there were also students who were not ready to learn as they were still noisy and sleepy when learning took place, as

said by student-teacher 7 when *Praktik Pengalaman Lapangan* (PPL) at Islamic boarding schools:

The challenge is more to students who are noisy. Because there (the Islamic boarding school where I practice teaching) students are often sleepy in class. So, (the condition) is indeed common (happens).

In line with what was said by student-teacher 7, student-teacher 1 added:

So, outside of that, the average student is naughty, plays on his cell phone, and doesn't focus enough on study time. But if there, at the Islamic boarding school, most of the problems are with the large number of students sleeping in class. They are active on average, but only at the beginning of learning, but more and more, some have started sleeping in class and when we wake them up, they only focus for a while, then sleep again. We also can't do much because we're still just teaching practicum.

Whereas during a pandemic, student indiscipline occurred due to online learning behavior, as conveyed in student-teacher 5:

Yes, because these kids are used to going online. So, when they (early) returned to class, they didn't seem to care. Then, when asked about the material that was studied last week/previous meeting, many of them forgot and did not understand, then kept quiet and rarely paid attention to the teacher.

In conclusion, it is not easy to induce students to be ready to learn. It takes great effort to be able to understand and discipline students so they can follow the lesson well. Thus, with a good understanding, student-teachers have the opportunity to provide full teaching.

3) Time management

Most of the participants experienced problems in allocating teaching time. Student-teachers admit that managing teaching time in various classes during the

pandemic is challenging, causing changes in the duration of teaching and learning.

Student-teacher 2 argues:

For me, during the pandemic the class had shifts and at that time I had to teach the same class but the class was divided into shifts I had to repeat the same material in the same class. It wastes energy because I work twice and after I teach in two shifts, I also have to assess the same class in two different shifts. So the difficulty that I experienced was not getting used to the new rules during the implementation of restrictions on community activities.

In conclusion, the existence of time constraints felt by prospective teachers causes them to feel exhausted. Efforts are needed to regulate and manage good teaching hours between teachers so that student-teachers feel they can really enjoy their practicum process as student-teachers.

4) Anxiety

There were also participants who felt stiff or unfamiliar so they still felt unfamiliar with managing teaching during *Praktik Pengalaman Lapangan* (PPL).

Student-teacher 3 acknowledged:

The challenge is that we have to be patient a lot because we are PPL, we are still apprentices, so we are still new to teaching. Then we have to adapt, we have to understand the character of the child and then we also have to master the material, it's impossible as a teacher not to master the teaching material.

Meanwhile, other participants felt awkward or unfamiliar with the first lecture that used full English. Student-teacher 4 conveys:

It turns out that if we use English introductory words, they are rather difficult to understand and instead ask for delivery in Indonesian or Acehnese. So, it became a challenge for me when using English prepositions in class to give examples of sentences in English, I had to

find the simplest sentences, even though at first, I thought the sentences I used were simple for their level. There are some classes that are not difficult to understand so I have to look for simpler sentences. I have to look for ones that have simple vocabulary and animations that can describe the context of the conversation in the video.

It can be concluded, based on what has been stated above, that they, as student-teachers are still a bit awkward or stiff due to their natural and first experiences in teaching. Their unfamiliarity with the condition causes them not to be able to address the problems that arise in class directly. Likewise, the observation and reflection of the mentor teacher can make them confident and think critically in seeing the needs of the class so that they can provide the right solutions to problems that arise.

Table 4.8

Finding matrix

No.	Research Questions	Findings	
		During Pandemic	Post Pandemic
1	How do the student-teachers perceive the effectiveness of mentoring at school during and post pandemic while their teaching practicum?	<ul style="list-style-type: none"> Those who were PPL during the pandemic did not get evaluated, being observed by the teacher to get feedback from the mentor teacher and It happened because the study hours rules changed during the pandemic. 	<ul style="list-style-type: none"> preparing the needs of student teachers during pre-teaching, being evaluated, being observed by the teacher to get feedback from the mentor teacher and providing a better understanding of class conditions by reflecting on teaching.
2	What are the challenges student-teachers perceived during and post pandemic while their teaching practicum?	<ul style="list-style-type: none"> managing teaching time in various classes during the pandemic is challenging, 	<ul style="list-style-type: none"> Student indiscipline as shown by often sleeping in class, being noisy, belittling student-

- causing changes in the duration of teaching and learning, and
- felt unfamiliar with managing teaching during *Praktik Pengalaman Lapangan* (PPL).
- teachers who teach because of the pandemic they study independently at home for too long.
- felt unfamiliar with managing teaching during *Praktik Pengalaman Lapangan* (PPL).
-

E. Discussion

The most important points are discussed in this section. This discussion provide answers to two research questions in Chapter I.

1. How do the student-teachers perceive the effectiveness of mentoring at school during and post-pandemic while their teaching practicum?

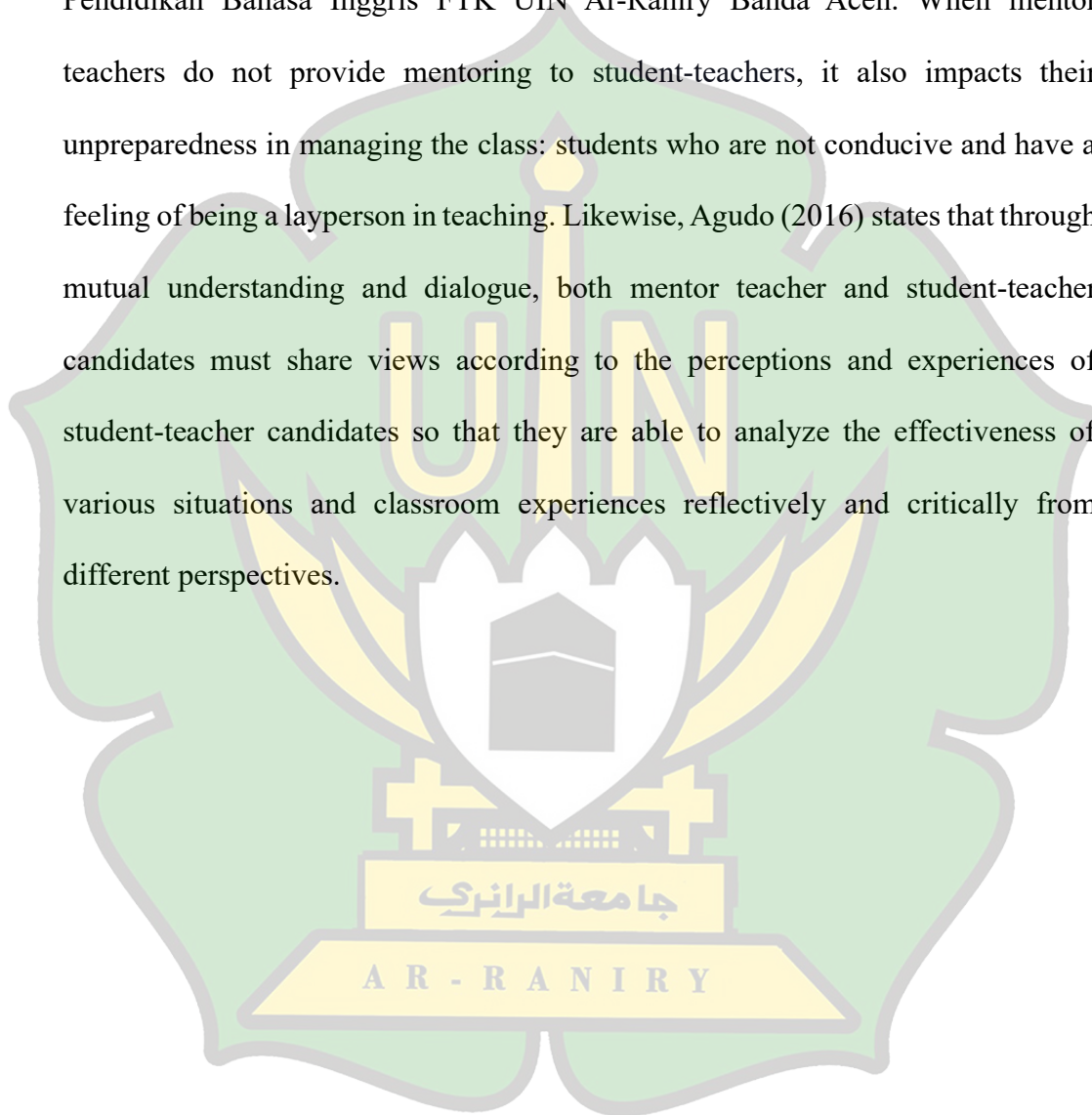
The dominant participants felt the effectiveness of the mentoring carried out by the mentor teacher. Almost all respondents chose “sometimes” and “always” in the section on the benefits of mentor teacher guidance and directions in the questionnaire. This shows that student-teachers feel the benefits of the teacher's mentoring presence during *Praktik Pengalaman Lapangan* (PPL). In the same case, the interview transcripts show that there were three main benefits mentioned by the ten participants involved, namely: to prepare the needs of student-teachers during pre-teaching, getting feedback from teachers' mentors, and giving the understanding of the class conditions better.

2. What are the challenges during teaching practicum for student-teachers?

Even though student-teachers have taken micro-teaching courses, they are still overwhelmed with some difficulties when teaching practicum; This is evidenced by the questionnaires they filled out. There were still student-teachers who answered “sometimes” and “always” in the questions about their difficulties that appeared in the questionnaire. Furthermore, there are three main challenges for student-teachers from the interview results, namely: student behaviour, student discipline, time management, and anxiety.

Based on the results of questionnaires and semi-structured interviews, the presence of mentor teacher during teaching practicum, either during a pandemic or after it, still had a good impact on students who did teaching practicum during this uncondusive period. This is in line with the findings of Rohmah (2018) which revealed a positive attitude toward mentoring. Report (2010) also found student-teachers believe that a companion teacher must have accessibility which means having time, closeness, and being responsive to the needs and questions of the student-teacher they are mentoring; having empathy means being patient, supportive, and understanding the feelings of the student-teacher. Equally important is having knowledge and experience with effective teaching ideas and strategies such as classroom management, teaching planning, assessment, and communication, as well as having relevant curriculum knowledge and being a role model. Other criteria are listening skills, reflection, and sharing ideas, as well as being honest and constructive in providing feedback to prospective teachers.

On the other hand, apart from teacher mentoring, there have been several improvements to the micro-teaching aspect in supporting the readiness of prospective teachers when teaching practicum produces better teachers in the Pendidikan Bahasa Inggris FTK UIN Ar-Raniry Banda Aceh. When mentor teachers do not provide mentoring to student-teachers, it also impacts their unpreparedness in managing the class: students who are not conducive and have a feeling of being a layperson in teaching. Likewise, Agudo (2016) states that through mutual understanding and dialogue, both mentor teacher and student-teacher candidates must share views according to the perceptions and experiences of student-teacher candidates so that they are able to analyze the effectiveness of various situations and classroom experiences reflectively and critically from different perspectives.



CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion

After analyzed the data and findings, this study come up with the conclusion:

1. **How do the student-teachers perceive the effectiveness of mentoring at school during and post pandemic while their teaching practicum?**

The perceived effectiveness can be seen from the impact on student teachers during *Praktik Pengalaman Lapangan* (PPL). The special benefits felt by mentoring from teachers for student-teachers are to provide guidance and direction to student-teachers in their preparation before teaching, get feedback from teaching, and choose and apply the right method after teaching based on the evaluation and reflection provided by mentors.

2. **What are the challenges student-teachers perceived during and post pandemic while their teaching practicum?**

There are still a number of prominent problems during the *Praktik Pengalaman Lapangan* (PPL) that student-teachers face. Based on the results of the interviews, three main challenges were encountered by student-teachers, namely: student discipline, time management and anxiety. During teaching practicum, the indiscipline in question is that students take it lightly when the teacher is in teaching practicum. Meanwhile, what is meant by being overwhelmed in managing teaching time is an imbalance in teaching time provided by schools due to the pandemic.

In short, as for efforts to overcome this, good communication between teacher mentoring and student-teachers is needed. If not, student-teachers can ask for help and direction based on actual pconditions at school so that the teaching practicum process felt by student-teachers feel better as it should.

B. Recommendation

This study would like to provide several recommendations that are useful for student-teachers, teacher education faculty, and further research:

Student-teachers must get some basic orientation before entering the field; for example, at the pre-teaching stage, they must understand how to prepare themselves to teach, use teaching materials, and build good communication with schools and tutors. At the teaching stage, student-teachers must be able to organize and control the class well and ask for teacher observations of their teaching. Furthermore, after teaching, teacher students must also be able to accept and ask for suggestions and criticism from the mentoring teacher as an evaluation of the teaching style or teaching materials and classroom management that has been carried out. That way, student-teachers will understand the benefits when they know the purpose of communication so that they will focus more on teaching. The existence of guidance and direction, such as evaluation and reflection given by the mentoring teacher, is one example. It should be noted that feedback in teaching practicum is primarily intended to help student-teachers achieve maximum benefits to improve their teaching performance.

For mentor teachers, the researcher suggests that mentor teachers at schools give their students the necessary help and direction throughout their teaching

practicum in light of the study's findings. Additionally, school mentors must be aware of and understand their roles in supervising student practicum both within and outside of the classroom.

Teacher education faculty, especially lecturers who teach micro-teaching, must provide field direction and better preparation to meet the needs of their student teachers when teaching. This preparation can take the form of meetings that must be arranged by the faculty, which allow lecturers to discuss and exchange best teaching practices, curriculum development training, various teaching and assessment strategies, and technology with schools. Once the quality of teaching improves based on what the school has delivered, the quality of student-teacher learning opportunities will also improve.

For further research, the researcher realizes that there are limitations in this research. So, the researcher suggests several areas that deserve further research, such as future research involving all departments in the Teaching and Education Faculty. Then, future research could focus on the support of school mentors that must be received by student practice and the interactions between practicum students and school supervisors in carrying out teaching practicums. In addition, the researcher also suggests future research by expressing differences in perspectives between men and women and the level of the school where they teach practicum. In addition, the study focus can be expanded by involving student-teacher GPA in their teaching performance during practicum.

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APPENDICES



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B - 4413/Un.08/FTK/KP.07.6/03/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-15347/Un.08/FTK/KP.07.6/12/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2022
- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-15347/Un.08/FTK/KP.07.6/12/2022** tanggal **1 Desember 2022**
- KEDUA** : Menunjuk Saudara:
 1. Dr. Jarjani Usman, S.Ag., SS., M.Sc., M.S. Sebagai Pembimbing Pertama
 2. Fithriyah, S.Ag., M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi
 Nama : Wildatul Wahidah
 NIM : 180203078
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : **Student Teachers' Perception on the Effectiveness of Teaching Practicum Mentoring During and Post Pandemic**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 02 Maret 2023
 Dekan,

Safrul Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email phi.fk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-370/Un.08/PBI/Kp.01.2/04/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-5164/Un.08/FTK.I/TL.00/03/2023 tanggal 31 Maret 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Wildatul Wahidah
NIM : 180203078
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Student Teachers perceptions on the Effectiveness and Challenges of Teaching Practicum Mentoring During and Post Pandemic

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 14 Juni 2023

Ketua Prodi Pendidikan Bahasa Inggris,



[Handwritten signature]

Dahlia Dahliana

AR - R A N I R Y

INTERVIEW GUIDELINE

Research Title : Student Teachers' Perception on the Effectiveness and Challenges of Teaching Practicum Mentoring During and Post Pandemic

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 :

PPL School :

Research question :

1. How do the student teachers perceive the effectiveness of mentoring at school during and post pandemic while their teaching practicum?
2. What are the challenges student teachers perceived during and post pandemic while their teaching practicum?

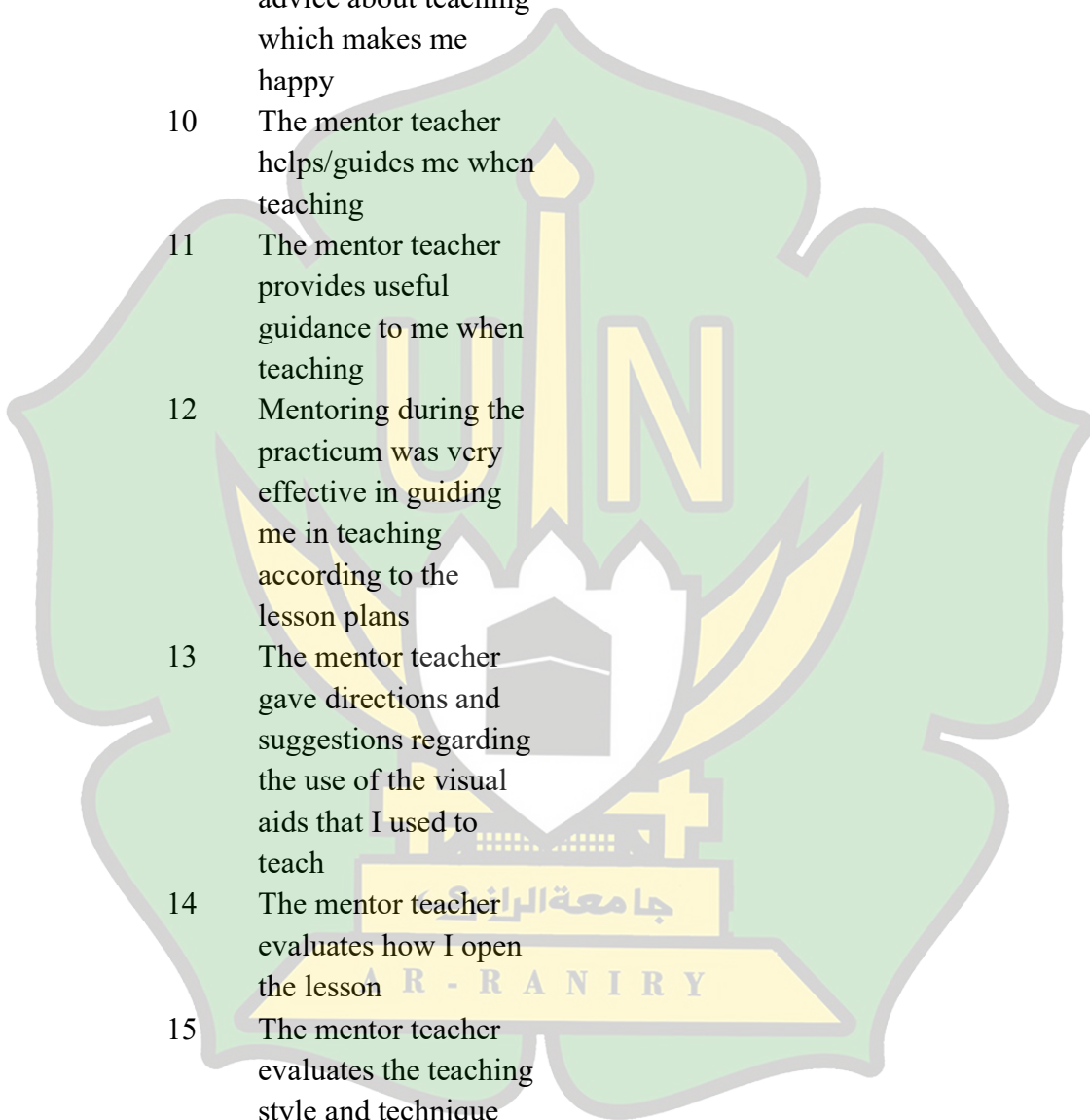
List of questions:

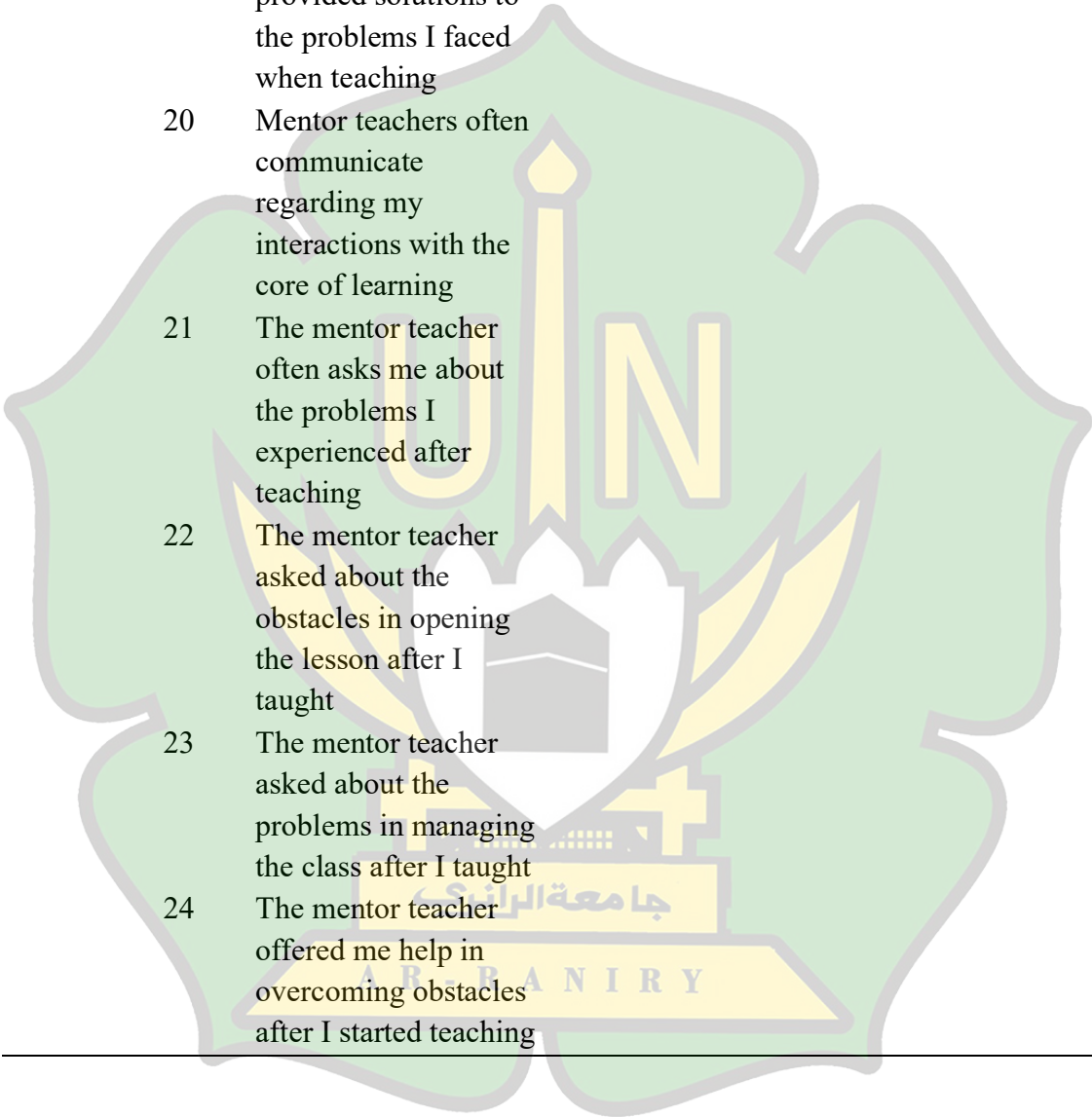
1. Could you please tell me your experience with your mentor while teaching the class. What did your mentor do during pre-teaching? Did your school mentor provide you with an example or guidance of teaching material and help you to design your own teaching-learning material?
2. Did your mentor observe your teaching process?
3. In your opinion, did your mentor assistance support your practicum? If not, why? If yes, why?
4. Does your mentor hold reflection following your teaching process. About what aspects?
5. Overall, how do you view your experience with mentor for improving your teaching ability?

APPENDIX C Table the effectiveness of teaching practicum questionnaire

Item/ Aspect	No.	Statements	Never (1)	Seldom (2)	Sometimes (3)	Always (4)
Pre- Teaching	1	The mentor teacher taught me how to make and prepare lesson plans				
	2	The mentor teacher provides supervision which makes me challenged before teaching				
	3	Mentor teachers provide direction in designing lesson plans				
	4	The mentor teacher explains how to design learning materials				
	5	The mentor teacher asked me to make observations when the mentor teacher taught				
	6	The mentor teacher explained the purpose of classroom management to ensure an optimal learning experience for all students before I started teaching				
	7	The mentor teacher introduces me to students as a practical teacher				

While teaching	8	The mentor teacher makes observations when I teach
	9	The mentor teacher provides support and advice about teaching which makes me happy
	10	The mentor teacher helps/guides me when teaching
	11	The mentor teacher provides useful guidance to me when teaching
	12	Mentoring during the practicum was very effective in guiding me in teaching according to the lesson plans
	13	The mentor teacher gave directions and suggestions regarding the use of the visual aids that I used to teach
	14	The mentor teacher evaluates how I open the lesson
Post Teaching	15	The mentor teacher evaluates the teaching style and technique that I apply
	16	The mentor teacher evaluates how I close the lesson
	17	The mentor teacher gave reflection after I taught



- 
- 18 The mentor teacher gave reflection on how to close the class after I taught
- 19 The mentor teacher provided solutions to the problems I faced when teaching
- 20 Mentor teachers often communicate regarding my interactions with the core of learning
- 21 The mentor teacher often asks me about the problems I experienced after teaching
- 22 The mentor teacher asked about the obstacles in opening the lesson after I taught
- 23 The mentor teacher asked about the problems in managing the class after I taught
- 24 The mentor teacher offered me help in overcoming obstacles after I started teaching
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