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## PERCEPTION AND EXPERIENCE OF MENTOR TEACHERS TOWARD ENGLISH EDUCATION STUDY PROGRAM STUDENTS UNDERTAKING TEACHING PRACTICE 2 (PLP II)

### Abstract

This research is based on the assessment of PLP 2 implementation activities at Bengkulu Muhammadiyah University which only assesses student teaching competencies. At this time the role of a teacher is not only to be a teaching staff who has good competence, but teachers must have professional teacher traits that are ethical, disciplined and responsible. This study aims to find out how do the perceptions and experiences of student teachers towards English language study programme students who carry out PLP 2. The purpose of this study is to find out how the perceptions and experiences of student teachers towards English language study programme students who carry out PLP 2 are. The purpose of this research is to find out how the perceptions and experiences of student teachers towards students who carry out PLP 2. The results of this research are input to the English education study programme to improve and improve the abilities of students who will carry out PLP 2 in the next semester. The results of this research show that the student teachers are satisfied with the performance of students who carry out PLP 2. The criteria for this performance include the ability to design and implement lessons, ethics and discipline, and responsibility for the tasks assigned during the implementation of activities.

**Keywords:** PLP 2, Mentor Teachers, Perception, Professional Teachers.

### INTRODUCTION

Universitas Muhammadiyah Bengkulu (UM Bengkulu) is one of the institutions in Bengkulu Province. UM Bengkulu has 8 Faculties, one of which is the Faculty of Teacher Training and Education (FKIP) which has the aim of preparing professional and qualified education graduates. To support this goal, one of the activities carried out is to provide experience for education students to become professional teachers. For this reason, the FKIP of UM Bengkulu as a faculty that prepares prospective teachers requires students to take the *Pengenalan Lapangan Persekolah* (PLP) course. So that students get an illustration of how the profession they will enter in the future.

PLP is a course of teaching practice activities in schools carried out by Education Study Program students as prospective teachers. It is taken by students to teaching and learning activities in the classroom like teachers in schools. The purpose of this PLP is to provide experience to students on how the profession of a teacher, the challenges of the school world and develop students' skills as prospective professional teachers (Nugraheni, 2021). PLP is one of the renewal steps in the world of education taken by *Lembaga Pendidikan Tenaga Kependidikan* (LPTK) to take S1 programs, previously teaching practice activities in this school was called PPL *Praktik Pengalaman Lapangan* (Sadikin & Siburian, 2019).

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Research that discusses related to perception of Mentor teachers towards students who take PLP has been carried out by previous researcher. Amala et al, (2023) stated that students from the Faculty of Tarbiah Sciences of IAIN Sultan Amai Gorontalo take PLP in good category with minimum score of 77 and maximum score of 125. This research assessed students' teaching skills, but to be a good prospective teacher, not only teaching skills are needed. There are other aspects that students must prepare to become professional prospective teachers, namely being a good example and role model for students.

Teaching skills are indeed important for education students as prospective teachers, however currently good teaching skills are not enough to make a teacher said to be a professional teacher. Syarafudin and Ikawati, (2020) states that:

“A professional teacher is required to have a minimum requirements, among others: having adequate professional education qualifications, having scientific competence in accordance with the field he is engaged in, having the ability to communicate well with his students, having a creative and productive spirit, having a work ethic and high commitment to his profession, and always developing continuously through professional organizations, the internet, books, seminars, and similar”.

The quality of professional teachers is needed to create superior and qualified students in the 21<sup>st</sup> century (Hofmann in Eliza et al., 2022). This is because the task of teachers is not only to teach but also to educate and shape students with character and skills in accordance with the demands of education (Murkatik et al., 2020). So, it can be said that the assessment of PLP students' teaching ability is not enough. They must be assessed from various sides, such as how their ethics and discipline in socialising with other students and teachers at school during the PLP program to shape the character of professional teachers.

According to the Big Indonesian Dictionary, perception is a reaction, quick acceptance of absorption, or the process by which a person responds to something with his five senses. Perception is a process that occurs due to the sensation of an individual who receives a stimulus through the sensory organs called the sensory process. This process does not just stop but continues and becomes the next process called the perceptual process. The process then becomes information through the reception that enters the five senses and is interpreted into a complete answer (Lase, F. 2022).

Perception in the psychological sense is the process of seeking information to be understood. The tool to obtain this information is sensing (looking, hearing, touching and etc.) (Purnama, D. A., Martias, M., & Sugiarto, T., 2022). Perception is a process that occurs from the senses received through the sensory organs resulting that the emergence of a stimulus occurs continuously. Each sensory organ receives stimuli both from vision, hearing, and smell, as well as something felt by the skin. Perception does not only come from the external through the sensory organs, it can come from the internal individual itself. However, most studies say perception comes from the sense of sight, which ultimately results in a view of something.

Law Number 14 Year 2005 on teacher and lecturer states teacher is multifunctional educators (Winarti, 2020). Teacher is multifunctional educator who have many roles, not only as teachers but also as facilitators, mentors, trainers, and teachers as facilitators. Teachers are role models for students and their environment. Therefore, it is important for teachers to have qualities not only in learning but also in responsibility, discipline, and good independence to be an example to students.

A good teacher is a teacher who can motivate students to learn and have character. Rivet and Krajcik (2008) in Clesca-cajuste, (2018) stated that to help students recognise themselves,

encourage students' motivation, involvement and interest during the learning process teachers should provide tasks that are familiar to them, so that teachers can become facilitators. The role of teachers in making students who have character is in developing students' skills to solve problems, both problems they have experienced or problems they have never experienced in their lives (Jurkowski & Uk, 2019). Therefore, the ability of professional teachers is needed to create good learning outcomes.

A professional teacher is a teacher who has competence knowledge skills and good behaviour in carrying out their duties as a teacher. These competencies include knowledge, professional attitudes that are personal, social and academic. In improving the professionalism of teachers, the government has tried to improve the qualifications and requirements for higher education levels for teachers ranging from school to university levels. Professional teachers are teachers who must have excellence, passion for professionalism and ethics, namely having a commitment to carry out their duties, having skills and having a strong motivation to always be the best and superior (Sutiono, 2021). This professional teacher competence is very important to make the learning process better and motivate students to learn and produce students with achievements and character (Mia, Y. G., & Sulastrri, S. 2023)

Professional teacher competence is needed for a better learning process, because of that students will be motivated to learn. Because professional teachers will be able to carry out learning strategies and present material well and fun and not only oriented to learning completeness but in the process of growing the potential of students which includes cognitive, affective and psychomotor aspects (Sulastrri et al., 2020). So, professional teachers will produce quality graduates (Suklani, S. 2023).

This research is conduct to answer a question previously existing in the English Education Study Program relate to the perception and experiences of Mentor teachers who have guided PLP II students in Academic Year 2023/2024. Because the English Education Study Program of UM Bengkulu has never conducted research relate to the perception and experiences Mentor teacher toward students who take PLP II. Therefore, researchers conducted this study with the same theme and added aspects of professional teachers besides focusing on teaching competence there are discipline, politeness, and responsibility of students during PLP II. So, researcher interested in conducting this study related to the perceptions and experiences of mentor teachers during the last two academic years.

This study aims to determine how the ability of UM Bengkulu English Language Education Study Program students in undertaking PLP II. As well as to find out whether there is an increase in the quality of students from year to year who do PLP in schools based on professional teacher criteria. The results of this study will be an evaluation material for related parties in improving the quality and preparing students who will take the next PLP. So, the researcher was interested in conducting a study entitled "Perception and Experience of Mentor Teacher Toward English Education Study Program Students Undertaking Teaching Practice 2 (PLP II)".

## METHODS

This research uses the survey method. This method used in qualitative research to understand and describe individual experiences. Qualitative research focuses on the ideas, opinions, and beliefs of the people studied, and qualitative research takes the form of narrative descriptions (Lase, F. 2022). In qualitative research, a survey is a method used to gather in-depth information about people's experiences, opinions, and behaviors. It involves asking open-ended questions that encourage respondents to provide detailed, written or typed answers, which are then analyzed to identify patterns, themes, and insights (Syahrizal, H., & Jailani, M. S., 2023).

The subjects of this research is the Mentor teachers who are involved in PLP II of English Education Study Program students in semester 7th of Academic Year 2023/2024. The total students who participated in PLP II were 14 people who were divided into 7 schools and 7 Mentor teachers.

Table 1 The Data of Students and Mentor Teachers in PLP II Academic Year 2023/2024.

No.	Schools	Students Name	Mentor Teachers	Academic Year
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1.	SMP Negeri 2 Kota Bengkulu	ADA	PY, S.Pd	2023/2024
		DAF		
		RA		
2.	SMP Negeri 15 Kota Bengkulu	FDF	AS, M.Pd	2023/2024
		MJS		
3.	SMP Negeri 17 Kota Bengkulu	DELNB	RJ,S.Pd	2023/2024
		UH		
4.	SMA Muhammadiyah 4 Kota Bengkulu	RTR	LK, M.Pd	2023/2024
		IP		
5.	SMA Negeri 1 Kota Bengkulu	SUQ	NT, S.Pd	2023/2024
		HFA		
6.	SMA Negeri 6 Kota Bengkulu	MG	WA, S.Pd	2023/2024
		KA		
7.	SMK Negeri 1 Kota Bengkulu	AA	EM, M.Pd	2023/2024

*Source (English Education Study Program of Muhammadiyah university of Bengkulu 2023)*

To collect the data, the researcher conducted an interview to the 20th Mentor teacher. In this study, the type of interview that used is a planned interview, because the interview will be conducted to obtain information from a predetermined theme, and the interviewees are relevant individuals relate to the predetermined theme. Interview activity was aimed at Academic Year 2023/2024 mentor teachers who supervised English Education Study Program students during PLP II. After conducting the interviews, the researcher then conducted data analysis. The researcher presents the results of the research analysis in the form of descriptive narrative text.

## RESULT AND DISCUSSION

The interview analysis focuses on the informant's perceptions and experiences during being a mentor teacher for English students who carry out PLP 2 with the elements contained in the problem formulation. The stages of analysis used are data collection techniques, namely by using survey techniques to the field. The researcher conducted interviews with student teachers in turn and obtained the following results.

### 1. Perceptions of Mentor Teachers toward English Education Study Program Students Undertaking PLP 2

The first point of the question is about perception. As explained in chapter 2, the theory used in this study, perception is the result of receiving stimulus from the five human senses in the form of meaning, response, and view of something (Lase, F. 2022). After the researchers conducted interviews with 7 mentor teachers in each school, the results showed that 5 out of 7 mentor teachers stated that the students who carried out PLP II were satisfactory. The mentor teacher welcomed the PLP 2 students who helped the learning process at school for one month. According to the mentor teachers, the presence of PLP 2 students is very helpful for teaching and learning activities at school. PLP II students have satisfactory teaching skills and high initiative in helping and carrying out the tasks assigned.

The tasks done by students in PLP 2 are to assist the tutor in carrying out their duties. This task consists of teaching practice in class and other additional tasks. During PLP 2, students made one observation before doing teaching practice. From the results of this observation, students get an overview of the methods used for teaching. As for the results of interviews obtained from 7 mentors the implementation of PLP 2 students at least do teaching practice at least four times and at most eight times.

### 2. Experience of Mentor Teachers toward English Education Study Program Students Undertaking PLP 2

The results of the interview said that the experience that 5 out of 7 mentor teachers had a good experience while guiding PLP 2 students. Students follow the rules in the school well and

disciplined. This is reinforced by the statement of one of the mentor teachers, Mam Ratna Juita, S.Pd, who said that.

“Tidak ada masalah, anak-anaknya mengikuti apa yang sudah ditentukan. Misalnya absen, setiap pagi harus absen. Pokoknya mahasiswanya mau dibimbing. Kalau mau dibimbing, misalnya dalam apa yang dikasih, misalnya suruh buat RPP, dikoreksi dulu sebelum mengajar, dia mengikuti. Jadi secara umum persepsinya bagus”.

According to the teachers, the students were dressed neatly and politely reflecting a prospective professional teacher. In addition to a good and polite way of dressing, another thing that supports the good experience of mentor teachers while guiding PLP 2 students is from all aspects of assessment, including the ability to plan and implement learning, discipline, ethics, and student responsibility.

a. Ability to Design and Conduct Learning Processes

5 out of 7 teachers stated that the ability to design and implement student learning is satisfactory. The ability to organise learning certainly adapts to the curriculum used by each school, and there are several schools that use 2 curricula. However, this is not a problem for PLP students in designing and implementing learning. Students are able to follow and design learning well in accordance with the criteria and provisions of the curriculum used. This can be done by students because of communication and guidance from their respective mentor teachers. The mentor teacher stated that there are certainly difficulties in planning learning, but this can be overcome by students with good adjustments.

Meanwhile, in the implementation of the learning process, students also received satisfactory grades from 5 mentor teachers. This was explained by one of the mentor teachers that PLP 2 English Education students exceeded the expectations of the mentor teachers. Students are very active and participate in school activities. In addition, students can also overcome the obstacles they face well. This was explained by Mam Novitasari Tamvati, S.Pd as follows.

“Mereka yang duluan gitu yang aktif bertanya duluan seperti itu kemudian mereka juga mau membantu meluangkan waktu, kemarin ada kegiatan apa ya waktu itu tuh ya kegiatan sekolah lah pokoknya saya udah agak lupa nah mereka membantu ayo mem saya mau terlibat di kegiatan ini meskipun itu sebenarnya bukan job desk mereka”

b. Students' Ability to Adapt to the School Environment

Similar to the ability to plan and implement learning, the ability of students to adapt to the school environment is one of the aspects of assessment by mentor teachers. In adapting to the school environment and in socialising, 5 out of 7 teachers stated that students can socialise and adapt well. Students can place themselves with the environment where they carry out PLP 2.

Students can obey school rules well, starting from the specified time of entry to school, the clothes worn when carrying out PLP 2 or other rules set by the school. A mentor teacher stated that at first it might be a little difficult for students to follow the very early school hours and routine activities carried out at the school. However, this does not become a problem and make students undisciplined in following it, instead with the activities at school students can follow and adjust slowly.

c. Discipline, Ethics, and Responsibility of Students Undertaking PLP 2.

In terms of assessment of discipline, ethics and responsibility when carrying out PLP 2, English Education students get quite good grades from 5 mentor teachers. The mentor teacher said that English Education students who carried out PLP 2 disciplined. Students are rarely late coming to school, even though they are late or unable to attend students always give prior confirmation to the mentor teacher. This is certainly not a problem between the mentor teacher and the student because the communication between the mentor and the student goes well.

Besides being disciplined with the schedule, students also have good etiquette. One of the teachers said that students have good manners to the other teachers in the school. Even though the teacher is not the mentor, students always reprimand and behave politely to anyone they meet. This is certainly a plus for the teacher, students should indeed have good ethics as a teacher. The mentor teacher said that the praise for this student was not from her but from other teachers at the school. This is reinforced by the following statement from mam Widya Astuti, S.Pd.

“Semuanya itu alhamdulillah yang waktu itu mahasiswanya cukup bagus. Kalau untuk disiplin, dia disiplin. Kemudian aturan sekolah kita diikuti. Kemudian kalau bergaul, ya semua guru. Bagus”.

The responsibility of PLP 2 students is to help the mentor teachers carry out their duties. These student tasks include designing lessons, implementing classroom learning, and helping to evaluate children's learning outcomes. However, the responsibilities referred to in the interview questions are tasks other than those previously mentioned by the researcher. The results of the study said that the student teachers assessed that the students were responsible for the tasks given to them. The tasks given by the mentor teacher besides teaching in the classroom are students helping to make module covers done by the mentor teacher, students helping in the class of other subject teachers, and students actively participating in P5 activities at school.

This study is in line with research conducted at IAIN Amai Gorontalo, getting the results that the ability of students who carry out PLP is in the good category. However, the perception in this study only focuses on the competence of students during the PLP activities that have been carried out. In addition, the results showed that there was a positive influence on the perception of student teachers on the competence of IAIN Sultan Amai Gorontalo students in Gorontalo district (Amala, 2023).

This study uses the theory of professional teachers by Makawimbang in Rosmawati et al, 2020, this theory explains that a professional teacher is someone who has the ability not only as an educator but has intellectual, moral, disciplinary, responsibility, creative and character abilities. The ability of professional teachers is needed at this time because it will create students who have high learning motivation, so that students not only excel in academics but also create students with character.

The results in this study are in line with the theory used, there are the perception of student competence with the assessment of professional teacher aspects such as discipline, ethics, and student responsibility during PLP 2. A teacher must have a professional attitude, where the teacher is not only a teacher but also includes other roles such as role models for students, being a communicator, facilitator, and motivator so as to create effective learning to produce students who have high learning motivation and character.

The researcher conducted this study to find out the perceptions of the supervising teachers who assisted English Education students during the implementation of PLP 2. This research was conducted in 7 schools from junior high school, senior high school, and vocational school in Bengkulu City. This research was conducted by using direct interview method with the informants, namely 7 mentor teachers of English Education students who conducted PLP 2.

The results of mentor teachers' perceptions of PLP students in this study show that students as prospective teachers have been able to fulfil the criteria of a professional teacher. In this statement, the mentor teachers said that the students' ability to arrange and implement learning was good enough and fulfilled 8 teaching skills. Students can make good lesson plans with the help and guidance of student teachers, besides that in carrying out learning in the classroom students have been able to apply student centres quite well so that learning is conductive and interesting for students.

Beside satisfactory teaching skills, students can also carry out with fun media learning. Students are able to use the technology available at school such as computers and in focus, it doesn't stop there PLP 2 students use social media as a means to collect student assignments. According to the mentor teacher, this is a new innovation where previously students only submitted assignments via Whatsapp or flashdisk but English PLP 2 students innovated using Instagram social media for collecting student assignments.

This study provides results that students can follow school regulations well so that they can carry out their duties well during PLP 2. Mentor teachers are satisfied with the performance of PLP 2 students, not only satisfied in teaching skills but also ethics and discipline of students during PLP 2 at school. Students can mingle with other teachers at school and are not fixated only on the mentor teacher.

The mentor teacher assessed that PLP 2 students have good discipline and manners when at school. This is a separate assessment for the mentor because a teacher not only teaches but becomes a role model for students. As a prospective teacher, students certainly have reflected the appearance of a teacher by dressing neatly and politely. even in one school provides a dress

code for students to adjust the clothes used by teachers at the school. Furthermore, the discipline of the students also received a positive value from the student teachers when they were involved in helping with activities in the school, therefore the satisfaction assessed by the student teachers was not only because the students were able to teach but included the value of a professional teacher.

The theme of this research is in line with the research on the perception of mentor teachers conducted by Indriawati, I, (2018), which stated that the perception of mentor teachers towards the pedagogic ability of FKIP-Uniba PLP students at SMA Negeri 8 Balikpapan in the academic year 2017/2018 is lacking in preparing learning plans and practices. Pedagogic competence is the basic competence of teachers including understanding students, planning and implementing learning, evaluating learning outcomes and developing students (Lestari, P. D. J. P, et al. 2023). The results of this learning evaluation assessment by the tutor stated that the students were in the good category.

The results of the research conducted by the researcher indicated that the perception of mentor teachers towards students' pedagogical competence includes designing and implementing learning in a satisfactory category. So, it can be concluded that the assessment aspects of the research conducted by Indriawati, I (2021) and research have different results. The thing that makes the difference between the two is that the school used as the object of research is different in number, in this study students can design and implement learning practices with a satisfactory level. Therefore, the results of this study have more in common with the results of research conducted by Amlah (2023).

This research only focuses on the perceptions and experiences of mentor teachers towards English language students who carry out PLP 2. The researcher suggests to readers to conduct research with the same theme but choose lecturer supervisors to validate the ability of students who carry out PLP 2 as the object of research.

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#### **CONCLUSIONS**

Based on the findings and discussion described, the results of interviews with informants regarding perceptions and experiences during being a mentor teacher when English Education students carry out PLP 2 are satisfactory, students are categorised as disciplined students who followed the school rules well, polite in dressing, can be responsible for the tasks assigned and have the ability to plan and implement learning satisfactorily. as for the suggestions from the mentor teacher from the interview results are that students must further enhance their creativity and innovate in carrying out learning, the short implementation time of PLP II, the material learned during microteaching must be more varied, and ask for the name of the mentor teacher to be prepared from the campus.

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