MODELS OF MENTORING AMONG PRE-SERVICE TEACHERS IN INCREASING THEIR PROFESSIONAL COMPETENCE

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Abstrak

The theory of a ZPD from Vygotsky provides a useful conceptual understanding of how teacher education programs can benefit from cooperative learning for those who are considered to be adult learners in the process of learning how to teach. This idea of social constructivism underpins the need for opportunities for collaboration and support, and for learning. Individuals are required to construct self-knowledge and develop new perspectives, by engaging in hands-on activities rather than using structured information.

In this study how pre-service teachers negotiate their problems through conversing with each other will be emphazised. The problem-based conversation will play among pre-service teachers themselves in their initial professional development. This study supports Vygotsky's (1978) theory by highlighting the importance of talk in social interaction as a prerequisite for increasing teachers' teaching effectiveness.

The results of this study will show how pre-service teachers negociate each other in increasing thier professional competence. The models of mentoring among pre-service teachers will be encapsulated.

Keywords: mentoring, models, pre-service teachers, teachers' professional competence.

Introduction

The theory of a ZPD from Vygotsky provides a useful conceptual understanding of how teacher education programs can benefit from cooperative learning for those who are considered to be adult learners in the process of learning how to teach. This idea of social constructivism underpins the need for opportunities for collaboration and support, and for learning. Individuals are required to construct self-knowledge and develop new perspectives, by engaging in hands-on activities rather than using structured information.

Vygotsky (1978) states that the majority of learning is not obtained in isolation, but rather through interaction with others in socially-embedded contexts. However, such interaction needs to occur within the zone of proximal development (ZPD). It is defined as the distance between the present everyday actions of the individuals and the historically new form of societal activity that can be collectively generated (Engeström, 1987). According to Vygotsky, the ZPD pivots around three key aspects. First, it can be seen that learning involves more than an individual person trying to construct it individually, highlighting the dialogic nature of the interaction. This emphasizes the value of providing learners with opportunities to work with other capable peers, teachers, and /or adults. Second, it emphasises the active roles of an individual in sharing and constructing knowledge. And third, the interaction between participants is viewed as being dynamic and dialectical.

Vygotsky's theory emphasises the importance of the ZPD within the context of the specific and socio-cultural environments in which the individuals engage with each other through a web of social interaction, communication and relations. As such, it seems that

learning in the ZPD leads not only to cognitive development but also to the development of appropriate aspects of practice. The notion of ZPD means that in the contexts of social engagement and interaction, peers or more capable peers can contribute to individual learning.

Although Vygotsky's notion of the ZPD posits the role of capable peers/teachers in adult guidance and collaboration, this would not exclude peer mentoring involving peers of equal status because when two people are working together, one may well be more advanced in his or her thinking and can be considered a more competent peer.

Methodology

This study is descriptive qualitative. It only covers one variable that is models of mentoring. It does not involve numeral calculation in finding the results. The data are collected by having observation. The setting of the research is SMA Negeri 5 Kota Magelang.

Finding(s) and Discussion

As stated previously that learning is obtained not isolation. It occurs through interaction with others in socially-embedded contexts. Pre-service teachers are forced to improve their professional competence for preparing for being teachers. Zeichner (1996), states that one of the more serious problems is that student teachers throughout the world are often "placed in classrooms where the teaching they are exposed to contradicts what they are taught in the colleges". In a study into pre-service teachers' professional practice, Sim (2006) showed that pre-service teachers and school-based teachers can develop particular tensions as a result of conflicting teaching approaches. Several studies as stated in Nguyen (2017) such as Darling-Hammond & Baratz-Snowden (2005), Price & Valli (2005), and Toomey et al. (2005) provide ample support for the critical role of pre-service teacher education in the pre-service teacher's long life of professional development, and on the teaching practices they bring to their future careers. Since pre-service teachers bring many of the skills they have acquired during their pre-service education programs to their teaching, it follows that the quality of a teacher depends substantially upon the quality of
their pre-service teacher education programs. A current trend in pre-service teacher education for the twenty-first century is a shift from a transmission to a transformative training model. The latter aims to develop the pre-service teachers' inquiry skills as well as a critical approach to teaching as a refl ective practice. Thus, preservice teacher education programs are expected to move pre-service teachers beyond the conventional emphasis on knowledge to programs that develop "theory, skills, and knowledge about teaching" (Wideen, Mayer-Smith, & Moon, 1998). Pre-service teachers are engaged through inquiry to construct "their own professional knowledge"(Goodfellow & Sumsion, 2000) about teaching and learning to teach, and about promoting critical reflection in a context of collaboration.

To improve the knowledge for language teacher education, Freeman and Johnson (1998) point out that teacher education should focus more on teaching as it is learned and practiced rather than on the transmission of a body of teaching content to student teachers. Thus, the field experience or practicum, where pre-service teachers are challenged to learn to

teach in a meaningful context, has become central to pre-service teacher education reform. Practicum has been valued as one of the most critically important components for preparing prospective teachers (e.g., Crookes, 2003 ; Dobbins, 1994 ; Farrell, 2001). The practicum may be considered the initial chance to enhance the effectiveness of the pre-service teacher's professional practice. During the practicum, pre-service teacher undergo having reflective collaboration with the more experienced teacher and their peer. This is called mentoring.

Mentoring is typically described as a process in which a more experienced teacher support a less experienced teacher both professionally and psychosocially. During the practicum, a pre-service teacher is normally assigned to an experienced teacher at the practicum school. The school-based teacher mentor is expected to develop the pre-service teachers' learning to teach by modeling their teaching practice, guidance and helping them to overcome context-specific difficulties.

Based on the observation among pre-service teachers during their practicum in SMA N 5 Kota Magelang, there are two models of mentoring experienced by these prospective teachers. They are both formal and informal. There is a wide rangeof mentoring relationships from the largely informal to highly- structured mentoringrelationships. Formal and informal mentoring differ in intentionality of design. Informal mentoring may be seen as a relationship that can be created spontaneously,informally, and randomly without any planning, structure or administration.Such a relationship may or may not happen, or it may be initiated by the selfselectionof individuals naturally over time based on a special interest and/or ashared wish to work together professionally and personally (Armstrong, Allinson,& Hayes, 2002). Informal mentorships are customarilydeveloped as a natural match that often results in a lasting friendship. Discussionsbetween mentors and mentees often go beyond professional issues to a more personal sharing of current personal problems and interests.

In contrast, formal mentoring involves having some formal administrative structures to maximize its potential for serving as a powerful interventional approach to enhance the effectiveness of instruction in educational settings. Such arrangements may be referred to as initiated efforts facilitated and supported by a third party for mentor matching by the intentionality of the design and for a specifi ed duration (Armstrong et al., 2002). Nguyen (2017) states that the degree of structure varies but organizations can facilitate the establishment and sustainment of a fruitful mentoring relationship by a program coordinator, an orientation session for participants, peer mentors, mentor-mentee matching, a schedule of activities to be completed, or mentor skills training.

Formal and informal mentoring differs in the matching of mentor and mentee. Formal mentorship is initiated through a matching process by a third party rather than by mutual interpersonal attraction between mentor and mentee.This can make it difficult for the mentor and mentee to develop a trusty relationship. The degree of motivation for the participant is another difference between formal and informal mentoring. Informal mentorship arises from a mentee's desire to seek the advice and assistance of a mentor. Or, there may be a willingness on the part of a mentor to help a mentee. In such circumstances, the relationship is free of pressure. In formal mentorship, mentors may be less motivated than the mentees at the beginning of this relationship because they may participate in the mentoring program as the requirement of their organization (Nguyen, 2017).

Clearly, there are differences between formal and informal mentoring. Irrespective of whether it is formal or informal, mentoring is at its best when it strengthens then skills and competence of the institutional work force. In this way, adds in competitive advantages to today's market place. Formal mentoring involves having some formal administrative structures to maximize its potential for serving as a powerful interventional approach to enhance the effectiveness of instruction in educational settings.

From my own experience as an EFL teacher educator, I have found that beginning teachers tend to ask senior teachers for help with all forms of works. Doubtless informal mentoring has its benefits; but, this particular kind of help is limited to spontaneous and and voluntary support. While on the one hand it is perceived to benefitthe teachers' careers (Armstrong et al., 2002) on the other hand, it rarely maintains continuous support. During theirteaching practice or induction, the teachers themselves are naturally and informallyinvolved in so-called mentoring relationships as a result of a helping situation in which they fi nd others as a source of support, such helping relationships can be strengthened by the introduction of a formal mentoring program.

Conclusions

As it has been stated in the previous part that mentoring during the practicum undergone br pre-service teachers bears two models. The first is informal mentoring when, it happens spontaneously, informally, and randomly without any planning, structure or administration. This model moslty occur during this period. The second is formal mentoring. It occurs when formal administrative structures are done to maximize its potential for serving as a powerful interventional approach to enhance the effectiveness of instruction in educational settings. Both models really increase the pre-service teachers professional competence.

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