REFERENCES

- Abiodun, A. S., & Abiodun, A. A. (2022). An investigation into Yoruba language pre-service teachers' problems during teaching practice in Oyo Federal Constituency, Oyo State, Nigeria. *International Journal of Education*, *Library and Information Communication Technology*, 1(1), 122-155.
- Adewole, A. (1977). The philosophy of teaching practice. UK. Chigwong Press.
- Ambrosetti, A., & Dekkers, J. (2010). The interconnectedness of the roles of mentors and mentees in pre-service teacher education mentoring relationships. *Australian Journal of Teacher Education*, 35(6), 42-55.
- Ara, K., & Akbar, A. (2016). A study of impact of moonlighting practices on job satisfaction of the university teachers. *Bulletin of Education and Research*, 38(1), 101-116.
- Asención, D. Y. (2012). Research on mentoring language teachers: Its role in language education. *Foreign Language Annals*, 45(1), 184-202.
- Ashraf, H., Samir, A., & Yazdi, M. T. (2016). Reflective teaching practice in an EFL context: A qualitative study. *International Journal of English Linguistics*, 6(7), 48-65.
- Avis, J., Fisher, R., & Thompson, R. (2018). *Teaching in lifelong learning: A guide to theory and practice*. McGraw-Hill Education (UK).
- Awaya, A., Heyler, D., Linsky, S., Lum, D., & Wakukawa, P. (2003). Mentoring as a journey. *Teaching and Teacher Education*, 19(1), 45-56.
- Aydın, Ö., & Ok, A. (2020). Mentoring practices in English language teaching practicum: Student teachers' perspectives on cooperating teachers' roles in the Turkish context. *The Teacher Educator*, 55(3), 248-266.
- Ayua, G. A., & Nasela, P. I. L. A. (2018). Combining teaching-practice with coursework: Implications on student-teachers' stress and academic commitment. *Journal of International Centre for Science, Humanities and Education Research*, 4(1), 1-12.
- Baran, E., Correia, A. P., & Thompson, A. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education*, 32(3), 421-439.

- Barkhuizen, G., & Feryok, A. (2006). Pre-service teachers' perceptions of a shortterm international experience programme. Asia-Pacific Journal of Teacher Education, 34(1), 115-134.
- Barkhuizen, G., Benson, P., & Chik, A. (2013). Narrative inquiry in language teaching and learning research. *Education Jurnal*, 21(1), 24-28.
- Baroudi, S., & David, S. A. (2020). Nurturing female leadership skills through peer mentoring role: A study among undergraduate students in the United Arab Emirates. *Higher Education Quarterly*, 74(4), 458-474.
- Beeth, M., & Adadan, E. (2006). The influences of university-based coursework on field experience. *Journal of Science Teacher Education*, 17(2), 103–120.
- Bigelow, R. M. (2002). *Preservice mentoring: Voices of mentors and proteges*. University of Wyoming.
- Bonilla, S. X., & Méndez, P. (2008). Mentoring in pre-service teaching: from reflection on practice to a didactic proposal. *Actualidades Pedagógicas*, 1(52), 79-90.
- Botha, M. L., & Reddy, C. P. S. (2011). In-service teachers' perspectives of preservice teachers' knowledge domains in science. *South African Journal of Education*, 31(2), 155-210.
- Boydell, D. (1986). Issues in teaching practice supervision research: A review of the literature. *Teaching and Teacher Education*, 2(2), 115-125.
- Boz, N., & Boz, Y. (2006). Prospective teachers get enough experience in school placements. *Journal of Education for Teaching*, *32*(4), 353-368.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Britton, L. R., & Anderson, K. A. (2010). Peer coaching and pre-service teachers: Examining an underutilised concept. *Teaching and Teacher Education*, 26(2), 306-314.
- Brown, A. D. (2006). A narrative approach to collective identities. *Journal of Management Studies*, 43(4), 731-753.
- Carver, C. (2009). Using policy to improve teacher induction: Critical elements and missing pieces. *Educational Policy*, 23(2), 295-328.
- Catapano, S. (2006). Teaching in urban schools: Mentoring pre-service teachers to apply advocacy strategies. *Mentoring & Tutoring*, 14(1), 81-96.

- Chan, C. K., & Luo, J. (2022). Towards an inclusive student partnership: Rethinking mentors' disposition and holistic competency development in near-peer mentoring. *Teaching in Higher Education*, 27(7), 874-891.
- Chien, C. W. (2015). Pre-service English teachers' perceptions and practice of field experience and professional learning from expert teachers' mentoring. *Teachers and Teaching*, 21(3), 328-345.
- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24(1), 249-305.
- Converse, N., & Lignugaris, B. (2009). Evaluation of a school-based mentoring program for at-risk middle school youth. *Remedial and Special Education*, *30*(1), 33-46.
- Cosgun, G., & Atay, D. (2018). Investigating the impacts of a mentoring model on experienced EFL teachers at tertiary level. *Mentorship Strategies in Teacher Education*, 30(4), 153-169.
- Creswell, J. W. (2014). *Qualitative, quantitative and mixed methods approaches*. Sage.
- Dam, G. T. M., & Blom. S. (2006). Learning through participation. The potential of school-based teacher education for developing a professional identity. *Teaching and Teacher Education*, 22(6), 647–660.
- Dasmo, D., & Sumaryati, S. (2015). Peran guru pamong dan dosen pembimbing terhadap keberhasilan program pengalaman lapangan (PPL) mahasiswa. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 4(1), 84-122.
- Dialoz, L. A. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Josey-Bass Publishers.
- Felton, K., & Harrison, G. (2017). Supporting inclusive practicum experiences for international students across the social sciences: Building industry capacity. *Higher Education Research & Development*, 36(1), 88-101.
- Goh, K. C. (2009). Confidence levels after practicum experiences of student teachers in Singapore: An exploratory study. *KEDI Journal of Educational Policy*, 6(2), 121-140.
- G'omez, R. L., Ali, A., & Casillas, W. (2014). Mentorship and the professional development of culturally responsive evaluators in the American Evaluation Association's Graduate Education Diversity Internship (GEDI) program. *E-Journal of New World Sciences Academy*, 6(1), 55-65

- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-607.
- Gower, R., Walters, S., & Phillips, D. (1983). *Teaching practice handbook*. London: Heinemann.
- Graves, S. (2010). Mentoring pre-service teachers: A case study. *Australasian Journal of Early Childhood*, 35(4), 14-20.
- Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P.
 W. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 111(9), 55-101.
- Hairon, S. (2019). Structured mentoring: Principles for effective mentoring. *Educational Research for Policy and Practice*, 19(2), 105-123.
- Hampton, G., Rhodes, C., & Stokes, M. (2004). A practical guide to mentoring, coaching and peer-networking: Teacher professional development in schools and colleges. Routledge.
- Hargreaves, A., & Fullan, M. (2000). Mentoring in the new millennium. *Theory into Practice*, *39*(1), 50-56.
- Harrison, J., Dymoke, S., & Pell, T. (2006). Mentoring beginning teachers in secondary schools: An analysis of practice. *Teaching and Teacher Education*, 22(8), 1055-1067.
- Haston, W., & Russell, J. A. (2012). Turning into teachers: Influences of authentic context learning experiences on occupational identity development of preservice music teachers. *Journal of Research in Music Education*, 59(4), 369-392.
- Hawkey, K. (1998). Mentor pedagogy and student teacher professional development: A study of two mentoring relationships. *Teaching and Teacher Education*, 14(6), 657-670.
- Hazzan, O., & Lapidot, T. (2004). The practicum in computer science education: Bridging gaps between theoretical knowledge and actual performance. ACM SIGCSE Bulletin, 36(4), 47-51.
- Hennissen, P., Crasborn, F., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Clarifying pre-service teacher perceptions of mentor teachers' developing use of mentoring skills. *Teaching and Teacher Education*, 27(6), 1049-1058.
- Hobson, A. J. (2002). Student teachers' perceptions of school-based mentoring in initial teacher training (ITT). *Mentoring and Tutoring*, *10*(1), 5-20.

- Hudson, P., & Hudson, S. (2018). Mentoring preservice teachers: Identifying tensions and possible resolutions. *Teacher Development*, 22(1), 16-30.
- Hudson, P., & Millwater, J. (2008). Mentors' views about developing effective English teaching practices. *Australian Journal of Teacher Education*, *33*(5), 1-13.
- Hudson, P., & Nguyen, T. M. H. (2008). What do EFL preservice teachers expect from their mentors. In *Proceedings of The Australian Association for Research in Education Conference: Changing Climates: Education for Sustainable Futures.*
- Hudson, P., Nguyen, H. T. M., & Hudson, S. (2009). Mentoring EFL preservice teachers in EFL writing. *TESL Canada Journal*, 1(2), 85-102.
- Hudson, P., & Skamp, K. (2002). Mentoring preservice teachers of primary science. The Electronic Journal for Research in Science & Mathematics Education, 25(2), 102-154.
- Humaira, M. A., Rachmadtullah, R., Sesrita, A., Laeli, S., Muhdiyati, I., & Firmansyah, W. (2021). Teacher perceptions of university mentoring programs planning for inclusive elementary schools: A case study in Indonesia. *International Journal of Special Education*, 36(2), 53-65.
- Iqbal, M. N. (2017). Mentoring process of pre-service teachers during teaching practice. *English Journal*, 11(2), 12-25.
- Itow, R. C. (2020). Fostering valuable learning experiences by transforming current teaching practices: Practical pedagogical approaches from online practitioners. *Information and Learning Sciences*, 121(5/6), 443-452.
- Izadinia, M. (2015a). A closer look at the role of mentor teachers in shaping preservice teachers' professional identity. *Teaching and Teacher Education*, 52, 1-10.
- Izadinia, M. (2015b). Student teachers' and mentor teachers' perceptions and expectations of a mentoring relationship: Do they match or clash? *Professional Development in Education*, 42(3), 387-402.
- Johnson, R. B. (1997). Examining the validity structure of qualitative research. *Journal of Education*, *118*(2), 282-292.
- Johnson, W. B. (2002). The intentional mentor: Strategies and guidelines for the practice of mentoring. *Professional Psychology: Research and Practice*, 33(1), 88-123.

- Jusoh, Z. (2013). Preservice teachers' implementation of formative assessment in English writing class: Mentoring matters. *Research, Renovation and Reinforcement: Enhancing Quality in Language Education*, 44(2), 886-874.
- Kamil, I. (2016). Perceptions of tutor teachers on the teaching abilities of PPL students at SMKN 1 Tilatang Kamang dan SMKN 5 Padang. *Cived Jurusan Teknik Mesin*, 5(1), 2113-2117.
- Kelley, L. M. (2004). Why induction matters. *Journal of Teacher Education*, 55(5), 438-448.
- Kfouri, C. A. G. (2013). Pre-service teachers and teacher education. *Procedia Social and Behavioral Sciences*, 93, 1786 1790.
- Kiggundu, E. M., & Nayimuli, S. T. (2009). Teaching practice: A make or break phase for student teachers. *South African Journal of Education*, 29(3), 44-67.
- Koross, R. (2016). The student teachers' experiences during teaching practice and its impact on their perception of the teaching profession. *IRA International Journal of Education and Multidisciplinary Studies*, 5(2), 76-85.
- Kundu, A., & Bej, T. (2021). COVID 19 response: An analysis of teachers' perception on pedagogical successes and challenges of digital teaching practice during new normal. *Education and Information Technologies*, 26(6), 1-24.
- Kuswandono, P. (2017). Mentor teachers' voices on pre-service English teachers' professional learning. *Indonesian Journal of Applied Linguistics*, 6(2), 213-221.
- Kwan, T., & Lopez-Real, F. (2005). Mentors' perceptions of their own professional development during mentoring. *Journal of Education for Teaching: International Research and Pedagogy*, 31(1), 15–24.
- Lawson, T., Çakmak, M., Gündüz, M., & Busher, H. (2015). Research on teaching practicum–a systematic review. *European Journal of Teacher Education*, 38(3), 392-407.
- Lechuga, V. M. (2011). Faculty-graduate student mentoring relationships: Mentors' perceived roles and responsibilities. *Higher Education*, 62(1), 757-771.
- Le-Cornu, R. (2009). Building resilience in pre-service teachers. *Teaching and Teacher Education*, 25(5), 717-723.

- Ludwig, M., Kirshstein, R., & Sidana, A. (2010). An emerging picture of teacher preparation pipeline. *Paper presented at the Annual Conference of the American Association of Colleges for Teacher Education*, 21(2), 21-34.
- Maddamsetti, J. (2018). Perceptions of pre-service teachers on mentor teachers' roles in promoting inclusive practicum: Case studies in US elementary school contexts. *Journal of Education for Teaching*, 44(2), 232-236.
- Mann, S., & Tang, E. H. H. (2012). The role of mentoring in supporting novice English language teachers in Hong Kong. *TESOL Quarterly*, 46(3), 472-495.
- Marais, P. (2013). Hear our voices: Student teachers' experience during practical teaching. *Africa Education Review*, *1*, 220-233.
- Martínez, J. D. D. (2016). What type of feedback do student teachers expect from their school mentors during practicum experience? The case of Spanish EFL student teachers. *Australian Journal of Teacher Education*, 41(5), 3-58.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 1(2), 13-22.
- Ngoepe, M. G. (2014). Examining student teachers' perceptions on mentoring during field experiences in distance learning: A pilot study. *Journal of Social Sciences*, 40(1), 41-49.
- Nguyen, H. T. M. (2013). Peer mentoring: A way forward for supporting preservice EFL teachers psychosocially during the practicum. *Australian Journal of Teacher Education*, 38(7), 31-44.
- Nguyen, H. T. M., & Baldauf, Jr. R. B. (2010). Effective peer mentoring for EFL pre-service teachers' instructional practicum practice. *Asian EFL Journal*, 12(3), 40-61.
- Nguyen, T. (2008). Mentoring beginning EFL teachers at tertiary level in Vietnam. *The Asian EFL Journal*, *10*(1), 111-132.
- Nora, A., & Crisp, G. (2007). Mentoring students: Conceptualizing and validating the multi-dimensions of a support system. *Journal of College Student Retention: Research, Theory & Practice*, 9(3), 337-356.
- Nwanekezi, A. U., Okoli, N. J., & Mezieobi, S. A. (2011). Attitude of studentteachers towards teaching practice in the University of Port Harcourt, Rivers State, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(1), 41-46.

- Ong'ondo, C., & Borg, S. (2011). The influence of supervision on the practice of English language student teachers in Kenya. *Language Teaching Research*, 15(4), 509-528.
- Othman, I., Hashim, A. T. M., Ariffin, A., Abdullah, Z., & Yusof, A. B. (2019). Student teachers' perspectives on their readiness towards teaching practice: A case study in a Malaysian university. *Journal of Research, Policy & Practice* of Teachers and Teacher Education, 9(1), 12-19.
- Pawan. (2017). Teacher training and professional development of Chinese English language teachers. New York: Routledge.
- Poulou, M. (2007). Student teachers' concerns about teaching practice. *European Journal of Teacher Education*, *30*(1), 91–110.
- Premier, J. A., & Miller, J. (2010). Preparing pre-service teachers for multicultural classrooms. *Australian Journal of Teacher Education*, *35*(2), 35-48.
- Rasmitadila, R., Megan A. H., & Reza, R. (2022). Teachers' perceptions of the role of universities in mentoring programs for inclusive elementary schools: A case study in Indonesia. *Journal of Education and e-Learning Research*, 8(3), 333-339.
- Rees, C., Pardo, R., & Parker, J. (2013). Steps to opening scientific inquiry: Preservice teachers' practicum experiences with a new support framework. *Journal of Science Teacher Education*, 24(3), 475-496.
- Richards, J. C., Schmidt, R., Kendricks, H., & Kim, Y. (2003). Dictionary of language teaching andappliedlinguistics. New York: Longman.
- Sakamoto, M., & Lumi, T. (2014). Mentorship in a Japanese graduate school: Learning through apprenticeship. *International Journal of Mentoring and Coaching in Education*, 3(1), 32-50.
- Salmona, M., Partlo, M., Kaczynski, D., & Leonard, S. N. (2015). Developing culturally competent teachers: An international student teaching field experience. *Australian Journal of Teacher Education*, 40(4), 35-53.
- Schulz, R., & Mandzuk, D. (2005). Learning to teach, learning to inquire: A 3year study of teacher candidates' experiences. *Teaching and Teacher Education*, 21(3), 315-331.
- Shaw, R. (1992). Teacher training in secondary schools. London: Kogan Page.

- Sherman, S., & Camilli, G. (2014). Evaluation of an online mentoring program. *Teacher Education Quarterly*, *41*(2), 107-119.
- Sinclair, C. (2003). Mentoring online about mentoring: Possibilities and practice. *Mentoring and Tutoring*, *11*(1), 79-94.
- Sirotnik, K. A. (2001). *Renewing schools & teacher education: An Odyssey in educational change*. Washington Publications.
- Sokhulu, L. H. (2018). *Exploring pre-service teachers' experiences of mentoring during teaching practice*. Doctoral dissertation. University of KwaZulu-Natal.
- Stanulis, R. N., & Ames. K. T. (2009). Learning to mentor: Evidence and observation as tools in learning to teach. *The Professional Educator*, 33(1), 28–38.
- Tasnim, Z. (2020). Concept of mentoring: An effective means of teachers professional growth. International Journal of Academic Multidisciplinary Research, 4(5), 74-77.
- Tawalbeh, T. I. (2021). Mentoring experience at university level: EFL mentees' perceptions and suggestions. *International Journal of Higher Education*, 10(1), 41-54.
- Thomson, M. M., & Palermo, C. (2014). Preservice teachers' understanding of their professional goals: Case studies from three different typologies. *Teaching and Teacher Education*, 44, 56-68.
- Trumbull, D. J., & Fluet, K. (2008). What can be learned from writing about early field experiences? *Teaching and Teacher Education*, *24*(6), 1672-1685.
- Tsui, A. B., & Law, D. Y. (2007). Learning as boundary-crossing in school university partnership. *Teaching and Teacher Education*, 23(8), 1289-1301.
- Ulla, M. B. (2016). Pre-service teacher training programs in the Philippines: The student-teachers practicum teaching experience. *EFL Journal*, *1*(3), 235-250.
- Utami, D. N. (2016). The EFL teachers' beliefs and their teaching practices. *OKARA: Jurnal Bahasa dan Sastra*, *10*(2), 135-144.
- Vásquez, C., Rosas, M., & Martin, A. (2019). Novice EFL teacher perceptions on their past mentoring experience. *Revista Educación*, 43(2), 1-16.
- Villani, S. (2002). *Mentoring programs for new teachers: Models of induction and support*. Corwin Press.

- Wahyuni, I. (2017). Teachers' perceptions of students' competencies PPL 2 Education Biology FKIP Untan. *Research in Higher Education*, 8(4), 34-60.
- Walkington, J. (2005). Mentoring preservice teachers in the preschool setting: Perceptions of the role. Australasian Journal of Early Childhood, 30(1), 28-35.
- Wati, M. (2020). The impact of individual student mentoring for teacher professionalism in English preservice teacher education. *Saga*, *1*(2), 95-108.
- Widiyastutik, D. (2013). Perceptions of teachers and students about PPL student profiles (Practice Field Experience). Jurnal Ilmiah Pendidikan Ekonomi IKIP Veteran Semarang, 1(2), 49-57.
- Wijaya, K. (2022). Investigating pre-service Indonesian EFL teachers' foreign language teaching anxiety in teaching practicum activities. *JELITA*, 3(2), 57-69.
- Wilkerson, L., & Irby, D. M. (1998). Strategies for improving teaching practices: a comprehensive approach to faculty development. Academic medicine: Journal of the Association of American Medical Colleges, 73(4), 387-396.
- Worthy, J. (2005). It didn't have to be so hard: The first years of teaching in an urban school. *International Journal of Qualitative Studies in Education*, 18(3), 379-398.
- Yendol-Hoppey, D., Jacobs, J., & Dana, N. F. (2009). Critical concepts of mentoring in an urban context. *The New Educator*, 5(1), 25-44.
- Yook, C., & Lee, Y. (2016). Korean EFL teachers' perceptions of the impact of EFL teacher education upon their classroom teaching practices. Asia-Pacific Journal of Teacher Education, 30(1), 5-10.
- Yuan, E. R. (2016). The dark side of mentoring on pre-service language teachers' identity formation. *Teaching and Teacher Education*, 55(1), 188-197.
- Yunus, M. M., Hashim, H., Ishak, N. M., & Mahamod, Z. (2010). Understanding TESL pre-service teachers' teaching experiences and challenges via postpracticum reflection forms. *Procedia-Social and Behavioral Sciences*, 9(2), 722-728.
- Zahorik, J., Halbach, A., Ehrle, K., & Molnar, A. (2003). Teaching practices for smaller classes. *Educational Leadership*, 61(1), 75-77.

- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99.
- Zuhry, A. A. (2020). Students' perceptions on the supports of the school mentors during teaching practicum. Doctoral dissertation, Universitas Islam Negeri Ar-Raniry.

Appendix 1 : Reflection Guidelines for Participants

- 1. Sebelum Anda turun ke sekolah tempat PLP II, dukungan seperti apa yang Anda harapkan dari guru pamong Anda yang akan ditemui di sekolah?
- 2. Bagaimana pengalaman Anda berinteraksi dengan guru pamong saat hari pertama/minggu pertama PLP II?
- 3. Apa kesan pertama Anda terhadap guru pamong tersebut?
- 4. Selama PLP II berlangsung, apakah guru pamong memberikan dukungan secara psikologis/emosional kepada Anda? Jelaskan.
- 5. Selama PLP II berlangsung, apakah mentor guru pamong memberikan dukungan terkait pencapaian tujuan sebagai guru di sekolah kepada Anda? Jelaskan.
- 6. Selama PLP II berlangsung, apakah guru pamong memberikan dukungan akademik agar Anda bisa menyelesaikan tugas PLP II dari kampus? Jelaskan.
- 7. Selama PLP II berlangsung, apakah guru pamong memberikan dukungan sebagai guru model? Jelaskan
- 8. Berdasarkan pengamatan Anda, apa yang perlu dilakukan oleh pihak kampus sehingga dukungan guru pamong terhadap mahasiswa saa program PLP II dapat diperoleh secara maksimal?