

**AN ANALYSIS OF PRE-SERVICE ENGLISH  
TEACHERS' EXPERIENCES IN APPLYING  
TEACHING PRACTICUM  
THESIS**

This thesis is submitted to fulfil the requirement for “Sarjana” degree in  
English Tadris Study Program



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*Assalamualaikum Warahmatullahi Wabarakatuh*

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT.  
dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting,  
maka kami berpendapat bahwa skripsi atas nama **Melati Puspita**  
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Demikian Permohonan ini kami ajukan, besar harapan kami agar  
bapak dapat menyetujui hal ini. Terima kasih.

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## PREFACE

All praise and gratitude be to Allah SWT, who has given me strength, patience, and guidance in completing this thesis. This is written to fulfill one of the requirements for obtaining the Sarjana degree in the English Tadris Study Program at Institut Agama Islam Negeri Curup.

This research explores the experiences of pre-service English teachers during their teaching practicum. Teaching involves planning lessons, delivering materials, and interacting with students in the classroom. During the practicum, pre-service teachers experience real teaching situations that help them understand how teaching is carried out in practice. Therefore, this study aims to describe their teaching experiences during the practicum program.

It is expected that this research can provide useful insights for teacher education programs and future pre-service teachers in improving teaching practice. Although this thesis is far from perfect, the writer hopes it can contribute to the development of English language education and become a reference for future research related to pre-service teachers' experiences.

Curup, 2026

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## MOTTO AND DEDICATION

### MOTTO

لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا

*“Do not worry; Allah is certainly with us”*

*(At-Taubah:40)*

*“It's fine to fake it until you make it until you do until it's true”*

**-Taylor Swift**

### DEDICATION

This thesis is lovingly dedicated to my beloved parents and my brothers, as well as to myself. No words can fully express my deepest gratitude for their endless love, prayers, and unwavering support.

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14. **Every person who has contributed** to the completion of this thesis through supervision, guidance, assistance, or moral support along the way. Your kindness has been an invaluable part of this process, and I am deeply grateful.
15. **To Myself**, thank you for making it this far. I am grateful for everything I have been through, and I hope for better things ahead.

Lastly, I sincerely pray that Allah SWT grants His blessings and rewards to all those who have guided, supported, and inspired me during this research.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

## ABSTRACT

Gita Indah Cahyani : An analysis of Pre-service English Teachers' Experiences in Applying Teaching Practicum  
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Mastering teaching theories is crucial for pre-service English teachers to manage classroom dynamics effectively, especially in Indonesia, where English is taught as a foreign language. Despite acquiring theoretical knowledge, pre-service teachers often face challenges in classroom management, lesson preparation, self-confidence, and technology integration during their teaching practicum (PPL). This study aimed to examine pre-service teachers' self-perceived teaching experiences across four domains: cognitive, pedagogical, psychological, and technological. Using an ex-post facto descriptive quantitative approach, data were collected from 31 students of the English Tadris Study Program via a structured questionnaire. Findings indicate that all four domains were within the positive category, with cognitive (81%) and psychological (78.4%) aspects scoring higher than pedagogical (68.8%) and technological (68.1%) aspects. While teachers demonstrated strong understanding and problem-solving skills, gaps remained in classroom management, adaptive teaching, and technology use. These results highlight the need for enhanced support in pedagogical and technological competencies, bridging theory and practice, and guiding improvements in teaching practicum programs for future English teachers.

**Keywords:** *Pre-service Teachers, Teaching Practicum, Cognitive Development, Pedagogical Competence, Technological Skills*

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Research**

Mastering teaching theories becomes a fundamental requirement for pre-service English Teachers before entering teaching practice, as it equips them to navigate classroom dynamics effectively. This aligns with the *Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers*, which emphasizes that professional teachers must possess competencies in pedagogical, professional, social, and personality domains.<sup>1</sup> This regulation indicates that becoming a professional teacher requires comprehensive development across knowledge, skills, attitudes, and ethical responsibility.

In the context of Indonesian Education, English is taught as a foreign language, which requires teachers not only to manage classroom effectively but also facilitate language learning in environments with limited exposure to the target language. The concept of Pedagogical Content Knowledge (PCK) emphasizes the integration of content knowledge with appropriate pedagogical strategies, highlighting that effective teaching involves making learning meaningful for students. In this context, teachers are expected to integrate

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<sup>1</sup> *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen*, LN No. 74 Tahun 2005, TLN No. 4496.

content knowledge, pedagogical competence, and professional skills in order to create effective, engaging, and contextually relevant learning experiences.

In Indonesia, attempts to increase educational quality also emphasized the importance of teachers' teaching experiences, particularly among pre-service teachers. Many pre-service teachers face challenges in areas such as classroom management, lesson preparation, and self-confidence in teaching that might affect their performance when they transition into the professional teaching field.<sup>2</sup> These experiences influence pre-service teachers' performance as they transition into the professional teaching field and reflect the realities of classroom practice in Indonesia.

Within the Tarbiyah Faculty, the teaching practicum (PPL) is a compulsory academic program aimed at equipping pre-service teachers with direct teaching experiences in real classroom settings. The program allows students to apply their academic knowledge, bridge theory and practice, as well as develop professional competencies under supervision. This aligns with Feiman-Nemser's assertion that practical teaching experiences serve as a key factor in helping pre-service teachers develop a teacher's mindset, make informed pedagogical decisions, and behave professionally in complex classroom contexts.<sup>3</sup> Therefore, the teaching practicum represents a critical

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<sup>2</sup> Muhammad Hassel Yasa Satria, 'Kesiapan Guru Di Indonesia Dalam Menghadapi Tantangan Pembelajaran Yang Inovatif Pada Abad 21', *Kesiapan Guru Di Indonesia Dalam Menghadapi Tantangan Pembelajaran Yang Inovatif Pada Abad 21*, 2022, pp. 1–12.

<sup>3</sup> Sharon Feiman-Nemser, 'From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching', *Teachers College Record*, 103.6 (2001), pp. 1013–55, doi:10.1111/0161-4681.00141.

phase in which pre-service English teachers gain meaningful teaching experiences that contribute to their professional development.

Professional competence encompasses not only pedagogical mastery, which is explicitly emphasized in UU No. 14 Tahun 2005, as well as deep cognitive understanding of subject matter, psychological readiness related to professional behavior, and technological skills to support effective teaching. Technological mastery increasingly recognized as an essential component of teacher professionalism in the 21<sup>st</sup> century to adopt appropriate technological tools. By engaging in practical teaching experiences and developing competencies across these dimensions, pre-service English teachers are better prepared to implement effective classroom practices and navigate the challenges of real teaching contexts.

According to the Cambridge Dictionary, experience refers to the process through which individuals acquire knowledge or skills by doing, observing, or undergoing particular situations. Singgih and Bawono further explain that experience is a learning process that contributes to the development of an individual's potential, which can occur through both formal and non-formal education and may result in changes in patterns of behavior.<sup>4</sup> Based on these definitions, teaching experience can be understood as a learning process through which pre-service English teachers develop knowledge, skills, and professional

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<sup>4</sup> Annisa Rachma Teana, Sodikin Manaf, and Studi Akuntansi, 'Pengaruh Independensi , Pengalaman Auditor , Due Professional Care Dan Akuntabilitas Terhadap Kualitas Audit ( Studi Kasus Pada Auditor Di Kantor Akuntan Publik Semarang )', 2022.

behavior by engaging in teaching activities and classroom interactions, particularly during the teaching practicum.

Although pre-service teachers have formally prepared themselves and studied various teaching theories during their university coursework, they often encounter difficulties when applying these concepts in real classroom situations. Preliminary interviews with several English teachers indicated that many pre-service teachers still experience challenges when adjusting their teaching to actual classroom conditions. They sometimes struggle to translate theoretical knowledge into effective teaching practices, manage diverse student behaviors, maintain confidence while teaching, and make appropriate use of available instructional tools and technology. These observations suggest that the transition from theoretical preparation to real teaching practice is not always straightforward. Therefore, it becomes important to evaluate the teaching experiences of pre-service English teachers more closely in order to understand how they adapt to the realities of classroom practice.

This research holds significant importance for the development of the English Tadris Study Program. Through field observations and structured data collection, the study aims to provide a valid and comprehensive overview of pre-service teachers' teaching experiences during the teaching practicum. Moreover, no similar study has been conducted within the English Tadris Study Program. The results are anticipated to enhance student preparation, and guide

the implementation of more effective practicum strategies, ultimately contributing to the professional development of future English teachers.

In line with the pilot study, previous research has examined pre-service English teachers' teaching experiences during the practicum. Birova et al. showed that pedagogical experiences, such as implementing a flipped classroom, supported the development of specific teaching competencies.<sup>5</sup> Qi Li et al. found that teaching practicum shaped pre-service teachers' psychological experiences which greatly increased their anxiety when teaching foreign languages due to limited experience and low self-confidence.<sup>6</sup> Similarly, Fan and Xie concluded that pre-service EFL teachers consistently experienced situation-specific anxiety throughout the practicum, reflecting the complex interaction between personal and contextual demands.<sup>7</sup> Overall, these studies suggest that teaching practicum generates uneven teaching experiences across different aspects. These studies show that significant improvement occurs in specific elements of pre-service teachers' teaching experiences, while also highlighting the complexity of adequately preparing them to deal with the diverse demands of real-world classroom practice.

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<sup>5</sup> Lenka Birova, Raúl Ruiz-cecilia, and Juan Ramón Guijarro-ojeda, 'Flipped Classroom in EFL : A Teaching Experience with Pre-Service Teachers', no. November (2023), pp. 1–12, doi:10.3389/fpsyg.2023.1269981.

<sup>6</sup> Qi Li, Zhilong Xie, and Guofang Zeng, 'The Influence of Teaching Practicum on Foreign Language Teaching Anxiety Among Pre-Service EFL Teachers', no. March (2023), pp. 1–16, doi:10.1177/21582440221149005.

<sup>7</sup> Yumei Fan and Zixin Xie, 'Exploring Preservice EFL Teacher Anxiety in the Teaching Practicum : An Ecological Case Study in China', *The Asia-Pacific Education Researcher*, no. 0123456789 (2024), doi:10.1007/s40299-024-00887-6.

Previous studies have provided valuable insights into pre-service English teachers' teaching practicum experiences. However, many of these studies tend to focus on a single aspect of the teaching experience and pay limited attention to the variations across multiple domains. As a result, there is a need for further research that examines teaching practicum experiences in a more comprehensive and holistic manner.

This study aims to examine the extent to which pre-service English teachers demonstrate teaching experiences across four domains: cognitive, pedagogical, psychological, and technological, during the teaching practicum. While these domains represent competencies essential for all teachers regardless of subject area, this study focuses specifically on pre-service English teachers.

By employing a structured questionnaire, this study evaluates students' self-perceived experiences across these domains to provide a comprehensive view of their teaching practice and to identify areas that may require further support or development. This focus highlights the importance of understanding how pre-service English Teachers' experiences align with theoretical expectations and institutional requirements for professional teaching roles in real classroom contexts. Therefore, this study is conducted under the title **“An Analysis of Pre-service English Teachers' Experiences in Applying Teaching Practicum”**.

## **B. Research Questions**

The researcher summarizes the problem described in the background into the following research question: To what extent are self-perceived teaching experiences of pre-service English teachers during the teaching practicum in terms of cognitive, pedagogical, psychological, and technological aspects?

## **C. Research Objectives**

This research is conducted to fulfil specific objectives that represent the main aims of the study. The objective of this research is to determine the level of pre-service English teachers' teaching experiences during the teaching practicum in terms of cognitive, pedagogical, psychological, and technological aspects.

## **D. Significance of the Research**

This research is expected to provide practical benefits and contributions to English teaching and learning especially for pre-service teachers and education program, as detailed below:

### **1. For Students**

This research has the potential to enhance the understanding of pre-service English teachers regarding their actual experiences during the teaching practicum. By reflecting on the challenges and successes they encounter in the classroom, they can gain deeper insights into what teaching

truly involves and how students respond to their instruction. This awareness is expected to improve their instructional strategies, classroom management, and adaptability, ultimately fostering more engaging and effective teaching and learning experiences for their students.

## 2. For Teachers

This research aims to deepen pre-service English teachers' understanding of their own experiences during the teaching practicum. By examining the cognitive, pedagogical, psychological, and technological challenges they face, teachers can identify areas of strength and aspects needing improvement. This reflection is expected to enhance their professional growth, increase confidence in managing real classroom situations, and support the development of more effective and responsive teaching practices.

## 3. For Institutional

This study offers institutions insights into pre-service teachers' practicum experiences, helping improve mentoring, support systems, and curriculum design to better bridge theory and practice and produce more competent, confident educators.

## **E. Delimitation of The Research**

This study focuses on pre-service English teachers' experiences in four domains: cognitive, pedagogical, psychological, and technological during their teaching practicum in the 2025/2026 academic year.

## **F. Operational Definition**

In line with the research variables, several operational definitions are presented below:

### **1. Pre-service English teacher**

Pre-service English teachers are defined as individuals currently undertaking a formal educational program and practical training to become English teachers. This phase represents their preparation period before officially becoming professional teachers. During this period, pre-service teachers acquire practical experience and develop essential teaching skills that are essential for their future professional effectiveness.

### **2. Experiences**

In this study, experiences refer to pre-service English teachers' actual involvement during the teaching practicum in cognitive, pedagogical, psychological, and technological aspects. Experiences are defined as how pre-service teachers plan lessons, implement teaching strategies, manage emotions, and use technology in real classroom situations.

### **3. Cognitive Experiences**

Cognitive experiences in this study refer to pre-service English teachers' mental engagement during the teaching practicum, including understanding subject matter, planning lessons, making instructional decisions, and solving classroom problems. These experiences are

operationalized through questionnaire items assessing lesson planning, content understanding, and instructional decision-making.

#### **4. Pedagogical Experiences**

Pedagogical experiences in this study refer to pre-service English teachers' practical engagement in applying teaching strategies, managing classrooms, and interacting with students during the teaching practicum. These experiences are operationalized through questionnaire items assessing classroom management, teaching strategies, lesson implementation, and teacher–student interactions

#### **5. Psychological Experiences**

Psychological experiences in this study refer to pre-service English teachers' mental and emotional states during the teaching practicum, including self-efficacy, confidence, motivation, emotional regulation, and anxiety. These experiences are operationalized through questionnaire items assessing how teachers respond to teaching demands and classroom challenges.

#### **6. Technological Experiences**

Technological experiences refer to pre-service English teachers' practical engagement with digital tools during the teaching practicum, including their use, adaptation, and integration of technology to support teaching and learning activities in classroom contexts.

## **7. Teaching Practicum**

Teaching practicum in this study refers to a supervised teaching experience conducted by pre-service teachers in real school settings as part of their teacher education program.

## **G. Organization of the research**

This chapter outlines the structure of the thesis from Chapter I to Chapter V. Chapter I is *Introduction*. It presents the background of the research, research question, objectives of the research, scope and limitation, significance of the study, operational definitions of key terms, and the organization of the thesis. Chapter II is Review of Related Literature, which discusses the theoretical framework and relevant studies related to pre-service English teachers, the concept of teachers' experiences (including cognitive, pedagogical, psychological, and technological aspects), as well as theories of teaching as the foundation of the study. Chapter III is *Research Methodology*, describing the research design, population and sample, research instruments, procedures for data collection, and techniques of data analysis. Chapter IV is *Findings and Discussion*, which presents the results of the study regarding the pre-service English teachers' experiences in applying teaching practicum, followed by an analysis and interpretation of the data. Chapter V is *Conclusion and Suggestions*, which summarizes the research findings and offers recommendation for future research or educational practice.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a review of the literature that forms the theoretical foundation of this research. The discussion covers key concepts, relevant theories, and previous related studies.

#### **A. Review of the Related Literature**

##### **1. Pre-service English Teachers**

Pre-service teachers are candidates engaged in formal education within the teacher education program. They are required to complete a series of academic requirements, including theoretical instruction and practical teaching experiences, before obtaining a teaching license.<sup>8</sup> This stage functions as a fundamental process for developing their competencies, which is crucial to ensure that pre-service teachers are professionally prepared before facing challenges of the educational field. Therefore, pre-service period is not merely a stage to fulfil administrative obligations, but a critical phase for developing their creativity and knowledge, which will serve as the main foundation in their future teaching practice.

Pre-service teachers can also be described as prospective teachers who are in the early stages of teaching or in transition toward becoming full-time professionals. They have completed a learning process that encompasses

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<sup>8</sup> Thomas G Ryan, David C Young, and Wendy L Kraglund-Gauthier, 'Action Research within Pre-Service Teacher Education', *Transformative Dialogues: Teaching & Learning Journal*, 10.3 (2017), pp. 1–18.

both theoretical and practical components throughout the pre-service program.<sup>9</sup> During this phase pre-service teachers begin to applying the knowledge they have acquired in real-world teaching contexts and adapt themselves to the challenges of educational environment. As a result, the pre-service phase is a critical phase that significantly influences the performance and abilities of teachers in the classroom.

In the context of this study, the term pre-service English teachers refers to individuals enrolled in English education program who are preparing to become English teachers. Their preparation during pre-service phase includes learning teaching theories as well as gaining practical teaching experience in the classroom. The practicum requires them to teach in real school settings, enabling them to face actual classroom situations and challenges.

Continuing from the importance of teaching practice, the role and position of pre-service teachers in teacher education programs are critical factors that shape their professional readiness. According to Farrel and Karim, pre-service teachers are expected to not only master theoretical knowledge but also develop teaching competencies through practical

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<sup>9</sup> Robert D. Fantilli and Douglas E. McDougall, 'A Study of Novice Teachers: Challenges and Supports in the First Years', *Teaching and Teacher Education*, 25.6 (2009), pp. 814–25, doi:10.1016/j.tate.2009.02.021.

experience and reflection.<sup>10</sup> Within these programs, they also begin to form their identity as future educators.

Pre-service teachers are not merely passive learners; they are active participants involved in multiple phases of teaching preparation, such as classroom observation, lesson planning, microteaching, and practice in real educational settings. These practical experiences help them to build confidence, adapt to diverse classroom situations, and internalize pedagogical strategies that are essential for their future teaching roles.<sup>11</sup> Through these activities, they gradually develop foundational creativity and instructional skills needed for successful English teaching, which ultimately form the basis of their future professional practice.

In response to the demands of 21<sup>st</sup> century, pre-service teachers must possess capacity to integrate theoretical knowledge with practical application, and master critical thinking, communication, creativity, and collaboration, particularly in the context of working effectively with students. Nevertheless, many pre-service teachers experience a gap between what they learn in coursework and the realities they encounter during classroom teaching.<sup>12</sup> Research shows that they often feel unprepared to face real teaching situations, despite having completed various academic

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<sup>10</sup> Karim Sadeghi and Jack C. Richards, 'Professional Development Among English Language Teachers: Challenges And Recommendations For Practice', *Heliyon*, 7.9 (2021), p. e08053, doi:10.1016/j.heliyon.2021.e08053.

<sup>11</sup> Simon Borg, *Teacher Cognition and Language Education: Research and Practice*, 1st edn (Bloomsbury Publishing, 2006).

<sup>12</sup> Sadeghi and Richards, 'Professional Development Among English Language Teachers: Challenges And Recommendations For Practice'.

requirements. when confronted with actual teaching situations. This lack of readiness is further complicated by limited feedback, short practicum durations, and insufficient exposure to instructional technology, which collectively may hinder the development of their professional competence.

The pre-service phase serves as key stage in shaping the competencies, identity, and professional preparedness of English teacher candidates. Despite various difficulties, this stage provides the foundation for building efficient and responsive teaching skills. Hence, understanding the whole experience of pre-service teachers is important before assessing their ability to implement teaching.

## **2. Experience**

### **a. Definition of Experience**

The concept of experience has been interpreted differently across various fields and contexts. Several definitions have been proposed through diverse perspectives in the literature. The Cambridge Dictionary defines experience as the process of gaining knowledge or skills through active involvement in activities, observation, or personal encounters. Similarly, Singgih and Bawono, describe experience as a learning process that develops an individual's potential through both formal and informal education, resulting in the improvement of behavior

patterns.<sup>13</sup> Thus, experience can be understood as a process of acquiring knowledge, skills, and insights through active engagement in various activities or situations. It involves learning from both successes and challenges, which gradually shapes an individual's behavior, decision-making, and problem-solving abilities.

As highlighted by Burroughs, Gardner, and Lee the length of time a teacher has worked professionally significantly influences both their career development and the effectiveness of their teaching practices.<sup>14</sup> Similarly, Rice emphasizes that the experiences teachers gain over time can enhance their instructional strategies and support informed decision-making within the classroom.<sup>15</sup> In this context, teaching experience can be understood as the knowledge, skills, and insights that educators acquire through sustained professional practice. Therefore, is not merely as the duration of service, but as the cumulative result of practical knowledge, reflective learning, and adaptive strategies that together contribute to a teacher's professional competence and overall classroom performance.

In summary, experience is a process of gaining knowledge, skills, and insights through active engagement and reflection. In

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<sup>13</sup> Teana, Manaf, and Akuntansi, 'Pengaruh Independensi , Pengalaman Auditor , Due Professional Care Dan Akuntabilitas Terhadap Kualitas Audit ( Studi Kasus Pada Auditor Di Kantor Akuntan Publik Semarang )'.

<sup>14</sup> James A. Lander and H. Douglas Brown, 'Teaching by Principles: An Interactive Approach to Language Pedagogy', *Language* (Allyn & Bacon, 1995), p. 843, doi:10.2307/415773.

<sup>15</sup> Jennifer King Rice, 'The Impact of Teacher Experience Examining the Evidence and Policy Implications', no. August (2010), pp. 1–8.

education, teaching experience particularly contributes to professional growth, enhancing competence, and classroom effectiveness. It represents the overall outcome of practice, learning, and adaptation that shapes both personal and professional development.

## **b. Aspects of Experiences**

This study investigates pre-service English teachers' experience through four comprehensive aspects that capture the essential dimensions of teaching experience: cognitive experiences, pedagogical experiences, psychological experiences, and technological experiences. These four aspects provide a holistic framework for understanding and assessing the multifaceted nature of teaching experiences in contemporary educational contexts. A detailed description of each aspect is provided below:

### **1) Cognitive Experiences**

The concept of cognition is frequently employed in psychology to describe all mental activities related to perception, thought, memory, and information processing that enable individuals to gain knowledge and resolve problem.<sup>16</sup> In other words, cognitive processes involve individual's comprehension, organizes, and applies information in order to make decisions or complete tasks. In

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<sup>16</sup> Salmiati, Nurbaity, and Desy Mulia Sari, 'Upaya Guru Dalam Membimbing Perkembangan Kognitif Anak Usia Dini', *Jurnal Buah Hati*, III (2016), pp. 43–52 <<https://ejournal.bbg.ac.id/buahhati/article/view/543>>.

the context of teaching, cognitive experiences denote to the mental groundwork that includes a combination of skills, knowledge, capabilities, motivation, and personal traits essential for maintaining effective and competent teaching performance.<sup>17</sup> Thus, cognitive experiences cover intellectual development that facilitates optimal learning and instruction.

Darling Hammond and Bransford assert that effective teaching requires a deep understanding of both the subject matter and how students learn, so that teachers can design classroom environments that support all learners.<sup>18</sup> Thus, in the context of pre-service teachers, cognitive experiences refer to the mental processes and knowledge they acquire that enable them to comprehend, organize, and apply information effectively in making instructional decisions. In this study, cognitive experiences are conceptualized through three interrelated domains proposed by Darling-Hammond and Bransford: knowledge of learners and learning in social contexts, conceptions of curriculum content and goals, and an understanding of teaching in light of classroom and school practices.

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<sup>17</sup> J D Fletcher, 'Cognitive Readiness : Preparing for the Unexpected', *Science and Technology Support for Training Transformation and the Human Systems Technology Area*, no. IDA Document D-3061 (2004), p. 16  
<[http://www.mil.no/multimedia/archive/00064/2\\_4\\_USA\\_Preparing\\_fo\\_64451a.pdf](http://www.mil.no/multimedia/archive/00064/2_4_USA_Preparing_fo_64451a.pdf)>.

<sup>18</sup> Darling-Hammond and John Bransford (eds.), "Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do" (San Francisco, CA: Jossey-Bass, An Imprint of Wiley, 2005 ISBN 978-0-7879-7464-0

The first component, knowledge of learners and learning in social context, refers to teachers' understanding of how students learn and develop within their social and cultural contexts. This includes awareness of individual differences and the ways in which social and cultural factors influence learning. Such understanding is essential in enabling teachers to design instruction that responds to students' diverse needs. Through these cognitive experiences, pre-service teachers develop the capacity to create learning materials and activities tailored to diverse learners, thereby fostering meaningful engagement.

The second component, conceptions of curriculum content and goals, highlights teachers' deep understanding of subject matter and the aims of the curriculum. Beyond mastering disciplinary concepts and structures, teachers must be able to connect content to broader educational aims and represent it in ways that are clear, logical, and accessible to students. These experiences enable pre-service teachers to create learning activities that engage students and support their meaningful learning and strategic investment.

The third component, comprehension of teaching in relation to classroom and school practices, underscores the importance of pedagogical knowledge and its implementation in actual classroom environments. It covers the capacity to select and implement effective teaching strategies, run classrooms efficiently, and employ

assessment practices to enhance student learning. This component highlights that effective teaching is not limited to theoretical knowledge but involves a comprehensive understanding of how planning, instruction, classroom management, and assessment should be integrated within educational settings.

In conclusion, cognitive experiences provide pre-service teachers with the knowledge, skills, and insights necessary to make informed instructional decisions and adapt their teaching to diverse learners' need. Beyond mere preparedness, these experiences represent an accumulation of practical understanding and reflective learning that forms the foundation for effective lesson planning, explanation, and adaptive teaching. Through engagement in cognitive experiences, pre-service teachers develop the intellectual and professional capacity to teach with clarity, flexibility, and purpose.

## **2) Pedagogical Experiences**

Pedagogical denotes the knowledge and skills necessary for effective teaching involving the ability to design, implement, and evaluate instruction in ways that are meaningful for students.<sup>19</sup> In teacher education, it serves as core foundation for the success of the teaching and learning process. Pedagogical experiences can be

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<sup>19</sup> Paul Eggen and Don Kauchak, *Educational Psychology: Windows on Classrooms*, ed. by Christina Ribb, eight edit (Library of Congress Cataloging-in-Publication Data, 2020).

understood as the extent to which teacher candidates acquire and apply their pedagogical knowledge in real classroom settings. These experiences involve the capacity to select appropriate teaching methods, manage the classroom efficiently, and adapt teaching strategies to align with students' needs and characteristics.<sup>20</sup> Pedagogical experiences require both theoretical mastery and the development of adaptability, engagement, and reflective thinking during classroom practice.

The development of pedagogical experiences among pre-service teachers is closely linked to the mastery of key teaching competencies. Kyriacou identifies these following competencies including planning and preparation, content delivery, classroom environment, classroom management, assessment of student development, and reflection and evaluation.<sup>21</sup> These competencies represent the practical dimensions of pedagogical knowledge required for effective teaching. Based on this framework, pedagogical experiences in this study are conceptualized as the practical application of those competencies demonstrated by pre-service teachers in real classroom contexts.

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<sup>20</sup> Shulman Lee, 'Knowledge and Teaching: Foundations of the New Reform', *Harvard Educational Review*, 57.1 (1987), pp. 1–21.

<sup>21</sup> Chris Kyriacou, *Effective Teaching in Schools* (Cheltenham: Nelson Thornes Ltd, 2009; first published 1997 by Stanley Thornes ISBN 978-1-4085-0423-9).

Lesson planning and preparation refer to the ability to plan and prepare learning activities that align with curriculum goals and are responsive to students' needs. Effective planning involves determining learning goals, selecting appropriate instructional strategies, organizing materials and resources. Well-developed lesson planning reflects teachers' understanding of how content, pedagogy, and students' needs are connected. Through systematic preparation, pre-service teachers demonstrate their readiness to translate theoretical knowledge into organized classroom implementation.

Content Delivery focuses on employing diverse instructional strategies to communicate material clearly and engage learners with varying learning preferences. This suggests that pre-service teachers must thoughtfully select teaching strategies and balance guidance with opportunities for learner participation to maximize understanding and engagement.

Classroom environment relates to establishing a supportive and motivating learning atmosphere that encourages student participation. As noted by Harmer, teachers play a central role in shaping classroom climate through clear expectations, routines, and respectful interaction.<sup>22</sup> Closely related to this dimension, classroom

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<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 4th edn (Pearson Longman ELT, 2007).

management involves organizing the physical space and managing student behavior to maintain an effective learning environment. Effective management ensures that instructional time is used productively and that disruptions are minimized.

The assessment of student learning focuses on evaluating students' progress through formative and summative techniques that inform subsequent instruction. Brown also highlights the importance of ongoing assessment as part of the teaching-learning process, emphasizing that evaluation should guide instructional adjustment and support student development rather than merely measure outcomes.<sup>23</sup> Thus, assessment serves not only to evaluate student outcomes but also to reinforce teachers' pedagogical expertise and their capacity to implement responsive and effective classroom instruction.

Lastly, Reflection and Evaluation encompasses the teacher's capacity to critically assess and refine their own teaching practices for continuous professional growth. Harmer underscores, post-lesson reflection allows teachers to evaluate the effectiveness of instructional strategies, student responses, and lesson outcomes, facilitating adjustments in future lessons.<sup>24</sup> Engaging in reflective

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<sup>23</sup> H. Douglas Brown, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING, The Ultimate FE Lecturer's Handbook*, 5th edn (Pearson Education, Inc., 2000), doi:10.1017/cbo9781139062398.015.

<sup>24</sup> Harmer, *The Practice of English Language Teaching*.

practice enables pre-service teachers to strengthen their pedagogical knowledge and enhance teaching effectiveness, thereby supporting student learning over time.

These six competencies serve as practical and observable indicators of pedagogical experiences, bridging theoretical knowledge with actual teaching practices in classroom settings.

### **3) Psychological Experiences**

The notion of psychological experiences consists of a collection of behaviors, traits, attitudes, and mental characteristics that shape how individuals think, feel, and act.<sup>25</sup> These elements promote individuals in adapting and performing in diverse situations, especially within educational or professional contexts. In teaching practice, this belief influences how teacher candidates make instructional decisions, regulate emotions under classroom pressure, and respond to challenges encountered during instruction. Higher levels of self-efficacy encourage teachers to approach teaching tasks with confidence and persistence.

The concept of psychological experiences is closely related to the theory of self-efficacy proposed by Albert Bandura, which defines self-efficacy as an individual's belief in their capability to

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<sup>25</sup> Robert L. Kyes, *Dictionary A–Z, Dictionary of the Old Low and Central Franconian Psalms and Glosses*, 2012, doi:10.1515/9783111704227.1.

organize and execute the actions required to achieve specific goals.<sup>26</sup> In teaching practice, this belief influences how teacher candidates make instructional decisions, regulate emotions under classroom pressure, and respond to challenges encountered during instruction. Higher levels of self-efficacy encourage teachers to approach teaching tasks with confidence and persistence.<sup>27</sup>

Supporting this perspective, Robert J. Marzano explains that learning performance is influenced by several internal systems that regulate individuals' beliefs, emotions, and cognitive processes when performing complex tasks.<sup>28</sup> Within this framework, the self-system and metacognitive system play important roles in shaping how individuals evaluate tasks, regulate emotional responses, and adjust their actions in different situations. In the context of teaching practice, these internal processes are reflected in the psychological experiences of pre-service teachers when carrying out instructional activities.

In this study, psychological experiences are reflected in several aspects. One important aspect is confidence in instructional decision-making, which refers to pre-service teachers' belief in their

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<sup>26</sup> Albert Bandura, *Self-Efficacy-The-Exercise-of-Control* (New York : W.H. Freeman, 1997).

<sup>27</sup> Hakan Sivri and Esergöl Balcı, 'Pre-Service Teachers' Classroom Management Self-Efficacy Beliefs', *International Online Journal of Educational Sciences*, 7.4 (2015), doi:10.15345/iojes.2015.04.004.

<sup>28</sup> Robert J. Marzano and John S. Kendall, *The New Taxonomy of Educational Objectives* (2nd ed., Thousand Oaks, CA: Corwin Press, 2007)

ability to select appropriate teaching strategies and make effective instructional judgments during the learning process. Another aspect is emotional regulation under classroom pressure, which describes the ability of pre-service teachers to manage and control their emotional responses when encountering challenging classroom situations. In addition, adaptability and problem-solving in teaching challenges refer to the ability of pre-service teachers to adjust their teaching approaches and find appropriate solutions when facing instructional difficulties. Furthermore, the concept of self-efficacy proposed by Albert Bandura supports the understanding of teachers' confidence in their capability to perform teaching-related tasks effectively.

Psychological experiences in teaching are fundamentally shaped by self-efficacy, reflecting pre-service teachers' confidence in managing classrooms, making instructional decisions, and regulating emotions. High self-efficacy enables teachers to engage actively, persevere through challenges, and create supportive learning environments, highlighting its central role in effective classroom practice.

#### **4) Technological Experiences**

Technology is not only associated with the use of machines or tools, but also the application of scientific and practical skills to achieve objectives. Saettler stated that technology includes all

artistic and scientific efforts that apply knowledge, rather than merely the operation of physical devices.<sup>29</sup> In educational context. This implies that technology involves purposeful application of knowledge and skills to facilitate effective teaching and learning.

In the 21<sup>st</sup> century, teachers are required to demonstrate technical proficiency in utilizing technology and attain extensive digital competence, including pedagogical understanding and the ability implement technology appropriately within instructional settings. Therefore, technological experiences extend beyond operational skills to include pedagogical adaptation and strategic use of digital tools in classroom setting.

To conceptualize technological experiences, this study adapts the four critical dimensions from Parasuraman's Technology Readiness Index (TRI) framework, which describe individuals' tendencies in engaging with technological development.<sup>30</sup> Drawing on this framework, technological experiences refer to pre-service teachers' readiness, confidence, and responses in integrating technology into teaching practices. These dimensions are categorized into enablers and inhibitors.

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<sup>29</sup> Paul Saettler, *The Evolution of American Educational Technology*, 2nd edn (Libraries Unlimited, 1990).

<sup>30</sup> Parasuraman A., 'Technology Readiness Index (TRI): A Multipleitem Scale To Measure Readiness To Embrace New Technologies', *Journal Of Service Research*, 2:307.May (2000).

a) Enablers

These dimensions reflect positive orientations toward technology

1. Optimism, reflects belief that technology can enhance efficiency, productivity, and control in daily life.
2. Innovativeness, signifies tendency to be an early adopter who is enthusiastic and capable to engage with emerging technologies.

b) Inhibitors

These dimensions indicate negative responses or hesitations toward technology use:

1. Discomfort, which is characterized of being overwhelmed or uncomfortable due to lack of understanding or control over technology.
2. Insecurity, involves a feeling of distrust toward the safety and reliability of technological tools.

These four dimensions provide a conceptual foundation for understanding pre-service English teachers' technological experiences in integrating technology into teaching.

### 3. Teaching Practicum

Teaching is a multifaceted process that encompasses both the transmission of knowledge and the facilitation of students' learning, growth, and development. Brown defines teaching as guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.<sup>31</sup> In the context of teacher education, teaching practicum becomes an essential component that allows student-teachers to experience the real process of teaching. According to John Haigh et al., the completion of a teaching practicum can serve as one indicator of the effectiveness of teacher education programs.<sup>32</sup> Through this program, student-teachers are provided with opportunities to experience real classroom situations and apply the pedagogical knowledge they have learned during their academic preparation.

Furthermore, teaching practicum functions as a bridge between theoretical knowledge and practical teaching experience. Jeanne M. Allen and Sue Wright explain that teaching practicum enables pre-service teachers to connect educational theories with real classroom practices.<sup>33</sup> This experience allows them to develop professional competencies by

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<sup>31</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th edn (Pearson Education, 2000).

<sup>32</sup> Haigh, M., Ell, F., & Mackisack, V. (2013). Judging teacher candidates' readiness to teach. *Teaching and Teacher Education*, 34, 1–11. <https://doi.org/10.1016/j.tate.2013.03.002>

<sup>33</sup> Allen, J. M., & Wright, S. E. (2014). Integrating theory and practice in the pre-service teacher education practicum. *Teachers and Teaching*, 20(2), 136–151. <https://doi.org/10.1080/13540602.2013.848568>

implementing teaching strategies, managing classroom interactions, and reflecting on their instructional practices.

In addition, the Instructional Development Center states that the primary aim of teaching practicum is to train and develop the teaching skills of student-teachers in conducting teaching and learning activities in schools. Through this process, aspiring teachers are able to apply the knowledge and skills acquired during their teacher education programs into actual classroom practices. Therefore, teaching practicum plays a significant role in preparing pre-service teachers to become competent and professional educators.

## **B. Review of Related Findings**

Recent studies have explored pre-service English teachers' experiences across cognitive, pedagogical, psychological, and technological dimensions, highlighting both the opportunities and challenges they face during teaching practicum. A study by Birova et al. (2023) entitled *Flipped classroom in EFL: a teaching experience with pre-service teachers*, investigated the effectiveness of a flipped classroom model in enhancing pre-service teachers' English proficiency.<sup>34</sup> Their findings revealed that participants significantly improved their listening skills through engagement with authentic language input, indicating that structured, active involvement in learning tasks can enhance cognitive processes such as comprehension, information processing, and

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<sup>34</sup> Birova, Ruiz-cecilia, and Guijarro-ojeda, 'Flipped Classroom in EFL : A Teaching Experience with Pre-Service Teachers'.

problem-solving. This study underscores the importance of cognitive experiences in shaping teachers' abilities to process and apply knowledge effectively in instructional settings.

Teaching practicum can evoke both professional growth and anxiety. Li et al. (2023), in their study *The Influence of Teaching Practicum on Foreign Language Teaching Anxiety Among Pre-Service EFL Teachers*, reported that pre-service teachers experienced elevated foreign language teaching anxiety due to fear of negative evaluation, low self-perceived proficiency, and limited experience.<sup>35</sup> Similarly, Fan and Xie (2024), in their study *Exploring Preservice EFL Teacher Anxiety in the Teaching Practicum: An Ecological Case Study in China*, found that anxiety was shaped by personal and contextual factors, including self-efficacy, past experiences, and external pressures.<sup>36</sup> These findings indicate that psychological experiences; encompassing self-efficacy, motivation, and emotional regulation significantly influence teachers' capacity to manage classroom challenges effectively.

Marav (2022), in the study *Mongolian Pre-Service English Teachers' Experiences During Teaching Practicum*, examined the practicum experiences of eleven pre-service English teachers in Ulaanbaatar secondary schools.<sup>37</sup> The study revealed significant challenges, including limited mentoring from public

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<sup>35</sup> Li, Xie, and Zeng, 'The Influence of Teaching Practicum on Foreign Language Teaching Anxiety Among Pre-Service EFL Teachers'.

<sup>36</sup> Fan and Xie, 'Exploring Preservice EFL Teacher Anxiety in the Teaching Practicum: An Ecological Case Study in China'.

<sup>37</sup> Daariimaa Marav, 'Education Sciences Mongolian Pre-Service English Teachers' Voices about Their Teaching Practicum Experiences', 2022.

school teachers, weak university-school partnerships, large class sizes, reliance on grammar-focused instruction, and insufficient teaching materials. Technological constraints, such as broken equipment and lack of digital resources, were also reported. Despite these challenges, participants gained valuable pedagogical experiences, including the practical application of teaching methods, classroom management, and lesson planning. They also developed problem-solving skills, critical thinking, and self-awareness, demonstrating how hands-on practicum experiences help bridge the gap between theoretical knowledge and real classroom practice.

Tour and Barnes (2021), in their study *Pre-Service Teachers' Experiences in Engaging EAL Students in Digital Multimodal Composing*, explored how pre-service teachers experienced the use of digital multimodal composing in supporting English as an Additional Language learners.<sup>38</sup> The findings indicated that participants recognized the value of digital multimodal composing in enhancing students' language development, technological familiarity, and peer collaboration. However, the study also revealed challenges in managing digital interfaces, supporting language use, and understanding digital genres. These findings suggest that technological experiences involve not only the use of digital tools but also the ability to critically understand and integrate multimodal elements into meaningful language instruction.

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<sup>38</sup> Ekaterina Tour and Melissa Barnes, 'Engaging English Language Learners in Digital Multimodal Composing: Pre-Service Teachers' Perspectives and Experiences Engaging English Language Learners in Digital Multimodal Composing: Pre-Service Teachers' Perspectives and', *Language and Education*, 0.0 (2021), pp. 1–16, doi:10.1080/09500782.2021.1912083.

Previous studies have documented pre-service English teachers' experiences across cognitive, pedagogical, psychological, and technological domains during teaching practicum. While these studies reveal that pre-service teachers develop instructional competence alongside psychological challenges and technological constraints, they predominantly examine each dimension separately and largely employ qualitative approaches. Consequently, there remains a lack of integrated and quantitative analysis of how these experiences collectively shape pre-service teachers' teaching practices. To address this gap, the present study investigates pre-service English teachers' experiences holistically across cognitive, pedagogical, psychological, and technological domains during teaching practicum using a quantitative research design.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains the methods used in this study. It covers research design, population and sample, research instrument, data collection procedure, and technique of data analysis.

#### A. Kind of the Research

This study employed an *ex-post facto* research using a descriptive quantitative approach. The study examines phenomena that have already occurred, meaning that the teaching practicum had been completed prior data collection.<sup>39</sup> Furthermore, the researcher does not have direct control over the variables because the events have taken place before the study was conducted.<sup>40</sup> Therefore, the findings are presented descriptively to provide a systematic overview of pre-service English teachers' experiences during the teaching practicum.

In this study, data will be collected through the distribution of close-ended questionnaires to seventh-semester students of the English Tadris Study Program at IAIN Curup. The questionnaire is designed to examine pre-service English teachers' experiences across four key dimensions: cognitive, pedagogical, psychological, and technological. The collected data will be

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<sup>39</sup> Prof. Dr. Sugiyono, *METODE PENELITIAN KUANTITATIF, KUALITATIF DAN R & D* (ALFABETA, CV., 2013).

<sup>40</sup> FRED N. KERLINGER, *FOUNDATION OF BEHAVIORAL RESEARCH*, third edit (Library of Congress Cataloging-in-Publication Data, 1986).

analyzed using descriptive statistical techniques to identify patterns and emerging trends in participants' teaching experiences during practicum. This analysis provides a clear and quantifiable representation of pre-service teachers' experiences in real teaching contexts. Consequently, the findings are expected to identify specific areas that require further enhancement within the pre-service teacher education program.

## B. Population and Sample

### 1. Population

Population includes to all individuals or units that are the focus of a particular study.<sup>41</sup> In this research, the population consists of all seventh-semester students of the English Tadris Study Program at IAIN Curup, as they are engaged in teaching practicum activities, making them highly relevant for examining pre-service English teachers' experiences in applying teaching practices.

**Table 3.1**  
**Total Number of Seventh-Semester Students of English Tadris Study Program at IAIN Curup**

Class	Total Students
Class A	18
Class B	14
Class C	19
<b>Total</b>	51 students

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<sup>41</sup> Suharsimi Arikunto, *PROSEDUR PENELITIAN: Suatu Pendekatan Praktik* (Rineka Cipta, 2010).

## 2. Sample

Sampling is a method used to determine a portion of the population to serve as the data source in a research study. A sample is a part of the total number and characteristic possessed by the population.<sup>42</sup> This means that the sample must be representative to ensure that the result can be accurately generalized. In this study, the researcher uses a total sampling technique, in which all member of the population is included in the sample, totalling 51 seventh-semester students. The sample is determined based on criterion that participants have passed core teaching-related courses such as Classroom Management, Curriculum Material Development, Instructional Planning, Educational Evaluation, Teaching English as a Foreign Language, Micro Teaching, and Language Assessment.

Data collection will be conducted using close-ended questionnaires distributed to all seventh-semester students of the English Tadris Study Program at IAIN Curup. The questionnaires will be completed independently by the respondents based on their perceptions of their teaching experiences during practicum. This approach enables the researcher to obtain structured and systematic data, which will serve as the basis for analyzing the extent to which pre-service English teachers experience and apply teaching practices

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<sup>42</sup> Sugiyono, *METODE PENELITIAN KUANTITATIF KUALITATIF DAN R&D* (Alfabeta, 2017).

across cognitive, pedagogical, psychological, and technological domains during teaching practicum.

### C. Data Collection Technique

#### 1. Questionnaires

A questionnaire is a written instrument used to obtain data from respondents by providing a series of structured questions or statements that must be answered.<sup>43</sup> This method is design to gather systematic and organized information, facilitating researcher in measuring perceptions or attitudes related to a specific phenomenon. This method is considered effective for gathering consistent and quantifiable data, enabling the researcher to measure perception related to the phenomenon under investigation.

The questionnaire was distributed using Google Form to ensure ease of access and wide reach among respondents. To promote clear understanding among respondents, the instrument was written in Bahasa Indonesia. The translated version originated from an English draft and underwent expert review to maintain accuracy and conceptual consistency. The instrument consisted of close-ended items formatted with a four-point Likert Scale: *Strongly Agree, Agree, Disagree, and Strongly Disagree*.<sup>44</sup> The neutral

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<sup>43</sup> JD Brown, 'Designing Surveys for Language Programs.', *Educational Resources Information Center (ERIC)*, 1997, pp. 109–21 <<http://eric.ed.gov/?id=ED415700>>.

<sup>44</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Alfabeta, 2017).

option was intentionally excluded to encourage more decisive responses.<sup>45</sup> This type of scale is frequently preferred because it offers more clearer and quantifiable data. This structure allowed the researcher to collect measurable and consistent data that aligned with the objectives of the study and supported valid analysis.

**Table 3.2**  
**Four-point Likert Scale Used in the Questionnaire**

<b>Options</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

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<sup>45</sup> Krystal L. Williams, Brian A. Burt, and Adriel A. Hilton, 'Math Achievement: A Role Strain and Adaptation Approach', *Journal for Multicultural Education*, 10.3 (2016), pp. 368–83, doi:10.1108/JME-01-2016-0005.

**Table 3.3**  
**Blueprint of Questionnaires**

<b>Aspect of Experiences</b>	<b>Indicators</b>	<b>Items</b>
<p><b>1. Cognitive</b></p> <p>Cognitive experiences refer to pre-service teachers' understanding of learners and the learning process in social contexts, their knowledge of curriculum goals and content, and their understanding of teaching practices in classroom and school settings.</p>	<ol style="list-style-type: none"> <li>1. Consideration of Students' Individual Differences in Instructional Planning</li> <li>2. Alignment of teaching with curriculum goals and clarity in delivering subject matter</li> <li>3. Knowledge of instructional models, classroom management principles, and assessment methods.</li> </ol>	<p><b>Questions number 1-3</b></p> <p><b>Questions number 4-5</b></p> <p><b>Questions number 6-7</b></p>
<p><b>2. Pedagogical</b></p> <p>Pedagogical experiences refer to the practical application of teaching competencies, including planning, content delivery, classroom management, classroom environment, assessment, and reflection, demonstrated by pre-service teachers in classroom practice.</p>	<ol style="list-style-type: none"> <li>1. Alignment of lesson planning with curriculum goals and students' learning needs</li> <li>2. Clarity and adaptability in delivering lesson content to meet diverse student needs</li> <li>3. Establishment of a positive and engaging classroom atmosphere that encourages participation</li> <li>4. Organization of classroom space and management of student behavior to support effective learning</li> <li>5. Use of formative and summative assessments to monitor and improve student learning</li> <li>6. Reflection on teaching practices for continuous improvement</li> </ol>	<p><b>Questions number 8-9</b></p> <p><b>Questions number 10-12</b></p> <p><b>Questions number 13-14</b></p> <p><b>Questions number 15</b></p> <p><b>Questions number 16-17</b></p> <p><b>Questions number 18</b></p>
<p><b>3. Psychological</b></p> <p>Psychological experiences are defined as pre-service teachers' self-efficacy beliefs, emotional regulation, and adaptive responses</p>	<ol style="list-style-type: none"> <li>1. Confidence in instructional decision-making</li> <li>2. Emotional regulation under classroom pressure</li> <li>3. Adaptability and problem-solving in teaching challenges</li> </ol>	<p><b>Questions number 19-20</b></p> <p><b>Questions number 21-23</b></p> <p><b>Questions number 24-25</b></p>

Aspect of Experiences	Indicators	Items
in managing instructional decisions and classroom challenges.		
<p><b>4. Technological</b></p> <p>Technological experiences refer to pre-service teachers' readiness, confidence, and tendencies in adopting and integrating technology into teaching practices</p>	<ol style="list-style-type: none"> <li>1. Attitude and confidence in using technology for teaching</li> <li>2. Challenges and doubts in using technology</li> </ol>	<p><b>Questions number 26-28</b></p> <p><b>Questions number 29-32</b></p>

## D. Research Instrument

### 1. Questionnaires

The primary instrument of this research is a structured questionnaire consisting of close-ended questions. Close-ended questions are those that provide respondents with a set of predefined answer choices, allowing them to select the option that best reflects their perspective. This format is chosen to maintain consistency in responses and to support accurate statistical analysis. The questionnaire is specifically designed to measure the readiness of pre-service English teachers in applying teaching practicum, focusing on four critical dimensions: cognitive, pedagogical, psychological, and technological. Each item is developed based on relevant theoretical indicators to the instrument's validity and alignment with the objectives of the study. The following blueprint illustrates the linkage between the objectives, indicators, and questionnaire items developed for this study.

**Table 3.4**  
**Questionnaire Items of Teaching Experiences**

Objectives	Indicator	Items	Scoring			
			SA	S	D	SD
To assess cognitive experiences	Consideration of Students' Individual Differences in Instructional Planning	1. I consider students' social and cultural backgrounds when planning learning activities. 2. I rarely consider students' diverse needs, abilities, or backgrounds when planning instruction.				

Objectives	Indicators	Items	Scoring			
			SA	A	D	SD
		3. I can design learning experiences that are inclusive and responsive to students' varied needs, abilities, and backgrounds.				
	Alignment of teaching with curriculum goals and clarity in delivering subject matter	4. I find it difficult to align my teaching with curriculum goals and learning objectives. 5. I am able to represent and deliver subject matter in a clear, logical, and accessible way for students.				
	Knowledge of instructional models, classroom management principles, and assessment methods.	6. I possess knowledge of various instructional models as well as the basic principles of classroom management and effective assessment. 7. I am able to identify appropriate teaching strategies, classroom management approaches, and assessment methods that support student learning.				
To assess pedagogical experiences	Alignment of lesson planning with curriculum goals and students' learning needs	8. I am able to design lesson plans that align with curriculum learning objectives and students' learning needs.				

Objectives	Indicators	Items	Scoring			
			SA	A	D	SD
		9. I can select and adapt instructional materials that match students' proficiency levels and support the lesson objectives.				
	Clarity and adaptability in delivering lesson content to meet diverse student needs	10. I can explain lesson content clearly and logically so that students can understand the key concepts. 11. I find it difficult to adapt my teaching strategies to meet students' different learning needs. 12. I am able to facilitate lessons that actively engage students through varied instructional strategies and interactions.				
	Establishment of a positive and engaging classroom atmosphere that encourages participation	13. I can promote a positive and engaging classroom atmosphere. 14. I find it difficult to establish a classroom climate that encourages student participation.				
	Organization of classroom space and management of student behavior to support effective learning	15. I find it difficult to organize classroom space and manage student behaviour to support learning.				

Objectives	Indicators	Items	Scoring			
			SA	A	D	SD
	Use of formative and summative assessments to monitor and improve student learning	<p>16. I am able to design and use formative and summative assessments to evaluate students' learning progress and adjust instruction accordingly.</p> <p>17. I can reflect on my teaching practices to identify areas that need improvement and plan concrete steps for enhancement.</p>				
	Reflection on teaching practices for continuous improvement	<p>18. I find it difficult to use the results of self-reflection to make meaningful changes in my teaching approach.</p>				
To assess psychological experiences	Confidence in instructional decision-making	<p>19. In situations where unexpected teaching responsibilities arise, I am confident in my ability to make decisions that support effective learning.</p> <p>20. When instructional decisions are required, I am able to make appropriate choices independently and confidently.</p>				

Objectives	Indicators	Items	Scoring			
			SA	A	D	SD
	Emotional regulation under classroom pressure	<p>21. I can regulate my emotions and sustain focus during unanticipated classroom challenges</p> <p>22. When facing challenges in the teaching process, I make efforts to find solutions so that learning can continue effectively.</p> <p>23. I find it difficult to maintain focus when dealing with unexpected classroom conditions.</p>				
	Adaptability and problem-solving in teaching challenges	<p>24. I can adapt when unexpected changes occur during the instructional process.</p> <p>25. I am overwhelmed when I have to teach under time pressure.</p>				
To assess Technological Experiences	Attitude and confidence in using technology for teaching	<p>26. I believe that using technology in teaching helps me improve the efficiency and quality of learning activities.</p> <p>27. I tend to adopt new technologies earlier than my peers.</p>				

Objectives	Indicator	Items	Scoring			
			SA	A	D	SD
		28. I am able to select appropriate digital tools to support students' learning needs				
	Challenges and doubts in using technology	29. I am burdened when I have to deal with new technologies in teaching. 30. I lack of confidence in operating new technologies due to a fear of making mistakes in teaching. 31. I often worry that technical problems will arise and disrupt the learning process. 32. I tend to rely on familiar technologies rather than exploring new ones.				

## E. Validity and Reliability

### 1. Validity

The validity of an instrument refers to the extent to which the instrument used for collecting data accurately measures what is intended to measure.<sup>46</sup> A valid instrument ensures that the data collected reflects the

<sup>46</sup> Hamed Taherdoost, 'Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research', *SSRN Electronic Journal*, no. January 2016 (2018), doi:10.2139/ssrn.3205040.

actual characteristics or phenomena being studied. In this research, the validation process was conducted through several iterative stages to ensure that the final questionnaire was both valid and reliable before being used in the main data collection.

The questionnaire underwent expert validation and three try-outs with 20 respondents. The first try-out revealed that five items did not meet the validity criteria, and revisions were made accordingly. The second try-out indicated that the instrument still did not fully meet the validity criteria, and further revisions were made. The third try-out confirmed that all 32 items were valid, with  $r$  count values exceeding the  $r$  table value of 0.444. This process of expert validation, revision, try-out, and statistical analysis ensured that the questionnaire was valid and reliable prior to the main data collection.

To determine whether each item is valid, the  $r$ -count ( $r_o$ ) is compared to the  $r$ -table value at a significance level of 5%. If  $r$ -count  $>$   $r$ -table, the item is considered valid. Conversely, if  $r$ -count  $<$   $r$ -table, the item is considered not valid and may be revised or removed. The detailed results of the item validity test for each questionnaire item are presented in the appendices.

## **2. Reliability**

Reliability refers to the extent to which an instrument consistently measures a particular concept. A reliable instrument produces stable and consistent results when administered under similar conditions. In this study, the reliability of the questionnaire will be assessed using Cronbach's Alpha,

which evaluates the internal consistency of the items within each construct. The analysis will be conducted using SPSS (Statistical Package for the Social Sciences) to calculate the Cronbach's Alpha coefficient for each item group. To interpret the results of the reliability analysis, this study adopts the criteria described by George and Mallery (2003), which can be seen in table below.<sup>47</sup>

**Table 3.5**  
**Cronbach's Alpha Values**

<b>Cronbach's Alpha</b>	<b>Interpretation</b>
$\alpha \geq 0,9$	Excellent
$0,9 > \alpha \geq 0,8$	Good
$0,8 > \alpha \geq 0,7$	Acceptable
$0,7 > \alpha \geq 0,6$	Questionable
$0,6 > \alpha \geq 0,5$	Poor
$0,5 \alpha$	Unacceptable

The reliability of the questionnaire was assessed using SPSS version 27 to determine whether the instrument met the required reliability standards.

**Table 3.6**  
**Reliability Statistics**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>0.781</b>	<b>32</b>

The reliability analysis presented in the table above showed a Cronbach's Alpha value of 0.781, which falls within the acceptable range of reliability.

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<sup>47</sup> Paul Mallery Darren George, *SPSS for Windows Step by Step: A Simple Guide and Reference, 11.0 Update* (Allyn & Bacon, 2003).

## F. Techniques of Data Analysis

This research applied a descriptive quantitative approach in the form of an ex post facto study. The data were collected through a closed-ended questionnaire and analyzed using a Likert scale, which is commonly used to measure attitudes, opinions, and perceptions toward a particular object. In the scoring process, the researcher counted the number of respondents who selected each response category for every item on the questionnaire.

After collecting the responses through Google Form, the researcher analyzed the data using descriptive percentage analysis. The first step was to count the frequency (F) of responses for each category in every item. The percentage of responses was then calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentages Questionnaire

F = Total Frequency each item

N = Number of Respondents<sup>48</sup>

In interpreting the results, the researcher focused on responses indicating experiencing. For positive statements, the categories of Agree and Strongly Agree were categorized as experiencing. For negative statements, Disagree and Strongly Disagree were categorized as experiencing.

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<sup>48</sup> Anas Sudijono, *PENDIDIKAN- STATISIK* (RajaGrafindo Persada, 2008).

Furthermore, the percentage of each indicator was calculated by averaging the percentages of the items under the same indicator. The percentage of each aspect was then obtained by averaging the percentages of its indicators. This procedure was used to describe the overall teaching experiences of pre-service English teachers across different aspects.

The final step in the data analysis involved interpreting the percentages into positive and negative response categories.<sup>49</sup> This interpretation was based on the tendencies of the results, where higher percentages indicate a positive response tendency, while lower percentages indicate a negative response tendency.

<b>Negative</b>	<b>Positive</b>
<b>10 – 50%</b>	<b>60-100%</b>

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<sup>49</sup> MAHMUD, *SKALA PENGUKURAN VARIABEL-VARIABEL PENELITIAN PENDIDIKAN AGAMA ISLAM Ite* (YAYASAN PENDIDIKAN ULUWIYAH, 2022).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter reports the findings of the study based on questionnaire data, which describe the experiences of pre-service English teachers during the teaching practicum. The chapter is organized into two sections: findings and research discussion.

#### **A. Research Findings**

The findings of this research were obtained from an analysis of a questionnaire distributed through Google Forms to 31 seventh-semester students enrolled in the English Tadris Study Program at IAIN Curup, conducted immediately after they completed their teaching practicum. The questionnaire consisted of 32 items aimed at assessing pre-service English teachers' experiences in applying teaching during the practicum, covering four dimensions: cognitive, pedagogical, psychological, and technological experiences. The data were collected in December 2025 and analyzed using descriptive statistical methods, including frequency, percentage, and average scores, to describe the extent of pre-service English teachers' experiences based on the established interpretation criteria.

The results obtained from the questionnaire are presented and explained in the data below, providing an overview of pre-service English teachers' experiences during the teaching practicum.

**Table 4.1**  
**Summary of Pre-Service English Teachers' Experiences in Applying**  
**Teaching Practicum**

No	Aspect	Indicator	Percentage (%)	Self-perceived Experiences	Percentages of Experiences
1.	Cognitive	1. Consideration of Students' Individual Differences in Instructional Planning	88,2%	<i>Positive</i>	<b>81%</b>
		2. Understanding of curriculum goals and subject matter	64,5%		
		3. Knowledge of instructional models, classroom management principles, and assessment methods	90,3%		
2.	Psychological	1. Confidence in instructional decision-making	83,9%	<i>Positive</i>	<b>78,4%</b>
		2. Emotional regulation under classroom pressure	79,6%		
		3. Adaptability and problem-solving in teaching challenges	71%		
3.	Pedagogical	1. Alignment of lesson planning with curriculum goals and students' learning needs	95,2%	<i>Positive</i>	<b>68,7%</b>
		2. Clarity and adaptability in delivering lesson content to meet diverse student needs	78,5%		
		3. Establishment of a positive and engaging classroom atmosphere that encourages participation	77,4%		

No	Aspect	Indicator	Percentages %	Self-perceived Experiences	Percentages of Experiences
		4. Organization of classroom space and management of student behavior to support effective learning	51,6%		
		5. Use of formative and summative assessments to monitor and improve student learning	58%		
		6. Reflection on teaching practices for continuous improvement	51,6%		
4.	Technological	1. Confidence in instructional decision-making	90,3%	<b>Positive</b>	<b>68,1%</b>
		2. Adaptability and problem-solving in teaching challenges	46%		

This research revealed that within the experiences of pre-service English teachers were in positive category. The cognitive aspect showed the highest percentage at 81%, reflecting a positive experience in understanding teaching practice in classroom and school contexts. The psychological aspect, represented through self-efficacy, obtained a percentage 78.4%, demonstrating a positive tendency in self-confidence in teaching. The pedagogical (68.8%) and technological aspects (68.1%) showed relatively similar percentages and were the lowest among the four aspects, although both remained within the positive category. Overall, these findings suggest that pre-service teachers reported generally positive experiences across all aspects of teaching implementation during their teaching practicum.

## B. Research Discussion

The findings show that pre-service English teachers' experiences in applying teaching practicum were positive across all aspects. However, variations in achievement among the aspects indicate differences in the levels of readiness and teaching experience. Therefore, this discussion section focuses on analyzing and interpreting the research results to describe the emerging patterns.

The cognitive aspect demonstrates the highest attainment, with a total score of 81%, which is classified into a positive category. This finding suggests that the majority of pre-service English teachers possess a strong cognitive foundation in understanding students, the curriculum, and teaching methods within classroom and school practice. This result aligns with Darling-Hammond's view that effective teaching requires strong content knowledge, pedagogical understanding, and responsiveness to learners and curriculum demands, which were demonstrated in the instructional decisions and classroom practices of pre-service teachers during teaching practicum.<sup>50</sup> Such attainment underscores the critical role of cognitive experiences as a determining factor in shaping effective teaching practice at the pre-service level.

*Knowledge of instructional models, classroom management principles, and assessment methods* indicator demonstrated the highest percentage (90.3%), indicating exceptional confidence in pedagogical knowledge. Similar

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<sup>50</sup> John Bransford Linda Darling-Hammond, *PREPARING TEACHERS FOR A CHANGING WORLD: WHAT TEACHER SHOULD LEARN AND BE ABLE TO DO*, 1st edn (Jossey Bass, 2005).

findings were reported by Siti Aimah, who found that guided microteaching significantly enhanced pre-service English teachers' pedagogical content knowledge.<sup>51</sup> Her research showed that structured teaching practice combined with intensive feedback contributed to substantial development in pedagogical competence.

In the English Tadris program, pre-service teachers engaged in structured microteaching sessions in which they repeatedly practiced various instructional approaches, including Presentation–Practice–Production, Task-Based Language Teaching, and Communicative Language Teaching. Through lesson planning, classroom management practice, and assessment design under lecturer supervision, they received continuous feedback that helped transform theoretical understanding into practical competence.

This overall result was also strongly influenced by the indicator *Consideration of Students' Individual Differences in Instructional Planning* (88,2%), indicating that pre-service English teachers demonstrate strong awareness of the importance of addressing students' diverse needs in their lesson planning. This suggests a student-centered orientation in their instructional planning process. A similar perspective is highlighted in the study conducted by Altun and Nayman, which found that teachers generally define differentiated instruction as adapting content, materials, and learning processes

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<sup>51</sup> Pedagogika Journal, 'BUKTI KORESPONDENSI ARTIKEL JURNAL " Microteaching Guided by an Expert Secondary English Teacher: The Effect on Pre- Service English Teachers' Pedagogical Content Knowledge "', 139.3 (2020), pp. 111–35.

to accommodate student diversity.<sup>52</sup> Although their study involved in-service teachers, the emphasis on responding to diverse learner needs parallels the present findings. Therefore, the high percentage in this study reflects a strong conceptual understanding of learner diversity at the cognitive level.

Observations conducted in the English Tadrıs Program revealed an instance in which a pre-service teacher faced challenges during the teaching practicum, as reported by school stakeholders and supervising teachers. This case supports the finding that the indicator of *understanding curriculum goals and subject matter* scored relatively lower (64.5%) in the cognitive aspect. It illustrates that, although pre-service teachers may be confident in delivering subject content, integrating curriculum objectives into lesson planning and classroom instruction remains a challenge.

Overall, the findings within the cognitive aspect indicate that pre-service English teachers demonstrate a strong conceptual foundation, particularly in instructional models and learner diversity. However, the comparatively lower score in curriculum alignment suggests that while theoretical knowledge is well developed, its systematic integration into curriculum-based instructional planning still requires reinforcement. These results highlight both the strengths and areas for further improvement within the cognitive dimension of teacher readiness.

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<sup>52</sup> Hüma Nayman and Sertel Altun, 'Advances in Language and Literary Studies What Are Teachers ' and Students ' Views of the Learning-Teaching Process ? A Study on Turkish Language and Literature', no. c (2021), pp. 28–38.

The pedagogical experience aspect, which reflects pre-service teachers' abilities in planning, implementing, managing, and evaluating classroom teaching, scored 68.7%. Although categorized as positive, this result suggests that theoretical pedagogical understanding has not been optimally translated into consistent and effective classroom practice. In relation to Kyriacou's framework of essential teaching competencies, the present finding implies that while pre-service teachers demonstrate foundational competence across these domains, the capacity to integrate and apply them cohesively in classroom contexts requires further development.<sup>53</sup>

This observation is further supported by Rosemary Brien's study on pre-service mathematics teachers which indicated that, despite solid theoretical knowledge, pre-service teachers frequently encountered difficulties in applying pedagogical strategies, particularly when navigating diverse learner needs.<sup>54</sup> Overall, these findings underline the need for immersive and mentored teaching opportunities to strengthen pre-service teachers' ability to apply pedagogical knowledge in real classrooms.

Among all the indicators assessed, the *alignment of lesson planning with curriculum goals and students' learning needs* emerged as the strongest area, achieving the highest score of 95.2%, showing that pre-service teachers in the English Tadris program can effectively prepare lessons that address both curriculum objectives and learners' needs. This result aligns with Fitzsimons et

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<sup>53</sup> Chris Kyriacou, 'Effective Teaching in Schools Theory and Practice', 2009.

<sup>54</sup> Rosemary Brien, 'Reflecting on Reflections of Pre-Service Teachers ' Application of Theory in Practice', no. 100 (2025).

al., who reported significant improvement in pre-service teachers' professional competencies during the later stages of Initial Teacher Education (ITE). Their study highlights that teaching competence develops progressively through structured practicum experiences and mentor guidance. Similarly, the high score in curriculum alignment found in this study suggests that practical experiences enable pre-service teachers to translate curriculum objectives into well-structured lesson plans that address students' learning needs.

While pre-service teachers demonstrated strong competence in aligning lesson plans with curriculum goals, their performance in *organization of classroom space and management of student behavior to support effective learning* was 51.6% revealing notable challenges. They demonstrate sufficient content knowledge, their general pedagogical skills, particularly in classroom management, remain underdeveloped. This is consistent with findings by Street et al., who reported that that first-year pre-service teachers often struggle with classroom organization and instructional support.<sup>55</sup> Furthermore, Street et al. found that cognitive overload experienced by novice teachers, who often focus heavily on "what to teach" (the content), leaves less capacity for managing student behavior effectively. These findings emphasize the importance of structured, supervised practice and targeted interventions to enhance pre-service teachers' general pedagogical knowledge and classroom management competence.

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<sup>55</sup> Karin E S Street and others, 'Classroom Management for First-Year Pre-Service Teachers : What Is Difficult and Why ?', 168. April (2025).

In addition to challenges in classroom management, pre-service teachers also scored 51.6% on the indicator of *reflection on teaching practices for continuous improvement*, indicating that reflective practices have not been fully implemented. Reflection is a critical component of professional development, as it enables teachers to evaluate instructional strategies, student responses, and lesson outcomes to inform future teaching decisions.<sup>56</sup> The low score in this area suggests that pre-service teachers may require structured guidance, including mentor feedback, reflective journals, and peer discussion, to develop effective reflective habits. Strengthening reflective practice not only supports improvements in lesson planning and classroom management but also fosters deeper pedagogical awareness and professional growth.

The indicators of *clarity and adaptability in delivering lesson content to meet diverse student needs* (78.5%) and *establishment of a positive and engaging classroom atmosphere that encourages participation* (77.4%) suggest that pre-service teachers in the English Tadris program demonstrate a moderate level of pedagogical competence. Despite these positive scores, challenges remain in consistently adapting instructional strategies to address diverse learner needs and maintaining sustained student engagement. From Shulman's perspective, effective teaching requires strong pedagogical content knowledge, which enables teachers to present lesson material clearly while adjusting instructional methods to match learners' abilities and classroom context.<sup>57</sup> This

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<sup>56</sup> Harmer, *The Practice of English Language Teaching*.

<sup>57</sup> Lee S. Shulman, 'Knowledge and Teaching: Foundations of the New Reform', *Harvard Educational Review*, 3.1 (1987).

framework emphasizes that pre-service teachers must integrate content knowledge with appropriate teaching strategies to foster a supportive and engaging learning environment. The moderate attainment in these indicators therefore reflects that, although pre-service teachers possess theoretical understanding of pedagogical principles, translating this knowledge into consistent and effective classroom practice still requires reinforcement through guided, mentored teaching experiences.

The indicator of *use of formative and summative assessment to monitor and improve student learning* scored 58%, indicating moderate proficiency among pre-service teachers in the English Tadris program. This suggests that while they possess theoretical knowledge of assessment principles, translating this understanding into consistent classroom practice remains challenging. This observation is further supported by the study of Aisyah et al., which found that students often struggle to implement formative assessments effectively, and that feedback and structured tasks still require improvement to enhance learning outcomes.<sup>58</sup> These findings underline the need for continued practice-based and mentor-supported opportunities that allow pre-service teachers to develop practical competence in using assessment as a tool for guiding learning and improving student performance.

In summary, pre-service teachers in the English Tadris program demonstrate strong skills in lesson planning, moderate performance in content

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<sup>58</sup> Samsi setiadi Aisyah, Muchlas Suseno, 'EXPLORING PRE-SERVICE ENGLISH TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF ASSESSMENT FOR LEARNING IN INTENSIVE READING INSTRUCTION', *International Seminar on Humanity, Education, and Language*, 1.July (2025).

delivery, classroom climate, and assessment, and lower performance in classroom management and reflection. These results indicate that while they understand pedagogical theory, applying it consistently in practice is still challenging.

Next, this study examines pre-service teachers' psychological experiences. The findings show that pre-service English teachers scored 78.4% on psychological experiences indicating a generally positive tendency in managing classroom tasks and making instructional decisions. This finding aligns with Bandura's which conceptualizes psychological experiences as individuals' beliefs in their capability to organize and execute the actions necessary to achieve specific goals.<sup>59</sup> Similarly, Dwijayanti et al., the high level of self-efficacy among pre-service teachers is strongly influenced by teaching practicum experiences, personal traits, practical skills, and classroom context.<sup>60</sup> These findings suggest that practical, hands-on teaching experiences are essential in developing pre-service teachers' confidence and readiness, highlighting the critical role of practicum in preparing them for real classroom challenges.

The indicator of *confidence in instructional decision-making* scored as the highest 83.9%, indicating that pre-service teachers in the English Tadris program generally feel self-assured in selecting instructional strategies and making real-time professional decisions in the classroom. This finding is

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<sup>59</sup> Bandura, *Self-Efficacy-The-Exercise-of-Control*.

<sup>60</sup> Julia Dwijayanti and others, 'Exploring Self-Efficacy Faced by Pre-Service English Teachers in Teaching Practicum : A Case Study on Kampus Mengajar Program', 4.December 2024 (2025), pp. 123–34.

supported by Min Jeong whose study on pre-service teachers found that higher teacher efficacy was associated with greater confidence in professional decision-making during practicum.<sup>61</sup> These results suggest that pre-service teachers' confidence in instructional decision-making can be strengthened through practical teaching experiences.

Building on this foundation of confidence, the next indicator examines *emotional regulation under classroom pressure* scored 71%, indicating that pre-service teachers in the English Tadris program demonstrate moderate proficiency in managing their emotions when faced with classroom challenges. This is supported by Phan Nhat Hao, whose study on Vietnamese pre-service EFL teachers found that participants faced uncertainty, role overload, and conflicts in professional identity during their teaching practicum.<sup>62</sup> To manage these challenges, the teachers employed strategies such as self-improvement, communication with mentors and peers, and cognitive reframing. These approaches helped sustain motivation, build resilience, and strengthen professional identity. This suggests that emotional regulation is a vital component of psychological readiness, and that guided support and reflective practice are essential in enhancing pre-service teachers' capacity to handle classroom pressures effectively.

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<sup>61</sup> Kim Min Jeong, 'Verifying the Impact of Department and Major Satisfaction and Teacher Efficacy on the Career Aspiration of Pre-Service Early Childhood Teacher : Focusing on the Mediating Effect of Teacher', 10.5 (2024), pp. 41–52.

<sup>62</sup> Phan Nhat Hao, "' Resilience Fosters Sustainability !': Exploring Vietnamese Pre-Service EFL Teachers ' Emotional Experiences in a School-Based Teaching Practicum from the Lens of Resilience Theory', 1011 (2025).

The last indicator within this aspect, *adaptability and problem-solving in addressing teaching challenges*. This indicator scored 79.6%, indicating that pre-service teachers in the English Tadris program are generally capable of adjusting their instructional strategies and addressing classroom problems effectively. Despite this relatively high score, challenges such as student diversity, unexpected classroom situations, and limited teaching experience still demand flexible responses. This is supported by Hartono et al., who found that Indonesian pre-service English teachers with high English-speaking self-efficacy could handle teaching tasks confidently, but still faced difficulties related to language use, classroom anxiety, and contextual constraints.<sup>63</sup> These findings suggest that while pre-service teachers possess a solid foundation for problem-solving, continued mentorship and guided practical experiences are necessary to strengthen their adaptability and overall instructional competence.

In conclusion, pre-service teachers in the English Tadris program show positive psychological readiness, with strong confidence and adaptability. However, moderate emotional regulation suggests they still need support. Guided practicum, mentoring, and reflective practices are important to help them become more prepared and effective in the classroom.

As the final aspect in this study, the technological aspect examines pre-service English teachers' experiences in utilizing digital tools for instructional purposes. The overall score of 68% places this aspect within the positive

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<sup>63</sup> Hartono Hartono, Nani Hidayati, and Wiyaka Wiyaka, 'Pre- Service English Teachers ' Motivation to Pursue a Career in Teaching Viewed from Speaking Self-Efficacy', 12.1 (2023), doi:10.11591/ijere.v12i1.23358.

category, though it is the lowest among the four aspects studied. According to Parasuraman's Technology Readiness Index, technological experiences are influenced by enablers and inhibitors. The disparity between these indicators suggests that while pre-service teachers generally show optimism and willingness to adopt new technologies, some still experience discomfort or insecurity. This highlights the need for targeted training and practical experience to strengthen positive orientations and reduce hesitation in technology integration during teaching practice.

The highest achievement within the attitude and confidence in using technology for teaching indicator was 90.3%. This finding aligns with the TPACK framework by Mishra and Koehler, which highlights the integration of technological, pedagogical, and content knowledge as essential for effective instruction.<sup>64</sup> The high score suggests that pre-service English teachers have a strong conceptual understanding of the role of technology in teaching, even if this understanding has not yet been fully applied consistently in classroom practice. Based on this perspective, the high achievement on this indicator suggests that pre-service English teachers possess a strong conceptual readiness to recognize the value of technology in teaching, even though this readiness may not yet be fully translated into consistent classroom practice.

In contrast, the *adaptability and problem-solving in teaching challenges* indicator demonstrates a considerably lower achievement at 46%, revealing

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<sup>64</sup> Mishra and Matthew J. Koehler, 'Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge', *Teachers College Record: The Voice of Scholarship in Education*, 108.6 (2006), pp. 1017–54, doi:10.1177/016146810610800610.

psychological and technical barriers in technology implementation. Jordan et.al similarly noted that pre-service teachers identified lack of in-service training, limited technical support, and insufficient hardware as key barriers to successful ICT integration.<sup>65</sup> Consequently, psychological technical barriers continue to limit their willingness to experiment with unfamiliar digital tools in teaching contexts.

The substantial gap between enablers (90.3%) and inhibitors (46%) suggests that although pre-service English teachers hold positive attitudes toward technology, psychological and technical barriers continue to hinder actual implementation in teaching practice. This disparity further indicates that technological knowledge within the TPACK framework has not been optimally integrated with pedagogical knowledge and content knowledge in real learning contexts. Therefore, strengthening hands-on experience and providing structured guidance in educational technology use remain essential to enhance consistency and confidence in effectively integrating technology into classroom instruction.

Analysis of the four aspects reveals that although all fall within the positive category, they exhibit notable variations in achievement levels. This pattern indicates that pre-service teachers' development is largely shaped by teaching experience during the practicum. The variations in results across

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<sup>65</sup> Robert P Jordan, Minerva E Sañosa, and Jerson M Caotivo, 'International Journal of Research Publication and Reviews Barriers to the Successful Integration of Information and Communication Technology ( ICT ) in Teaching as Perceived by Pre- Service Teachers of Biliran Province State University-Naval , Biliran Phi', 2.11 (2021), pp. 850–58.

aspects suggest that direct classroom experience plays a critical role in developing pedagogical competence, classroom management capabilities, and reflective practices. Thus, experience serves as a key factor bridging theoretical understanding and practical teaching implementation in authentic classroom contexts.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides the conclusions drawn from the findings and discussion of the study, followed by suggestions based on these conclusions.

#### A. Conclusion

This research investigates the teaching experiences of pre-service English teachers during the teaching practicum based on four aspects: cognitive, pedagogical, psychological, and technological. Based on data from 31 students of the English Tadris Study Program, the findings indicate that all four aspects fall within the positive category, with variation in performance levels.

First, regarding the cognitive aspect, the findings indicate the highest score, reflecting a strong foundation in understanding students' characteristics and pedagogical practices. However, a gap remains between conceptual understanding and consistent implementation, particularly in aligning learning activities with curriculum goals.

Second Pedagogical aspect showed variation across indicators. Competence in lesson planning and assessment was strong, whereas hands-on classroom skills such as classroom management, reflective teaching, and adapting strategies to student needs were less developed.

Third psychological aspect, demonstrates positive self-efficacy, particularly in strong problem-solving skills. Nevertheless, nearly half of pre-service English teachers still face difficulties in maintaining focus when

confronted with unexpected classroom situations and time pressure, highlighting the need for enhanced emotional regulation

Fourth, the technological aspect shows the lowest level of attainment, marked a gap between beliefs in the benefits of technology and its actual implementation in teaching. Psychological barriers, particularly discomfort and anxiety related to potential technical problems, limit pre-service English teachers' willingness to explore and integrate new technologies into classroom practice.

## **B. Suggestion**

In accordance with the results of this study, the researcher offers several suggestions that are expected to be useful for relevant parties.

### **1. For Pre-service teachers**

Pre-service teachers are expected to maximize teaching practicum experiences to enhance hands-on teaching skills, particularly in classroom management, reflective practice, emotional regulation, and the adaption of instructional strategies to students' need. Furthermore, increased confidence in exploring and integrating educational technologies into the teaching and learning process.

### **2. For Lecturers**

Lecturers are suggested to provide more intensive guidance and reflective support during the teaching practicum, particularly in developing classroom management skills, emotional regulation,

pedagogical adaptability. Additionally, structured opportunities to practice technology integration should be emphasized,

### 3. For Other Researcher

Future researchers are encouraged to employ diverse research design and incorporate classroom observation data to gain a more comprehensive understanding of pre-service teachers' teaching experiences during the teaching practicum.

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# **A P P E N D I C E S**

**APPENDIX 1**  
**BLUEPRINT OF QUESTIONNAIRE-VALIDATED**

~~Blue Print~~ Blueprint of Questionnaires

Aspect of Readiness	Indicator	Item	Statement
<p style="text-align: center;"><b>Cognitive</b></p> <p style="text-align: center;"><i>“Effective teachers possess understand how students learn in social and cultural contexts, and can design and implement instruction that aligns curriculum content with educational goals and adapts to classroom and school practices.” (Darling-Hammond &amp; Bransford, 2005, p. 478)</i></p> <p style="text-align: center;">Darling-Hammond and John Bransford (eds.), <i>“Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do”</i> (San Francisco, CA: Jossey-Bass, An Imprint of Wiley, 2005 ISBN 978-0-7879-7464-0)</p>	<ol style="list-style-type: none"> <li>1. Knowledge of learners and learning in social context.</li> <li>2. Conceptions of Curriculum content and goals.</li> <li>3. <del>An</del> <u>Understanding</u> of teaching in <u>light of relation to</u> classroom and school practices.</li> </ol>	<p><b>Questions number 1-3</b></p> <p><b>Questions number 4-5</b></p> <p><b>Questions number 6-7</b></p>	<ol style="list-style-type: none"> <li>1. I understand that students’ social and cultural backgrounds <del>shape</del> <u>influence how they learn and interact in the classroom.</u></li> <li>2. I <del>am not aware that learners have different</del> <u>rarely consider students’ diverse needs and abilities that influence their learning process, or backgrounds when planning instruction. (Reverse item)</u></li> <li>3. I <del>am able to</del> <u>can</u> design learning <del>activities</del> <u>experiences</u> that are inclusive and responsive to students’ <del>diverse</del> <u>varied</u> needs, abilities, and backgrounds.</li> <li>4. I <del>have difficulty aligning</del> <u>find it difficult to align</u> my teaching with <del>the</del> curriculum goals <del>to ensure coherence between subject content</del> and learning objectives. <u>(Reverse item)</u></li> <li>5. I am able to represent and deliver subject matter in a clear, logical, and accessible way for students.</li> <li>6. I possess knowledge of various teaching strategies and assessment practices that support student learning.</li> <li>7. I am able to identify appropriate teaching strategies, classroom management approaches, and assessment methods that support student learning.</li> </ol>

<p style="text-align: center;"><b>Pedagogical</b></p> <p>“Kyriacou (1996, p. 23) states the following “<i>essential teaching skills’ areas: planning and preparation; lesson presentation; lesson management; classroom climate; discipline; assessing pupils’ progress; reflection and evaluation.</i>”</p> <p>Chris Kyriacou, <i>Effective Teaching in Schools</i> (Cheltenham: Nelson Thornes Ltd, 2009; first published 1997 by Stanley Thornes ISBN 978-1-4085-0423-9.</p>	<ol style="list-style-type: none"> <li>1. Planning and Preparation</li> <li>2. Content Delivery</li> <li>3. Classroom Environment</li> <li>4. Classroom Management</li> <li>5. Assessment of Student learning</li> <li>6. Reflection and Evaluation</li> </ol>	<p><b>Questions number 8-9</b>  <b>Questions number 10-12</b>  <b>Questions number 13-14</b>  <b>Questions number 15-16</b>  <b>Questions number 16-17-18</b></p> <p><b>Questions number 19-18</b></p>	<ol style="list-style-type: none"> <li>8. <del>After taking the Instructional Planning course,</del> I am able to design lesson plans that align with <u>the curriculum</u> learning objectives <del>stated in the curriculum</del> <u>and students’ learning needs.</u></li> <li>9. <del>After completing the TEFL course, I am able to</del> <u>I can</u> select and adapt <del>appropriate</del> <u>learning instructional</u> materials that <u>suit match</u> students’ proficiency levels and support the <del>achievement of</del> lesson objectives.</li> <li>10. <del>I recognize that I can plan explanations of subject</del> <u>I can explain lesson</u> content clearly and logically <del>for so that</del> students, <del>based on my coursework and training</del> <u>can understand the key concepts.</u></li> <li>11. <del>Adjusting</del> <u>I find it challenging to adjust</u> my teaching strategies to <del>suit</del> <u>all students’</u> <del>address the diverse</del> learning needs <del>seems challenging to me. of students.</del> <u>(Reverse item)</u></li> <li>12. <del>I demonstrate readiness</del> <u>I am able</u> to facilitate lessons that <del>promote students’</del> <u>active engagement by using</u> <u>actively engage students</u> through varied <del>teaching instructional</del> strategies and <del>opportunities for interaction</del> <u>interactions.</u></li> <li>13. I can <del>implement classroom management strategies that maintain</del> <u>create and sustain</u> a positive <del>and</del> <u>motivating learning,</u> <u>and supportive classroom</u> atmosphere.</li> </ol>
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|  |  |  | <p>14. I find it <del>challenging</del><u>difficult</u> to <del>create</del><u>establish</u> a <del>learning atmosphere</del><u>classroom climate</u> that encourages students' participation. (<u>Reverse item</u>)</p> <p>15. <del>It is</del><u>I find it</u> difficult <del>for me</del> to organize classroom space <u>and manage student behaviour</u> to support learning <del>and manage student behavior</del>. (<u>Reverse item</u>)</p> <p>16. <del>After completing the Classroom Management course,</del> I am able to <u>arrange classroom space strategically to support learning and manage student behavior effectively</u>.</p> <p>17. <del>16. Using the concepts learned in the Educational Assessment course,</del> I am able to <u>implement design and use</u> formative and summative assessments to evaluate students' learning <u>progress</u> and adjust <del>my teaching</del><u>instruction</u> accordingly.</p> <p>18. <del>17. I can reflect on my teaching practices to identify specific areas for that need improvement and plan adjustments accordingly.</del> <u>concrete steps for enhancement.</u></p> <p>19. <del>18. I find it difficult to use the results of self-reflection results to inform make meaningful changes in my teaching approach and enhance student learning.</del> (<u>Reverse item</u>)</p> |
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<p style="text-align: center;"><b>Psychological</b></p> <p><i>“Perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments.”</i></p> <p>Bandura, Albert. Self-Efficacy: <i>“The Exercise of Control.”</i> Illustrated reprint ed. Worth Publishers, 1997. ISBN 0716728508.</p>	<p>1. Self-efficacy</p>	<p><b>Questions number <del>20-22</del>19-21</b></p>	<p><del>20.</del>19. In situations where unexpected teaching responsibilities arise, I am <del>able</del><u>confident in my ability</u> to make decisions that support effective learning.</p> <p><del>21.</del>20. I find it difficult to apply strategies <del>to</del><u>that</u> ensure students’ understanding <del>in</del><u>when facing challenging</u> classroom situations. <i>(Reverse item)</i></p> <p><del>22.</del>21. When instructional decisions are required, I <del>can</del><u>am able to</u> make appropriate choices independently <u>and confidently</u>.</p>
<p style="text-align: center;"><b>Technological</b></p> <p><i>‘Technology readiness refers to an individual’s tendency to embrace and use new technologies to achieve goals in both personal and work contexts. It reflects a mental state shaped by enablers and inhibitors that influence the willingness to adopt new technology.’</i></p> <p>A., Parasuraman, ‘Technology Readiness Index (TRI): A Multipleitem Scale To Measure Readiness To Embrace New Technologies’, <i>Journal Of</i></p>	<p>1. Enablers 2. Inhibitors</p>	<p><b>Questions number <del>22-23-24</del></b> <b>Questions number <del>24-25-26</del></b></p>	<p><del>23.</del>22. <del>In classroom activities</del><u>I believe</u> that <del>involveusing</del> technology, <del>I consider myself able to use digital tools to manage in</del> <u>teaching helps me improve the classroom effectively</u> <u>efficiency and quality of learning activities</u>.</p> <p><del>24.</del> <del>As I encounter</del><u>When</u> new educational technologies <u>emerge</u>, I <del>actively</del><u>am eager to</u> explore and <del>apply</del><u>integrate</u> them <del>to</del> <u>support</u><u>into</u> my teaching.</p> <p><del>25.</del>23. <del>Using unfamiliar teaching technologies may cause discomfort due to my limited technical skills</del><u>practices</u>.</p> <p><del>24.</del> I <del>anticipate possible</del><u>feel uneasy using new digital tools in teaching because I am not fully confident in my</u> technical <del>issues</del><u>abilities</u>. <i>(Reverse item)</i></p>

*Service Research,*  
2:307.May (2000)

~~26.~~25. I often worry that technical problems may occur during lessons and plan ways to ensure teaching activities run smoothly. disrupt the learning process. (Reverse item)

**APPENDIX 2**  
**QUESTIONNAIRES FROM THE TRY OUT**

### Blueprint of Try Out Instrument 3

#### Try Out 3 (FIX)

#### Blueprint of Questionnaires

Aspect of Experiences	Indicator	Item	Statement
<p><b>Cognitive</b></p> <p><i>“Effective teachers possess understand how students learn in social and cultural contexts, and can design and implement instruction that aligns curriculum content with educational goals and adapts to classroom and school practices.” (Darling-Hammond &amp; Bransford, 2005, p. 478)</i></p> <p>Darling-Hammond and John Bransford (eds.), <i>“Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do”</i> (San</p>	<ol style="list-style-type: none"> <li>1. Consideration of Students’ Individual Differences in Instructional Planning</li> <li>2. Alignment of teaching with curriculum goals and clarity in delivering subject matter</li> <li>3. Knowledge of instructional models, classroom management principles, and assessment methods.</li> </ol>	<p><b>Questions number 1-3</b></p> <p><b>Questions number 4-5</b></p> <p><b>Questions number 6-7</b></p>	<ol style="list-style-type: none"> <li>1. I understand that students’ social and cultural backgrounds influence how they learn and interact in the classroom. (<i>I consider students’ social and cultural backgrounds when planning learning activities.</i>)</li> <li>2. I rarely consider students’ diverse needs, abilities, or backgrounds when planning instruction. (<b>Reverse item</b>)</li> <li>3. I can design learning experiences that are inclusive and responsive to students’ varied needs, abilities, and backgrounds.</li> <li>4. I find it difficult to align my teaching with curriculum goals and learning objectives. (<b>Reverse item</b>)</li> <li>5. I am able to represent and deliver subject matter in a clear, logical, and accessible way for students.</li> </ol>

<p>Francisco, CA: Jossey-Bass, An Imprint of Wiley, 2005 ISBN 978-0-7879-7464-0</p>			<p>6. I possess knowledge of various teaching strategies and assessment practices that support student learning. (<i>I possess knowledge of various instructional models as well as the basic principles of classroom management and effective assessment.</i>)</p> <p>7. I am able to identify appropriate teaching strategies, classroom management approaches, and assessment methods that support student learning.</p>
<p><b>Pedagogical</b></p> <p>“Kyriacou (1996, p. 23) states the following “<i>essential teaching skills’ areas: planning and preparation; lesson presentation; lesson management; classroom climate; discipline; assessing pupils’ progress; reflection and evaluation.</i>”</p> <p>Chris Kyriacou, <i>Effective Teaching in Schools</i> (Cheltenham: Nelson Thornes</p>	<ol style="list-style-type: none"> <li>1. Alignment of lesson planning with curriculum goals and students’ learning needs</li> <li>2. Clarity and adaptability in delivering lesson content to meet diverse student needs</li> <li>3. Establishment of a positive and engaging classroom atmosphere that encourages participation</li> <li>4. Organization of classroom space and management of student behavior to support effective learning</li> </ol>	<p><b>Questions number 8-9</b></p> <p><b>Questions number 10-12</b></p> <p><b>Questions number 13-14</b></p> <p><b>Questions number 15</b></p> <p><b>Questions number 16-17</b></p>	<ol style="list-style-type: none"> <li>8. I am able to design lesson plans that align with curriculum learning objectives and students’ learning needs.</li> <li>9. I can select and adapt instructional materials that match students’ proficiency levels and support the lesson objectives.</li> <li>10. I can explain lesson content clearly and logically so that students can understand the key concepts.</li> <li>11. I find it challenging to adjust my teaching strategies to address the diverse learning needs of students. (<b>Reverse item</b>) (<i>I find it difficult to adapt my teaching strategies to meet students’ different learning needs.</i>)</li> </ol>

<p>Ltd, 2009; first published 1997 by Stanley Thornes ISBN 978-1-4085-0423-9.</p>	<p>5. Use of formative and summative assessments to monitor and improve student learning</p> <p>6. Reflection on teaching practices for continuous improvement</p>	<p><b>Questions number 18</b></p>	<p>12. I am able to facilitate lessons that actively engage students through varied instructional strategies and interactions.</p> <p>13. I can create and sustain a positive, motivating, and supportive classroom atmosphere. (<i>I can promote a positive and engaging classroom atmosphere.</i>)</p> <p>14. I find it difficult to establish a classroom climate that encourages student participation. (<b>Reverse item</b>)</p> <p>15. I find it difficult to organize classroom space and manage student behaviour to support learning. (<b>Reverse item</b>)</p> <p>16. I am able to design and use formative and summative assessments to evaluate students' learning progress and adjust instruction accordingly.</p> <p>17. I can reflect on my teaching practices to identify areas that need improvement and plan concrete steps for enhancement.</p> <p>18. I find it difficult to use the results of self-reflection to make meaningful changes in my teaching approach. (<b>Reverse item</b>)</p>
<p><b>Psychological</b></p> <p><i>“Perceived self-efficacy refers to beliefs in one's capabilities to</i></p>	<p>1. Confidence in instructional decision-making</p> <p>2. Emotional regulation under classroom pressure</p>	<p><b>Questions number 19-20</b></p> <p><b>Questions number 21-23</b></p>	<p>19. In situations where unexpected teaching responsibilities arise, I am confident in my ability to make decisions that support effective learning.</p>

<p><i>organize and execute the courses of action required to produce given attainments."</i></p> <p>Bandura, Albert. Self-Efficacy: "The Exercise of Control." Illustrated reprint ed. Worth Publishers, 1997. ISBN 0716728508.</p>	<p>3. Adaptability and problem-solving in teaching challenges</p>	<p><b>Questions number 24-25</b></p>	<p>20. When instructional decisions are required, I am able to make appropriate choices independently and confidently.</p> <p>21. <i>I can regulate my emotions and sustain focus during unanticipated classroom challenges.</i></p> <p>22. <i>When facing challenges in the teaching process, I make efforts to find solutions so that learning can continue effectively.</i></p> <p>23. <i>I find it difficult to maintain focus when dealing with unexpected classroom conditions. (reverse item)</i></p> <p>24. <i>I can adapt when unexpected changes occur during the instructional process.</i></p> <p>25. <i>I am overwhelmed when I have to teach under time pressure. (reverse item)</i></p>
<p><b>Technological</b></p> <p><i>'Technology readiness refers to an individual's tendency to embrace and use new technologies to achieve goals in both personal and work contexts. It reflects a mental state shaped by enablers and inhibitors that influence the</i></p>	<p>1. Attitude and confidence in using technology for teaching</p> <p>2. Challenges and doubts in using technology</p>	<p><b>Questions number 26-28</b></p> <p><b>Questions number 29-32</b></p>	<p>26. I believe that using technology in teaching helps me improve the efficiency and quality of learning activities.</p> <p>27. I tend to adopt new technologies earlier than my peers.</p> <p>28. <i>I am able to select appropriate digital tools to support students' learning needs.</i></p> <p>29. <i>I am burdened when I have to deal with new technologies in teaching. (Reverse item)</i></p> <p>30. <i>I lack of confidence in operating new technologies due to a fear of making mistakes in teaching. . (Reverse item)</i></p>

<p><i>willingness to adopt new technology.”</i></p> <p>A., Parasuraman, ‘Technology Readiness Index (TRI): A Multipleitem Scale To Measure Readiness To Embrace New Technologies’, <i>Journal Of Service Research</i>, 2:307.May (2000)</p>			<p>31. I often worry that technical problems will arise and disrupt the learning process. (Reverse item)</p> <p>32. <i>I tend to rely on familiar technologies rather than exploring new ones. (Reverse item)</i></p>
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**Validation Notes:**

The validated version demonstrates clear improvement in: (1) Conceptual alignment with theoretical models, (2) Balanced item polarity (positive vs reverse), (3) Consistency of scale numbering and indicator grouping, and (4) Clarity and simplicity of item phrasing suitable for respondents. Thus, the validated questionnaire is ready for pilot testing or reliability testing.

Curup, November 3, 2025

Validator



Rizki Indra Guci, M.Pd.

### TRY OUT 3 (FIX)

#### Blueprint of Questionnaires

Aspect of Experiences	Indicator	Item	Statement
<p><b>Cognitive</b></p> <p><i>“Effective teachers possess understand how students learn in social and cultural contexts, and can design and implement instruction that aligns curriculum content with educational goals and adapts to classroom and school practices.” (Darling-Hammond &amp; Bransford, 2005, p. 478)</i></p> <p>Darling-Hammond and John Bransford (eds.), <i>“Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do”</i> (San Francisco, CA: Jossey-Bass, An Imprint of Wiley, 2005 ISBN 978-0-7879-7464-0)</p>	<ol style="list-style-type: none"> <li>1. Consideration of Students’ Individual Differences in Instructional Planning</li> <li>2. Alignment of teaching with curriculum goals and clarity in delivering subject matter</li> <li>3. Knowledge of instructional models, classroom management principles, and assessment methods.</li> </ol>	<p><b>Questions number 1-3</b></p> <p><b>Questions number 4-5</b></p> <p><b>Questions number 6-7</b></p>	<ol style="list-style-type: none"> <li>1. Saya memahami bahwa latar belakang sosial dan budaya siswa memengaruhi cara mereka belajar dan berinteraksi di kelas. (<i>Saya mempertimbangkan latar belakang sosial dan budaya siswa ketika merencanakan kegiatan pembelajaran</i>)</li> <li>2. Saya jarang memikirkan perbedaan kebutuhan, kemampuan, atau latar belakang siswa saat merencanakan pembelajaran.</li> <li>3. Saya dapat membuat kegiatan belajar yang inklusif dan sesuai dengan kebutuhan, kemampuan, dan latar belakang siswa.</li> <li>4. Saya sering kesulitan menyesuaikan pengajaran saya dengan tujuan dan isi kurikulum.</li> <li>5. Saya mampu menjelaskan materi pelajaran dengan cara yang jelas, logis, dan mudah dipahami siswa.</li> <li>6. Saya mengetahui berbagai strategi mengajar dan cara menilai belajar siswa. (<i>Saya memahami berbagai model pembelajaran serta prinsip dasar</i>)</li> </ol>

			<p><i>pengelolaan kelas dan penilaian yang efektif.)</i></p> <p>7. Saya dapat memilih strategi mengajar, cara mengelola kelas, dan metode penilaian yang sesuai untuk mendukung kegiatan belajar siswa.</p>
<p><b>Pedagogical</b></p> <p>“Kyriacou (1996, p. 23) states the following “<i>essential teaching skills’ areas: planning and preparation; lesson presentation; lesson management; classroom climate; discipline; assessing pupils’ progress; reflection and evaluation.</i>”</p> <p>Chris Kyriacou, <i>Effective Teaching in Schools</i> (Cheltenham: Nelson Thornes Ltd, 2009; first published 1997 by Stanley Thornes ISBN 978-1-4085-0423-9.</p>	<ol style="list-style-type: none"> <li>1. Alignment of lesson planning with curriculum goals and students’ learning needs</li> <li>2. Clarity and adaptability in delivering lesson content to meet diverse student needs</li> <li>3. Establishment of a positive and engaging classroom atmosphere that encourages participation</li> <li>4. Organization of classroom space and management of student behavior to support effective learning</li> <li>5. Use of formative and summative assessments to monitor and improve student learning</li> <li>6. Reflection on teaching practices for continuous improvement</li> </ol>	<p><b>Questions number 8-9</b></p> <p><b>Questions number 10-12</b></p> <p><b>Questions number 13-14</b></p> <p><b>Questions number 15</b></p> <p><b>Questions number 16-17</b></p> <p><b>Questions number 18</b></p>	<p>8. Saya dapat membuat rencana pelajaran yang sesuai dengan tujuan kurikulum dan kebutuhan siswa.</p> <p>9. Saya dapat memilih dan menyesuaikan bahan ajar yang cocok dengan kemampuan siswa dan tujuan pelajaran.</p> <p>10. Saya dapat menjelaskan isi pelajaran secara komprehensif sehingga siswa dapat memahami konsep utamanya.</p> <p>11. Saya kesulitan menyesuaikan cara mengajar saya agar sesuai dengan beragam kebutuhan belajar siswa. (<i>Saya kesulitan menyesuaikan strategi mengajar saya untuk memenuhi kebutuhan belajar siswa yang beragam</i>)</p> <p>12. Saya dapat membuat kegiatan belajar yang melibatkan siswa secara aktif dengan menerapkan berbagai cara mengajar.</p> <p>13. Saya dapat menciptakan suasana kelas yang positif, menyenangkan, dan mendukung siswa untuk belajar. (<i>Saya dapat mendorong terbentuknya suasana kelas yang positif dan mendorong keterlibatan siswa</i>)</p>

			<p>14. Saya sulit membangun suasana kelas yang mendorong siswa untuk aktif berpartisipasi dalam proses pembelajaran.</p> <p>15. Saya sulit menata ruang kelas dan mengatur perilaku siswa agar mendukung proses pembelajaran.</p> <p>16. Saya dapat membuat dan menggunakan penilaian untuk memantau kemajuan siswa serta menyesuaikan pengajaran sesuai hasil penilaian tersebut.</p> <p>17. Saya dapat menilai dan memperbaiki cara mengajar saya dengan mengidentifikasi hal-hal yang perlu ditingkatkan.</p> <p>18. Saya sulit memanfaatkan hasil refleksi diri untuk memperbaiki cara saya mengajar.</p>
<p><b>Psychological</b></p> <p><i>“Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments.”</i></p> <p>Bandura, Albert. Self-Efficacy: <i>“The Exercise of Control.”</i> Illustrated reprint ed. Worth</p>	<p>4. Confidence in instructional decision-making</p> <p>5. Emotional regulation under classroom pressure</p> <p>6. Adaptability and problem-solving in teaching challenges</p>	<p><b>Questions number 19-20</b></p> <p><b>Questions number 21-23</b></p> <p><b>Questions number 24-25</b></p>	<p>19. <i>Saat ada tugas mengajar yang tidak terduga, saya yakin bisa mengambil keputusan yang tepat untuk mendukung proses pembelajaran siswa.</i></p> <p>20. <i>Saya dapat membuat keputusan pengajaran secara mandiri dan percaya diri.</i></p> <p>21. <i>Saya dapat mengatur emosi saat menghadapi tantangan kelas yang tak terduga.</i></p> <p>22. <i>Ketika menghadapi hambatan dalam proses mengajar, saya berupaya mencari jalan keluar agar pembelajaran tetap berjalan.</i></p>

<p>Publishers, 1997. ISBN 0716728508.</p>			<p>23. <i>Saya sulit mempertahankan fokus ketika menghadapi kondisi kelas yang tidak terduga.</i></p> <p>24. <i>Saya mampu beradaptasi ketika terjadi perubahan mendadak dalam proses mengajar.</i></p> <p>25. <i>Saya kewalahan ketika harus mengajar dalam kondisi tekanan waktu.</i></p>
<p><b>Technological</b></p> <p><i>‘Technology readiness refers to an individual’s tendency to embrace and use new technologies to achieve goals in both personal and work contexts. It reflects a mental state shaped by enablers and inhibitors that influence the willingness to adopt new technology.’</i></p> <p>A., Parasuraman, ‘Technology Readiness Index (TRI): A Multipleitem Scale To Measure Readiness To Embrace New Technologies’, <i>Journal Of</i></p>	<ol style="list-style-type: none"> <li>1. Attitude and confidence in using technology for teaching</li> <li>2. Challenges and doubts in using technology</li> </ol>	<p><b>Questions number 26-28</b></p> <p><b>Questions number 29-32</b></p>	<p>26. Saya percaya penggunaan teknologi membantu saya meningkatkan efisiensi dan kualitas pembelajaran.</p> <p>27. Saya bersemangat mencoba dan menggunakan teknologi baru dalam mengajar. (<i>Saya cenderung menjadi orang yang mencoba teknologi baru lebih awal dibandingkan rekan saya</i>)</p> <p>28. Saya mampu memilih alat digital yang sesuai untuk mendukung kebutuhan belajar siswa</p> <p>29. <i>Saya terbebani saat harus menghadapi teknologi baru dalam pengajaran.</i></p> <p>30. Saya kurang nyaman memakai alat digital baru karena belum percaya diri dengan kemampuan teknis saya. (<i>Saya tidak yakin mengoperasikan teknologi baru karena takut melakukan kesalahan dalam mengajar.</i>)</p>

<p><i>Service Research,</i> 2:307.May (2000)</p>			<p>31. <i>Saya sering khawatir masalah teknis akan muncul dan mengganggu jalannya pembelajaran.</i></p> <p>32. <i>Saya lebih nyaman menggunakan teknologi yang sudah saya kuasai dibanding mencoba yang baru.</i></p>
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**Validation Notes:**

The validated version demonstrates clear improvement in: (1) Conceptual alignment with theoretical models, (2) Balanced item polarity (positive vs reverse), (3) Consistency of scale numbering and indicator grouping, and (4) Clarity and simplicity of item phrasing suitable for respondents. Thus, the validated questionnaire is ready for pilot testing or reliability testing.

Curup, November 3, 2025

**Validator**



**Rizki Indra Guci, M.Pd.**

**APPENDIX 3**

**RESULT OF VALIDITY AND RELIABILITY TEST**

<b>No</b>	<b>R Items</b>	<b>R Table</b>	<b>Status</b>
1	0,477	0,444	Valid
2	0,545	0,444	Valid
3	0,647	0,444	Valid
4	0,588	0,444	Valid
5	0,477	0,444	Valid
6	0,539	0,444	Valid
7	0,685	0,444	Valid
8	0,643	0,444	Valid
9	0,678	0,444	Valid
10	0,510	0,444	Valid
11	0,477	0,444	Valid
12	0,613	0,444	Valid
13	0,540	0,444	Valid
14	0,451	0,444	Valid
15	0,505	0,444	Valid
16	0,738	0,444	Valid
17	0,570	0,444	Valid
18	0,727	0,444	Valid
19.	0,875	0,444	Valid
20.	0,687	0,444	Valid
21.	0,776	0,444	Valid
22	0,746	0,444	Valid
23.	0,469	0,444	Valid
24.	0,846	0,444	Valid
25.	0,508	0,444	Valid
26.	0,525	0,444	Valid
27.	0,467	0,444	Valid
28.	0,518	0,444	Valid
29.	0,665	0,444	Valid
30.	0,691	0,444	Valid
31.	0,589	0,444	Valid
32.	0,797	0,444	Valid

## COGNITIVE ASPECT



		Correlations							
		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1 TOTAL
X1.1	Pearson Correlation	1	-.061	.676**	.042	.192	.000	.550*	.477*
	Sig. (2-tailed)		.800	.001	.860	.418	1.000	.012	.034
	N	20	20	20	20	20	20	20	20
X1.2	Pearson Correlation	-.061	1	.237	.464*	.394	.238	.000	.545*
	Sig. (2-tailed)	.800		.314	.039	.086	.312	1.000	.013
	N	20	20	20	20	20	20	20	20
X1.3	Pearson Correlation	.676**	.237	1	.355	.149	.276	.638**	.647**
	Sig. (2-tailed)	.001	.314		.125	.530	.238	.002	.002
	N	20	20	20	20	20	20	20	20
X1.4	Pearson Correlation	.042	.464*	.355	1	.324	.443	.511*	.588**
	Sig. (2-tailed)	.860	.039	.125		.164	.051	.021	.006
	N	20	20	20	20	20	20	20	20
X1.5	Pearson Correlation	.192	.394	.149	.324	1	.000	.183	.477*
	Sig. (2-tailed)	.418	.086	.530	.164		1.000	.439	.034
	N	20	20	20	20	20	20	20	20
X1.6	Pearson Correlation	.000	.238	.276	.443	.000	1	.577**	.539*
	Sig. (2-tailed)	1.000	.312	.238	.051	1.000		.008	.014
	N	20	20	20	20	20	20	20	20
X1.7	Pearson Correlation	.550*	.000	.638**	.511*	.183	.577**	1	.685**
	Sig. (2-tailed)	.012	1.000	.002	.021	.439	.008		.001
	N	20	20	20	20	20	20	20	20
X1_TOTAL	Pearson Correlation	.477*	.545*	.647**	.588**	.477*	.539*	.685**	1
	Sig. (2-tailed)	.034	.013	.002	.006	.034	.014	.001	
	N	20	20	20	20	20	20	20	20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).





X2_TOTAL	Pearson Correlation	.489*	.592**	.370	.477*	.630**	.540*	.280	.520*	.379	.353	.348	1
	Sig. (2-tailed)	.029	.006	.108	.033	.003	.014	.233	.019	.100	.127	.132	
	N	20	20	20	20	20	20	20	20	20	20	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).





### PSYCHOLOGICAL ASPECT

		Correlations							
		X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	X3 TOTAL
X3.1	Pearson Correlation	1	.458*	.591**	.538*	.437	.703**	.375	.875**
	Sig. (2-tailed)		.042	.006	.014	.054	.001	.103	.000
	N	20	20	20	20	20	20	20	20
X3.2	Pearson Correlation	.458*	1	.477*	.592**	.094	.592**	.373	.687**
	Sig. (2-tailed)	.042		.034	.006	.694	.006	.105	.001
	N	20	20	20	20	20	20	20	20
X3.3	Pearson Correlation	.591**	.477*	1	.518*	.402	.605**	.173	.776**
	Sig. (2-tailed)	.006	.034		.019	.079	.005	.467	.000
	N	20	20	20	20	20	20	20	20
X3.4	Pearson Correlation	.538*	.592**	.518*	1	.056	.684**	.524*	.746**
	Sig. (2-tailed)	.014	.006	.019		.816	.001	.018	.000
	N	20	20	20	20	20	20	20	20
X3.5	Pearson Correlation	.437	.094	.402	.056	1	.214	.056	.469*
	Sig. (2-tailed)	.054	.694	.079	.816		.365	.816	.037
	N	20	20	20	20	20	20	20	20
X3.6	Pearson Correlation	.703**	.592**	.605**	.684**	.214	1	.350	.846**
	Sig. (2-tailed)	.001	.006	.005	.001	.365		.130	.000
	N	20	20	20	20	20	20	20	20
X3.7	Pearson Correlation	.375	.373	.173	.524*	.056	.350	1	.508*
	Sig. (2-tailed)	.103	.105	.467	.018	.816	.130		.022
	N	20	20	20	20	20	20	20	20
X3_TOTAL	Pearson Correlation	.875**	.687**	.776**	.746**	.469*	.846**	.508*	1
	Sig. (2-tailed)	.000	.001	.000	.000	.037	.000	.022	
	N	20	20	20	20	20	20	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).



### TECHNOLOGICAL ASPECT

		Correlations							
		X4.1	X4.2	X4.3	X4.4	X4.5	X4.6	X4.7	X4 TOTAL
X4.1	Pearson Correlation	1	.439	.204	.083	.000	.232	.412	.525*
	Sig. (2-tailed)		.053	.388	.729	1.000	.325	.071	.018
	N	20	20	20	20	20	20	20	20
X4.2	Pearson Correlation	.439	1	.072	-.073	.167	.113	.294	.467*
	Sig. (2-tailed)	.053		.764	.761	.482	.635	.209	.038
	N	20	20	20	20	20	20	20	20
X4.3	Pearson Correlation	.204	.072	1	.338	.093	.316	.316	.518*
	Sig. (2-tailed)	.388	.764		.145	.696	.175	.175	.019
	N	20	20	20	20	20	20	20	20
X4.4	Pearson Correlation	.083	-.073	.338	1	.725**	.200	.525*	.665**
	Sig. (2-tailed)	.729	.761	.145		.000	.397	.018	.001
	N	20	20	20	20	20	20	20	20
X4.5	Pearson Correlation	.000	.167	.093	.725**	1	.324	.559*	.691**
	Sig. (2-tailed)	1.000	.482	.696	.000		.164	.010	.001
	N	20	20	20	20	20	20	20	20
X4.6	Pearson Correlation	.232	.113	.316	.200	.324	1	.235	.589**
	Sig. (2-tailed)	.325	.635	.175	.397	.164		.318	.006
	N	20	20	20	20	20	20	20	20
X4.7	Pearson Correlation	.412	.294	.316	.525*	.559*	.235	1	.797**
	Sig. (2-tailed)	.071	.209	.175	.018	.010	.318		.000
	N	20	20	20	20	20	20	20	20
X4_TOTAL	Pearson Correlation	.525*	.467*	.518*	.665**	.691**	.589**	.797**	1
	Sig. (2-tailed)	.018	.038	.019	.001	.001	.006	.000	
	N	20	20	20	20	20	20	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X.1	90.50	42.579	.008	.890
X.2	91.15	39.187	.381	.770
X.3	90.40	39.516	.411	.769
X.4	91.70	40.116	.569	.767
X.5	90.50	40.684	.299	.774
X.6	90.55	40.471	.561	.769
X.7	90.55	39.103	.494	.765
X.8	90.30	41.274	.249	.777
X.9	90.35	39.608	.320	.773
X.10	90.50	41.000	.344	.774
X.11	90.55	42.892	.000	.781
X.12	90.60	39.832	.353	.772
X.13	90.55	42.892	.000	.781
X.14	91.05	43.103	-.082	.799
X.15	90.80	39.116	.364	.771
X.16	90.45	41.629	.294	.776
X.17	90.20	40.168	.400	.771
X.18	90.30	42.326	.064	.783
X.19	90.60	36.674	.691	.752
X.20	90.50	40.474	.332	.773
X.21	90.55	38.997	.429	.767
X.22	90.25	40.197	.415	.770
X.23	91.10	40.095	.317	.773
X.24	90.40	36.884	.682	.753
X.25	90.25	41.145	.253	.776
X.26	90.15	39.713	.462	.768
X.27	90.80	41.432	.103	.785
X.28	90.05	41.629	.151	.780
X.29	91.50	40.158	.224	.779
X.30	91.30	43.168	-.080	.790
X.31	90.90	40.200	.197	.782
X.32	90.70	40.958	.122	.786

### Case Processing Summary

		N	%
Cases	Valid	20	.0
	Excluded <sup>a</sup>	1048552	100.0
	Total	1048572	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.781	32

**APPENDIX 4**

**TABULATED RESULTS OF THE QUESTIONNAIRE**

**Table 4.1**  
**Results of Cognitive Experiences in Applying Teaching Practicum**

Statement	Option								F score	Total %	Average Indicator	Average Aspect
	SA		A		D		SD					
	F	%	F	%	F	%	F	%				
Considering students' social and cultural background	8	25,8 %	20	64,5 %	2	6,5%	1	3,2 %	97	90,3%	88,2%	81%
Rarely considering students' diverse needs, abilities, or background	2	6,5%	5	16,1 %	23	74,2 %	1	3,2 %	70	77,4%		
Being able to design inclusive and responsive lessons for students' diverse needs, abilities, and backgrounds	3	9,7%	27	87,1 %	1	3,2%	0	0%	95	96,8%		
finding it difficult to align teaching with curriculum goals and learning objective.	5	16,1 %	16	51,6 %	9	29%	1	3,2 %	87	32,2%	64,5%	

Statement	Option								F Score	Total %	Average Indicator	Average Aspect
	SA		A		D		SD					
	F	%	F	%	F	%	F	%				
Being able to represent and deliver subject matter in a clear, logical, and accessible way for students.	4	12,9 %	26	83,9 %	1	3,2%	0	0%	96	96,8%		
Possessing knowledge of various instructional models, basic principles of classroom management, and effective assessment	2	6,5%	23	74,2 %	6	19,4 %	0	0%	89	80,7%	90,3%	
Being able to identify appropriate teaching strategies, classroom management approaches, and assessment methods that support student learning	1	3,2%	30	96,8 %	0	0%	0	0%	94	100%		

**Table 4.2**  
**Results of Pedagogical Experiences in Applying Teaching Practicum**

Statement	Option								F score	Total %	Average Indicator	Average Total
	SA		A		D		SD					
	F	%	F	%	F	%	F	%				
Being able to design lesson plans that align with curriculum learning objectives and students' learning needs.	3	9,7%	26	83,9%	2	6,5%		0%	94	93,6%	95,2%	68,8%
Being able to select and adapt instructional materials that match students' proficiency levels and supports lesson objectives	7	22,6%	23	74,2%	1	3,2%	0	0%	99	96,8%		
Being able to explain lesson content clearly and logically for students' understanding of key concepts.	4	12,9%	25	80,6%	2	6,5%	0	0%	95	93,5%	78,5%	
Finding it difficult to adapt teaching strategies to meet students' different learning needs	2	6,5%	12	38,7%	16	51,6%	1	3,2%	77	54,8%		
Being able to facilitate lessons that actively engage students through varied instructional strategies and interactions	3	9,7%	24	77,4%	4	12,9%	0	0%	92	87,1%		
Promoting a positive and engaging classroom atmosphere	7	22,6%	21	67,7%	3	9,7%	0	0%	97	90,3%	77,4%	
Finding it difficult to establish a classroom climate that encourages student participation	2	6,5%	9	29%	19	61,3%	1	3,2%	74	64,5%		

Statement	Option								F Score	Total %	Average Indicator	Average Aspect
	SA		A		D		SD					
	F	%	F	%	F	%	F	%				
Finding it difficult to organize classroom space and manage student behaviour to support learning.	1	3,2%	14	45,2%	15	48,4%	1	3,2%	77	51,6%	58%	
Finding it difficult to organize classroom space and manage student behaviour to support learning.	4	12,9%	22	71%	5	16,1%	0	0%	92	16,1%		
Being able to reflect on teaching practices to identify areas for improvement and plan concrete steps for enhancement	4	12,9%	27	87,1%	0	0%	0	0%	97	100%		
Finding it difficult to use the results of self-reflection to make meaningful changes in teaching approach	0	0%	15	48,4%	16	51,6%	0	0%	77	51,6%		

**Table 4.3**  
**Results of Psychological Experiences in Applying Teaching Practicum**

Statement	Option								F score	Total %	Average Indicator	Average
	SA		A		D		SD					
	F	%	F	%	F	%	F	%				
In situations where unexpected teaching responsibilities arise, I am confident in my ability to make decisions that support effective learning	2	6,5%	24	77,4%	5	16,1%	0	0%	90	83,9%	78,4%	78,4%
When instructional decisions are required, I am able to make appropriate choices independently and confidently	4	12,9%	22	71%	5	16,1%	0	0%	92	83,9%		
I can regulate my emotions and sustain focus during unanticipated classroom challenges	6	19,4%	20	64,5%	5	16,1%	0	0%	94	83,9%		
When facing challenges in the teaching process, I make efforts to find solutions so that learning can continue effectively.	5	16,1%	26	83,9%	0	0%	0	0%	98	100%		
I find it difficult to maintain focus when dealing with unexpected classroom conditions.	5	16,1%	9	29%	16	51,6%	1	3,2%	80	54,8%		
I can adapt when unexpected changes occur during the instructional process	3	9,7%	24	77,4%	4	12,9%	0	0%	92	87,1%		

Statement	Option								F Score	Total %	Average Indicator	Average Aspect
	SA		A		D		SD					
I am overwhelmed when I have to teach under time pressure.	4	12,9%	10	32,3%	14	45,2%	3	9,7 %	77	54,9%		

**Table 4.3**  
**Results of Psychological Experiences in Applying Teaching Practicum**

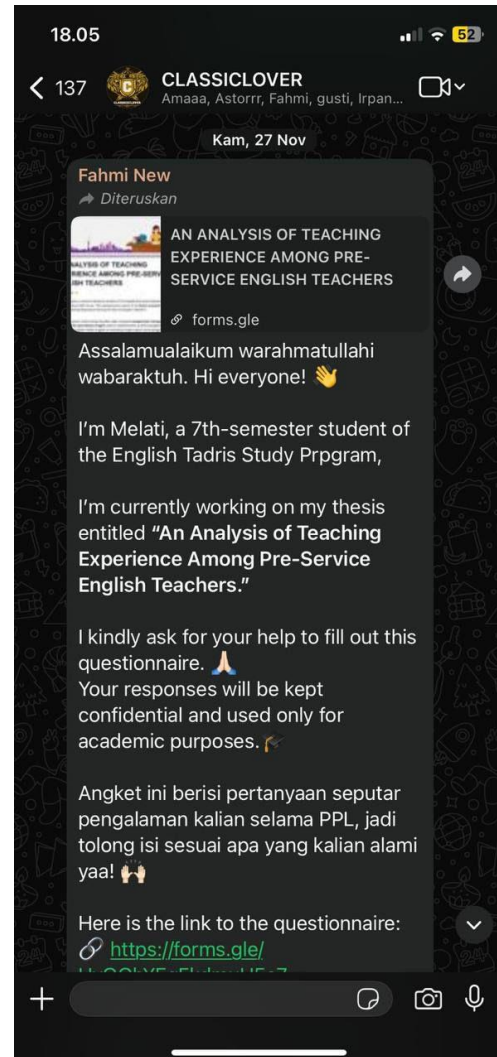
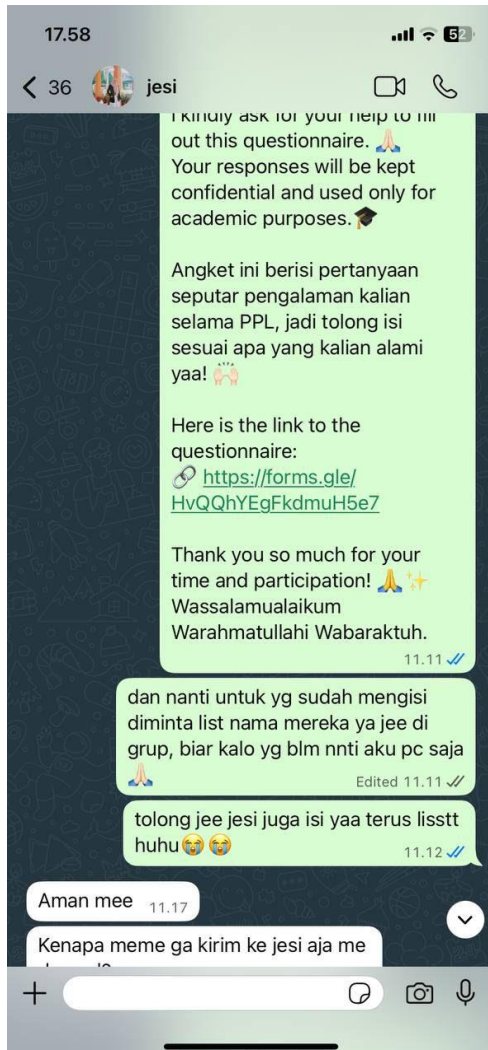
Statement	Option								F score	Total %	Average Indicator	Average
	SA		A		D		SD					
	F	%	F	%	F	%	F	%				
Being confident in making decisions that support effective learning when unexpected teaching responsibilities arise	2	6,5%	24	77,4%	5	16,1%	0	0%	90	83,9%	83,9%	78,4%
Being able to make appropriate instructional decisions independently and confidently when required	4	12,9%	22	71%	5	16,1%	0	0%	92	83,9%		
Being able to regulate emotions and sustain focus during unanticipated classroom challenges	6	19,4%	20	64,5%	5	16,1%	0	0%	94	83,9%	79,6%	
Making efforts to find solutions to challenges in the teaching process so that learning can continue effectively	5	16,1%	26	83,9%	0	0%	0	0%	98	100%		
Finding it difficult to maintain focus when dealing with unexpected classroom conditions	5	16,1%	9	29%	16	51,6%	1	3,2%	80	54,8%		
Being able to adapt when unexpected changes occur during the instructional process	3	9,7%	24	77,4%	4	12,9%	0	0%	92	87,1%	71%	

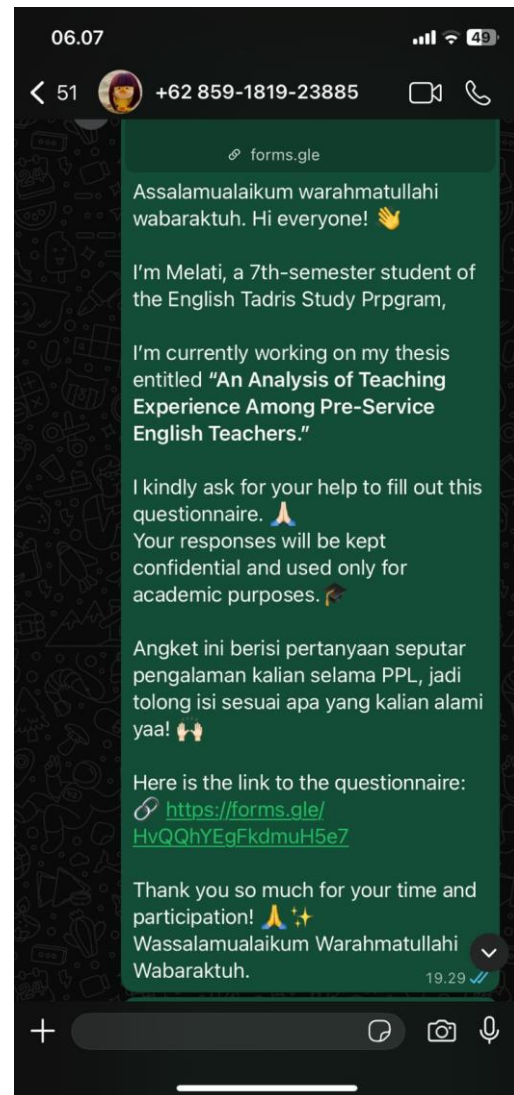
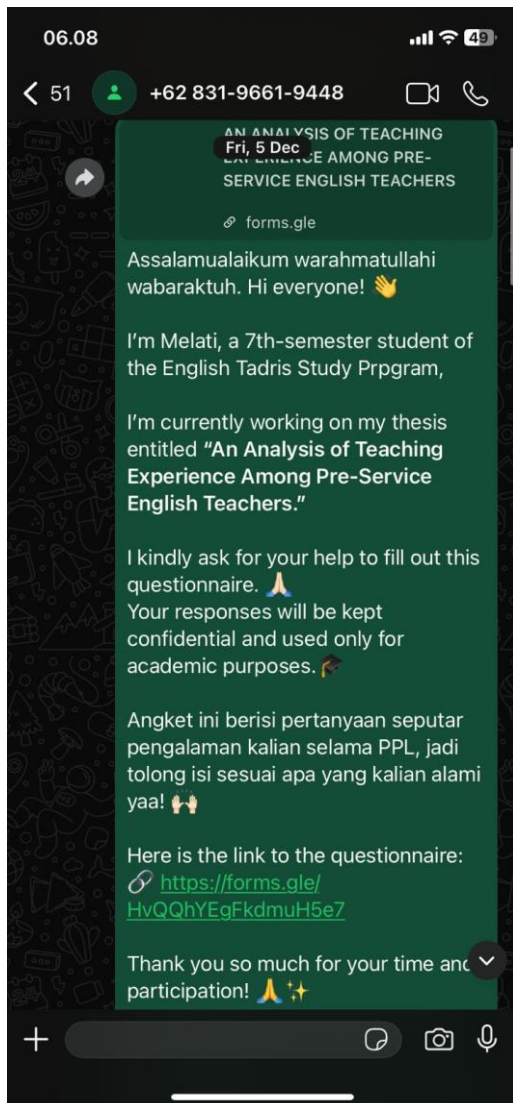
Statement	Option								F Score	Total %	Average Indicator	Average Aspect
	SA		A		D		SD					
Feeling overwhelmed when teaching under time pressure	4	12,9%	10	32,3%	14	45,2%	3	9,7 %	77	54,9%		

**Table 4.4**  
**Results of Technological Experiences in Applying Teaching Practicum**

Statement	Option								F score	Total %	Average Indicator	Average Aspect
	SA		A		D		SD					
	F	%	F	%	F	%	F	%				
I believe that using technology in teaching helps me improve the efficiency and quality of learning activities.	16	51,6%	15	48,4%	0	0%	0	0%	109	100%	90,3%	68,1%
I tend to adopt new technologies earlier than my peers	7	22,6%	16	51,6%	8	25,8%	0	0%	92	74,2%		
I am able to select appropriate digital tools to support students' learning needs	8	25,8%	22	71%	1	3,2%	0	0%	100	96,8%		
I am burdened when I have to deal with new technologies in teaching.	1	3,2%	8	25,8%	14	45,2%	8	25,8%	64	71%	46%	
I lack confidence in operating new technologies due to a fear of making mistakes in teaching.	1	3,2%	9	29%	14	45,2%	7	22,6%	66	67,8%		
I often worry that technical problems will arise and disrupt the learning process.	3	9,7%	20	64,5%	7	22,6%	1	3,2%	87	25,8%		
I tend to rely on familiar technologies rather than exploring new ones	7	22,6%	18	58%	5	16,1%	1	3,2%	93	19,3%		

**APPENDIX 5**  
**ADMINISTRATIVE DOCUMENT**







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

**KARTU BIMBINGAN SKRIPSI**

NAMA	:	Melati Puspita
NIM	:	22551027
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Leffi Noviyenti, M.Pd
PEMBIMBING II	:	Jumamah Hidayah, M.Pd
JUDUL SKRIPSI	:	"An Analysis of Pre-Service English Teachers' Readiness in Applying Teaching"
MULAI BIMBINGAN	:	29- September - 2025
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	23- September 2025	Bimbingan BAB I dan BAB II	
2.	7- Oktober 2025	Bimbingan Instrumen Penelitian	
3.	6- November 2025	Bimbingan Hasil Validasi Instrumen	
4.	17- November 2025	Bimbingan Hasil try out 1, 2	
5.	24- Nov 2025	Revisi Buhr try out	
6.	1- Des- 2025	Konfirmasi try out terakhir	
7.	8- Des - 2025	Teknik analisis data.	
8.	15- Des 2025	Revisi BAB 3	
9.	22- Des 2025	Hasil penyebaran kuisioner	
10.	5- Jan 2026	Bimbingan rumus hasil uji Menghitung hasil penelitian	
11.	17- Jan 2026	Bimbingan Hasil Penelitian	
12.	26- Jan 2026	BAB 4 - Analisis data	
13.	2- Feb 2026	BAB 4 - Discussion and Findings	
14.	4- Feb 2026	BAB 4 - Discussion	
15.	16- Feb 2026	Revisi final	
16.	23- Feb 2026	ACC Bab 1-5	

KAMI BERPENDAPAT BAHWA SKRIPSI INI  
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN  
CURUP

CURUP, .....202

PEMBIMBING I,

NIP. 1976110620032009

PEMBIMBING II,

NIP. 19780220200212002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

**KARTU BIMBINGAN SKRIPSI**

NAMA	: Melati Purpita
NIM	: 22551027
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Dr. Lefei Nouyeni M.Pd.
DOSEN PEMBIMBING II	: Jumaluh Hidayah M.Pd.
JUDUL SKRIPSI	: "An analysis of Pre-service English Teacher Readiness in Applying Teaching"
MULAI BIMBINGAN	: 29 September 2025
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF	
				PEMBIMBING I
1.	13 - okt - 2025	Bimbingan Bab II		k
2.	4 - NOV 2025	Bimbingan instrumen Penelitian		k
3.	17 - NOV 2025	Bimbingan BAB III		k
4.	1 - Des 2025	Bimbingan Teknik BAB II		k
5.	8 - Des 2025	Bimbingan metode Penelitian		k
6.	15 - Des 2025	Bimbingan teknik analisis data		k
7.	29 - Des 2025	Bimbingan Hasil angket		k
8.	27 - Des 2025	ANALISIS Data.		k
9.	5 - Jan 2026	BAB 9 - Hasil Penelitian		k
10.	12 - Jan 2026	BAB 9 - Hasil Penelitian		k
11.	19 - Jan 2026	BAB 9 - Discussion		k
12.	26 - Jan 2026	BAB 9 - Discussion		k
13.	2 - Feb - 2026	Revisi Bab 1 dan 2		k
14.	9 - Feb 2026	revisi 9 BAB 9		k
15.	16 - Feb 2026	BAB saran dan kesimpulan		k
16.	26 - Feb 2026	Acc Bab 1 - 9		k

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH  
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

NIP. 197611062003122009

CURUP, .....202

PEMBIMBING II,

NIP. 197802212002122002

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBİYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
 Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

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Nomor	: 2044/In.34/FT/PP.00.9/11/2025	23 Desember 2025
Lampiran	: Proposal dan Instrumen	
Hal	: Permohonan Izin Penelitian	

Kepada Yth. **Rektor IAIN Curup**

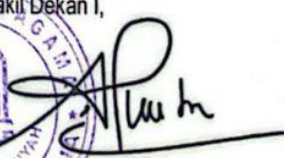
Assalamualaikum Wr, Wb

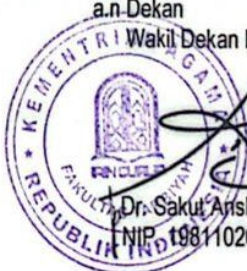
Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Melati Puspita
NIM	: 22551027
Fakultas/Prodi	: Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi	: An Analysis of Pre-service English Teachers' Readiness in Applying Teaching
Waktu Penelitian	: 26 November 2025 s.d. 26 Februari 2026
Lokasi Penelitian	: Tadris Bahasa Inggris IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan  
 Wakil Dekan I,  
  
 Dr. Sakut Arshori, S.Pd.I., Hum  
 NIP. 19811020 200604 1 002



Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

Nomor : 261 Tahun 2025

Tentang  
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Melati Puspita tanggal 7 November 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi  
2. Berita Acara Seminar Proposal Pada Hari Kamis, 10 Juli 2025

**MEMUTUSKAN :**

- Menetapkan**  
**Pertama** : 1. **Dr. Leffi Noviyenti M.Pd** **197611062003122004**  
2. **Jumatul Hidayah M.Pd.** **197802242002122002**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Melati Puspita**

N I M : **22551027**

JUDUL SKRIPSI : **AN ANALYSIS OF PRE-SERVICE ENGLISH TEACHERS' READINESS IN APPLYING TEACHING**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup,  
Pada tanggal 13 November 2025  
Dekan,

  
Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kepala Akademik, Kerjasama dan Kelembagaan;
4. Mahasiswa yang bersangkutan;



## AUTOBIOGRAPHY



This thesis is written by Melati Puspita, who was born in Curup on January 19, 2005, as the daughter of Zukiya and Marwani. She is the youngest of three siblings. She began her early education at MIN 01 Rejang Lebong, continued her studies at SMP Negeri 4 Rejang Lebong, and completed her senior high school education at SMA Negeri 2 Rejang Lebong, majoring in Language Studies, where her interest in languages developed. Motivated by her growing interest in languages, she pursued her higher education at IAIN Curup, majoring in the English Tadris Study Program.

During her academic years, she was actively involved in student life, especially in HMPS TBI (E-station), where she held the position of treasurer and a member of the Education Division. Through these experiences, she gained many new experiences and the opportunity to explore new things. In addition, she worked part-time as a private English teacher and participated as a speaker at the Corolla International Conference in 2025.

At the end of her study, she hopes that this thesis will contribute to the field of English education. She believes that this degree will support her in achieving her goals.