

An Exploration of Experiences of English Language Education Students at Almuslim University During Teaching Practice Program (PPL): Expectations, Challenges, And Insights.

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Abstract

This research focused on the interconnected aspects of the experiences which included expectations, challenges, and insights of the English Language Education Department students at Almuslim University. This research provided an in-depth exploration of the perspectives of the students throughout their participation in teaching practice program (PPL). This research employed a qualitative descriptive research method on the English Language Education students from the academic year 2019 at Almuslim university that have participated in PPL for three months starting from September 5th, 2022 to December 5th, 2022. Interview and documentation were the instruments utilized during the research process. The results of the research demonstrated that each PPL participant exhibited significant commonalities in their PPL experiences. Despite their expectations, challenges, and obstacles, the majority of PPL participants indicated that their PPL experiences were highly insightful and beneficial as a foundation of knowledge in the future, facilitating them to evolve into competent, multitalented, qualified, and professional teachers.

Kata Kunci: Teaching Practice Program (PPL), Expectations, Challenges, Insights

INTRODUCTION

The teaching practice programme (PPL) is a training course that all the students enrolled in the Faculty of Education and Teacher Training must complete in order to hone their abilities as educators in real-life scenarios. PPL is a mandatory program for every prospective teacher student (Hidayati, 2018:84). The purpose of this program is to establish the character of future teachers while also preparing them to be teachers in the future. Prior to taking the PPL, students must initially complete micro-teaching courses. As stated (1) the teaching practice program (PPL) is a course of study designed to prepare students to become future educators and/or education staff. Throughout the PPL program, pre-service teachers can experience real teaching situations with micro-teaching, and they have the opportunities to transfer their teaching knowledge into practice (2) . (3) also asserted that teaching practice program (PPL) is a program that forms a forum of training to apply various knowledges, skills, and attitudes in the framework of developing teacher professionalism in keeping with the demand of developments in science and technology, and art as stipulated in the National Education Art.

However, the teaching practice program (PPL) is vastly different and not entirely simple as one might imagine. This PPL program includes a diverse range of students. This is one of the reasons that contribute to the variety of issues that arise as a result of the gap between what students learn at university, particularly in micro-teaching courses that concentrate deeper in developing and reinforcing potent teaching skills prior to executing the teaching process in the real-life setting, and what the students may experience directly when practicing teaching at school. This is what

contributes to many expectations, challenges, and insights that students envision but rarely encounter when conducting the teaching practice program (PPL) directly in the field. When students simulate teaching practice programs in the classroom, particularly in micro-teaching course, the students tend to undertake multiple efforts to improve learning quality, such as adopting student-centered approaches, implementing project-based learning, and a variety of additional efforts. When the strategy is implemented in the field, however, departures from previous assumptions appear, as do various obstacles encountered during the implementation process.

Hence, based on the explanation above, researchers intended to conduct a research entitled “An Exploration of Experiences of the English Language Education Students at Almuslim University during Teaching Practice Program (PPL): Expectations, Challenges, And Insights”. The objective of this research is to investigate the experiences of English Language Education Department students during the teaching practice program (PPL) at the chosen school. The researchers focused on the students’ experiences during the teaching practice program (PPL) when the real practice in the field tend to be contrast with what they expected, including their attempted to boost education quality in terms of expectations, challenges, and insights.

METHOD

3.1 Research Design

A qualitative descriptive research method was employed in this research. According to Frankel in Whitting et al. (2023:20), qualitative descriptive research is best done by many methods whose purpose is to understand the lifestyles of people who share the same time, place, and culture. Meanwhile, Sandelowski in Errasti-Ibarrondo et al. (2023:167) stated that qualitative descriptive research are the method of choice when straight descriptions on the phenomena are desired and these types of research method generally offer a comprehensive summary of an event in the everyday terms of those events and entail the presentation of the facts of the case. Therefore, based on the description above, the researcher concluded that it was essential to conduct this research using the qualitative research methods to the English Language Education Department students at Almuslim university.

3.2 Population and Sample

1. The Population of the Study

According to (4), a population is a group of individuals with the same features. Population may be also defined as the total number of units whether the individuals, organizations, events, objects, or items from which samples are selected for the research process (Kindy et al., 2016:895). In this research, the population is represented by overall English Language Education Department students at Almuslim university.

2. The Sample of the Study

As stated (5), the sample is a subgroup of the target population that the researcher plans to study to generalize the target population. In this research, the sample that the researcher took was the English Language Education students from the academic year 2019 at Almuslim university that have taken the teaching practice program (PPL) in the chosen school for three months starting from September 5th, 2022 to December 5th, 2022.

3.3 Technique of Data Collection

In conducting the technique of data collection, research instrument is absolutely required to be applied. As mentioned by (6) selecting appropriate and useful measuring instruments is critical to the success of any research. Therefore, to obtain the data for this research, the researcher utilized interview and documentation during the research process. In this research process, the first

technique that the researchers utilized to collect the research data was through interview. According to Fox (7), interview is an important data gathering technique involving verbal communication between the researcher and the subject, and is commonly used in survey, exploratory and descriptive research method. The interview design and question phrasing will influence the depth and freedom with which a subject can respond.

In this case, the researcher employed a one-on-one interview to the six samples that the researcher took. One-on-one interview between a researcher and a participant reach a small number of people in-depth and offer insight into an array of experiences. During the one-on-one interview, there will be the list of open-ended questions that are used to obtain information from the participants needed for the research. The open-ended questions used are related to the information of the participants' experiences during their participation in the teaching practice program (PPL) in the point of expectations, challenges, and insights. By applying those procedures, the researcher can obtain the detail information needed for the research. Following the explanation above, it was necessary for the researcher to mention the six participants that the researcher took for the one-on-one interview in the research process. The details of the six one-on-one interview participants are tabulated in the table below:

Table 3.1 One-on-One Interview Participants

No.	Participant's Name	Chosen School for Teaching Practice Program (PPL)
1.	Dinda Safira	SMAN 1 Samalanga
2.	Miftahul Jannah	SMAN 1 Jangka
3.	Najatul Ula	SMAN 1 Samalanga
4.	Nurul Safira Aini	SMPN 1 Peusangan
5.	Riska Novia Hanum	SMAN 2 Peusangan
6.	Salwa Nabila	SMAN 2 Bireuen

The second technique that the researcher utilized to collect the research data was through documentation. According to Ary et al. (2018:442), documentation was a wide range of written, visual, and physical materials, including what other authors may term artifacts. In the documentation in this research, there will be records on what, when and how the research process was conducted. In addition, the documentation of the research will probably allow an independent auditor to examine the research process from the beginning to the end and judge the trustworthiness of the outcome of this research.

3.4 Technique of Data Analysis

In this stage, the data obtained from the interview will be described through descriptive explanation. In the descriptive explanation part, the researcher provided explanation with detailed information or description related to the research topic, concept, process, or events. The aim was to assist the readers to develop a clear understanding of the subject matter by presenting facts, details, and characteristics of the data obtained. Descriptive explanation focused on providing an explanation through exploration of the subject matter, presenting a step by step analysis or a chronological sequence of events. The research outcomes were described descriptively in the findings below.

FINDINGS AND DISCUSSION

4.1 Research Findings

The one-on-one interviews were conducted to the English Language Education students from the 2019 academic year who had completed their teaching practice program (PPL). Six students

were chosen to participate in the interview session, which included several questions to be asked individually. A more detailed explanation will be provided below.

4.1.1 Students Attempt to Enhance Learning Quality During (PPL)

It is not relatively easy for one to become a competent teacher. Thus, teacher training is crucial to master microteaching course and engage in the teaching practice program (PPL) as a provision for the future to be a qualified and outstanding quality teacher. The goal of the microteaching course is to provide students with knowledge about lesson study, teaching material used during the teaching-learning process, and much more. Furthermore, it is also meant to educate the students and reinforce their undeveloped skills in order to become an excellent educator in the future. Meanwhile, the teaching practice program (PPL) is intended to allow students or teacher training to put into practice the material of microteaching in real-life situations. Hence, based on the explanation above, the researcher concluded that the English Language Education students at Almuslim university have to make attempts to enhance the quality of learning while teaching during their three-month teaching practice program (PPL). It becomes apparent in the following interview:

Question: What efforts did you apply to enhance the quality of learning while you were at the field during the PPL?

Answer: What I did try to do was to develop the lessons I taught to ensure that students were interested in learning English. I started by discussing the lessons in the book and giving them exercises that would pique their interest in learning more about English language. (Dinda Safira, SMAN 1 Samalanga)

Answer: My passion was for students to comprehend what I accomplished as well as what is being taught and assigned to them in the classroom. (Miftahul Jannah, SMAN 1 Jangka)

Answer: During PPL, I did not put in much effort due to the fact that I was simply learning. One of my priorities is to make teaching enjoyable and effective. (Najatul Ula, SMAN 1 Samalanga)

Answer: I always try to do my absolute best to make a pleasant and exciting class so that my students never get bored easily, and I tend to do some ice breaking thus the students do not get weary in the class. (Nurul Safira Aini, SMPN 1 Peusangan)

Answer: One of my efforts to increase the quality of learning is to employ instructional materials during the teaching-learning process and to obtain students' attention by playing some simple games in the middle of study, which can minimize their boredom and emotional stress. (Riska Novia Hanum, SMAN 2 Peusangan)

Answer: One of my primary objectives was to prevent students from getting dissatisfied and we did it by listening to English music once every two weeks during the teaching-learning in class. (Salwa Nabila, SMAN 1 Bireuen)

In accordance to the results of the interviews above, it was evident that the PPL participants have made genuine attempts to enhance the quality of learning in the classroom during PPL in the field by employing a psychological approach with students and utilizing interesting and efficient strategies during the teaching and learning process in class in order to ensure that the students will not become susceptible to distraction from learning and will be able to enjoy the learning process comfortably.

4.1.2 Expectations of Teaching Practice Program (PPL)

Prior to engaging in the PPL, the students who will carry out the PPL program have high expectations for a variety of matters, including expectations for adjusting to the school, principals, teachers, guidance teachers, and interactions with students at school. In summary, the teaching practice program (PPL) participants conveyed positive expectations for the program to assist future English language teachers to enhance their skills. They always expected PPL program to be a beneficial phase toward becoming "real teachers" of the school environment and students by means of personal reflection and experience. Below are the interviews the researcher done to the research participants to investigate their expectations of teaching practice program (PPL).

Question: What were your expectations before you participated in teaching practice program (PPL)?

Answer: I expected PPL to be great and that I would be able to integrate with everyone around me, however, I feel like I cannot relate to the people around me, which includes teachers or students, because I am not confident, perplexed and doubtful. However, after joining PPL, I was delighted that I enabled to interact with students and teachers effortlessly. (Dinda Safira, SMAN 1 Samalanga)

Answer: I envisioned to be able effectively teach the students, as well as to be courteous to teachers and school staff, and to be able to communicate properly and adequately with the PPL partners in school, particularly with the students in the classroom. (Miftahul Jannah, SMAN 1 Jangka)

Answer: Before PPL, I believed it was going to be extremely challenging due to the fact that I had to teach students directly in real-life scenarios. That was my expectation before I started the PPL program. But, in fact, it was nothing like I was expecting. PPL is a competition which has provided me with numerous fantastic and exciting experiences. (Najatul Ula, SMAN 1 Samalanga)

Answer: I expected the PPL program to provide me compassion because I believe teaching is a simple task that anyone can undertake. However, it turns out that being a teacher is a challenging job. Teachers have to remain receptive and patient with various kinds of students' behavior in addition to encouraging knowledge to them in class. (Nurul Safira Aini, SMPN 1 Peusangan)

Answer: What I expected before joining the teaching practice program was that I would feel confident while teaching, I would be able to interact well with my peers and the school staff, and that I would be able to teach students very well until they comprehended what I had been teaching. However, it exceeded what I had expected. (Riska Novia Hanum, SMAN 2 Peusangan)

Answer: I expected PPL to be simple and burden-free; nevertheless, it is not as simple as I expected. PPL program demands a lot of energy and thought, but I always attempt to stay calm to face various sorts of the situations during the PPL program. (Salwa Nabila, SMAN 2 Bireuen)

Therefore, it can be concluded that the PPL participants generated various both positive and negative expectations prior to engaging directly in the field, which turned out to be opposite to the experiences they actually faced while in the field. However, the PPL participants did manage to adapt instantly and consistently to the variety of situations they encountered while on their duties during the teaching practice program in the field.

4.1.3 Obstacles during Teaching Practice Program (PPL)

During the participation in the teaching practice program (PPL), the students will be confronted with a variety of obstacles and issues, either due to the unfamiliar individuals they will meet or because of the ambience in the new location. For example, students participating in the teaching practice program (PPL) for the very first time may feel unsettling, nervous and anxious about their surroundings. However, in order to overcome these issues, students need to prepare adequately, which is especially necessary when they begin their teaching practice. The responses from the teaching practice program participants to the question regarding the obstacles they encountered during PPL are presented in the interview below.

Question: What were the obstacles did you experienced during your participation in teaching practice program (PPL)?

Answer: My problem was that I was still confused how to deal with troublesome students, particularly the boys. However, having experiencing it directly and learning how to handle students in the classroom, I am convinced that once I become a teacher, these kinds of issues will no longer be a problem for me. (Dinda Safira, SMAN 1 Samalanga)

Answer: The difficulties I encountered were that it was difficult to carry out outdoors assignments with students since they were defiant and easily drifted anywhere. That worried me because they were easily distracted by other activities which meant they would be incapable to concentrate on their studies. Meanwhile, another obstacle I experienced was being assigned a duty or job that was most likely not my obligation to do, such as replacing the position of picket teacher. (Miftahul Jannah. SMAN 1 Jangka)

Answer: In fact, I have faced many obstacles. For instance, when I was responsible for providing subject matter content that was appropriate for learning determined by the proficiency levels of the students, when I had to cope with students who were lacking in one of the subjects, and many more. (Najatul Ula, SMAN 1 Samalanga)

Answer: Students' anxiety during the English teaching-learning process made me a little uneasy. (Nurul Safira Ain, SMPN 1 Peusangan)

Answer: Some of the issues I had were when there was a clash of times between picket time and teaching time, so even though I was on picket time, I was nevertheless required to be in class to teach. Meanwhile, another difficulty was that I was teamed with students from two other universities, which meant I had to engage as well as possible to avoid giving the idea that I was being picky about establishing friends and collaborating together. (Riska Novia Hanum, SMAN 2 Peusangan)

Answer: Some of the obstacles I experienced were that there were no LCD projectors in the school, so I had to rely on textbooks, and that not every student was able to obtain textbooks because the majority of the students had no library card that was needed when going to the library. Subsequently, all learning material must be written on a whiteboard. (Salwa Nabila, SMAN 2 Bireuen)

Hence, based on the interview results above, the researcher concluded that the PPL participants experienced multiple kinds of obstacles throughout their duties in the field. The source of these obstacles encompassed students in class, school staff, time management that was not according to plan, limited school facilities that could be utilized, and many more. However, when the PPL

participants confronted those obstacles at school, they capable to deploy a variety of strategies to deal with the issues and challenges they faced during their teaching practice program (PPL).

4.1.4 Challenges during Teaching Practice Program (PPL)

During the teaching practice program (PPL), the students will encounter numerous challenges, ranging from how to manage time, train themselves to be more organized, and they may have to train and learn continuously to study the material that is going to be taught in the class. Furthermore, the students or the teaching practice program (PPL) participants might also have to deal with the unfamiliar individual's attitudes or surroundings where they were located. The following interview is related to the challenges that the students experienced during the PPL program.

Question: What were the challenges that you experienced during your participation in teaching practice program (PPL)?

Answer: The challenges that I had were when I needed to be really focused on teaching because the school I was at, employed the new curriculum, Merdeka curriculum, which was quite unfamiliar to the students because it was so radically different from the old curriculum. The most difficult part was having to create teaching modules that I had never done before because my university's microteaching course only taught me how to create lesson plans. As a result, I had to learn from beginning to end how to create an accurate and appropriate teaching module. Despite the fact that I was in charge of teaching the students in class, I also had to regularly study in order to teach students with more appropriate knowledge, because the Merdeka curriculum demands teacher training to be a creative teacher during the teaching-learning process in class. (Dinda Safira, SMAN 1 Samalanga)

Answer: The toughest challenge I experienced was when the instructor came to supervise me when I was teaching the students in class. When the instructor seated beneath the students and focused on how I taught in class, I became extremely nervous. Despite being nervous, I did my best that day to perform the way I taught and to manage the students well throughout class. (Miftahul Jannah. SMAN 1 Jangka)

Answer: One of the challenges I encountered was setting up a comfortable classroom environment and ensuring that the students were not agitated by the subject material taught. Another challenge was that I needed to study more to guarantee that I was fully prepared to teach the students using an innovative approach given the school employed the Merdeka curriculum, which I was still inexperienced with. At the same time, I was anxious because I had never created Modul Ajar previously. However, the situation did not affect only me; the school staff had their own concerns about creating a decent and proper Modul Ajar. (Najatul Ula. SMAN 1 Samalanga)

Answer: It was challenging for me to establish and manage a comfortable learning environment since I limited patience, especially when dealing with recalcitrant students in their teens. During the lessons, they were disobedient and easily distracted. Their demeanor certainly strained my tolerance, which was an enormous challenge for me during the PPL. (Nurul Safira Aini, SMPN 1 Peusangan)

Answer: One of the challenges I had was being obligated to be an active educator for my students while also being unable to be loud in the

classroom. As a result of the complex instruction from the school staff members, I had to frequently prepared the task and urge the students to work hand in hand with me in order to complete the task I assigned precisely. Truthfully, I was concerned that I would be unable to teach them effectively. Furthermore, one of the most challenging parts of my PPL was the requirement to create a lesson plan. (Riska Novia Hanum, SMAN 2 Peusangan)

Answer: One of the most challenging aspects for me was that I had to fully comprehend everything in the textbook, and I had to retain and recollect the vocabulary of the content in the book so that when the student asked what the word meant, I could simply teach and answer them. But I was grateful because I was not obligated to spend more time teaching basic English to the students because the school immediately implemented the Merdeka curriculum, which means that all I need to accomplish was evaluated and researched more about the Merdeka curriculum so that I was able to teach the students properly based on the new curriculum. (Salwa Nabila, SMAN 2 Bireuen)

According to the results of the interview above, it can be concluded that every challenge serves as a catalyst for the PPL participants to develop and carry out efficient and effective approaches to the challenges they encountered on their duties in the teaching practice program. As widely acknowledged, real-life experience is the best teacher in life. Thus, when the PPL participants have encountered various challenges, the extent to which relatively easy or challenging, what has occurred may serve as knowledge benefiting them in adapting to similar or novel challenges in the future.

4.1.5 Insights Acquired during Teaching Practice Program (PPL)

The primary objective of the teaching practice program (PPL), as well-known, is to offer students with direct experience in conducting learning in the classroom and to equip them with the abilities and expertise required to successfully carry out teaching. PPL enables students to obtain new perspectives as well as essential experiences. Some of the positive aspects of PPL include: providing students with insight of the teacher's responsibilities, retaining broad knowledge relating to every aspect of school and education, and providing students with full instruction and understanding needed to become a competent and high-quality teacher in the future. The interview outcomes related to the insights acquired by the English language education students from Almuslim university during the teaching practice program (PPL) are presented below.

Question: What insights did you acquired during PPL?

Answer: PPL was a fantastic experience for me because it educated me to be a capable future teacher with the ability to properly and adequately teaching the students. (Dinda Safira, SMAN 1 Samalanga)

Answer: I acquired a lot of experience in PPL. During my participation in PPL, I was able to communicate effectively with both teachers and students on the field, and I also gained essential expertise on how to conduct efficient classroom instruction. (Miftahul Jannah, SMAN 1 Jangka)

Answer: During PPL, there are numerous things that can be learned. One of them was that I am able to recognize the student's personality and how to handle them. It turns out that patience is the most crucial aspect of teaching, given that if there are thirty students in the class, it implies that as a competent teacher, we have to contend with thirty different types of human

personalities, which means we must be able to manage such circumstances. (Najatul Ula, SMAN 1 Samalanga)

Answer: There are several, and one of them was the teaching process, in which as an educator, the mentality and self-awareness of a teacher began to emerge. (Nurul Safira Aini, SMPN 1 Peusangan)

Answer: Throughout my PPL program, I obtained a lot of understanding, beginning with understanding many aspects of excellent teaching and managing a variety of students in class, and I also learned how to build a good class environment. (Riska Novia Hanum, SMAN 2 Peusangan)

Answer: Participating in the PPL program provided me with a wealth of essential knowledge and understanding, such as how to adjust to changing circumstances in the field with new regulations. In fact, what I learnt in theory in a university microteaching course was totally different when I had to put it into practice in the field. (Salwa Nabila, SMAN 2 Bireuen)

Based on outcomes of the interviews above, the researcher concluded that the PPL participants were able to acquire extensive and in-depth insights from engaging in the teaching practice program, which enabled them to evolve into qualified educators with an abundance of experience, competence, talent, and professionalism in the future.

4.1.6 Response towards Three Aspects of PPL Experiences: Expectations, Challenges, and Insights

Evidently, after completing the teaching practice program (PPL), the students gain an everlasting impact and impression from the experiences they encountered in the field during the program. In this case, the researcher asked the interviewees to describe their PPL experiences, including expectations, challenges, and insights. The researcher intended to determine which of the three aspects outlined above provided the greatest impact on the participants while participating in teaching practice programs (PPL). The responses of the participants were recorded in the following interviews.

Question: Which of the three aspects of experience, including expectations, challenges, and insights, formed the biggest impact on you while participating in PPL?

Answer: Expectations. My concerns and doubts prior to participating in PPL were incorrect; I feared that I would be unable to adapt with others in the field, but it appeared out that I was pleased with both the teachers and students there, and they also cared about me. Even if I was still an inexperienced educator, the school staff in the field can provide excellent guidance. They treated me as if I were an integral part of their family. (Dinda Safira, SMAN 1 Samalanga)

Answer: Insight. I enjoyed teaching at the school because it encouraged me to effectively passed on my knowledge to my students. This may serve as a lesson for me as well, because if I ever become a teacher one day, I will most likely work diligently to be an amazing educator for my students. (Miftahul Jannah, SMAN 1 Jangka)

Answer: The biggest impact that developed on me when I participated in the PPL was when I was enabled to improve the quality of the lessons I taught, my interaction with students, and the way I performed my approach in teaching for my students. (Najatul Ula, SMAN 1 Samalanga)

Answer: Challenges. Many student characteristics must be understood, including active students and inexperienced students. (Nurul Safira Aini, SMPN 1 Peusangan)

Answer: Challenges. There were various types of students' traits, such as extrovert students, introvert students and many more that must be recognized and acknowledged. (Riska Novia Hanum, SMAN 2 Peusangan)

Answer: Expectations, because after completing the school observation phase during the first week of PPL, I found that the actual situation of the setting was quite distinct from what I expected prior to PPL. (Salwa Nabila, SMAN 2 Bireuen)

In accordance to the interview above, the researcher concluded that, of all three aspects of experience, including expectations, challenges, and insights, the majority of PPL participants preferred the challenge aspect that formed the greatest impact on them during the teaching practice program (PPL) in the field. Challenges are aspects of the experience that render a substantial impact and influence on the participants, as a result of dealing with the challenges in the field, the participants' abilities and competencies are honed more significantly compared to previously.

4.2 Discussion

In this part, the researchers presented the discussion with detail explanation of the research findings obtained from the data analysis outcomes above. The research findings indicated that each PPL participant experienced numerous commonalities in their experiences in the location where they were assigned during the teaching practice program (PPL), that included the aspect of expectations, challenges, and insights. This is in line with a previous study conducted by (7) which indicated that the teaching in a real-world environment of learning is a complex and challenging endeavor. The competence and understanding of an educator of their responsibilities, combined with organizing and establishing in-depth insights connected to the material being taught, will determine the efficacy or otherwise of the teaching and learning process. In this instance, it is impossible for students to master all of this through lectures solely. Hence, when it is time to conduct the teaching practice program (PPL), each student will probably confront a variety of obstacles and difficulties, both internally and externally.

The findings of the research were also in line with a previous study by Fanora et al. (2019) that presented the interview results with the PPL participants. It was noted that the obstacles faced by PPL students in general were constraints on personal costs incurred to create learning media that would be used as educational tools in class, barriers in class control that resulted in an unrestrained class atmosphere causing class conditions to be noisy and not conducive, and obstacles in dealing with students who have different capacities, for an instance, if a student is clever, he/she may quick to grasp the material presented by the teacher, whereas the students who happened to be slow in learning will require continuous repetition of the material to ensure students understand the material presented by the teacher, and the time allocated for evaluating the students in the classroom is insufficient. Moreover, the outcome of this research aligns with the findings of the previous study conducted by (8), that proved the PPL students dominantly faced difficulties in procedural category in which the challenges were in adapting the classroom in field experience (PPL) as well as challenges in getting the research participants attention, giving references, and creating the lesson. The PPL students had difficulty in managerial category in which they were struggling in controlling the classroom, and their nervousness when teaching during the field experience (PPL).

In addition, the findings of this research were also in line with the previous study by (9), that revealed positive teaching practice program (PPL) experiences were attainable when the preservice

teachers received quality guidance that empowered them with requisite capabilities during the PPL program in the field. This research outcome was supported by (10), that argued regarding the quality of the relationship between the mentor teacher and the PPL participants was indeed crucial for successful training throughout the PPL program in the field. (11) highlighted the challenges encountered by the PPL participants during the teaching practice program (PPL) that included the discussion with the mentor in the field, socializing with new PPL team, acquiring responsible to prepare interesting teaching materials and various teaching activities. Prior to enrolling in the PPL program, PPL participants should receive extensive preparation in order to ensure that they are well equipped to confront real-life teaching experiences throughout their preparatory phase in the teaching practice program.

Thus, based on the explanation above, it is possible to conclude that each PPL participant experienced numerous commonalities in their experiences in the location where they were assigned during PPL, including features that included expectations, obstacles, and insights. The expectations possessed prior to the teaching practice program (PPL), the challenges and obstacles encountered during the PPL program, and the insights acquired following engaging in PPL program might have a substantial beneficial impact on the PPL participants as a foundation of knowledge in the future, providing them to become competent, multitalented, qualified, and professional teachers. Therefore, the PPL participants ought to be sufficiently prepared prior to undertaking the PPL program in order to avoid unsuccessful attempts in conducting out the teaching practice program.

CONCLUSION

In accordance to the results obtained from this research, it can be concluded that the English language education students at Almuslim University had a variety of expectations prior to engaging in the teaching practice program (PPL). The majority of them expected that they would be unable to interact well with the school community. During the teaching practice program (PPL), all participants experienced identical challenges. Their greatest challenge occurred when they were obligated to manage the classroom circumstances, effectively taught the learning materials to students, as well as fulfilled external responsibilities during the PPL. They claimed that the teaching practice program (PPL) has encompassed an excessive amount of activity for them as students and teacher training in the field. Despite all of the challenges, obstacles, and difficulties they experienced, the majority of PPL participants indicated that the teaching practice program (PPL) experiences they gained were highly insightful and beneficial for their future. The PPL program had provided them a more thorough understanding of the pedagogical environment. They not merely learned how to distribute educational resources as well as organize classes, but they also discovered the understanding of the role of an educator in which is not an easy task. The role of an educator is complex and evidently never-ending. However, it was actually these experiences that ultimately assisted them to evolve into a highly qualified and competent teachers in the future.

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