



## Barriers to Success: Exploring the Challenges of 7th Semester English Education Students in PPL Program

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### ABSTRACT

This research investigates the challenges encountered by seventh-semester English Education students at Raden Intan Lampung State Islamic University during their Field Experience Practice (PPL), a mandatory course designed to enhance their teaching knowledge and skills. Employing a descriptive qualitative approach, interviews were conducted with 25 students to gather data. The findings revealed a range of challenges categorized as follows: procedural category faced by 2 students, managerial category experienced by 11 students, psychological category encountered by 2 students, instructional challenges affecting 8 students, and professional category for 2 students. Notably, the primary challenges identified were related to classroom and time management. The research recommends expanding the perspectives of supervising teachers, students, and the broader school environment to gain deeper insights into the challenges and potential solutions associated with the PPL program.

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### INTRODUCTION

Raden Intan Lampung State Islamic University, located in Bandar Lampung City, Lampung Province, Indonesia, is a prominent institution known for its academic excellence and non-academic achievements. The university offers a wide range of academic programs across various disciplines, including 12 graduate programs and 34 undergraduate programs spread over six faculties. Among these, the Faculty of Tarbiyah and Teacher Training is of particular significance, offering 14 departments focused on education. One of the key programs in this faculty is the English Education Department, which is an essential part of the broader educational

framework. As part of the curriculum, students in this program are required to participate in a compulsory course called “Field Experience Practice” (PPL) during their seventh semester, which has been a core component of Indonesia's educational system for decades (Ilhami, 2023). The PPL, known as a professional development program, offers students hands-on teaching experience by integrating both theoretical knowledge and practical skills (Yirci et al., 2023).

The PPL program at Raden Intan Lampung State Islamic University spans approximately 40 days, during which students engage in teaching practice across different school levels, ranging from kindergartens to vocational schools. Students are divided into groups based on their respective departments and placed in various schools. During this time, they are tasked with planning and delivering lessons, managing classroom activities, and applying the teaching strategies they have learned in their academic studies. PPL is considered an essential part of the Faculty of Tarbiyah and Teacher Training's curriculum, as it serves as a vital training ground for future educators. It is viewed as a multifaceted quality enhancement laboratory designed to help students gain valuable experience and contribute to the educational development of the communities they serve (Karakose et al., 2022).

This program plays a significant role in preparing students for their future careers as teachers. The PPL course requires students to develop lesson plans, syllabi, teaching materials, and instructional strategies, all of which are integral to their professional development. The program aims to equip students with the necessary skills and knowledge to become competent and effective educators. By engaging in real-world teaching scenarios, students gain firsthand experience in handling classroom dynamics and applying theoretical concepts in practice. This practical exposure is crucial in ensuring that students are well-prepared to meet the challenges of the teaching profession upon graduation (Karakose et al., 2023).

For students in the English Education program, it is essential to comprehend the principles of effective language learning, which extend beyond mere cognitive understanding. Teaching English involves several interconnected components, such as students, teachers, teaching materials, learning objectives, and the learning environment. The process of acquiring English involves not only cognitive aspects but also emotional and social dimensions. Students must learn to use the language effectively in diverse communication settings, which requires both linguistic proficiency and cultural awareness (Nurchurifiani et al., 2025). This process includes mastering the structures and norms of the language, as well as developing the ability to engage in meaningful conversations with native speakers while considering the cultural context of communication.

Despite its importance, the PPL program comes with a number of challenges. According to Bartell (2005), there are seven key areas where future teachers often encounter difficulties, including procedural, managerial, psychological, instructional, professional, cultural, and practical aspects. One of the most

commonly reported challenges is classroom management, where students struggle to maintain discipline and create a conducive learning environment. Effective classroom management requires a balance of firm authority and supportive guidance, skills that are typically honed with experience (Zulianti et al., 2025). Another challenge is effective interaction with students, which involves not only teaching knowledge but also fostering positive relationships, understanding individual learning needs, and engaging with diverse student populations. Successful interaction with students requires excellent communication and interpersonal skills, which are critical for building trust and facilitating the learning process.

Furthermore, adapting to various school environments presents another challenge for students during their PPL. Schools differ widely in terms of teaching resources, school cultures, and institutional practices, which can make it difficult for students to adjust quickly. These differences can contribute to the sense of being overwhelmed, as students must navigate unfamiliar teaching contexts and approaches. Research by Anggraini (2022) highlighted that students often face difficulties in classroom management, particularly due to their limited experience in addressing various student behaviors. These challenges not only reflect the students' individual capabilities but also point to broader issues within the educational system. By understanding the nature of these challenges, it is possible to improve the PPL experience for students at Raden Intan Lampung State Islamic University and provide better preparation for the demands of the teaching profession.

The challenges faced by students in the PPL program are not unique to English education students but are common across various teacher education programs. As highlighted by Terrel (1981), teaching is a complex process that involves guiding and facilitating students' learning. However, implementing PPL often presents several obstacles, particularly in the seventh semester, when students are expected to integrate both theoretical knowledge and practical teaching skills. Aryani (2003) pointed out that internal and external factors influence students' success in the PPL program. Internal factors include personal traits such as confidence, while external factors may involve the support and resources available at the placement schools. This study aims to explore the specific challenges faced by seventh-semester students in the English Education program in order to provide insights that could improve their learning experiences and better prepare them for their future teaching careers.

## **METHOD**

This research used a descriptive qualitative approach, which aims to explore the meaning, process, and information related to the challenges of seventh-semester students in implementing the PPL program. In-depth interviews are one of the data

collection methods for research that involves asking questions of informants directly, either with or without using an interview guide (Bungin, 2007). Researcher collected data by identifying challenges through in-depth interviews with 25 students. Data collection is done by identifying and selecting individuals to conduct research observations, obtaining permission to research them, and collecting information by asking questions or taking actions with the person (Creswell, 2003).

The respondents were 25 seventh-semester English Education students at State Islamic University Raden Intan Lampung who were implementing the PPL program. The sample was taken using a random sampling technique, where the researcher met the students directly and explained the purpose of the research to get their consent. This selection aimed to obtain relevant information regarding the challenges faced by students in implementing PPL.

Data were collected using structured interviews, where the researcher asked the same set of questions to all respondents. The interviews aimed to determine the challenges faced by students in five main categories: procedural, managerial, psychological, instructional, and professional. The results of the interviews were then analyzed using thematic analysis, thematic analysis is a method for identifying, analyzing, and reporting patterns or themes in data (Braun, 2006). This thematic analysis is used to identify patterns or themes related to the experiences faced by seventh semester students in implementing the PPL program at school.

The veracity of the data was tested in this research using member check. (Sugiyono, 2013) defines member check as the procedure of comparing the data collected by the researcher with the data source. Finding out how closely the data collected matches the information provided by the data donor is the aim of the member check. In order to verify that the researcher interpretation of the respondents' responses is accurate, the interview results or preliminary findings are returned to the respondents. This allows students to comment on whether the material recorded is consistent with their experience or has been overlooked..

## **RESULTS AND DISCUSSION**

### **Results**

This research was conducted to identify the challenges faced by seventh-semester students in implementing the Field Experience Practices (PPL) program at school. The researcher conducted interviews with 25 students and asked 25 questions related to the challenges they faced in implementing the program. Based on the interview results, the challenges can be classified into five main categories: procedural, managerial, psychological, instructional, and professional.

The results showed that seventh-semester English Education students faced various challenges, with managerial challenges being the most dominant. The majority of students expressed difficulties in class management and time management. In terms of classroom management, students experienced difficulties in maintaining a conducive

classroom atmosphere, especially in overcoming noise that disrupted the focus of learning. Meanwhile, challenges in time management relate to difficulties in managing time between teaching duties at school and academic obligations as students. The challenges faced by these students reflect the complexity they experience in interacting with the school environment and carrying out their duties as prospective teachers. The following is a table summarizing the results of the interviews related to the challenges faced by seventh-semester students in implementing the PPL program at school:

**Table 1. Result of the interview**

No.	Category	Challenges	Student Total
1	Procedural	Adaptation and miscommunication with school environment	1
		Expectation of personnel	1
2	Managerial	Classroom management Time management	9
			2
3	Psychological	Student attitude and behavior Lesson	2
4	Instructional	planning	2
		Adapt and understand student needs	6
5	Professional	Student learning interest	2

Based on the table above, seventh-semester students of English Education faced various challenges in carrying out the PPL program at school. These challenges are divided into several categories, namely: procedural category (adaptation and miscommunication with school environment, expectations of personnel), managerial category (classroom management and time management), psychological category (student attitude and behavior), instructional category (lesson planning, adaptation, and understanding of student needs), and professional category (student learning interest). Of all the challenges, the most prominent is in the managerial category, especially related to classroom management and time management. Therefore, the ability to classroom management and time management is the main challenge in this category that needs to be overcome by students and prospective teachers so that the learning process can run well, effectively and efficiently.

## Discussion

This research investigates the experiences of seventh-semester English Education students in implementing the PPL Program in schools. In this process, students faced various challenges with five main categories: procedural, managerial, psychological, instructional, and professional. Of these five categories, managerial challenges, especially in terms of class management and time management, are the most commonly experienced by students. The finding aligns with the research by Serliana (2020), which identified classroom management as one of the most significant challenges faced by pre-service teachers during their teaching practice.

One of the biggest challenges students faced was classroom management. In this regard, students often struggle to create a conducive learning environment. Many students become noisy and are more interested in their cell phones than paying attention to the prospective teachers' explanations. This not only disrupts the concentration of student-teachers but also hinders the overall learning process. Several students expressed their experiences of encountering various obstacles in the classroom, particularly with noisy students. This situation underscores the fact that classroom management is a substantial challenge for PPL students. A previous research by Anggraini (2022) also highlighted that classroom management is the primary challenge faced by students in the PPL program, particularly due to disruptions from distracted students.

Classroom noise and students' use of cell phones create a divide between those who want to learn and those who are distracted by digital devices. When students' attention is divided by their phones, they lose the opportunity to deeply understand the subject matter. This leads to frustration for prospective teachers, as their efforts to convey information seem wasted if students are not truly listening (Karakose et al., 2023). The theory proposed by Rusman (2018) confirms that digital distractions, such as cell phone use in class, reduce student concentration and negatively impact the effectiveness of the teaching-learning process.

In addition to class management, students also face challenges in time management. Many students find it difficult to balance academic obligations with their responsibilities as prospective teachers. One of the main challenges is how to manage time well between academic tasks and teaching tasks (Karakose et al., 2022). Students are required to understand student psychology and adjust teaching methods to meet the individual needs of each student, which also requires efficient time planning. Research by Shulman (1987) also emphasizes the importance of teachers balancing academic knowledge with practical teaching skills, all of which require good time management.

Students often feel confused about the duration of teaching time that does not always match the schedule set by the school. One student revealed that time management is the main challenge in teaching in the classroom, as the actual duration of teaching time often does not match the planned one. This uncertainty forces students to be more flexible and creative in planning teaching and evaluation. This is in accordance with the opinion of Larkin (2005), who stated that flexibility is an important skill for a teacher to overcome uncertainty in managing time in the classroom.

Other challenges in time management relate to difficulties in preparing lesson materials and assessing student progress. Limited time is often an obstacle in implementing effective teaching methods. Research by Van Tartwijk, (2010) showed that time constraints experienced by students often affect the quality of their teaching preparation and evaluation. Therefore, students need to develop the skills to adjust their approach according to the students' characteristics in order to keep learning effective despite time constraints.

Based on these results, it can be concluded that the challenges faced during the PPL program include a very significant managerial category, especially in terms of classroom and time management. Students need to develop effective strategies to overcome these issues in order to better fulfill their role as future teachers. Research by Korthagen (2004) also shows that support from schools and supervisors is necessary to create a supportive environment for prospective teachers' professional development. This is very important to improve the quality of their teaching during the PPL program.

## **CONCLUSION**

PPL is an important part of the academic curriculum at the Faculty of Tarbiyah and Teacher Training, Raden Intan Lampung State Islamic University. The PPL program aims to provide direct experience to students in carrying out their role as educators in the future. Through this program, students are expected to broaden their horizons and improve the skills needed to become competent educators. PPL not only provides practical experience in teaching, but also hones students' abilities in facing various challenges in the field.

This research on the implementation of PPL in the Faculty of Tarbiyah and Teacher Training shows that seventh semester students of English Education face a number of significant challenges during the PPL program. These challenges are divided into five main categories, namely procedural, managerial, psychological, instructional, and professional categories. Each category reflects the difficulties that students have to face in carrying out their tasks as future educators. These challenges affect the quality of the experience they have during the PPL program, and provide an overview of the preparations that students need to make to overcome these problems.

From the results of the research, it can be concluded that managerial constraints are the most frequent challenges faced by PPL students, especially those related to class management and time management. Effective classroom management is very important to create a conducive learning environment, while proper time management is needed so that learning activities can take place smoothly and structured. This obstacle is the main challenge that hinders the smooth implementation of the PPL program, because students must be able to manage these various aspects well in the midst of the many tasks and obligations that must be fulfilled.

The PPL program provided opportunities for students to learn and develop in facing various challenges. With direct experience in the field, students can prepare themselves to face similar challenges in the future. Therefore, this PPL program is very important as a provision to improve student competence in the world of education. In the future, there needs to be more intensive support and guidance so that students can overcome the challenges, especially in the managerial category, to improve the quality of their teaching.

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