

THE CHALLENGES OF PRE-SERVICE ENGLISH TEACHER AT EDUCATION DEPARTMENT STKIP PGRI BANGKALAN IN IMPLEMENTING TECHNOLOGY DURING INTERNSHIP

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Abstract: This study aims to explore the challenges faced by pre-service teachers in their teaching practice and investigate strategies for overcoming the challenges during the practical teaching program. The design of this research is a qualitative research using case study method. The participants of this study are the last semester of two prospective teachers enrolled in teaching practice programs in various different places. Data were taken by interviews which were applied through direct interviews. Data analysis is based on several research questions. The findings reveal that adaptation factors, mastery of technology, implementation of technology, are challenges for prospective teachers in implementing technology. Skills, attitudes, knowledge in designing teaching activities are strategies mastered by prospective teachers to face these challenges.

Keywords: Keywords: Challenges of Teaching Practicum, Pre-service Teacher, Qualitative Research.

INTRODUCTION

Teachers can assess their lessons from their practice during class to improve their teaching. Pre-service teachers need to be carefully prepared before they practice teaching in field schools. Teaching practice is one of the most fundamental in the teacher preparation program. In the case of pre-service teachers, they must prepare their teaching for all the challenges they will face during teaching practicums, and these challenges can be seen from student attitudes, student discipline and other challenges and pre-service teachers must be prepared for the challenges they will face.

STKIP PGRI Bangkalan is a college that prints pre-service educators, has prepared various faculties that help prospective teachers to channel their interest in becoming a teacher. The researcher discusses the challenges in teaching practicum using technology as a learning medium when becoming a pre-service teacher, there are many types of challenges faced by pre-service teachers during their internship. According to a study entitled *Challenges Faced By EFL Pre-Service Teachers During Teaching Practicum*, it said that teaching practice is very important for a student to prepare himself to become a teacher with a teaching practice process that has been determined from each school because for researchers citing that this program is a means for pre-service teachers to train someone to become a real teacher, because during teaching practice pre-service teachers certainly do a lot of things related to the teaching and learning process so that it is not uncommon for a teacher to find some problems that exist in each learning process so that according to a study entitled *Challenges Faced By Pre-Service Teachers In Designing Lesson Plans*. This research was conducted in English Language Education Department of a private university in Yogyakarta. An apprentice program is very

important for every pre-service teacher in teaching professional subjects. This research aims to reveal the challenges faced by pre-service teachers in designing strategies used to overcome challenges when implementing teaching programs in the designated places.

According in a study entitled Pre-Service Teachers In 2013 Curriculum,Implementation. The results of this study indicate that prospective teachers have several challenges related to the implementation of the 2013 curriculum while they are carrying out their teaching practice process. Therefore, it cannot be concluded that being a pre-service teacher is easy. Because in reality, they struggle a lot in adjusting to the field and learning to become creative teachers in the future, especially in designing lessons according to their respective portions. In this study, researcher will examine pre-service English teachers at STKIP PGRI Bangkalan to find several problems that will be examined by researcher. By using this method, researcher will find pre-service teachers with various challenges in using technology for the effectiveness of learning activities. In this study, researcher will examine pre-service English teachers at STKIP PGRI Bangkalan to find several problems that will be examined by researcher. By using this method, researcher will find pre-service teachers with various challenges in using technology for the effectiveness of learning activities. In this study, researchers will collect data within the scope of the 7th semester English study program that has conducted PLP in different places.

METHOD

Research Design

In this study using qualitative case study research is in-depth research on individuals, one group, one organization, one activity program, and so on at a certain time. With this research, we want to know whether there is effectiveness for pre-service teachers in the learning process using technology.

Research Setting and Subject

In this study, researcher will examine pre-service English teachers at STKIP PGRI Bangkalan. to find some problems that will be investigated by researchers. Using this method, researcher will find out pre-service teachers with various challenges in using technology for the effectiveness of learning activities. In this study, researcher will collect data within the scope of the 7th semester English study program that has already conducted PLP.

The data used in this study for research questions is how pre-service teachers apply technology in learning. The source of the data in this study was the pre-service English teacher at the education department of STKIP PGRI Bangkalan. the source of data to answer the question is the pre-service teacher. researcher used interviews and documentation. By using qualitative methods we will use several methods in the data collection process starting from interviews and

documentation. In this study the data collection process was carried out by interviews and documentation. Interviews were conducted with English language education students at STKIP PGRI Bangkalan who had already done an internship there is documentation to support the data.

Data Analysis

In analyzing the data the researcher paid attention to the research objective, namely to find out how the challenges of pre-service teachers in using technology as learning media were successful or not.

FINDING AND DISCUSSION

Finding

Based on the results of research conducted by student researcher from STKIP PGRI BANGKALAN who have already conducted PLP2, the data collected through interviews is obtained so that the results of the implementation of technology-based learning media can be known. Every time learning takes place students are very interested and enthusiastic in following the lessons because the new innovations they apply are very easy to apply in everyday life. Using the right learning model can encourage the growth of students' enjoyment of a lesson. This will increase the motivation for performing tasks and provide easier for students to understand the lesson so that students can achieve better study results. One of the methods of this learning model is that students are very enthusiastic in following the learning process which takes place according to sources of information. To be able to find out mastery of technology, how to implement technology and what are the challenges of PLP friends when using technology as a learning medium.

Technology mastery

From the data obtained through interviews with 7th semester students who had already done PLP, the researcher found that students were quite good at mastering technology and often used technology before doing PLP or while in class. The use of technology in modern times is very important and very effective as a medium of learning. The existence of technology becomes an influential part, especially in the world of education.

I:Q1.1 : Teknologi yang sering saya gunakan Ketika dikelas adalah menggunakan quiziz dan google classroom. Metode ini sering digunakan Ketika kelas online. Dan itu suatu hal yang baru yang membuat kita lebih banyak paham akan teknologi yang semakin canggih.

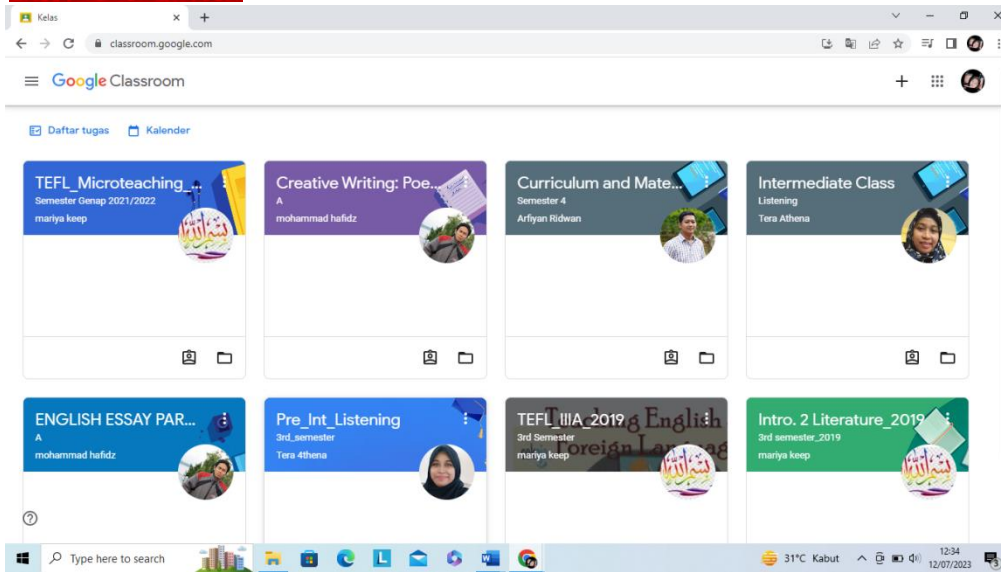


Figure 1.1 Use of technology in class

They often access lecture material via the internet, either in the form of learning videos, e-books, or materials uploaded by lecturers. even at STKIP PGRI Bangkalan already using technology in the form of e-learning, this feature allows learning material to be presented in multimedia form such as video, audio, images or animation. This E-learning can help visualize learning material, so students can more easily understand it.

I:Q1.2 : Disaat kelas online kita memakai e-learning yang sudah disediakan oleh kampus.

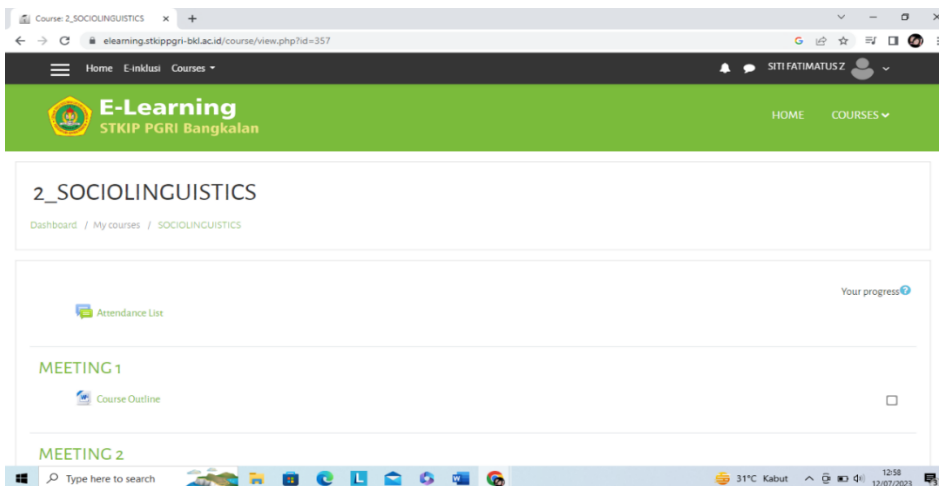


Figure 1.2 Use of technology in class

By using technology students have more channels available for communication and collaboration. The use of technology can facilitate the learning process and also students can add to their knowledge and explore more and not just focus on one source. not only that, technology is also used to facilitate communication between lecturers and students.

Implementation of technology

The data obtained through interviews with 7th semester students who have already done PLP. Researcher found that from a student perspective, the implementation of technology as a learning medium was very influential in the development of student learning.

I:Q2.1: Dengan penerapan teknologi siswa mendapatkan hal-hal baru dan menjadikan pembelajaran bervariasi dan tidak membosankan.

With the implementation of technology students get new things and make learning varied and not boring.

Before teaching pre-service teachers in applying technology, pre-service teachers make a lesson plan because it provides a reference for pre-service teachers to carry out teaching and learning activities (learning activities), so that they are more educative, effective and efficient.

I:Q2.2: dengan adanya penggunaan teknologi menurut saya mempengaruhi terhadap siswa, pasti ada posisi positif dan negatifnya.

In the implementation of technology there is a position and a negative side, where the positive can make it easy for a student to be able to learn more about something they do not know, and the negative thing is that students cannot process their own thinking so that they become creative.

I:Q2.3: iya, sebelum melakukan magang saya melakukan pelatihan mengajar yaitu peer teaching dan microteaching.

Before to the internship, students had studied the technology that would be applied to students, such as when students cursed technology in the form of power points during peer teaching and microteaching.

Challenges

Data obtained from interviews with 8th semester students who have already done PLP. Researcher found that they experienced challenges and obstacles in implementing technology as a learning medium during their internships.

I:Q3.1 Tantangan bagi saya sebenarnya adalah faktor adaptasi.

In addition, they do not have experience for actual classes because it is their first experience teaching. However, it will not be so that the teaching and learning process can be better and controlled in the continuing sessions so they can enjoy the atmosphere. Thus, emotional control is needed in the process.

I:Q3.2 tantangan yang saya alami saat magang saat menggunakan teknologi seperti quiziz terkadang siswa tidak mempunyai kuota dan jaringan tidak stabil.

I:Q3.3 tantangan yang saya hadapi saat magang ketidakstabilan jaringan.

In implementing technology for students, the challenges they experienced during their internship were quota limitations and network instability in applying technology as a learning medium to students.

I:Q3.4 tantangan yang saya Ketika saya memakai teknologi yang berupa pwer pint dan di sekolah tidak menyediakan atau kurang fasilitasnya.

I:Q3.5 tantangan yang saya hadapi kekurangan fasilitas seperti proyektor.

Another challenge faced by student teachers is limited access to technological resources. The lack of facilities available in schools and educational institutions may not provide adequate access to computers, or other devices necessary for integrating technology into the classroom. This limitation hinders the student teachers' ability to use technology-infused teaching strategies effectively.

Students have doubts about choosing and using the right technology tools or applications for learning English. There is uncertainty or doubt that they apply to students. They have been supervised and have carried out trials beforehand, because for learning English itself, using technology is very important.

Result Of the Documentation

The researcher checked the documentation by looking at the Learning Implementation Plan (RPP) and teaching journals considered necessary in research.

Discussion

The function of pre-service teacher education as part of higher education institutions is to develop academic, professional, social and personal competencies related to the individual role of the teacher and the role of the teacher in schools. Understanding the proper use of technology is an aspect of teaching in institutions that offer pre-service teacher programs. As learning technology develops and demands teacher professionalism, pre-service teachers need to understand technology to complete learning through technical assistance.

As my pre-service teacher prior to my internship I used technology a lot (interview, SR). Pre-service teachers are required to study and develop learning by integrating technology. So that pre-service teachers can analyze what needs and content are appropriate by considering the advantages and disadvantages of using technology in the future (History 2020). As a pre-service teacher, they must be technologically literate and be able to apply various technology-based learning methods or models in order to keep pace with current developments in digitalization.

As pre-service teachers, it is important for us to learn and implement technology in teaching. By implementing technology students get new things and make learning varied and not boring (interview, FS). Technology is growing and has now become an important part of various fields, including education. Today's teachers not only need to master technology to get ease in

teaching, but also prepare students to face an increasingly digitally connected world (Leve 2021). In addition, educational apps and platforms such as Google Classroom, Kahoot, Quizlet, and Edmodo can also help aspiring teachers manage their classes and enhance student learning experiences. Google Classroom, for example, can be used to give assignments and tests online, as well as facilitate interaction between teachers and students.

Before implementing technology as a learning medium, prepare everything and go through the process before teaching and learning (interview, FS). In the process of implementing a technology-based learning process, there are 3 ways to implement it, namely, conducting an analysis, carrying out a grand design, and preparing facilities (Howard et al. 2021) In this context, analysis is a step the initial things that must be done before starting digital learning, namely the goals to be achieved in the learning process and the needs of teachers and students during the learning process. Building a grand design here is what system will be implemented, the implementation mechanism, the payment mechanism.

The implementation facilities here are carried out after careful planning, where the teacher must prepare all the needs that will be used in learning to implement the use of media technology, such as appropriate internet networks and others. Through optimal planning, teachers can determine what strategies will be used to achieve learning objectives. Planning Can Avoid Learning Failures (Simamora 2020). Related to this, it can be understood that E-learning is a new learning strategy adapted to the development of the digital information era.

With the application of technology students get new things and make learning varied and not boring (Interview, LA). the use of appropriate learning media is very useful for increasing enthusiasm in learning, allows direct interaction and allows students to learn independently (Mukaromah 2020). the use of technology is a positive and proud thing, and means an increase in quality by making technology-based learning media more attractive, communicative and adaptive, leading students to real and meaningful understanding and ultimately increasing student enthusiasm for learning. The tasks of learning media include clarifying the presentation of the material to be delivered, overcoming the limitations of space and time, arousing student enthusiasm so as to enable independent learning and direct active interaction.

The challenges faced by pre-service teachers can be in the form of challenging experiences and require special expertise in the world of education and they have their own challenges. While teaching internships offer many advantages to aspiring teachers, it's not uncommon to face challenges in practice (Ratih et al. 2021). Some of these challenges affect their emotional aspects and attitudes in facing their first teaching.

The challenge for me as a primary pre-service teacher is actually the adaptation factor. This means that we must be prepared to face the situation we are facing at that time (Interview, QA).

It is normal for pre-service teachers, they usually face challenges in facing a new environment (Rizqia 2020). In addition, they do not have experience for actual classes because it is their first experience teaching. However, it will not be so that the teaching and learning process can be better and controlled in the continuing sessions so they can enjoy the atmosphere. Thus, emotional control is needed in the process.

The challenge during the internship with the implementation of technology as a learning medium shows that there are limited internet data and network instability (interview, LA). The challenge in using technology is having to have a large internet quota to support the learning process. However, sometimes inadequate internet or Wi-Fi facilities can cause the teaching and learning process to be disrupted (Ilmiah et al. 2022). The challenge for prospective teachers in implementing technology in the form of applications such as Quiziz is due to limited quotas and network instability because sometimes students do not have quotas. and apprentices may be in rural areas so the network is not stable.

Schools and educational institutions may not provide adequate access to computers, or other devices needed to integrate technology into the classroom Implementation of technology as a medium of learning during apprenticeships poses several challenges for pre-service teachers. However, by recognizing these challenges and actively seeking solutions, pre-service teachers can overcome the obstacles they face. Efforts should be made to provide adequate training and resources, promote collaboration and create an enabling environment for pre-service teachers to successfully integrate technology into their teaching practice, ultimately enhancing the learning experience of their students.

CONCLUSION

With the development of learning technology and demanding teacher professionalism, pre-service teachers need to understand technology to complete learning through technical assistance. As pre-service teachers before apprenticeships, pre-service teachers use technology a lot. Pre-service teachers are required to study and develop learning by integrating technology.

As pre-service teachers, it is important for us to learn and implement technology in teaching. By implementing technology students get new things and make learning varied and not boring. Today's teachers not only need to master technology to get ease in teaching, but also prepare students to face an increasingly digitally connected world.

With the application of technology students get new things and make learning varied and not boring. the use of technology is a positive and proud thing, and means an increase in quality by making technology-based learning media more attractive, communicative and adaptive, leading students to real and meaningful understanding and ultimately increasing student enthusiasm for learning.

Challenges during the apprenticeship with the application of technology as a learning medium show the limited internet quota and network instability. The challenge in using technology is having to have a large internet quota to support the learning process. However, sometimes inadequate internet or Wi-Fi facilities can disrupt the teaching and learning process. The challenge for prospective teachers in implementing technology is in the form of applications such as Quiziz due to quota limitations and network instability because sometimes students don't have quotas.

In implementing technology as a learning medium during apprenticeships raises several challenges for pre-service teachers.

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