

MENTORING AS A STRATEGY TO ENHANCE ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE IN EFL CLASSROOMS

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Abstrak - Penelitian ini menganalisis peran strategis mentoring sebagai upaya untuk meningkatkan kompetensi pedagogis guru bahasa Inggris dalam konteks pembelajaran EFL. Kajian ini berfokus pada tiga aspek utama, yaitu tujuan profesional guru, praktik pengajaran, dan sikap terhadap pengembangan profesional berkelanjutan. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan dari 10 mentor dan 30 guru bahasa Inggris di Palembang dan Semarang melalui observasi terstruktur, wawancara mendalam, serta lembar evaluasi mentoring. Hasil penelitian menunjukkan bahwa 87% guru mengalami peningkatan signifikan dalam kompetensi pedagogis setelah mengikuti program mentoring, khususnya dalam penerapan pendekatan pembelajaran yang berpusat pada peserta didik dan integrasi teknologi dalam kegiatan mengajar. Selain itu, 82% guru melaporkan peningkatan kepercayaan diri, motivasi, serta kemampuan reflektif mereka dalam merencanakan dan melaksanakan pembelajaran. Temuan lainnya mengindikasikan bahwa kegiatan mentoring memperkuat kolaborasi profesional, memperluas dialog antar guru, dan meningkatkan efikasi diri dalam manajemen kelas. Namun demikian, hanya 58% guru yang aktif terlibat dalam praktik reflektif atau penelitian tindakan kelas, disebabkan oleh keterbatasan waktu dan dukungan kelembagaan yang belum optimal. Oleh karena itu, penelitian ini merekomendasikan agar program mentoring dikembangkan secara sistematis, kontekstual, dan mendapat dukungan berkelanjutan dari pihak sekolah guna menjamin keberlangsungan pengembangan profesional guru. Kesimpulannya, mentoring terbukti sebagai pendekatan yang efektif dan transformatif untuk memperkuat kompetensi pedagogis guru bahasa Inggris sekaligus membangun identitas profesional yang lebih reflektif dan berorientasi pada peningkatan mutu pendidikan yang berkelanjutan.

Kata kunci: Mentoring, kompetensi pedagogis, guru bahasa Inggris, pengembangan profesional, pembelajaran EFL, pengajaran reflektif.

Abstract - This study examines the strategic role of mentoring as a means of enhancing English teachers' pedagogical competence within the context of English as a Foreign Language (EFL) instruction. It focuses on three core dimensions: teachers' professional objectives, teaching practices, and attitudes toward continuous professional development. Employing a descriptive qualitative approach, data were collected from 10 mentors and 30 English teachers in Palembang and Semarang through structured observations, in-depth interviews, and mentoring evaluation sheets. The findings revealed that 87% of teachers demonstrated significant improvement in their pedagogical competence after participating in mentoring programs, particularly in applying student-centered teaching approaches and integrating technology into classroom practices. Moreover, 82% of participants reported that mentoring enhanced their confidence, motivation, and reflective teaching abilities. The study also found that mentoring fostered professional collaboration, strengthened collegial dialogue, and improved teachers' classroom management and self-efficacy. However, only 58% of teachers actively engaged in reflective or research-based teaching, largely due to time limitations and insufficient institutional support. Therefore, this study recommends that mentoring programs be systematically structured, contextually relevant, and supported by school leadership to ensure sustained professional growth. In conclusion, mentoring has proven to be an effective and transformative strategy that not only enhances English teachers' pedagogical competence but also strengthens their professional identity and contributes to the advancement of sustainable educational quality.

Keywords: Mentoring, pedagogical competence, English teachers, professional development, EFL teaching, reflective practice.

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1. INTRODUCTION

Teacher professional growth is a continuous and dynamic process that involves both formal and informal learning pathways. As highlighted by Pan et al. (2022), Bell (2019), and Alimyar (2023), professional development (PD) encompasses structured training programs as well as self-initiated learning efforts. Formal professional development often centers on organized institutional training, while informal approaches promote teacher autonomy and self-reflection based on individual needs and classroom realities. Mentoring effectively integrates these two approaches by offering ongoing, context-sensitive support that nurtures reflective teaching and sustainable pedagogical development (Chukwunemerem, 2023; Alwadaeen & Piller, 2022; Jacobi, 2019).

Despite the recognized importance of professional learning, many English teachers in Indonesia continue to encounter obstacles in enhancing their pedagogical competence. Studies indicate that heavy workloads, administrative duties, and insufficient institutional backing often hinder teachers from engaging in meaningful professional learning activities (Martinez, 2022; Priestley & Valerie, 2019; Zhang, 2022). Consequently, opportunities for teachers to refine their instructional practices or adopt innovative methodologies in EFL classrooms remain limited.

According to Ahmad and Shah (2022), teacher education programs frequently emphasize theoretical aspects over practical classroom skills. This tendency is evident in the Indonesian context, where both pre-service and in-service programs prioritize curriculum theory rather than hands-on teaching experience. Previous research by Avidov-Ungar (2018) also identifies systemic barriers, including inadequate mentoring systems, lack of continuous training, and minimal administrative encouragement. To overcome these challenges, well-structured mentoring initiatives are essential to promote collaboration between novice and experienced English teachers (Nguyen, 2017; Wyatt & Dikilitaş, 2022).

In Indonesia, professional development for English teachers is often limited to short-term workshops or training sessions organized by government or educational institutions. However, these programs tend to be overly theoretical and rarely include mentoring or classroom-based follow-up activities (El-Bilawi & Nasser, 2017). This lack of sustained guidance restricts long-term pedagogical growth. Cirocki and Farrell (2019) emphasize that mentoring can serve as an effective alternative model by facilitating reflective dialogue, classroom observation, and constructive feedback between mentors and mentees.

Mentoring, therefore, emerges as a transformative approach for enhancing teachers' pedagogical competence through continuous professional interaction and shared experiential learning. Ishak et al. (2022) argue that mentoring offers scaffolded support, allowing mentees to strengthen their instructional capabilities with guidance from more experienced colleagues. Likewise, Nguyen and Tran (2022) highlight that mentoring fosters reciprocal learning, where both mentors and mentees collaboratively construct pedagogical knowledge relevant to authentic EFL contexts.

Within Indonesia's educational landscape, mentoring can play a strategic role in advancing English teachers' pedagogical skills by bridging the gap between theory and practice, encouraging reflective teaching, and ensuring sustainable professional development. As noted by Borg and Parnham (2022) and Mann and Walsh (2017), integrating mentoring within

teacher professional development frameworks can lead to improved teaching effectiveness and long-term professional growth. Consequently, mentoring should not merely be perceived as a support mechanism for novice teachers, but rather as a strategic, ongoing process that enhances pedagogical competence and elevates the overall quality of English language education.

2. LITERATURE REVIEW

2.1 Language Teacher Professional Development and Its Importance

Professional development (PD) plays a pivotal role in ensuring that English teachers continuously improve their pedagogical competence and adapt to learners' diverse needs. Bragg et al. (2021) defines PD as an ongoing learning journey that teachers voluntarily pursue to refine their pedagogical approaches in meeting diverse learning goals. Similarly, Imants and Van Der Wal (2020) describe PD as a lifelong commitment through which teachers not only improve their professional knowledge and teaching practices but also grow personally and professionally. PD helps teachers take greater responsibility for planning, engaging in, and reflecting upon their professional learning with colleagues to improve their instructional practices. This aligns with López-Morales et al. (2023) conceptualization of PD as "teachers' learning, learning how to learn, and transforming their knowledge into practice for the benefit of students' growth".

Within the Indonesian educational landscape, teacher professional development is often referred to as Continuing Professional Development (CPD), a process emphasizing sustained growth over time. CPD aims to align teachers' practices with educational policy goals, improve student learning outcomes, and enhance the professional status of teachers. In Indonesia, CPD is embedded in various government-led initiatives, such as the Guru Penggerak and Program Peningkatan Kompetensi Pembelajaran (PKP), which seek to strengthen teachers' pedagogical skills and instructional innovation (Kemendikbud, 2021).

A key element of PD is reflective practice, which enables teachers to evaluate and improve their classroom performance. Setyaningrum et al. (2022) emphasizes that teachers' beliefs and reflections significantly influence their pedagogical decisions. Borg (2018) also notes that teachers' beliefs shape their teaching practices, suggesting that reflection encourages autonomy and adaptability. Ahmed (2016) categorizes reflection into three types: technical, practical, and critical. These reflective modes allow teachers to examine their teaching actions and foster professional growth (Ahmad & Shah, 2022). Scholars such as Schon (2017) assert that reflective practice is essential for effective teaching, as it enables educators to analyze their students' learning outcomes and refine instructional strategies accordingly. Mentoring, in this context, plays an essential role in guiding teachers through reflection and continuous professional inquiry (Nguyen, 2017; Mann & Walsh, 2017).

2.2 Educational Initiatives and Teacher Education

Educational initiatives provide an effective platform to enhance the professional development of EFL teachers, particularly when integrated with mentoring-based models. These initiatives function as collaborative programs in which mentors often senior teachers or supervisors work alongside mentees to introduce innovative pedagogical practices and improve classroom effectiveness. Educational initiatives may include using new teaching

technologies, active learning strategies, formative assessment tools, and feedback mechanisms (Borg & Parnham, 2022).

Such initiatives help build stronger connections between teachers, students, and school administration. They not only encourage teachers' motivation and creativity but also foster a culture of collaborative learning and shared professional responsibility. In Indonesia, similar programs such as *Komunitas Belajar Guru* (Teacher Learning Communities) reflect the principles of educational initiatives, emphasizing peer mentoring and continuous improvement based on contextual challenges faced in classrooms (Kemdikbudristek, 2022).

Educational initiatives also support teachers' autonomy by allowing them to design and implement their own development activities. Freeman (2016) points out that EFL pedagogy has often remained unmapped in many local contexts due to traditional teaching dominance. However, with structured mentoring and educational initiatives, teachers are empowered to integrate modern approaches and become reflective practitioners. Suryani et al. (2022) found that while mentoring effectively supports novice teachers, its impact can be limited if supervisors do not provide sufficient observation and reflection opportunities. Thus, there is a growing need to investigate how mentoring-based educational initiatives influence Indonesian EFL teachers' professional performance and pedagogical development.

2.3 Mentoring and Its Impact on EFL Teachers

Mentoring is a collaborative and reflective approach to teacher education that connects experienced educators with less experienced ones to enhance pedagogical competence. It involves guidance, dialogue, and shared inquiry aimed at bridging the gap between theory and classroom practice (Nguyen, 2017; Wyatt & Dikilitaş, 2022). According to Mann and Walsh (2017), mentoring is rooted in social constructivist and sociocultural theories of learning, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD). This theory posits that learning is most effective when novices engage collaboratively with experts in solving real educational challenges.

Nguyen (2017) highlights that mentoring fosters reflective practice, where teachers learn from their experiences through structured reflection on classroom teaching. This reflective mentoring process can occur through peer discussions, lesson observations, collaborative lesson planning, or critical feedback sessions. In Indonesian schools, mentoring practices are increasingly emphasized in the *Program Induksi Guru Pemula (PIGP)*, where senior teachers mentor newly recruited educators to ensure professional readiness and competence.

Bailey (2020) outlines that effective mentoring comprises several dimensions: technical, collaborative, consultative, and humanitarian. Three essential mentoring stages: the pre-observation conference, classroom observation, and post-observation feedback. These stages allow mentors to provide constructive guidance and reflective input that facilitate continuous improvement.

Empirical studies have consistently shown that mentoring positively influences teachers' professional performance. For instance, Nabi Karimi and Norouzi (2017) demonstrated that mentoring initiatives involving peer observation and reflective discussions significantly improved novice teachers' pedagogical knowledge and classroom practices. Similarly, Nguyen and Tran (2022) found that pre-service teachers in Vietnam gained valuable professional insights and confidence through mentoring during their practicum. Borg and Parnham (2022) reported that both mentors and mentees benefited from the process: mentors

enhanced their supervisory skills and understanding of pedagogy, while mentees developed stronger communicative and reflective abilities.

Despite its proven benefits, mentoring research in Indonesia remains limited. There is a strong need to further explore how mentoring can effectively enhance EFL teachers' professional growth within the context of the Merdeka Belajar curriculum, which emphasizes autonomy, collaboration, and continuous learning. Strengthening mentoring frameworks could substantially improve the professional competence of English teachers and contribute to overall educational quality in Indonesia.

3. METHOD

This study adopted a qualitative descriptive design to investigate how mentoring serves as a strategic approach to enhance English teachers' pedagogical competence in EFL classrooms in Palembang and Semarang, Indonesia. The research aimed to examine the ways in which mentoring facilitates teachers' professional learning through structured guidance, collaborative reflection, and classroom-based observation. Data were obtained from 10 English supervisors (mentors) and 30 English teachers (mentees) through semi-structured interviews, classroom observations, and a 20-item mentoring observation checklist developed by the researcher. Each mentor conducted four mentoring sessions and two classroom observations for every participating teacher, emphasizing three key pedagogical dimensions: lesson planning, classroom interaction, and reflective teaching practice. The collected data were analyzed descriptively to identify recurring patterns and emerging themes related to teachers' pedagogical enhancement, including improvements in instructional strategies, teaching performance, classroom management, and professional reflection. The findings provide insights into how mentoring can function as an effective professional development strategy for English teachers in EFL contexts, promoting continuous learning and pedagogical growth..

4. RESULT AND DISCUSSION

4.1 Result

his study examined how mentoring contributes to the enhancement of English teachers' pedagogical competence in EFL classrooms across Palembang and Semarang, Indonesia. The findings were organized into three main dimensions: (1) teachers' objectives in participating in mentoring programs, (2) their teaching practices after mentoring implementation, and (3) mentors' assessments of teachers' attitudes toward professional development.

4.1.1 Teachers' Target Objectives in Mentoring Programs

The first dimension examined teachers' objectives in participating in mentoring activities. As shown in Table 1, the overall mean score for this section was 4.22, indicating a high degree of professional initiative. The highest mean ($M = 4.56$) was found in the statement "acquiring new pedagogical skills and experiences," reflecting teachers' strong motivation to develop professionally through mentoring. This result aligns with Bailey (2020), who stated that mentoring enables teachers to gain practical classroom skills and new teaching insights. Similarly, developing students' English proficiency also received a high mean ($M = 4.33$), confirming Sakhiyya (2019) claim that teachers' linguistic competence is essential in improving students' performance. Meanwhile, the lowest mean ($M = 3.88$) appeared in "investing free time in professional learning," suggesting that teachers may face challenges balancing work and self-development. Overall, this section highlights that English teachers

perceive mentoring as a valuable tool for acquiring new teaching knowledge, enhancing student learning, and fostering collaboration.

Table 1. Teachers' Objectives from Mentoring Programs

Statement	Mean	SD	Degree of Initiative
Acquiring new pedagogical skills and experiences	4.56	0.48	Very High
Developing students' English proficiency	4.33	0.51	High
Improving students' language skills	4.15	0.60	High
Creating a positive learning environment	4.20	0.55	High
Building collaborative relationships with colleagues	4.19	0.63	High
Investing free time in professional learning	3.88	0.59	High
Total Mean	4.22	0.56	High

4.2 Teachers' Pedagogical Practices After Mentoring

The second dimension investigated changes in teachers' classroom practices after participating in mentoring sessions. As shown in Table 2, the total mean score for this part was 3.67, indicating a moderate to high improvement in pedagogical performance. The highest mean ($M = 3.92$) was found in "using active learning strategies," suggesting that mentoring encouraged teachers to adopt more student-centered approaches. Similarly, "using educational technologies" ($M = 3.85$) and "applying recent teaching methods" ($M = 3.78$) also scored high, showing the positive influence of mentoring on teachers' technological and methodological adaptation. However, lower means were observed in "using feedback techniques" ($M = 3.40$) and "using various assessment tools" ($M = 3.25$), indicating that teachers still need support in developing advanced evaluation strategies. These findings imply that mentoring significantly enhances teachers' instructional performance, particularly in areas related to classroom interaction and technological integration.

Table 2. Teachers' Pedagogical Practices After Mentoring

Statement	Mean	SD	Degree of Initiative
Applying recent teaching methods	3.78	0.72	High
Using suitable teaching aids	3.50	0.61	Medium
Integrating educational technologies	3.85	0.67	High
Using active learning strategies	3.92	0.75	High
Encouraging student participation	3.60	0.70	Medium
Applying feedback techniques	3.40	0.58	Medium

Using various assessment tools	3.25	0.63	Medium
Total Mean	3.67	0.66	Medium–High

4.3 Teachers' Professional Attitudes After Mentoring

The third dimension focused on mentors' evaluations of teachers' attitudes toward professional growth. As seen in Table 3, the total mean score was 3.28, showing a moderate level of professional engagement. The highest mean (M = 3.55) was observed in “teachers' awareness of self-development,” which indicates a growing understanding among teachers of the importance of continuous learning. In contrast, “participation in professional discussions” (M = 2.85) and “engagement in action research” (M = 2.70) received low means, suggesting that teachers are less active in reflective and research-based practices. These results are consistent with Gay (2018), who noted that although teachers acknowledge the importance of reflective teaching, they often face challenges in its practical application due to workload and lack of institutional support. Overall, while mentoring improves teachers' motivation and self-awareness, further initiatives are required to strengthen their engagement in continuous professional development activities.

Table 3. Teachers' Professional Attitudes After Mentoring

Statement	Mean	SD	Degree of Initiative
Willingness to attend workshops and training	3.35	0.64	Medium
Awareness of self-development	3.55	0.58	Medium–High
Participation in online learning programs	3.30	0.62	Medium
Engaging in informal professional dialogues	2.95	0.59	Medium
Using feedback for improvement	2.80	0.55	Low
Participation in professional discussions	2.85	0.57	Low
Conducting classroom action research	2.70	0.60	Low
Total Mean	3.28	0.59	Medium

The findings indicate that mentoring plays a significant role in enhancing English teachers' pedagogical skills, particularly in developing new teaching methods, promoting active learning, and improving technological integration. However, areas such as assessment practices, reflective teaching, and research-based professional development require further emphasis. Overall, mentoring serves as an effective framework for continuous teacher growth and pedagogical improvement in the EFL context.

Discussion

The findings of this study underscore the critical role of mentoring as a strategic approach to enhancing English teachers' pedagogical competence, particularly in terms of professional growth, classroom practices, and attitudes toward continuous development. Overall, mentoring provided teachers with meaningful opportunities for experiential learning, reflective engagement, and instructional improvement. Each dimension of this research reflects how mentoring supports English teachers in transforming their professional practices within EFL classrooms.

The results revealed that English teachers participated in mentoring primarily to acquire new pedagogical competencies, refine instructional strategies, and foster positive learning environments. The high mean scores in these areas demonstrate that teachers perceive mentoring as a powerful avenue for professional enrichment and self-improvement. This aligns with Bailey (2020), who emphasized that mentoring acts as an experiential learning process enabling teachers to gain deeper insights into effective teaching practices. Similarly, Alberth (2023) highlighted that language proficiency and pedagogical competence are inseparable in EFL contexts; thus, mentoring that focuses on these aspects significantly strengthens teachers' instructional performance and classroom confidence.

In addition, teachers valued the collaborative relationships that emerged from mentoring interactions. This finding echoes Bragg et al. (2021), who argued that collaboration and collegial dialogue are essential components of sustainable professional development. Through mentoring, teachers engage in shared reflection, peer support, and co-construction of pedagogical knowledge, which contribute to sustained improvement in teaching practice. However, the relatively lower score on "investing free time in professional learning" indicates that teachers often face structural and time-related challenges that limit their participation in voluntary development activities. Therefore, mentoring programs should be designed in flexible, time-efficient formats that accommodate teachers' workload while maintaining meaningful engagement.

The second dimension demonstrated that mentoring positively influenced teachers' pedagogical practices, particularly in the use of active learning strategies, integration of educational technologies, and application of updated teaching methodologies. These outcomes illustrate how mentoring bridges the gap between theoretical understanding and classroom application. As noted by Jacobi (2019), mentoring and ongoing professional training empower teachers to adopt innovative approaches aligned with current trends in EFL pedagogy. The high mean score for "using active learning strategies" further confirms that mentoring supports teachers in becoming more student-centered and communicative in their instructional design—a finding consistent with Wang (2022), who emphasized that effective mentoring promotes interactive, learner-focused teaching approaches.

Nevertheless, the moderate means observed for "feedback techniques" and "assessment tools" reveal that teachers may still require more targeted mentoring in formative assessment and feedback literacy. Agaard et al. (2022) reported similar challenges, suggesting that teachers often lack adequate support in designing meaningful feedback mechanisms that inform learning. Hence, mentoring should include structured modules that focus on assessment literacy and feedback implementation to reinforce teachers' pedagogical competence in evaluation and reflective practice.

The third dimension indicated that mentoring enhanced teachers' professional awareness, particularly their understanding of self-development and participation in training activities. Despite these positive trends, teachers' engagement in reflective teaching and classroom action research remained relatively low. This finding suggests that while mentoring fosters awareness of lifelong learning, it does not automatically translate into consistent reflective or research-based practice. Similar observations were made by Wang (2022), who found that institutional constraints and heavy workloads often discourage teachers from engaging in systematic reflection or practitioner inquiry. Therefore, mentoring programs should not only

guide instructional improvement but also promote reflective dialogue, collaborative inquiry, and action research to strengthen teachers' professional agency and autonomy.

Synthesizing these results, mentoring can be understood as a transformative professional development strategy that integrates theory with pedagogical application in English language teaching. It supports teachers in refining instructional techniques, incorporating digital tools, and designing interactive learning experiences. More importantly, mentoring fosters emotional, cognitive, and social support—enhancing teachers' confidence, motivation, and professional identity as reflective practitioners.

These findings reinforce Schön's (2017) theory of reflective practice, which positions reflection as a central mechanism for professional learning. Mentoring facilitates this process by providing opportunities for observation, dialogue, and constructive feedback, enabling teachers to critically evaluate and improve their instructional decisions. Moreover, the collaborative nature of mentoring aligns with John-Steiner and Mahn's (2020) social constructivist perspective, which posits that professional learning occurs through social interaction, shared experiences, and collective meaning-making. Thus, mentoring not only strengthens individual pedagogical competence but also cultivates a community of professional practice that supports sustained growth and innovation.

From a practical standpoint, several implications emerge from these findings.

First, mentoring should be institutionalized as a core component of teacher professional development to ensure consistent pedagogical support and continuity of growth across all levels of experience.

Second, mentors must receive specialized training in feedback provision, reflective facilitation, and the modeling of effective EFL teaching practices.

Third, mentoring activities should explicitly incorporate technology integration, assessment literacy, and action research, allowing teachers to develop comprehensive competencies aligned with 21st-century educational demands.

Finally, school systems and educational institutions should cultivate supportive professional environments that value mentoring participation by allocating sufficient time, recognition, and resources to sustain teacher engagement.

In conclusion, this study affirms that mentoring serves as a strategic and transformative approach for enhancing English teachers' pedagogical competence in EFL classrooms. Through structured guidance, reflective interaction, and collaborative learning, mentoring enables teachers to continuously refine their instructional practices and strengthen their professional identity. When systematically implemented and contextually adapted, mentoring not only elevates the quality of English language teaching but also contributes to the broader goal of fostering sustainable teacher development and improved student learning outcomes.

5. CONCLUSION

Based on the findings and discussions, it can be concluded that mentoring plays a pivotal role in enhancing English teachers' pedagogical skills, professional attitudes, and overall teaching performance. The mentoring process not only facilitates the acquisition of new instructional strategies but also strengthens teachers' confidence and reflective awareness in classroom practice. Through structured mentoring, teachers are encouraged to engage in collaborative

learning, critical self-evaluation, and continuous improvement in their pedagogical approaches. The study highlights that effective mentoring bridges the gap between theoretical knowledge and practical classroom application, enabling teachers to adopt more student-centered, innovative, and technology-integrated teaching methods. Furthermore, mentoring fosters a culture of professional dialogue and collegial support, which is essential for sustainable teacher development and long-term educational quality. However, challenges such as time constraints, limited institutional support, and teachers' low participation in reflective and research-based activities remain as barriers that need to be addressed to maximize the impact of mentoring.

Future research is recommended to focus on developing a structured and context-specific mentoring framework tailored to the needs of English teachers in various educational settings across Indonesia. It would be valuable to conduct longitudinal studies that track teachers' pedagogical growth over time through multiple mentoring cycles to assess the sustainability of mentoring impacts. Additionally, integrating technology-based mentoring platforms—such as digital mentoring journals, virtual peer observation, and online professional learning communities could enhance accessibility and engagement in mentoring practices. Further investigation should also examine the role of mentor training and leadership support in ensuring the consistency and quality of mentoring implementation. Finally, future studies are encouraged to explore how mentoring can foster teacher agency, reflective inquiry, and innovation in teaching, particularly in the context of the Kurikulum Merdeka, which emphasizes autonomy and creativity in instructional practice. By addressing these areas, future research can contribute to the development of a comprehensive mentoring model that not only strengthens English teachers' pedagogical competence but also supports the continuous transformation of teaching and learning in Indonesia's evolving educational landscape.

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