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## The Effect of SEA-Teacher Mentoring on The Students' Intrinsic Motivation in Teaching Practice

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### ABSTRACT

This study aimed to analyze the effect of SEA-Teacher mentoring on the intrinsic motivation of the English student participants during the four-weeks teaching practice in the SEA-Teacher program held at Pangasinan State University, Philippines. This study is evaluative research that was carried out within an ex post facto. The data were collected through questionnaires and interviews. The instrument used was adapted from the Intrinsic Motivation Inventory (IMI) derived from self-determination theory. The data obtained were analyzed by using a descriptive statistics method. The result of the study showed that 1) the SEA-Teacher mentoring affected the student's intrinsic motivation to the extent of interest, effort, perceived choice, perceived competence, value, pressure, and relatedness, 2) there are several ways in which students' intrinsic motivation be affected namely by providing a useful activity, role modeling, increasing the feeling of excitement, giving beneficial feedback, and maintaining a good relationship. Through the questionnaire, the researcher found that the mean score was 135.60 and the standard deviation was 24.802 for the prior data, while the mean score after the mentoring was 180.20 and the standard deviation was 10.803. Most students are motivated and SEA-Teacher mentoring can be used as an alternative to increasing students' intrinsic motivation in teaching practice.

### **Keywords:**

*SEA-Teacher mentoring, intrinsic motivation, teaching practice*

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### 1. Introduction

Regardless of how the atmosphere is in the classroom, the teacher plays an important role in the learning process. According to Adams (1970), teachers' role is related to their behavior which can be influenced by the expected actions of individuals. In particular, it includes the teachers' expectations, as well as the others' expectations including students, colleagues, schools, parents, and society. In addition, teachers' expectations are commonly influenced by their acquired experience and knowledge during education in the teaching profession and also the period during which they begin to build a professional image as a teacher (Makovec, 2018).

Discussing the teaching profession, commonly there are two types of teachers in an educational setting: the pre-service and in-service teacher. Pre-service teachers are those who start a program of educational teaching after completing an undergraduate level. Meanwhile, in-service teachers are those teachers who have been working as professional teachers for a certain period (Borg, 2006, as cited in Cortes, 2016). On the other hand, there is also a student-teacher. The student-teacher is a common term to call an individual studying at college or undergraduate level who is

conducting a teaching practice as the requirement to complete their study. Both pre-service and in-service teachers as well as student-teacher require certain necessary characteristics for being a proper teacher including skills in improving personal vision and the ability to explore and collaborate with others. These characteristics, however, are significant in the further development of teachers' careers as they handle and manage their classrooms.

The characteristics of being a proper teacher are derived from faculty training where the teachers themselves begin their professional identity through understanding and recognizing the future teachers' role to take in the classroom. However, there are still a lot of student teachers that less motivated in teaching. Some of them who start an educational teaching program are precisely not interested in the teaching field. Besides, only a few undergraduate students have teaching experience. Whereas, they are teacher candidates that are prepared to be a teacher.

The less motivated student teachers will slowly lead to a significant problem for an educational future course. It is due to the success of any action depends on the extent to which people try to achieve their goals, along with the desire to do so. Motivation is an impulse that instigates action. Motivation refers to the combination of the willingness to obtain the objective of learning and desirable attitudes toward the learning process. Besides, motivation has a key role in language learning (Pouhosein et al., 2012). Therefore, increasing the motivation of both teacher and student in a learning process is an endeavor that can be done to create an effective learning process.

On the other hand, it is likely to be possible to build a professional identity for the student teachers once they feel motivated. Based on the theory of social constructivism by Vygotsky in Chairiyati (2011), it claimed that people are going to be motivated and willing to learn as they interact with others. Interacting with others gives people a chance to evaluate themselves and gain more knowledge to boost their willingness to do a certain thing. In addition, Gjedia & Gardinier (2018) state that some positive effects of building a professional identity teachers reveal through mentoring.

Mentoring, particularly, relates to a process of assisting learners to adjust to personal, academic, and professional changes, as well as enhancing lifelong opportunities for learning. Mentoring itself is a relationship, it is also known as mentorship. It then requires its main subjects further called mentor and mentee, to communicate, share knowledge, ideas, and thoughts, as well as provide a pleasant circumstance to work in. Besides, mentoring does not merely bring positive impacts for individuals either mentor or mentee but also gives a wider range in terms of organizational outcomes. It is due to mentoring can be applied effectively for improving human resources.

A study by Chairiyati (2011) shows that college students who face a problem in terms of lack of motivation can be solved through the presence of mentoring program. It is strongly proven that mentoring can be an alternative to be used to motivate college students because it enables the participants to interact with somebody else inside the mentorship. In addition to that, mentoring appears to be essential for the sake of student-teachers career development and personal growth. Due to the width of the occupational section and multicultural workforce, mentoring also covers cross-culturally. This kind of mentoring can be either across gender, nationality, race, or

religion. The process of mentoring where the mentor and mentee come from different cultural backgrounds is called cross-cultural mentoring (Crutcher, 2014).

Furthermore, the significant role and the importance of the presence of mentoring especially cross-cultural, then encourage the Southeast Asian Ministers of Education Organization (SEAMEO) to improve the quality of the teachers. To as early as possible prepare the teacher candidates of knowledge and experience, SEAMEO since 2016 then organizes a program called SEA-Teacher (Southeast Asia - Teacher) project as a Southeast Asian pre-service student-teacher exchange for student teachers all around Southeast Asia. In collaborating with universities in Southeast Asia, SEAMEO organizes the SEA-Teacher project which aims to provide opportunities for students from several universities to have teaching experiences in schools and universities around Southeast Asia.

Following the purpose of improving the quality of the teacher earlier by focusing on college students, SEAMEO provides a mentoring session through the SEA-Teacher project. This mentoring, well-known as SEA-Teacher mentoring, occurs between the participants and the provided mentors of each recipient university. To begin with, the mentor will assist the student teacher to conduct a teaching practice. It will be ranging from making a lesson plan and ending up with the reflection after the teaching practice is conducted. The mentors will take responsibility for each student under their supervision. By 2019, it has already been the eighth batch of the SEA-Teacher project in cooperation with 5 countries in Southeast Asia including Thailand, Philippines, Indonesia, Malaysia, and Vietnam.

Aligned with the above description, mentoring seems to be a possible alternative to increase motivation. The mentor of the recipient university assists the students of how to arrange a lesson plan, observes the teaching process of cooperating teacher, carries out a teaching practice, and reflects after a teaching practice is conducted, as well as gives the mentees feedback. The SEA-Teacher mentoring is expected to facilitate the students on how to carry out a teaching practice and motivate them to learn and teach in the field they are embracing. It then becomes necessary to prove to what extent can the students be motivated due to the presence of mentoring program and what ways this mentoring emphasizes. Therefore, the researcher is interested in analyzing the effect of the SEA-Teacher mentoring program reveals in the SEA-Teacher project towards the intrinsic motivation of English Education students during their teaching practice.

## **2. Methods**

This study was carried out within an ex post facto and elaborated in the form of descriptive statistics. The subject of this study were the participants of the SEA-Teacher project Batch 8 held in 2019 at Pangasinan State University Bayambang Campus, Bayambang, Pangasinan, Philippines. The students who were conducting the four-week teaching practice came from different universities across Indonesia. The 10 students who were placed in the same recipient university were chosen among 43 others due to the researcher only focused on the students majoring in English.

The data was collected through the Intrinsic Motivation Inventory (IMI) questionnaire and interview. Giving the students a set of questionnaires in Likert-scale form, the researcher calculated the mean score by dividing the total score students

gained by the total statements students had to respond to. The value of the mean score was then classified based on the range of motivation below:

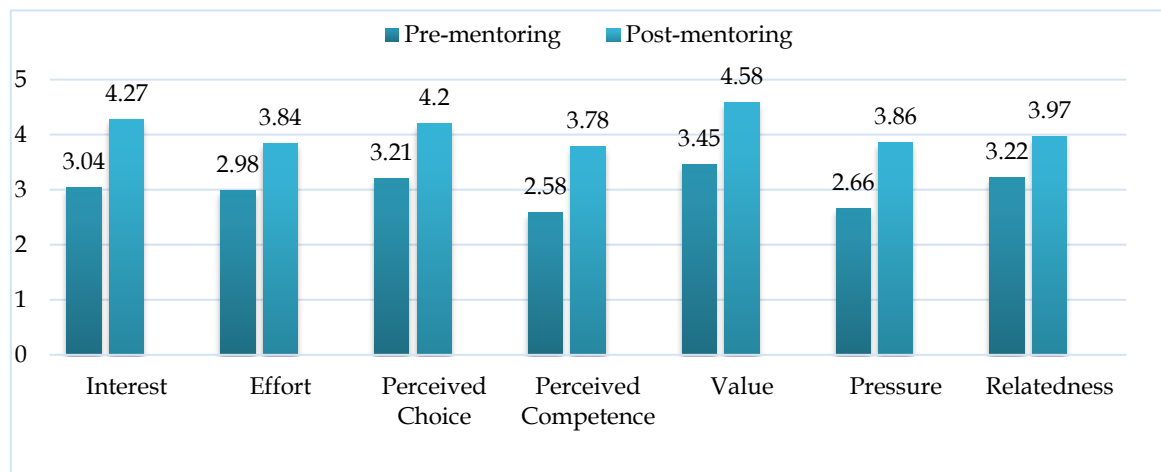
Table. 1. Range of Motivation

Score	Mean	Agreement	Motivation
185 - 220	4.20 - 5.00	Strongly Agree	High
150 - 184	3.40 - 4.10	Agree	
115 - 149	2.61 - 3.39	Neutral	Moderate
80 - 114	1.81 - 2.60	Disagree	
44 - 79	1.00 - 1.80	Strongly Disagree	Low

(Amri, 2014)

### 3. Result

By classifying the value of the mean score students gained based on Table.1, the mean score of post-mentoring in several measurement scales of IMI was higher than the pre-mentoring. The interest scale showed an increasing value from 3.04 of the mean score to 4.27. The effort scale is from 2.98 to 3.84. Perceived choice showed an increasing value from 3.21 to 4.20. Perceived competence is from 2.58 to 3.78. The value scale is from 3.45 to 4.58. The pressure scale is from 2.66 to 3.86. And relatedness scale value increased from 3.22 to 3.97 as shown in the graphic below.



Graph. 1. Mean scores of IMI scales on pre-mentoring and post-mentoring

Based on the above graph, it can be seen that there was a significant increase in pre-mentoring and the post-mentoring mean score of each IMI scale. This means that SEA-Teacher mentoring affects students' intrinsic motivation in teaching practice.

Moreover, the pre-mentoring mean scores increased in the amount of 135.60 to 180.20 for 10 students responding to the questionnaire. It was also proved by the point of the standard deviation where the less the value of post-mentoring standard deviation means the more significant the effect would be. The total score also increased in the amount of 103 minimum score to 167. And 181 to 202 was the maximum score. These values of descriptive statistics were gained by using the formula of mean scores using SPSS version 25 displayed in the following table.

Table. 2. Descriptive Statistics of pre-mentoring and post-mentoring

	N	Minimum	Maximum	Mean	Std. Deviation
Pre mentoring	10	103	181	135.60	24.802
Post mentoring	10	167	202	180.20	10.830
Valid N (listwise)	10				

As seen in the above table that the mean score of 10 students in post-mentoring is higher than in pre-mentoring. It means that there is an effect on the students due to the presence of SEA-Teacher mentoring. Meanwhile, the interview reveals the ways of SEA-Teacher mentoring affects motivation namely providing useful activities based on the value of the mentoring itself, role modeling for the students could emulate and learn from the mentor, increasing feeling of excitement, giving beneficial feedback such as suggestion and advice, and also maintaining a good relationship.

#### 4. Discussion

According to the IMI, there were seven measurement scales of intrinsic motivation. Firstly, in terms of the interest scale, the result showed an increase in the mean score which means the interest scale affects the students' intrinsic motivation. Gardner & Lambert (1972) also pointed out that interesting activity enables people to finish a certain thing they face. Another related study was the study by Dornyei (1998) stated that intrinsic motivation took an important role because it referred to the attempt of engaging someone to do the activity. In addition, the effort scale indicated the effort the students put in doing teaching practice under the supervision of a mentor. This effort was related to the autonomy or self-control of each. Deci & Ryan (2000) pointed out that it was simply talking about someone's rules over their way of thinking and action. Gardner (1985) also said that a motivated person puts effort into objectives.

The responses to the perceived choice scale indicated that the students chose the mentoring related to whether they taught based on their own choices or due to the force of the outer side, their mentor. Furthermore, as the result showed, most of the students had a choice to do their teaching practice and not at all because they had to do such an activity. It was related to the study conducted on motivational needs by Alizadeh (2016) where people could feel motivated once they had a chance to make a decision and took the responsibility of participating. Deci & Ryan (1985) also suggested that people needed to perceive that they had choices and that they could self-determine what to do. Also, the perceived competence scale showed that the students felt competent enough to do the teaching practice. This was related to Gardner & Lambert (1972) that someone felt motivated when he/she thought that they were an eligible person for a certain field. And value scale indicated the usefulness of mentoring for the student's future career and development. This was due to the value or usefulness of certain activities that led them to be motivated because they felt the activity was in demand to be comprehended.

Regarding the pressure scale, the result showed that the mean score also increased. Related to Deci & Ryan (2000), pressure or tension was theorized to be a negative predictor of intrinsic motivation. Besides, related to the negative statement stated in the study, most of the students were responding to the items as strongly

disagree. As the negative predictor, where the students mostly disagree, this scale is significant in measuring the pressure that a few students felt.

Lastly, the relatedness scale showed an increasing value of the mean score. This was under Deci & Ryan (2000) who believed in the rise of the tendency in the large influence of people's social conditions. Through our relationships and interactions with others, we could foster motivation. Also, people needed to experience a sense of belonging and attachment to other people. This result also related to the study by Chairiyati (2011), where mentoring affected motivation because of the relationship people built inside the mentoring.

Meanwhile, in answering the research question of the ways SEA-Teacher mentoring affects the students' intrinsic motivation in teaching practice, the result of this study through the interview had shown several significant ways namely by providing useful activity, role modeling, increasing the feeling of excitement, providing positive feedback, and maintaining a good relationship.

The SEA-Teacher mentoring provides a useful activity for the student. Through the interview, the students stated that the mentoring was good for their future teaching careers. In addition, due to the multicultural workforce, this mentoring was likely to open worldwide thinking about the international level. This was also related to the study by Alizadeh (2016) where she found people were motivated since they emphasize the usefulness of the recent studies they undertake. The usefulness or value of mentoring was believed to be one of several ways in which SEA-Teacher mentoring affected intrinsic motivation.

As for role modeling, some also said directly that their mentor was their role model. Related to Crutcher (2014) stated that mentees believed in the ability of the mentor in overcoming things they have struggled with. Another reason why they felt excited is that the mentoring was providing a pleasant environment and circumstances for them to work in. Related to Gardner & Lambert (1972), someone was likely to feel motivated once they lived in safe and secure circumstances. The interview also revealed another way of SEA-Teacher mentoring affects the students namely by providing positive feedback. As Deci & Ryan (2000) suggest that offering unexpected positive encouragement and feedback on a person's performance on a task could increase intrinsic motivation. This type of feedback helped people to feel more competent, which was one of the key needs for motivation. Geiger & Boyle (1995) stated that as a psychological function, mentoring provided a friendly environment. To sum up, the findings showed that SEA-Teacher mentoring affected the students' intrinsic motivation in teaching practice.

## **5. Conclusion**

Based on the result and discussion, the researcher concludes that SEA-Teacher mentoring affects students' intrinsic motivation in teaching practice. There is an increase in the mean score, 135.60 for pre-mentoring and 180.20 for post-mentoring. SEA-Teacher mentoring affects students' intrinsic motivation in teaching practice in several significant ways namely by providing useful activity, role modeling, increasing the feeling of excitement, providing positive feedback, and maintaining a good relationship. Seeing the result and positive impact the SEA-Teacher mentoring brings can be the consideration for the students to join such mentoring. Universities

or departments can also provide mentoring to the students to ease and motivate students in their teaching practice.

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