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Developing a Coaching-Mentoring Model to Strengthen Pre-service Teacher Professionalism in the Field Experience Program

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Abstract
The Pre-service Teacher Professional Education (PPG/*Pendidikan Profesi Guru*) program is designed to prepare professional educators capable of integrating theory and practice. However, the Field Experience Program (PPL/*Praktik Pengalaman Lapangan*) still faces challenges, particularly unstructured and insufficiently collaborative mentoring. To address this issue, this study develops a coaching- and mentoring-based supervision model aimed at strengthening the professional competence of pre-service teachers. The method employed is Research and Development (R&D) using the ADDIE model, involving pre-service PPG students, mentor teachers, and field supervisors as the population, with a limited trial sample at the SD Laboratorium UM. Data were collected through expert validation questionnaires, observations, interviews, and reflective journals, and analyzed using descriptive quantitative and qualitative techniques to evaluate the model's feasibility and effectiveness. Validation results from both model and Teacher Professional Education experts indicated feasibility scores of 90.77% and 90.00%, respectively, which are categorized as highly valid. These findings suggest that the model possesses a systematic and applicable conceptual structure for PPL implementation. A limited trial at Universitas Negeri Malang (UM) Laboratory School demonstrated that the model was effective in strengthening reflective interactions among students, mentor teachers, and university supervisors through functional and contextually

relevant instruments. Based on the evaluation results, the model contributes positively to fostering a more structured, transparent, and participatory mentoring process. This study recommends further trials on a larger scale and an exploration of model adaptation in various partner school contexts to ensure the sustainability and consistency of its implementation in supporting teacher professionalism.

Keywords: coaching, mentoring, Teacher Professional Education, PPL, teacher professionalism

INTRODUCTION

The Teacher Professional Education Program or *Pendidikan Profesi Guru/PPG* is a strategic program developed by the government to strengthen the quality of education through the preparation of professional educators. This program is one of the solutions in realizing teachers who have formal legitimacy through educator certification (Samani, 2021). As the final gateway in the formation of quality teachers, Teacher Professional Education requires the integrated mastery of pedagogical, personal, professional, and social competencies (Hotimah & Suyanto, 2017). The systematically structured stages equip prospective teachers with conceptual-theoretical insights and applicable skills that are in line with 21st-century learning needs and curriculum developments.

However, the attainment of these competencies is not solely determined by mastery of pedagogical knowledge and technical teaching skills. The quality of professional interactions and the level of organizational support experienced by preservice teachers during field experience also play a crucial role in shaping their professional behavior. Previous studies indicate that collaborative relationships and supportive environments significantly influence teachers' willingness to demonstrate professional responsibility beyond formal role expectations (Sumiati et al., 2025). This condition highlights the importance of a structured coaching–mentoring approach that can systematically cultivate reflective, collaborative, and supportive interactions within the Teacher Professional Education Program.

Since its initial implementation, Teacher Professional Education has undergone various improvements. However, challenges continue to arise at the institutional, pedagogical, and cultural levels. One of the main challenges is ensuring that the professional education process is truly capable of transforming education graduates into reflective, adaptive, and innovative educators (Abbas et al., 2023). The complexity of this challenge is further exacerbated by variations in the quality of implementation among Teacher Training Institutions (Lembaga Pendidikan Tenaga Kependidikan/LPTK), limited learning time, and the demand to achieve competency standards in a relatively short period of time (Ma'rifah, 2024). This condition emphasizes the urgency of meaningful, contextual, and sustainable pedagogical intervention so that Teacher Professional Education does not merely end as a certification program but becomes a transformative and long-term professional learning process.

Rahmawati & Gimun (2021) in their article entitled "Pembimbingan Mahasiswa PPL PPG Prajabatan Melalui Pola SIR (SuperiorityInquiry-Recommendation)" published in the Prosiding Seminar Nasional: Inovasi LPTK Ciptakan Guru Unggul published by the Tanoto Foundation in November 2021, pages 62–67, developed a PPL supervision pattern for pre-service Teacher Professional Education Program students through the SIR (Superiority–Inquiry–Recommendation) method. This research arose from the issue of

weak coordination between field supervisors and mentor teachers. Through the SIR approach, field supervisors and mentor teachers emphasize three main steps: providing superiority through strengthening basic competencies, exploring field problems (inquiry), and providing solution-oriented recommendations (recommendation). The results of the study show that the SIR pattern helps increase students' reflective awareness and strengthens two-way communication with supervisors. However, the focus of this study is still limited to strengthening the role of field supervisors without actively involving mentor teachers throughout the PPL process, so that the collaborative dimension in PPL mentoring has not been fully realized.

Meanwhile, Muksar, Putra, Trihutomo, Oktaviani, and Tiarno, through an article entitled "Peningkatan Digital Skills dan Produktifitas Guru Pamong PPL Program PPG UM Melalui Pendampingan Sistem Pembelajaran MOOCS Berbasis Hybrid Learning" published in Abdi: Jurnal Pengabdian dan Pemberdayaan Masyarakat, vol. 5, no. 3, pages 433–439, September 2023, developed a MOOCs-based Hybrid Learning system to improve the digital skills and productivity of mentor teachers in the Teacher Professional Education Program at Universitas Negeri Malang (UM). The focus of this research is the use of technology to expand the scope of mentoring, so that mentor teachers can provide guidance without being constrained by distance and time. The results of the pilot test showed an increase in the digital skills of mentor teachers and the efficiency of PPL mentoring time. However, this study emphasized technological support and productivity, without integrating a coaching and mentoring-based pedagogical approach that could deepen the quality of interaction between students and mentors.

Both previous studies make important contributions to strengthening PPL implementation. Rahmawati & Gimun (2021) emphasize the supervision pattern through the SIR model, which strengthens the role of field supervisors in guiding students, while Muksar et al. (2023) focus on the development of hybrid learning–based technological support to enhance the productivity and digital capacity of mentor teachers. Although both studies aim to improve the quality of PPL mentoring, their approaches remain partial: the SIR model prioritizes supervisory control with limited involvement of mentor teachers, whereas the hybrid learning model prioritizes technological facilitation without integrating structured pedagogical interactions. Neither study proposes a supervision model that systematically combines the reflective–dialogical principles of coaching with experience-based guidance in mentoring, nor do they integrate all key stakeholders: students, mentor teachers, and field supervisors, within a holistic framework of professional teacher development. This gap provides a clear space for the present study, which aims to develop a structured and contextual PPL supervision model that integrates coaching and mentoring to strengthen prospective teachers' professionalism. The model is expected to offer both scientific contributions and practical solutions to improve PPL quality, bridge the gap between theory and practice, and reinforce the collaborative roles of LPTK and partner schools in preparing adaptive, future-ready professional teachers.

METHOD

This study employed a Research and Development (R&D) approach using the ADDIE development model, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provided a systematic and structured framework for designing and developing a coaching- and mentoring-based PPL supervision model for pre-service PPG students

(Branch, 2009). In this study, the implementation of the ADDIE model was limited to the development phase (Mutia et al., 2025).

The Analysis stage aimed to identify the needs, problems, and characteristics of the research subjects, namely pre-service PPG students, supervising teachers, and field supervisors (DPL). Data were collected through a literature review, curriculum analysis of the pre-service PPG program, interviews, and questionnaires distributed to all subject groups. The results of this stage were used to map the challenges in PPL implementation and to formulate mentoring needs relevant to the context of Universitas Negeri Malang. These analytical findings were later reflected in the Findings section.

The Design stage focused on constructing the conceptual and technical framework of the supervision model by integrating the principles of coaching and mentoring. This included determining the role structure and communication flow among stakeholders, designing supporting instruments such as training modules, implementation guidelines, and assessment tools, as well as formulating communication strategies and mentoring mechanisms that align with the dynamics of PPL implementation. These design components were described in detail in the Findings to ensure methodological alignment.

The Development stage involved transforming the design into a prototype ready for validation. Activities include preparing mentoring modules, technical guidelines for coaching and mentoring sessions, observation instruments, and reflective journals. The prototype was validated by two categories of experts—PPG content experts and model development experts—using a Likert-scale instrument. The validation procedures and outcomes were presented in the Findings to maintain coherence between method and results.

Following the expert validation process, the feasibility of the developed prototype was quantified by calculating the validation scores provided by each validator. Next, the scores of each validator were calculated using the validity percentage formula. The validity formula used refers to Arikunto (2019) as follows.

$$P = \frac{\Sigma x}{\sum x1} \text{ X100\%}$$

The symbol P in the validation formula represented the percentage of the model's feasibility, both in terms of structure, implementation, and its relevance to the Teacher Professional Education Program context. The symbol $\sum x$ refered to the total actual score given by the validators for all indicators in the assessment instrument. The symbol $\sum x_1$ indicated the maximum score that can be achieved if each item is assessed at the highest level on the assessment scale. This value was then converted into a percentage using the constant 100% so that it can be interpreted quantitatively. The percentage calculation results indicate the model's feasibility level, which can then be categorized into specific quality classifications, such as highly valid, valid, moderately valid, less valid, or invalid (see Table 1).

Table 1. Percentage and Product Validity Criteria Arikunto (2019)

Level	Criteria	Description
81%-100%	highly valid	Very good for use
61%-80%	Valid	Can be used with minor revisions
41%-60%	Sufficiently Valid	Can be used with major revisions
21%-40%	LessValid	Not suitable for use
00%-20%	Not Valid	Not suitable for use

The Implementation stage consisted of limited trials conducted at SD Laboratorium UM involving supervising teachers, field supervisors (DPL), and pre-service PPG students undertaking PPL. Prior to implementation, supervising teachers and DPL received brief training on the application of the model. During this stage, data were collected through observation, focused interviews, and documentation of students' reflective journals, forming the empirical basis of the findings reported in the subsequent section.

The final stage, Evaluation, was conducted both formatively and summatively. Formative evaluation occurred throughout the development and implementation phases to identify weaknesses and guide continuous revision. Summative evaluation was carried out after implementation to assess the effectiveness of the model in improving PPL quality, based on feedback from students, mentor teachers, and DPL, as well as an analysis of student performance against professional competency indicators. These evaluation results were fully elaborated in the Findings section to ensure consistency between the methodological description and the reported outcomes.

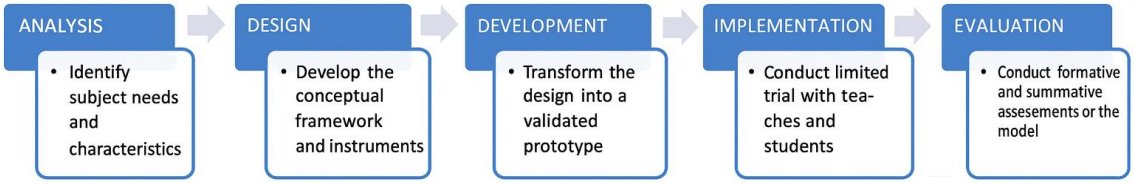

Figure 1. ADDIE-Based PPL Mentoring Model Development Flowchart

FINDINGS AND DISCUSSION

Findings

The analysis stage revealed significant challenges in the implementation of PPL mentoring. Questionnaire data from 36 pre-service Teacher Professional Education Program students in the field of Physical Education and Health showed that 72% of respondents felt that they had not received systematic and structured guidance throughout the program, while 65% stated that they had never received reflective or dialogical coaching sessions. This indicates a problem in the mentoring process, which should be a central element in the formation of pedagogical competence. Further interviews confirmed that mentor teachers tended to delegate teaching tasks without providing intensive mentoring because they were more focused on their teaching responsibilities in other classes (Sari, Oktaviani, et al., 2025). Observations at the SD Laboratorium UM also indicate that communication between students and mentor teachers is largely limited to reviewing teaching modules with little meaningful pedagogical dialogue.

Field supervisors (DPL) reported similar obstacles, acknowledging that the task of mentoring several schools at once limits their ability to provide continuous guidance, so that in some cases visits are only made once during the PPL period (Satianingsih et al., 2024). Meanwhile, mentor teachers also conveyed their heavy workload, which included full teaching responsibilities and extensive administrative tasks, thus limiting intensive mentoring (Astutik et al., 2025). Furthermore, some mentor teachers did not have an adequate understanding of the principles of coaching and mentoring because they had never attended formal training on these topics. As a result, the feedback provided is often

superficial and based solely on intuition. In fact, quality feedback is a crucial element in strengthening teacher professionalism (Suyanto & Mahmud, 2022). These findings indicate that mentoring during PPL is still sporadic, unorganized, and unable to provide optimal opportunities for students to reflect, engage in dialogue, and obtain systematic feedback.

The design stage responds to these needs by producing a conceptual framework that integrates the principles of coaching and mentoring into a comprehensive model. This model adopts Whitmore's (2009) GROW (Goal, Reality, Options, Will) framework as the basis for coaching (Whitmore, 2009). In addition, this model is complemented by mentoring practices that emphasize experience-based guidance and role modeling. In the initial design stage, the researchers divided the model structure into three main stages, namely Pre-PPL, During PPL, and Post-PPL (see Figure 1). The Pre-PPL phase includes brief training for supervising teachers and supervising lecturers on the principles of coaching and mentoring and the technical procedures for their implementation. In this phase, students also formulate the learning objectives to be achieved during PPL. The During PPL phase consists of weekly scheduled coaching sessions, reflective journal-based discussions, and qualitative feedback from mentor teachers. Meanwhile, the Post-PPL phase emphasizes reflective evaluation through final discussions and holistic assessments involving all actors.

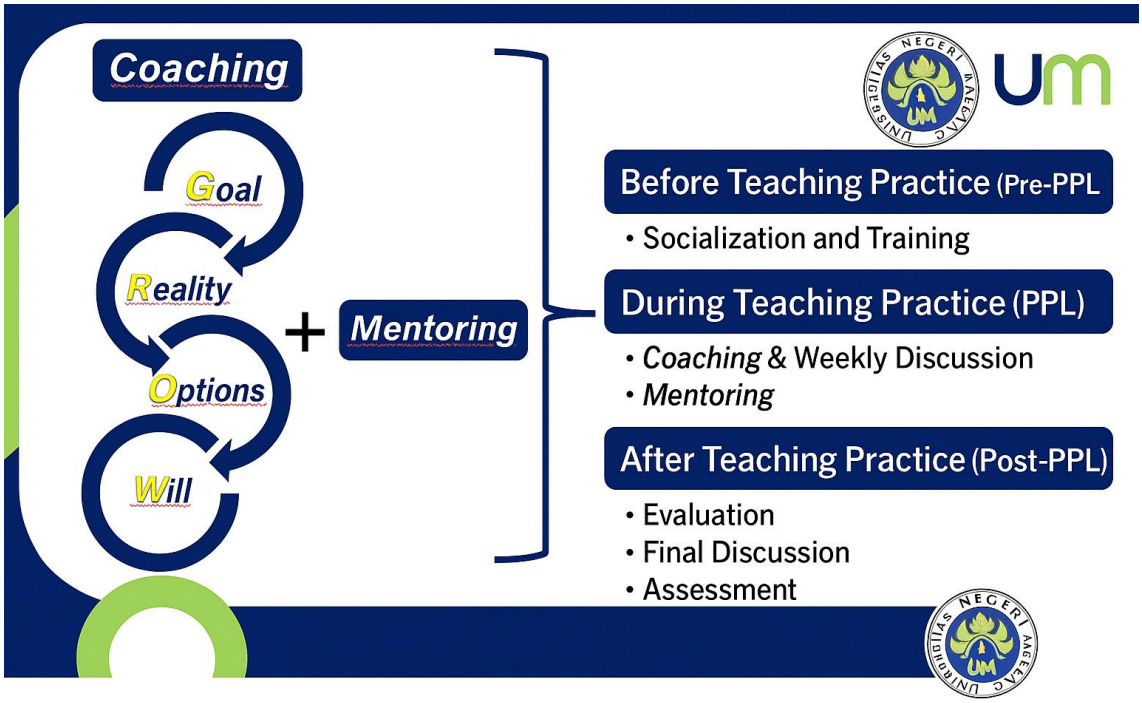

Figure 2. Integration of Coaching and Mentoring in PPL
Source: personal documents compiled from various references

This model comprises four main components, namely: the structure of roles and communication flow between students, supervising teachers, and field supervisors; mentoring instruments such as observation guidelines and feedback rubrics; student reflective journals as documentation tools; and structured formats for coaching and mentoring sessions that are flexible to field dynamics. The design of this model represents a systematic, needs-based, and adaptive pedagogical framework for the reality of

classroom learning practices. To ensure the validity and feasibility of the model, two experts were involved, namely a Teacher Professional Education Program expert and a model development expert (Table 2). All indicators in each aspect were assessed by experts using a 1–5 Likert scale with criteria reflecting the level of suitability, clarity, and acceptability of the model in the context of systematic and contextual PPL mentoring practices.

Table 2. Research Validators

Validator	Positions	Specialist
I	Lecturer at the Department of Educational Technology, UM	Model
II	Lecture at the Teacher Professional Education Program	Teacher Professional Education Program

The validation process consists of two main aspects, namely model validation and Teacher Professional Education Program context validation. Model validation includes indicators related to structural clarity, conceptual consistency, feasibility of implementation, and measurability.

The expert validation process produced several important findings that confirm the conceptual, structural, and practical feasibility of the coaching–mentoring–based PPL supervision model. Overall, the expert responses demonstrated that the model successfully meets the essential criteria for a systematic, relevant, and implementable mentoring framework within the context of the Pre-service Teacher Professional Education program. Instead of assessing individual indicators, the validation outcomes emphasize the general strengths and areas of adequacy identified through expert judgment, reflecting the model's readiness for field application.

To begin with, the experts highlighted that the structure and organization of the model exhibit a high level of clarity and coherence. The model's components were deemed systematically arranged, forming an integrated supervision framework that connects students, mentor teachers, and field supervisors across all stages of the PPL process. The experts acknowledged that the flow of implementation is clear and easy to follow, making the model accessible for practitioners in partner schools. The delineation of roles, responsibilities, and communication pathways among the three actors was also viewed as sufficiently detailed, contributing to a well-defined mentoring mechanism that supports the goals of the PPG program.

From a conceptual standpoint, the experts affirmed that the model is strongly aligned with relevant theories of coaching and mentoring. They noted that the incorporation of reflective, dialogical, and collaborative principles is consistent with contemporary standards of professional teacher education. The model's integration of the GROW framework within mentoring practice was assessed as theoretically sound and pedagogically justified. Moreover, the conceptual foundation of the model was considered congruent with the competency requirements expected of pre-service PPG students, especially in relation to reflective thinking, professional judgment, and the development of teaching identity.

In terms of implementation feasibility, experts expressed confidence that the model can be adopted effectively in various partner school settings. They indicated that the implementation mechanism is sufficiently flexible to accommodate the diverse realities of PPL contexts while still maintaining structured guidance. The supporting tools—such as modules, reflective journals, observation forms, and feedback formats—

were deemed relevant and practical for real classroom situations. Experts also recognized that these tools strengthen the communication and interaction patterns between mentor teachers and field supervisors, enabling more consistent mentoring throughout the PPL cycle.

Regarding measurability and evaluative robustness, the validation process revealed that the model provides adequate means for monitoring student progress and mentoring quality. The evaluators agreed that the model incorporates clear avenues for documenting professional development through reflective journals and qualitative evaluations. These mechanisms were judged to support both formative and summative assessments of student performance, which are crucial for ensuring alignment with the broader objectives of the PPG program. The emphasis on reflection was identified as a particular strength, as it helps preservice teachers cultivate metacognitive awareness and pedagogical decision-making ability.

A second stage of validation focused on the alignment of the model with the objectives and structure of the Pre-service Teacher Professional Education program. Experts confirmed that the model supports the achievement of the PPG graduate profile by promoting the integration of pedagogical, social, professional, and personal competencies. They also noted that the model reflects an appropriate synergy between LPTK and partner schools, reinforcing the collaborative role of both institutions in preparing future teachers. Importantly, the validation emphasized that the mentoring model is sensitive to contextual variations across different educational levels, demonstrating adaptability to diverse school environments.

Furthermore, the findings indicate that the model promotes balanced actor involvement, ensuring active participation from mentor teachers, field supervisors, and students. Experts remarked that this balance enhances the mentoring dynamic, positioning students not merely as recipients of guidance but also as reflective agents who take responsibility for their own learning. This active role contributes significantly to the formation of professional identity among preservice teachers.

Experts affirmed that the model meaningfully contributes to the development of teacher professionalism. The mentoring structure was believed to encourage sustained self-reflection, instructional improvement, and informed pedagogical decision-making. By fostering deeper collaborative dialogue among all mentoring actors, the model supports a more holistic process of competency formation, paving the way for long-term professional growth. The validation findings confirm that the developed model is theoretically grounded, practically feasible, and pedagogically relevant, making it a strong foundation for improving PPL implementation across diverse educational settings.

Based on the calculation results, the validation of the PPL mentoring model design produced a score of 90.77%, which is classified as Very Valid. Meanwhile, the validation of the model's relevance to the characteristics and objectives of Teacher Professional Education Program recorded a score of 90.00%, which was also classified as Very Valid (see Table 3).

Table 3. Quantitative Validation Results

Aspect	Validator	Score (%)	Category
Media	I	90,77%	highly valid
Teacher Professional Education Program	II	90,00%	highly valid

After receiving expert validation, the implementation stage was carried out through limited trials at the SD Laboratorium UM, involving pre-service Teacher Professional Education Program students, mentor teachers, and field supervisors (Rahmawati & Gimun, 2021). Prior to the trial, socialization and technical training were conducted to equip the implementers with coaching-mentoring procedures, including GROW framework simulations, constructive feedback exercises, and the use of reflective journals. During the four weeks of implementation, students participated in weekly coaching sessions and contextual mentoring with the guidance of observation instruments, feedback formats, and reflective journals. The results of the observation showed that the model was able to improve the quality of mentoring by creating structured and dialogical interactions. Interviews with students revealed that the PPL process provided clearer direction and increased motivation. Meanwhile, supervising teachers appreciated the supporting instruments that facilitated the observation and feedback processes. However, there were still challenges, particularly related to busy teaching schedules and difficulties in maintaining consistency in weekly meetings.

After the implementation stage, the next stage focused on evaluation that combined formative and summative approaches (Mubayrik, 2020) . Formative evaluation is carried out throughout the implementation process to identify adjustment needs, such as flexibility in scheduling coaching sessions, simplifying the reflection format, and compiling more detailed guidelines for supervising teachers. Meanwhile, summative evaluation conducted after implementation shows that this mentoring model significantly supports the professional competency development of Teacher Professional Education Program students. Students acknowledged that structured coaching and mentoring sessions had improved their reflective capacity and provided collaborative problem-solving solutions. Mentor teachers and field supervisors also noted a shift in the mentoring pattern from a technical-instructional approach to a more dialogical and reflective process. These findings confirm that the developed mentoring model offers a feasible, valid, and useful framework for strengthening the professional competencies of prospective teachers during PPL implementation.

Discussion

The findings of this study reinforce the view that mentoring practices within PPL implementation remain sporadic, unstructured, and minimally reflective. This aligns with the validation results showing that stakeholders—students, mentor teachers, and field supervisors (DPL)—recognized the absence of systematic guidance and reflective sessions in current mentoring practices. Such conditions indicate an urgent need for a structured supervision model, confirming what earlier studies have also emphasized: the quality of mentoring and the consistency of feedback are crucial and irreplaceable components for the professional growth of pre-service teachers (Satianingsih et al., 2024; Suyanto & Mahmud, 2022). These findings are further supported by international studies, which show that insufficiently dialogic mentoring leads to fragmented professional identity formation and shallow reflective capacity among pre-service teachers (Napanoy et al., 2021) .

The integration of coaching and mentoring principles into a single model directly addresses these limitations. As described in the findings, experts confirmed the clarity of the model's structure, its alignment with coaching–mentoring theory, and the coherence of actor roles. The adoption of the GROW framework Whitmore (2009) contributes to systematic goal setting, reflective dialogue, and problem-solving processes—an approach

consistent with earlier studies demonstrating that structured coaching frameworks significantly improve reflective competence and pedagogical adaptability. The mentoring component complements this by providing modeling, scaffolding, and experience-based guidance, consistent with findings showing that mentoring grounded in practice helps bridge the persistent gap between theory and classroom reality.

Expert validation results further demonstrate the strength of the developed model. The model's classification as "highly valid," with feasibility scores above 90%, indicates that it meets theoretical, conceptual, and contextual requirements. These results are in line with studies validating similar structured supervision frameworks, which found that systematic mentoring instruments improve consistency, transparency, and communication between actors (Sabilah et al., 2021; Tanggulungan & Sihotang, 2023). The high validation score also affirms the model's readiness for practical application in partner schools, supporting the assertion that structured mentoring contributes significantly to elevating the quality of teacher education programs.

The implementation trials provide empirical reinforcement of these arguments. Students reported increased motivation, clearer direction, and deeper reflection when engaged in structured coaching sessions—echoing earlier works which found that reflective mentoring enhances agency, ownership of learning, and professional reasoning (Mukhid & Habibullah, 2020). Mentor teachers and field supervisors likewise noted that the supporting tools developed in this study—such as observation sheets, reflective journals, and feedback templates—facilitated more systematic supervision. This finding is consistent with research showing that practical and context-relevant mentoring instruments strengthen communication patterns and elevate the overall quality of the mentoring cycle.

Nevertheless, the trials also identified challenges that are well documented in previous studies. Heavy workloads, time constraints, and varying commitment levels among mentor teachers were identified as obstacles to consistent model implementation. These barriers mirror what has been widely reported in the literature: mentoring quality is often undermined by insufficient institutional support, limited dedicated time, and competing professional responsibilities (Ristiani et al., 2024). Consequently, the findings underscore the need for contextual adaptation and flexible implementation strategies to ensure the model's sustainability across diverse school environments.

The analysis confirms that this study makes both theoretical and practical contributions. Theoretically, it enhances the discourse on teacher mentoring by offering an integrated coaching–mentoring supervision model that combines structured reflection with authentic field-based guidance. This responds to scholarly calls for more holistic and dialogic mentoring frameworks in teacher education. Practically, the study provides a validated and implementable model that strengthens PPL supervision through clear communication flows, reflective dialogue mechanisms, and collaborative professional learning. By fostering professional identity formation and meaningful reflective engagement, the model contributes significantly to improving the quality and coherence of PPL mentoring within the Pre-service Teacher Professional Education program.

In the context of the Pre-service Teacher Professional Education program, these findings also highlight the strategic role of structured supervision in ensuring that PPL functions as an authentic bridge between coursework and classroom realities (Sari, Darmawan, et al., 2025). Unlike regular teaching practicums, PPL in PPG is carried out within a compressed time frame and with competency standards that are explicitly aligned with the teacher certification pathway. This intensifies the need for a mentoring model

that not only provides technical guidance but also supports accelerated professional growth. The coaching–mentoring integration developed in this study responds directly to this structural characteristic of the PPG program, ensuring that students engage in focused reflection, targeted competency improvement, and systematically monitored teaching practice.

The results reinforce the importance of aligning PPL supervision with the competency indicators mandated in the PPG curriculum, particularly those related to pedagogical decision-making, reflective awareness, and adaptive lesson implementation. The structured reflective journals, observation guidelines, and feedback mechanisms included in the model help ensure that mentor teachers and field supervisors assess students not merely based on teaching performance but also on their progress in the four core competencies of the PPG framework: pedagogical, professional, personal, and social (Samani, 2021). This alignment is essential because the PPG assessment system requires evidence-based documentation of student performance, and the model provides instruments that directly support such accountability.

Additionally, the integrated model offers a solution to one of the longstanding gaps in PPL implementation: the lack of synchronization between mentor teachers and DPL in guiding pre-service teachers (Indrawati & Subeno, 2021). In many PPG settings, these two actors work independently, resulting in fragmented supervision that confuses students and weakens the continuity of their learning trajectory. By structuring communication flows and shared reflection mechanisms, the model ensures that mentor teachers and DPL deliver consistent messages and jointly support the student's professional development. This coordinated approach is particularly vital in the PPG context, where the expectations for competence are high and the practicum period is tightly scheduled.

The expanded findings underscore that the coaching–mentoring model has the potential to contribute to systemic improvements within the broader PPG implementation ecosystem. By offering a framework that promotes reflective professionalism, strengthens actor collaboration, and supports evidence-based evaluation, the model can serve as a prototype for future PPG practicum policies. When scaled up across partner schools, it may help reduce disparities in PPL quality, enhance the standardization of mentoring processes, and reinforce the dual responsibility of LPTK and schools in preparing job-ready, reflective, and pedagogically competent novice teachers.

CONCLUSION

This study confirms that mentoring within the Field Experience Program (PPL) for pre-service Teacher Professional Education students still encounters major challenges, particularly limited reflective guidance, high workloads among mentor teachers, and weak dialogic interaction between students, mentor teachers, and field supervisors. It is necessitating a more systematic supervision model. The development of an integrated coaching–mentoring model that combines the GROW framework with contextual, experience-based mentoring practices has proven to be highly valid, conceptually coherent, and practically feasible, as shown through expert validation and limited trials. The implementation results demonstrate that the model effectively enhances the clarity of instructional direction, strengthens reflective capacity, and promotes a shift from instructive to reflective and collaborative mentoring patterns. Nonetheless, sustaining consistent implementation requires addressing time constraints and workload demands in

partner schools. Overall, this study offers both theoretical and practical contributions by providing a structured, adaptable supervision framework that improves PPL quality and supports the professional growth of preservice teachers, while recommending broader-scale testing and context-based adaptation to ensure long-term sustainability and relevance.

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