

Improving Student Achievement of the Mandarin Department of Surabaya State University Through Coaching and Mentoring Methods

Muhammad Farhan Masrur^{1*}, Mintowati², Galih Wibisono³, Urip Zaenal Fanani⁴, Sunarti⁵

^{1,2,3,4} Mandarin Department, The State University of Surabaya, Indonesia

⁵ Mandarin Department, The State University of Malang, Indonesia

*Corresponding Author Email: muhammadmasrur@unesa.ac.id

Abstract

The goal aim of this study is to investigate the effects of Coaching and Mentoring Methods can impact the performance of students in the Mandarin Department. With a good quality of education, is expected to be able to produce optimal achievements in students. From the results of the observations made, it was found that the low achievements produced by students of the Mandarin Department State University of Surabaya, both academic and non-academic. The low achievement of students is influenced by various aspects, both internal and external. The coaching and Mentoring method is one of the methods that can help optimize student achievement according to their respective interests and talents. In this study, the approach used was Class Action Research, this study also through several procedures, including planning, implementation, monitoring, reflection. This study focuses on students of the Mandarin Department who are members of Student Activity Groups that are based on their respective interests and talents. As long as the application of research is found, coaching and mentoring methods can increase student activity and creativity, so that the resulting academic and non-academic achievements have increased significantly compared to previous years.

Keywords

Achievement, Coaching, Improvement, Mandarin Student, Mentoring.

INTRODUCTION

Education in the simplest sense is a process of cultural transfer. Education in historical facts has brought many changes, not only changes in the educated individual but also changes in the nation and state. Stakeholders in education demand and hope for quality education. According to [18], quality education involves evaluating the educational process to meet students' needs and develop their talents. Therefore, it is important to have good quality indicators in educational institutions. [30] has mentioned several indicators, such as high moral values, good exam results, environmental support, adequate resources, the latest technology, strong leadership with a clear vision, attention and concern for learners, and a relevant and balanced curriculum. Quality education is essential to produce optimal achievements in students.

Based on observations from students of the Mandarin Department, student achievement in participating in competitions related to the Chinese language and culture is still quite low and unstable. Achievements in participating in regional, national and international competitions in the last 5 years are among the lowest in the scope of the Faculty of Language and Arts. The low achievement of many students is influenced by various factors, both external and internal. For this reason, the right treatment is needed for each student, one of which is by providing mentoring and coaching for students.

Coaching and mentoring are based on various aspects related to self-development and intervention in the early

stages of student development. According to [23], one of the priorities of mentoring is to assist students with difficulties in producing high-quality products. This is because the quality of students' work serves as an indicator of their success or failure in the learning process. translate to bahasa indonesia. [10] argue that the intervention of a competent professional, who has the knowledge, skills, and experience will have a good impact on learners to analyze the situation, choose alternative approaches, and be able to translate decisions made on rational grounds. Thus students will be able to have a creative, critical, practical, and divergent mindset in problem solving. With a good quality of education, good mentoring will be in line with the achievements of students to be better.

With this research, it is hoped that it will be able to improve the achievements of students of the Mandarin Department. This research is elaborated in the systematics of grouping the scope of work, which begins with the initial intervention in the formation of a thinking framework, grouping competencies, filtering students according to talents and interests, to then be given training (coaching) and mentoring (mentoring) to students of the Mandarin Department by outstanding professionals and alumni, therefore student achievements become more optimal.

COACHING AND MENTORING

Achievements are achieved through the constancy of work, each individual pursues achievements according to their respective fields and abilities.[31] achievement is the result of their effort and serves as evidence of the work they

have put in. Self-achievement can be divided into two types: academic achievement and non-academic achievement. Academic achievement refers to the learning process of students that produces changes in their knowledge, understanding, application, analytical abilities, synthesis, and evaluation. Non-academic achievement refers to the accomplishments or abilities of students that result from activities outside of regular class hours, commonly known as extracurricular activities. According to [27]. Extracurricular activities encompass a variety of school-sponsored activities that provide students with opportunities to develop their potential, explore their interests, talents, and hobbies outside of regular class hours. Based on the above opinion, extracurricular activities in universities are called KKM (Student Activity Unit) activities which are non-academic activities in universities to train students' abilities or skills in an organization. KKM provides a forum for students to develop their potential abilities. The development of potential that continues to be trained will produce students who have strong character and can compete in the era of globalization.

To encourage achievement, of course, strong motivation is needed. Motivation is the driving force that exists in humans so that they can carry out an activity [20]. Motivation and effort to achieve achievements are closely related. McClelland (in [11]; Handoko, 2000; [3]; [28]) stated that every human being needs to excel and have an effort to achieve achievement goals. [26] and [7] put forward factors that can affect the motivation to excel, observational learning in children can be influenced by various factors, including the behavior and characteristics of models, parental expectations, the surrounding environment, and the degree of emphasis placed on independence. By being aware of these factors, parents and educators can better understand and facilitate the learning process for children. Meanwhile, [4] mentioned four main aspects that distinguish the level of motivation for individual achievement, namely: 1) taking responsibility for their actions; 2) paying attention to the feedback about his actions; 3) considering the risks; 4) creative-innovative

Mentoring is the establishment of a supportive and caring interpersonal relationship between experienced and knowledgeable individuals (mentors) and individuals with minimal experience and knowledge (mentees) related to career and personal gain ([17]; [22]). With mentoring, it will be able to become a bridge for the mutual transfer of knowledge, abilities, behavior, trust, and values between mentors and mentees. Mentoring offers various forms of recognition and intrinsic rewards for mentors, such as the acknowledgement of their valuable experience, the establishment of close relationships with their mentees, a renewed sense of interest in their work through the chance to review and reflect on their professional practices, the opportunity to acquire new skills, the perception of having a higher degree of influence over their surroundings can lead individuals to feel more empowered, and the personal gratification of helping their mentees ([16]; [19]; [23]).

The functions of mentors according to [13] and [38] include: 1) coaching; 2) increasing exposure and visibility; 3) protecting; 4) sponsoring; 5) providing examples; 6) encouraging; 7) making suggestions; 8) give an explanation. The process of developing a mentoring relationship is usually done gradually and involves several systematic steps, to be an effective mentor, it is important to follow a systematic approach that includes identifying the mentee's interests, needs, and learning style to develop a tailored mentoring plan. The plan should have specific goals and objectives that align with the mentee's desired outcomes and personal development. The mentor should provide guidance and support through regular meetings, discussions, and feedback, and evaluate the effectiveness of the mentoring plan consistently. This involves assessing progress, determining if the plan is working as intended, and making adjustments as needed. Open and honest communication is crucial in building a strong and trusting relationship between the mentor and mentee. Overall, taking a systematic approach to mentoring can greatly enhance the mentee's development and growth. By following these steps, mentors can assist their mentees in achieving their full potential. [15]

Despite the widespread acceptance of mentoring programs since the 1980s, researchers have identified various challenges associated with their implementation ([2]; [8]; [16]; [37]; [33]; [32]; [9]; [29]). These challenges include: first, difficulty in finding the time needed to complete the mentoring activities; second, confusion between mentors and other teachers; third, rebukes or criticisms received from other professionals who have not taken part in the mentoring process, despite successful mentoring relationships or programs; and fifth, concerns among mentors about their mentoring methods and the necessary skills.

Coaching has developed from its origins in athletic training to become a valuable method in education for clinical supervision, staff development, and enhancing instruction and teaching strategies. It is also utilized to experiment with innovative approaches and techniques, resolve problems, and establish collegial relationships. There are several ways in which the coaching model can vary, such as the nature of the participants involved, Whether it involves an experienced individual coaching a less experienced individual, or colleagues engaging in a mutually beneficial mentoring relationship, mentoring can be applied to both individuals and teams, and whether it emphasizes skill-building or the decision-making process involved in interventions. ([22]; [5]; [9]; [32]; [1]; [39]; [12]; [25]; [6]; [21]).

One training model, designed for early intervention professionals by Gallacer in 1995, involved using a coaching process that followed a six-step cycle.

1. Early Interest, a practitioner engages in formal learning activities or encounters an early intervention practice that they seek to enhance, sparking their interest in establishing a training collaboration.
2. Mapping, Coaches and practitioners hold a meeting or

conference to collaborate and develop a comprehensive and detailed plan that outlines the objectives, goals, strategies, and timelines for their coaching phase. This plan typically involves identifying areas that require improvement, developing methods to support practitioners, and outlining steps for monitoring and evaluating the effectiveness of the coaching phase.

3. Collecting Report, practitioners are invited to demonstrate or provide information on specific skills or early intervention practices, with training partners gathering the requested information through various methods such as observation, face-to-face interaction, audio or video recording reviews, or reviews of written materials.
4. Analysis, the partners independently evaluate the information gathered during Step 3 and determine the necessary steps to attain the practitioner's objectives.
5. Conference, the training partners solicit the coach assessment on third and fourth step, elucidate the gathered note, and evaluate. They deliberate on the implications of analysis, contemplate the potential actions that the practitioner may take, and assess the need to rerun the coaching phase to reach related queries.
6. Training Reflection, partners evaluate the impact of the completed coaching phase then deliberate on potential improvements for the future.

DATA AND METHODS

This research uses the Experimental Class Action Research (PTK) approach proposed by Chein in 1990. Class Action Research is a study conducted by a person or group in organizing problems found from self-reflection activities to then take an action to solve the problem or improve the achievements that have been done ([34]; [36]; [35]).

This research was conducted for six months (April to November) in the Mandarin Department, Faculty of Language and Arts, State University of Surabaya. All students of the Mandarin Department who were members of the Student Activity Unit (KKM) whose participants were collected from each class were the subject of this study. The KKM is divided into 6 KKM units according to the interests of each student.

The research location is located in the Mandarin Department, Faculty of Language and Art, State University of Surabaya. The research setting was carried out offline and online through the zoom meeting application. The research team observed the Coaching and Mentoring process for students, observed the activities of students, mentors, and coaches, and the interaction between mentors with students and students with students.

This research consists of two cycles, in each cycle, there are four stages, namely planning, implementation of actions, observation and monitoring, and reflection.

1. Planning, the research team identifies the problem

and plans ways to overcome how the problem can be solved, the researcher makes an alternative action plan to develop and improve student achievement into the research proposal and makes an activity implementation plan by the alternative actions that have been chosen to overcome the existing problem.

2. Implementation, the lecturer divides the class into several Student Activity Units, each KKM consists of students of the Chinese Language and Literature Department according to their respective interests. Next, the lecturer will provide mentors to each KKM group. Mentors are selected from outstanding alumni based on qualifications in their respective fields of expertise. Mentors will provide training to each KKM with the help of training from Indonesian Lecturers and Mandarin Native Lecturers. With the intervention provided, it is hoped that it will be able to boost the achievements of students of the Chinese Language and Literature Department.
3. Observation, observing the process of mentoring by observing the interaction that occurs between students, students with mentors, and students with lecturers as coaches. Monitoring is carried out by researchers, assisted by students who are appointed as group leaders. Student participation in monitoring has gone through training in advance on what and how to do in carrying out the monitoring. Monitoring is carried out during the training process in each KKM in the running cycle.
4. Reflection, the research team reflects on the results of the monitoring. It then discusses whether the actions given in the first cycle have achieved the research objectives. If the results of the reflection state that the results of monitoring the implementation of actions have not achieved the research objectives, then the research team plans the next cycle.

To obtain valid and reliable data, appropriate data collection techniques are needed. The data collection approach used in this research include:

1. Observation, the process of recording data derived from classroom activities between teachers and students before the researcher conducts research by observing all existing events, namely regarding the initial value of students, motivation, participation, and achievement of students during the training process. The type of observation that researchers make is participant observation, meaning that researchers are involved in the training process. This technique aims to observe the implementation and development of mentoring activities in the classroom by applying the Coaching and mentoring method as well as the activeness of students during the mentoring process.
2. Documentation, is an attempt to provide an overview of how a class action study is conducted.

The documentation used is non-test documentation, namely documentation in the form of pictures or photos of the implementation process when the research is excute.

3. A simple questionnaire, which is to compile a list of statements that match the data needed by the researcher addressed to the respondent to measure the motivation of the learners. In this study, the questionnaire used was a type of closed questionnaire with a rating scale, which is a statement followed by columns that show the answer rate criteria, such as strongly agreeing to strongly disagreeing.
4. Notes, in research, field records are written notes that capture what was heard, seen, experienced, and thought during the process of data collection and reflection. They are a form of observation used to record qualitative data, such as specific behaviors or activities, unique cases, or to describe a particular process.

The data obtained will be analyzed by qualitative analysis using Milles and Hubermans' interactive models which include the stages of material filtering, material display, concluding, and verifying research. The four components of the analysis are carried out simultaneously since the data

collection process was carried out.

Another analysis technique used is simple statistical analysis, namely the percentage descriptive analysis technique. This analysis technique is used to determine the increase in student achievement of the Chinese Language and Literature Department in participating in competitions related to Chinese language and culture, after being given training and mentoring.

In this study, the level of success will be measured by a 70% increase in the number of awards and recognitions earned by students in the Mandarin Department in competitions related to Chinese language and culture compared to the achievements in previous years.

RESULTS AND DISCUSSION

First Cycle

Planning

Before the implementation of First Cycle, observing the achievement of student achievement data in the last 5 years and obtained pre-cycle data in the form of student achievement data from the Student Affairs and Alumni of the Faculty of Language and Arts Unesa. The data obtained can be seen in Figure 1.

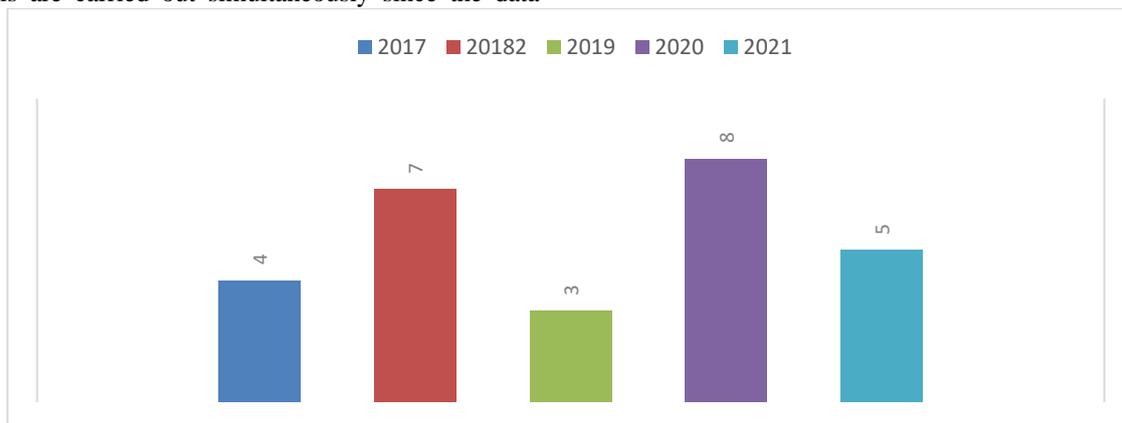


Figure 1. Mandarin Departement Achievement in 5 Years

From the data above, student achievement in participating in competitions, both regional, national and international over the past 5 years is still very low. In addition, student publications in writing scientific papers published in journals and mass media are also relatively low. On the other hand, the weak 4 basic Chinese skills (listening, speaking, reading, and writing) are the causes of students being less motivated in learning, st students' confidence in participating in Chinese competitions is relatively low.

After the data is collected, through coordination with the Mandarin Department Student Association (HMJ) together with problem analysis and determining solutions that can be done, in addition to also conducting aspirational dialogues with all students regarding existing problems, analyzing what are student needs, student interests, and what can be accommodated into a concrete program that can be implemented.

Implementation

The implementation stage is carried out by grouping according to the interests and talents of each student in the Student Activity Group (KKM) and determining the schedule and mentors to be selected. Mentors are selected from alumni who have the appropriate qualification fields and are domiciled in Surabaya. Each KKM has at least 1 mentoring schedule per week. Registration of mentoring participants is carried out with Google Form which is distributed in each class. The details of KKM are displayed in table 1.

Table 1. Mentoring

No	Program	Mentor	Participants	Time
1	Music KKM	Veronica Sanjaya (Alumnus 2017)	11	Monday, 15.00-16.30
2	Dance KKM	Adi Purnomo (Alumnus 2018)	8	Tuesday, 15.00-16.30
3	Chinese Calligraphy KKM	Putri Lailatul K (Alumnus 2011)	12	Wednesday, 15.00-16.30
4	Mandarin KKM	Mega Nurul Izzah Y (Alumnus 2016)	20	Thursday, 15.00-16.30
5	Scientific Writing KKM	Duwi Merisa (Alumnus 2018)	10	Friday, 15.00-16.30
6	Sport KKM	Ainun Faqih (Alumnus 2013)	13	Saturday, 15.00-16.30

Monitoring

Monitoring focused on the development of each KKM, the interaction between mentors and participants, and participants with other participants. The student in charge is providing a note containing a report on the implementation of mentoring. Monitoring in the sense of monitoring carried out with an awareness of what you want to know, Monitoring is a process of repeatedly measuring and evaluating a situation to see how things are progressing and to identify any changes that need attention. It helps to understand how things are going and allows for adjustments to improve outcomes. It's an important tool for staying on track and reaching goals, to check against the process following objects or to evaluate the conditions towards the objectives of management results on the effects of actions. While mentoring (mentor) is advisory, mentoring involves a skilled and experienced individual

providing guidance and support to someone seeking to develop their skills and knowledge in a specific area. The mentor must be able to encourage the mentee to be able to trust himself by asking questions that guide self-introduction, give the mentee the flexibility to explore and explore ideas, and provide challenges that match the ability of the mentee.

Reflection

After making observations and monitoring, The results of mentoring and daily notes show, in Cycle I it can be concluded that it went quite well, the ability and creativity of participants increased, and the interaction between mentors and students was very active. However, the first cycle also has shortcomings, including that the number of participants who take part in the training program is still not too much, besides that the limited knowledge of the mentor is also one of the shortcomings because the mentor is not a professional person in the field of training.

Second Cycle

Planning

Referring to the results of the First Cycle, in addition to continuing the mentoring process, there is also an addition to the Coaching method which invites expert speakers in their fields to provide training to students. The determination of resource persons is based on the field of expertise and experience of the resource persons in the Chinese Language and Culture.

Implementation

The implementation step of the Second Cycle is a step of improvement of the First Cycle. Implementation of training with mentors is still carried out according to the schedule in First Cycle. In the Implementation of the Second Cycle coupled with the Coaching method with resource persons. Then determine the Expertise (Coach), and determine the date and location of the training. In addition, participants were again expanded not only to students in KKM but also open to all students of the Mandarin Department. The implementation of the training by the coach was carried out only on 1 predetermined day, to enrich the treasures of the KKM participants, in addition to increasing the enthusiasm of the students again. The following are the details of Coaching activities in Table 2 and Figure 2.

Table 2. Coaching Activities

No	Coaching Program	Coach	Institution	Participants
1	Chinese Calligraphy	Sugianto	Lecturer and Chinese calligraphy expert	63
2	Chinese Music	Li Xiaoping	Chinese native lecturer and Chinese music expert	60
3	Chinese Dance	Cao Yahui	Chinese native lecturer and Chinese dance expert	36
4	Chinese Martial Art	Tian Chen	Chinese native lecturer and Taichi expert	48
5	Scientific Writing	Muhammad Farhan Masrur	Chinese departement lecturer	25
6	Chinese Learning	Muhammad Farhan Masrur	Chinese departement lecturer	43



Figure 2. Chinese Calligraphy Trainee

Monitoring

Monitoring is an essential process that involves regularly collecting information based on specific indicators to determine whether ongoing activities are aligned with established plans and procedures. These indicators typically reflect the key aspects of the activity and the targets set during program planning. In the Second Cycle of Coaching and Mentoring, monitoring occurs not only during implementation but also through the distribution of satisfaction questionnaires using Google Forms after all training is complete. Collecting feedback from students through satisfaction questionnaires provides valuable insights into their level of understanding and satisfaction with the coaching and mentoring program. Additionally, this feedback offers opportunities for students to provide constructive criticism and suggestions for program improvement, thereby contributing to the ongoing enhancement of the coaching and mentoring experience. Overall, monitoring serves as a vital tool for ensuring that program activities are meeting their intended goals and objectives.

Reflection

After all the training implementation is completed, the expected output is the achievement of academic and non-academic students, the present becomes a benchmark in each activity. The results of this study include:

1. Writing Scientific Papers, 21 students produce 9 articles, 3 of which have been published in

Scientific Journals and 6 others in the form of draft manuscripts that are ready to be sent to the appropriate journal. This certainly experienced a significant increase in the previous year which only produced 1 or 2 articles published in the Journal.

2. Chinese Language Learning, the formation of a Youtube Channel about Chinese Language Learning which contains the use of Chinese learning media, Chinese learning methods, and knowledge of Chinese. In addition, the Chinese Bimbel program was also formed, which is a Chinese language training program for students for the wider community for free.
3. Student achievements of the Chinese Language and Literature Department in participating in the competition, From the results can be seen that student achievement has increased compared to the achievement in the previous 5 years. This is inseparable from the implementation of the Coaching and Mentoring methods that have been carried out. The results of field notes show that students can increase interaction and creativity in learning. The results of the questionnaire stated that students were able to know more about Chinese, Mandarin language learning, Chinese culture, and writing Scientific Papers so students were more motivated not only in learning but also in participating in competitions (Figure 3).

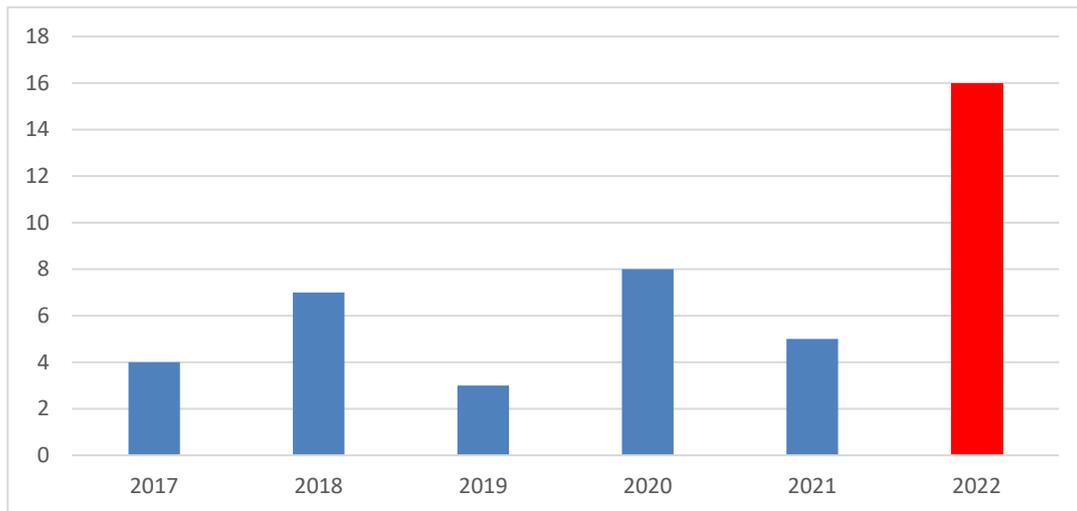


Figure 3. Student Achievement in Competiton

The low achievement of students of the Mandarin Department, at State University of Surabaya, is influenced by various aspects, one of which is the lack of student knowledge and students' low self-confidence is low. Gok (2014) said that when learners have self-confidence, problem-solving skills will arise, and with high problem-solving skills, it is believed that they will be in line with achievements. Thus knowledge, self-confidence, and student achievement have a close correlation.

The effectiveness of the Coaching and Mentoring method in enhancing student achievement within the Mandarin Department is contingent on the appropriate implementation of the method, which takes into account the unique challenges and requirements of the students ([5]; [2]). Mentors and coaches play a pivotal role in stimulating student creativity and enriching their knowledge, resulting in increased self-confidence (Karatika, 2010; Balong, 2014; Faeni, 2020; Shamdani, 2020). Nevertheless, the unsuitable application of coaching and mentoring techniques may produce unfavorable outcomes and impede student progress. Thus, it is imperative to ensure that the coaching and mentoring approach aligns with the particular needs of the students to achieve the desired outcomes.

In terms of the implementation period of the method on achievement, the Coaching and Mentoring Methods have significant differences in student achievement in the previous year. In previous years, in the full 1-year study period, student achievement has never passed 10 achievements, but with the Coaching and Mentoring method implemented for approximately 1 semester, it can exceed 10 achievements. Awakened interactions can also create a more active learning atmosphere, increased student motivation, and wider student creativity.

CONCLUSION

In summary, the outcomes and analysis of this study demonstrate that the application of the Coaching and Mentoring Method yields substantial benefits to the academic

and non-academic progress of students in the Mandarin Department. The investigation highlights that the use of this approach has led to marked advancements, such as a significant rise in scientific paper production by students, a more comprehensive comprehension of the Chinese language, and a remarkable increase in student performance in Chinese language and culture competitions. Collectively, these results imply that the Coaching and Mentoring Method represents a highly effective strategy for augmenting student learning and achievement in the Mandarin Department.

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