

**STUDENT TEACHERS' PREPAREDNESS FOR TEACHING PRACTICUM:  
THE PERCEPTION OF MENTORS**

**THESIS**

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FAKULTAS TARBIYAH DAN KEGURUAN  
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# THESIS

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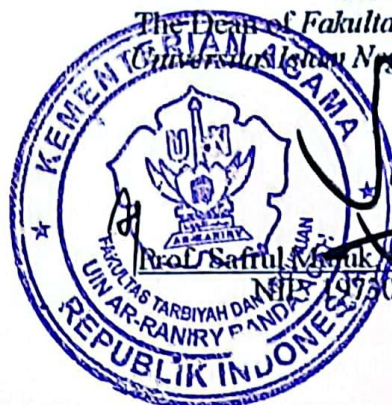
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Saya yang membuat surat pernyataan,



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This thesis is submitted in partial fulfillment of the requirements for the Bachelor's Degree of the English Education and Teacher Training Department. The completion of this thesis was made possible by the grace of Allah and the support of many people. I would like to express my sincere gratitude to everyone who has assisted, motivated, advised and prayed for me throughout this process.

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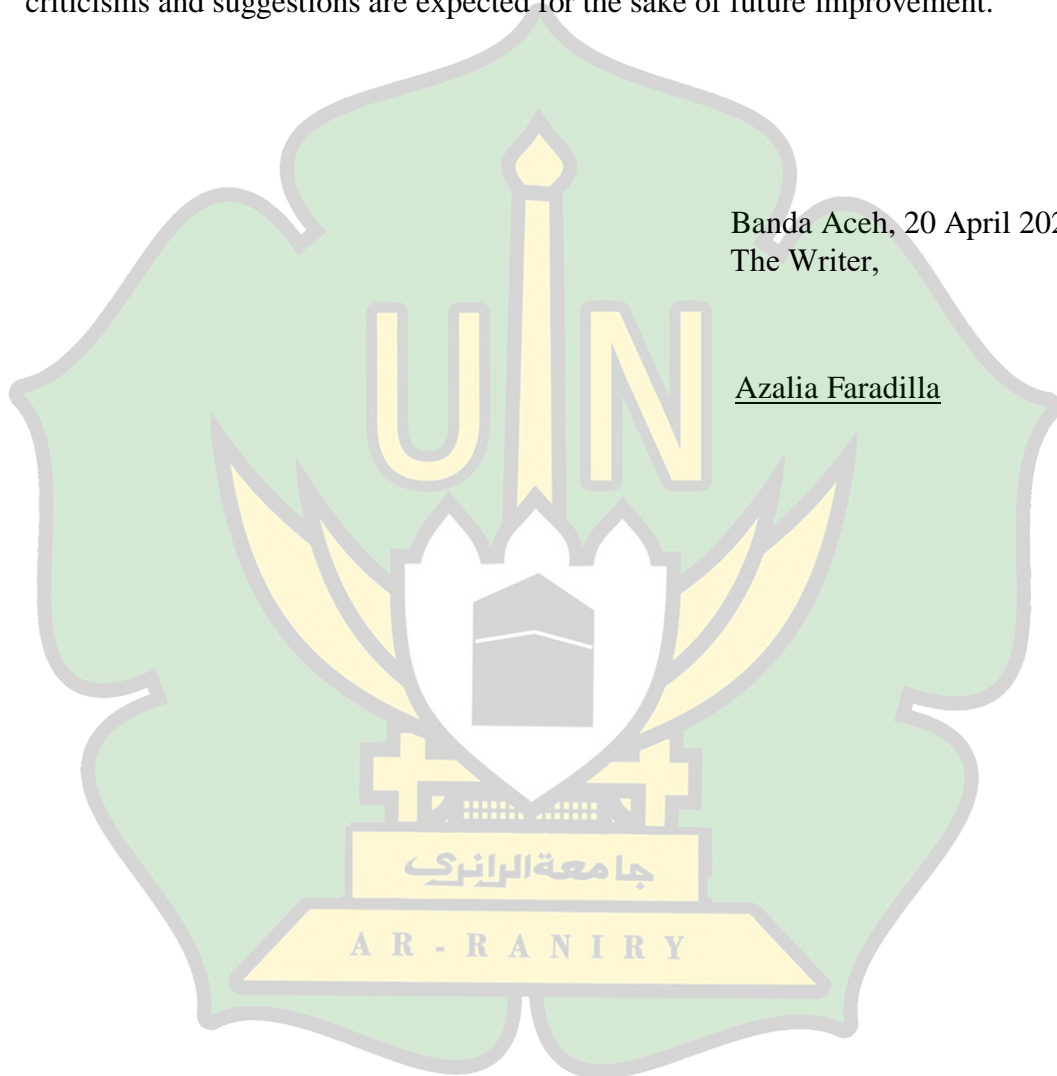
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I realize that this thesis is very far from perfection. Therefore, constructive criticisms and suggestions are expected for the sake of future improvement.

Banda Aceh, 20 April 2024  
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## ABSTRACT

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Student teachers' competencies in preparing to teach, doing teaching, and carrying out assessments are crucial. This is so because they are prepared for future teachers. This study investigated the perceptions of mentors at Dayah Darul Ulum Al-Munawarah Lhokseumawe regarding the preparedness and competence of the teaching practicum students in teaching practice, especially teaching practicum students' competencies in preparing themselves to teach and assessing students abilities. The research involved six mentors in the 2022/2023 academic year. Based on the results of the interviews, mentors' perceptions of teaching practicum students in teaching preparation, such as preparing syllabus and lesson plans, were favorable. However, the development of teaching materials still needs improving. The mentors' perceptions of teaching practicum students including managing the learning process, understanding students' needs, and building positive communication relationships, which were positive. Their abilities to do some things still needs to be improved, such as mastery of the subject matter and the use of learning media. In addition, the students-teachers' ability to assess students also needs to be improved, especially in designing efficient assessment instruments and analyzing the needs and characteristics of each student.

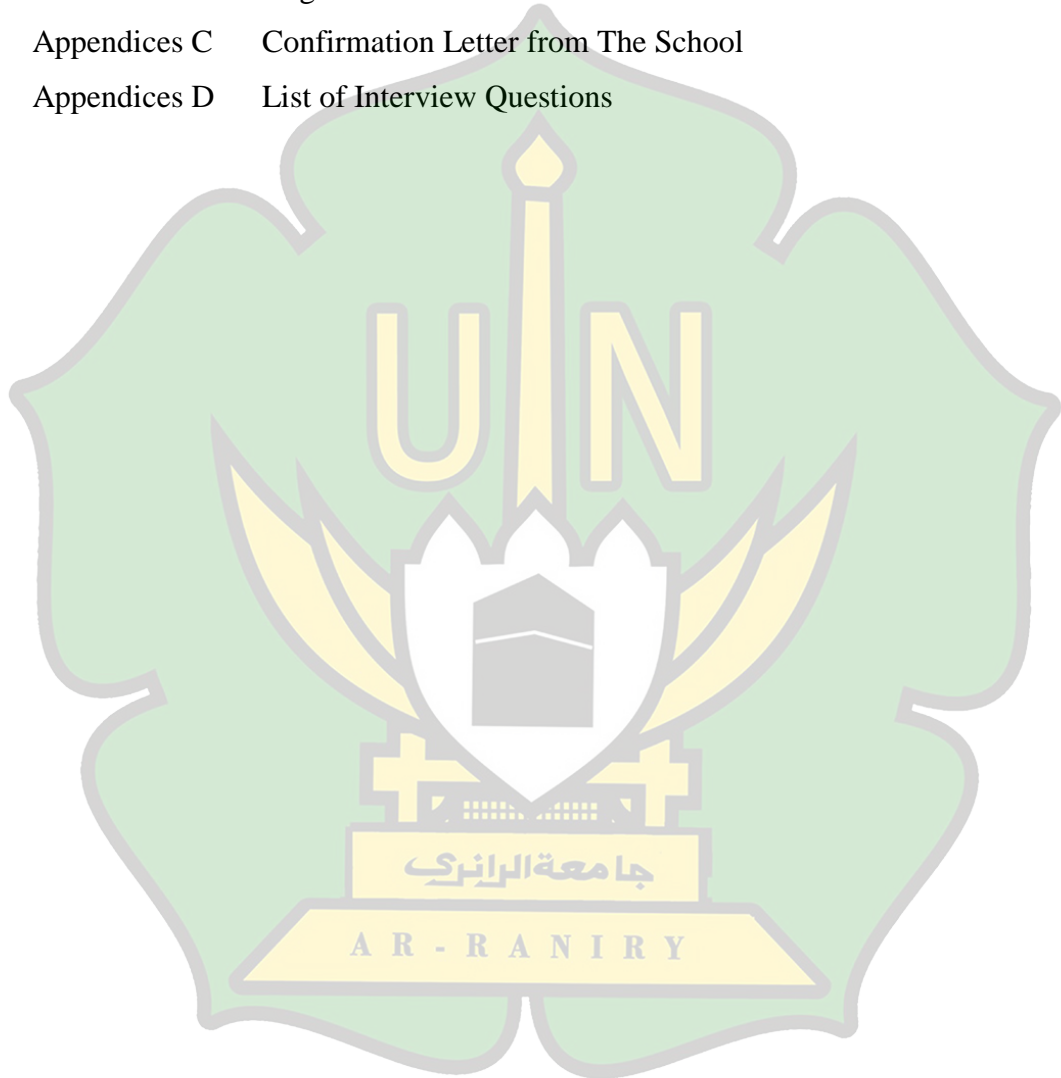
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## CHAPTER I

### INTRODUCTION

#### **A. Background of study**

Teaching practicum is one of the requirements for student teachers who are studying in teacher education programs. It is essential for many reasons. Student teachers will learn to teach as part of their preparation to become teachers; they will learn and practice managing the classroom by doing a teaching practicum, which includes making lesson plans, teaching in class, conducting assessment meetings, and others. Furthermore, student teachers will learn to relate learning media, as well as be able to apply learning approaches during the teaching and learning process and be able to relate learning materials to real life.

Teaching practicum is an essential aspect of any teacher education program. It allows for the development of the connection between theory and practice and the application of academic knowledge (Nemtchinova, 2018). Teaching practicum is also very important in English teacher education programs. It provides an ideal opportunity for prospective English teachers to practice the pedagogical knowledge they have acquired in lectures by teaching real students (Koşar, 2021). The success of the teaching practicum indicates an effective teacher education program (Köksal & Genç, 2019). Teaching practicum is one of the courses that will provide student teachers with authentic and hands-on classroom teaching experience (Kim, 2020). Therefore, student teachers must undergo a teaching practicum course to practice teaching in a classroom.

On the other hand, PPL is a program held by the Faculty of Tarbiyah and Keguruan, Ar-Raniry State Islamic University. Prospective teacher students carried out this program after completing the micro-teaching course. The actual teaching practice faced by student teachers in teaching practicum students will prepare them to become professional teachers (Paula, 2020). Haigh, Ell, and Mackinac (2013) stated that teaching practice has long been essential for beginning teacher education programs. Since then, it has also played a significant role in preparing teacher candidates for the teaching world. Prospective teachers were expected to engage in reciprocal exchanges with students during the learning process. The actual classroom during practicum time and the success of the teaching practicum are two signs of a successful teacher education program. While there was widespread acceptance of the need for theoretical knowledge in teacher education, this was not the case. Theoretical knowledge was adequately received with a practical understanding of teaching. As a result, practice is essential. Teaching has been integrated into all teacher training programs to assist pre-service teachers in using it.

Mulyasa (2002) suggested that competence is defined as knowledge, skill and abilities that someone has become a part of themselves so that they can perform cognitive, affective and psychomotor actions as well as a possible part of themselves so that they can perform cognitive, affective and psychomotor actions as well as possible. Mulyasa (2002) also identified several aspects of the concept of competence, including knowledge, understanding, values (behaviour standards), attitudes, and interests. For instance, a teacher should be able to

identify students' learning needs and conduct learning activities accordingly. Teachers must also thoroughly understand what makes students tick and how to facilitate effective and efficient learning. Within this framework, a teacher must uphold standards of honest, open, and democratic behaviour. Additionally, a teacher must maintain a positive interest and attitude towards their learning.

On the other hand, Mukhid (2022) identified several dimensions of pedagogical competence among teaching practicum student. First, must master student characteristics from physical, moral, social, cultural, emotional, and intellectual aspects. Second, they must understand learning theory and pedagogical principles well. Third, they must be able to develop effective curriculum and learning designs. Fourth, they must implement educational learning, facilitating the development of learners' potential. Fifth, communicate effectively and empathetically with learners. Sixth, conduct evaluation and assessment of learning processes and outcomes, utilize assessment results to benefit learning, and take reflective action to improve the quality of learning.

Numerous previous research has been conducted related to this topic. One of them was conducted by Dewi in 2019. Dewi (2019) examined the perception of mentors teachers towards the teaching skills of Biology FKIP UIR PPL students in junior high school in Siak Hulu, Kampar in the 2018/2019 academic year; the results showed that the highest percentage of prospective teachers' perceptions of teachers' skills in closing lessons was in the excellent category with 82.93%, while the lowest perceptions of teachers' skills in explaining material were in the excellent category with 76.53%.

Another research was also conducted by Rosales (2015). Rosales examined Pamong Teacher's Perception of teaching practicum student preparedness for Teaching Practice. The overall results showed that the preparedness of the student teachers was very satisfactory. Looking at the individual attributes assessed, it was found that student teachers' preparedness in terms of teaching skills and strategies was only satisfactory. Personal, professional, and classroom management and evaluation attributes were very satisfactory. The mentors also mentioned some issues to consider related to the success of the teaching practice. The findings from this research provided feedback not only to equip pre-service teachers with knowledge and skills but also to help enhance their teaching practice.

The last study was conducted by Indah Wahyuningruma and Tinambunanbunan Pamong Teacher's Perception of Student Teaching Practices Field Experience Program (PPL) (2021). The results of this research concluded that the perceptions of the host teachers towards the teaching practices of PPL students in opening lessons were categorized as good with 79.71%, activities to explain the subject matter were categorized as sufficient with 67.39%, classroom management activities were categorized as good with 80.63%, and activities to close lessons were categorized as sufficient 81.88%. So, the perception of the host teacher towards the teaching practice of students teaching practicum of Riau Islamic University at YLPI Pekanbaru High School in the 2019/2020 academic year is categorized as good, with 77.4%.



Considering the five research studies above, gaps existed between this research and previous research. Another research examined the perceptions of student teachers on the abilities of PPL students. Another research also discussed the perceptions of the readiness of PPL students. However, in the context of elementary schools, the research discussed student teachers' perceptions of teaching practices. In contrast, this research focused more on the student teachers prepared for teaching practicum: the perception of a mentors. In addition, this research will focus on the school where I run the PPL program, Senior High School boarding school Darul Ulum, Lhoksemawe. I took this title when I saw many student teachers in the same teaching practicum program. I saw many student teachers in the same school who sometimes almost did not prepare anything when they entered the class to start learning. Because of that, I want to find out the mentors' perceptions of students' preparedness during the teaching practicum program.

#### **B. Research questions:**

This research is guided by the following research questions:

1. What is mentors perception of students' competencies related to lesson preparation differently?
2. What is mentors perception of students' competencies in teaching differently?
3. What is mentors perception of students' competencies in assessing students differently?

### C. Research Aim

This research purposively wants:

1. To find out the perception of mentors on the students' competencies to prepare teaching.
2. To find out the mentors' perceptions on the students' competencies to teach.
3. To find out the mentors' perception on the students' competencies to do assessment of student.

### D. Research Significance

#### 1. Practically

The research examined the student teachers' preparedness for teaching practicum and the perception of a mentors. As a result, it presents a picture of the perception of mentors on the students' competencies to prepare for teaching, the mentors' perceptions of the students' competencies to teach, and the mentors' perception of the students' competencies to assess students. For teachers or lecturers, this research could be used to identify the effectiveness of student-teacher preparedness before the class.

#### 2. For future researchers

The results of this study are expected to be used as an illustration for future researchers about the implementation of teaching practicum students that has been carried out so that researchers can further improve their professionalism as prospective teachers.

## **E. Terminologies**

### **1. Teaching Practicum**

Teaching practicum is refers to the practical training that student teachers experienced as part of the education program. It involves real classroom teaching experiences under the mentorship of experienced teachers. In this study, the teaching practicum is crucial as it evaluates student teachers' preparedness and competencies in actual teaching scenarios. In addition, teaching practicum also allows students to apply the principles of teaching and learning learned during lectures. In this study, the teaching practicum serves as a lens through which mentors assess student teachers' readiness. By observing their interactions with students, lesson delivery, and classroom.

### **2. Preparedness**

Preparedness refers to student teachers' readiness to step into the classroom and effectively engage with students. It goes beyond theoretical knowledge and includes confidence, adaptability, and the ability to handle unexpected situations. Mentors assess student teachers' preparedness by examining their lesson planning skills, material preparation, and classroom management techniques. In this study, evaluating preparedness provides valuable insights for teacher education programs, helping refine curriculum content and better prepare future educators.

### 3. Competencies

Competence is derived from the word “competence,” which signifies ability, authority, and proficiency. In the context of teaching, competencies refer to excellence and expertise in a person’s knowledge, behavior, and skills. In this study, competencies involve understanding specific teaching methodologies, classroom management techniques, and educational theories.

Pre-teaching competencies focuses on preparing for effective classroom instruction by developing syllabi, lesson plans, and teaching materials. Effective teaching encompasses managing the learning process, understanding student needs, and building positive relationships with students. Assessment involves the ability to assess students, and analyze student needs and characteristics, which requires further improvement. In summary, competencies in this study play a pivotal role in shaping effective educators who can positively impact student learning experiences.



## CHAPTER II

### LITERATURE REVIEW

#### A. Definition of Teaching Practicum

*Praktik Pengalaman Lapangan* (PPL) is a series of activities intended for prospective teacher students that include teaching practice as a vehicle for forming and developing teacher competencies required by the teaching profession—formation and development of teacher competencies required by the teaching profession (Wahidah, 2023).

Another definition related to teaching practicum is an integral part of teacher education programs; it is known by various terms such as teaching practice, field experience, internship, practical experience, and apprenticeship (Gebhard, 2019). Furthermore, Ranjan (2013) stated that teaching practice, often referred to as *Praktek Pengalaman Lapangan* (PPL), is essential to becoming a teacher who provides experiences for students and teachers in the actual teaching and learning environment. Shalihah (2019) noted that "teaching practice provides an opportunity to apply the principles of teaching and learning that have been studied during coursework."

From some of the definitions above, researchers can conclude that Field Experience Practice (PPL) is a series of activities intended for prospective teacher students to practice teaching skills needed in the teaching profession. PPL is also important in teacher education programs because it provides real experience to students and teachers in an actual learning environment. In



addition, teaching practicum also allows students to apply the principles of teaching and learning learned during lectures. Teaching practicum is an invaluable platform for developing teacher competencies and preparing them to face challenges in the teaching profession. It allows prospective Teachers must practice their skills naturally while playing a crucial role in their formation and development.

In many teacher education programs, although the nature, quantity, and frequency of the practicum varies from institution to institution, the practicum is an obligatory course to be taken by all students as a necessary part of the teacher's expert improvement as this is a central and vital aspect of teacher education, a lot of time and interest need to be spent and given to ensure that student teachers undergoing the path are organized physically and mentally (Zuhry, 2020). Paula (2020) stated that teaching is integral to teacher training programs. Through teaching practice, student-teachers are challenged to deliver a good quality teacher experience while learning about teaching skills, techniques, and class leadership at the same time. Andani (2018) agreed that the teaching practicum is essential to the education and training of teachers. Student-teachers develop competence, gain self-confidence in addressing broad audiences in classes, and learn appropriate individuals.

### **B. Teaching practicum: Student teacher preparedness**

Students' preparedness can be influenced by experience, knowledge, and skills, which students will bring to the teaching practicum. The teaching practicum process should allow students to develop teaching skills and a deep practical understanding of teaching. Before starting the learning process, teaching practicum students must prepare learning tools. According to (Trianto, 2015), Learning tools such as the syllabus, Learning Implementation Draft (RPP), and Learning Knowledge System (Student Activity Sheet) can manage the teaching-learning process. Learning aids are products used to help students learn more effectively." Learning tools such as syllabus, lesson plans, Student Activity Sheets (LKS), Evaluation Instruments or Learning Outcome Tests (THB), and teaching aids are used to manage learning; a teacher must use Learning Tools to support him in his teaching and learning tasks.

From the explanation above, learning tools are materials teachers or prospective teachers use in learning activities. Likewise, teaching practicum students, before entering the learning process, need preparation, one of which is learning tools because learning tools have an essential role in the effectiveness of a learning process and a teacher or prospective teacher is obliged to prepare learning tools that are active, interactive and inspiring. Learning tools used in teaching include syllabus, lesson plans and teaching materials.

#### a. Syllabus

According to Trianto (2015), a syllabus is a learning plan for a specific group of subjects consisting of competency standards, essential competencies, learning materials, learning activities, indicators of competency achievement assessment, time allocation, and learning resources. A syllabus is a learning program designed for one or more subjects that contain competency standards and essential competencies that students must achieve, subject matter that students must learn and how to learn it, and how to determine the achievement of essential competencies set (Sanjaya, 2016).

Following the learning pattern in each school year, the syllabus is designed based on the competency standards of graduates and the content standards of primary and secondary education units. According to Kunandar (2014), the syllabus is a guideline for preparing a learning framework for each subject study content. Following the learning pattern in each school year, the syllabus is designed based on the Graduate Competency Standards (SKL) and Content Standards (SI) for primary and secondary school units. The syllabus is a guideline (RPP) for the Learning Implementation Plan. On the other hand, the centre prepared the syllabus for the 2013 curriculum, so teachers no longer need to do so. According to Trianto (2015), certain principles must be followed when making a syllabus, including (1) scientific, (2) relevant, (3) systematic, (4) consistent, (5) adequate; (6) actual and contextual; (7) flexible; and (8) thorough.

From the opinions of the experts above, it can be concluded that the syllabus is a set of plans and arrangements regarding curriculum development, which contains Subject Identity, Competency Standards (SK) and Basic Competencies (KD), Indicators, Subject Matter, Learning Activities, Time Allocation, Learning Resources, and Assessment. Therefore, the syllabus is a learning tool that has a vital role in teaching. Teachers or prospective teachers must have preparation in preparing a good syllabus so that the learning process runs smoothly.

b. Learning Implementation Plan (RPP)

Mulyasa (2018) stated that RPP is a short plan that estimates all the activities students and teachers will do during learning activities. "RPP is a plan that includes procedures and management of learning to achieve one or more core skills set out in the content standards and defined in the syllabus". A learning implementation plan (RPP) is a kind of procedure and management of learning to achieve basic skills determined by the content standards, according to (Daryanto & Aris, 2014). The implementation of lesson plans aims to facilitate the learning process to align with the objectives. Material standards must be designed following the wishes and needs of students, as well as environmental conditions.

The characteristics of a good Learning Implementation Plan (RPP) are: 1) Contains teaching and learning activities that will be carried out by the teacher and will provide learning experiences to students. 2) The learning

phases are methodically organized to ensure that the learning objectives are met. 3) The learning stages are organized in a way that is as detailed as possible, so if other teachers use the lesson plan, it will be easy to understand and will not cause confusion (Daryanto & Aris, 2014).

Based on the previous description, researchers argue that lesson plans are teaching tools that include planning learning activities that educators must complete before entering the classroom for successful and meaningful learning.

#### c. Teaching materials

According to Abdul Majid (2017), teaching materials include all types of materials, information, tools, and texts that help teachers/instructors carry out teaching and learning activities. It does not matter whether the item in question is written or unwritten. The substance or content of the curriculum that students must understand to meet curriculum objectives is known as teaching materials or curriculum materials. According to (Belawati (2013), teaching materials include all information, instruments, and texts used by teachers or instructors in the classroom. The material in teaching materials is systematically organized to assist students in learning in the classroom.

According to Tiwari (2018), teaching materials assist teachers in planning assignments, conducting courses, and leading students through the learning process. Since the objectives of teaching materials are more precise and their achievement can be felt instantly, students get the idea that they are



achieving something (Richards & Schmidt, 2012). Furthermore, according to Choudhury (2014), teaching materials are a binder for the entire learning process. They can be utilized as a control to minimize missing elements or excessive repetition if packaged as a system.

### **C. Teaching practicum: Student teacher competencies**

Competence is defined as ability or skill. Competent people have the ability or proficiency to perform their duties and obligations in the desired manner.

Mulyasa (2018) stated that competence is defined as knowledge, skills, and abilities that are mastered by someone who has become part of himself so that he can perform cognitive, affective a person who has become part of himself to fulfil cognitive, affective, and psycho motor behaviour as well as possible.

According to Mulyasa (2018), several aspects or domains are contained in the concept of competence:

1. Knowledge is awareness in the cognitive field. For example, a teacher knows how to identify learning needs and how to do learning for students according to their needs.
2. Understanding, namely, the cognitive and affective depth individuals possess. For example, a teacher who will carry out learning must have a good understanding of the characteristics and conditions of students to carry out learning effectively and efficiently.

3. Value is a standard of behaviour that has been believed and has psychologically integrated into a person—for example, teacher behaviour standards in learning (honesty, openness, democracy, etc.).
4. Attitude is a feeling or reaction to a stimulus from outside.
5. Interest is a person's tendency to do something.

Teacher competence (Slameto, 2013) is the ability of a teacher to carry out obligations responsibly and adequately. So, a professional teacher's competence is the teacher's ability to carry out the teaching profession.

Regarding teachers as professionals, competence shows the ability of teachers (prospective teachers) to perform educational tasks according to certain specifications. From the above understanding, a teacher's competence is the ability or skill that a teacher must have in order to perform his or her duties and obligations.

According to Law No. 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter broadly and deeply." Surya (2013) argued that professional competence refers to various abilities needed to realize oneself as an experienced teacher. Professional competence includes ten essential competencies that a teacher must master. The ten critical competencies are as follows:

According to Hamalik (2013), the profile of basic teacher skills includes:

1. Mastery of materials
  - a. Mastery of subject matter in the school curriculum.
  - b. Mastery of in-depth or application materials in the field of study.
2. Managing teaching and learning programs
  - a. Formulating teaching objectives.
  - b. Knowing and being able to use teaching methods.
  - c. Selecting and compiling appropriate teaching procedures.
  - d. Implementing teaching and learning programs.
  - e. Knowing students' abilities.
3. Managing the classroom
  - a. Organizing the classroom.
  - b. Creating a harmonious teaching and learning environment.
4. Use of media or resources
  - a. Knowing, selecting and using media.
  - b. Making simple learning aids.
  - c. Using and managing laboratories in the context of the teaching and learning process.
  - d. Developing laboratories.
  - e. Using the library in the teaching and learning process.

Developing the laboratory.

- f. Using the micro teaching unit in the field experience program.

Use of the micro teaching unit in the field experience program.

- 5. Managing the interaction of the teaching and learning process.

- a. Learning ways to motivate students to learn
- b. Practicing using ways to motivate students
- c. Learning ways to communicate inter personally
- d. Practicing using ways to communicate personally Practicing using ways to communicate personally

- 6. Master the fundamentals of education.

- a. Study the concepts and problems of education and teaching from sociological, philosophical, historical, and psychological perspectives.
- b. Recognize the function of schools as social institutions that can advance society and the mutual influence between schools and society.

- 7. Assess student achievement for instructional purposes.

- a. Learn the function of assessment.
- b. Learn various assessment techniques and procedures.
- c. Practice compiling assessment techniques and procedures.
- d. Learn criteria for selecting assessment techniques and procedures.
- e. Practice using assessment techniques and procedures.

- f. Practice managing and interpreting assessment results.
  - g. Practice using assessment results to improve the teaching and learning process.
  - h. Practice evaluating assessment techniques and procedures.
  - i. Practice assessing instructional programs.
8. Know the functions and programs of guidance and counseling services with learning experience
    - a. Know the functions and programs of guidance and counseling services in schools
    - b. Organize guidance and counseling service programs in schools
  9. Knowing and organizing school administration with learning experience
    - a. Knowing the organization of school administration
    - b. Organizing school administration
  10. Understand the principles and interpret the findings of educational research for teaching purposes.
    - a. Learn the fundamentals of using the scientific method in educational research education
    - b. To learn the techniques and procedures of educational research, especially as consumers of educational research.
    - c. Interpret research findings for instructional improvement.



Of the ten essential teacher competencies, only five aspects of professional teaching competence are restricted. Professional teaching competence, assuming that it can be directly observed by the host teacher in the school during teaching and learning. In school, during teaching and learning. It is only possible competencies to be taught to students due to time constraints, time, place, facilities, and infrastructure.

#### 1. Competence in mastering the subject matter

Before the teacher begins teaching and learning, the teacher must master the subject matter the students will be introduced to; mastery of the subject matter is central to learning success.

According to Sudjana (2014), the ability to master the subject matter will impact student learning outcomes, where the process and results of student learning depend on the teacher's mastery of the subject matter and teaching skills.

The expression of teachers (PPL students) who have mastered the subject matter is reflected in their ability to communicate or explain the subject matter. In a sense, the teacher can realize his skills and describe or explain the theories clearly, fulfilling the aspects needed as a teacher in front of the class.

For a teacher, mastering the subject matter involves two areas:

- a. Mastering the subject matter in the school curriculum. In getting the subject matter, learning experiences include reviewing the subject matter curriculum materials, reviewing the subject matter textbooks, carrying

out the activities prescribed in the subject matter curriculum, and reviewing the basics of evaluating the subject matter curriculum.

- b. Mastering subject matter deepening and application in mastering subject matter deepening and application, learning experiences such as studying science that is closely related to the field of study being taught and studying the application of the field of science in other fields of science for specific study programs (Sardiman, 2017).

## 2. Competency in managing the instructional program

The teaching and learning process is the core of educational activities in schools. Therefore, teachers in the classroom must prepare materials that will be taught by their students, which will be used as directions and guidelines in teaching.

Sudjana (2021) stated that the implementation or management of the teaching and learning process is the planning stage of the program that has been made. In carrying out the teaching and learning process, the ability that must be required is the teacher's activeness in creating and promoting students' learning activities through the plans that have been prepared in planning. The steps that must be taken by the teacher so that this teaching and learning program is achieved are:

- a. Formulating instructional learning objective.

These instructional objectives are important because they are guidelines or practical instructions about learning. They are the results or changes in

behaviour, abilities, and skills students get after participating in learning activities.

1. Knowing and using the instructional process correctly

Teachers who will teach usually prepare teaching preparations such as formulating objectives, developing evaluation tools, formulating learning activities, and planning a program of learning activities.

2. Implementing a Teaching and Learning Program

In the activity of delivering material, the teacher must pay attention to such matters as conveying the subject matter accurately and ensuring the questions asked are sufficient to stimulate thinking, educate and hit the target, provide opportunities or create conditions that can raise questions from students; the teacher must pay attention to the reactions that develop in students, give praise or appreciation to students who answer correctly and direct answers that are less accurate.

3. Planning and Implementing Remediation Programs

In the ideal teaching and learning process, two kinds of activities will be included: enrichment for students who answer correctly and remediation for students who answer less accurately. Student ability Student ability to understand because each student has different characteristics, including their abilities.

4. Planning and Implementing Remedial Programs

The ideal teaching and learning process will include enrichment for successful students and improvement for those who have yet to succeed.

Factors that need to be considered in the remedial process are the type of remedial activities, the number of students who need them, the place where they are to be provided, the time they are to be provided, the methods used, the facilities used, and the level of students' learning difficulties. (Hamalik 2013).

### 3. Classroom management skills

In carrying out teaching activities, teachers must not only master the subject matter but also be able to manage the class. A teacher's failure in teaching activities may not be due to the teacher's inability to master the subject matter but only because the teacher fails to manage the class.

According to (Sardiman, 2017), to teach a class, teachers are required to handle the class, that is, to create conditions conducive to learning. Classroom management activities include organizing the classroom layout for teaching and creating a harmonious learning climate. Managing classroom layout means that teachers must be able to design and arrange classrooms so that teachers and students can learn creatively and comfortably in the room.

Then, what is related to creating a harmonious teaching and learning climate means that the teacher must be able to handle the behaviour of his students so as not to damage the classroom atmosphere.

### 4. Competency in using media

The use of teaching aids is essential to improve teaching and learning outcomes. The teaching aids can be classified as follows:

- a. Two-dimensional teaching aids: blackboards, charts, maps, etc.
- b. Three-dimensional teaching aids: natural objects and models

Samana (2014) stated that the teacher's ability to use learning aids or teaching media (both in the implementation stage) is essential to improve the quality of his teaching.

According to Sardiman (2017), there are several steps in using media:

- a. Identifying, selecting, and using a medium.
- b. Creating simple instructional tools.
- c. Use a manual. Therefore, prospective teachers can at least use cheap and efficient tools, which, although simple and unpretentious, are necessary to achieve the expected teaching objectives.

In addition to using the available tools, teachers must also be able to develop skills in making learning media that will be used when the media still needs to be public.

#### 5. Skills for managing learning interactions

In teaching and learning activities, it is essential to have good interaction between teachers and students; learning success is not only determined by the mastery of materials, management of learning programs, classroom management, and use of media but also by the quality of interaction between teachers and students.

Sardiman (2017) argued that interaction activities between teachers and students are dominant in the learning process. Transferring knowledge and values requires harmonious components between the teacher and student.



Therefore, interaction between teachers and students is essential to the learning process. Teachers not only provide valuable knowledge but also impart essential values for the development of society.

#### **D. Previous related studies**

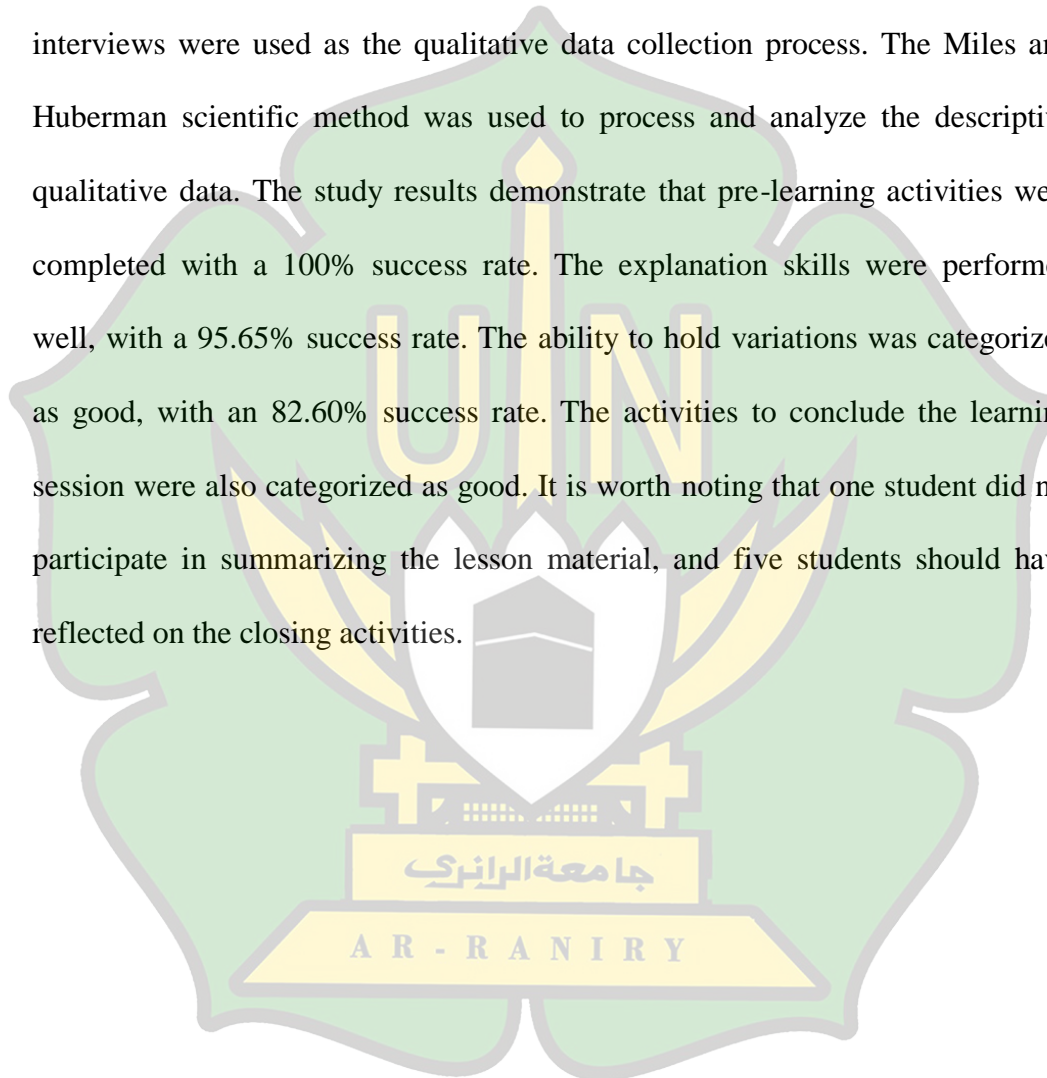
Many previous studies have been conducted on student teachers' preparedness for teaching practicum based on their mentors. One of them was conducted by Dewi in 2019. Dewi (2019) examined teachers' perception of the teaching skills of biology FKIP UIR PPL students in junior high school in Siak Hulu, Kampar, in the 2018/2019 academic year. It revealed that the highest percentage of prospective teachers' perceptions of teachers' skills in closing lessons was in the excellent category at 82.93%, while the lowest percentage of perceptions of teachers' skills in explaining material was in the excellent category at 76.53%.

Rosales (2015) examined mentors' perceptions of the preparedness of student teachers for practice teaching. The overall results showed that the preparedness of the student teachers was very satisfactory. Looking at the individual attributes assessed, it was found that student teachers' preparedness in terms of teaching skills and strategies was only satisfactory. Personal, professional, and classroom management and evaluation attributes were very satisfactory. The mentors also mentioned some issues to consider related to the success of the teaching practice. The findings from this research provided feedback not only to equip per-service teachers with knowledge and skills but also to help enhance their teaching practice.

Another research by Wahyuningrum and Tinambunan (2021) examined teachers' perception of teaching practice Field Experience Program (PPL) students. The results of this research concluded that the perceptions of the host teachers towards the teaching practices of PPL students in opening lessons were categorized as good with 79.71%, activities to explain the subject matter were categorized as sufficient with 67.39%, classroom management activities were categorized as good with 80.63%, and activities to close lessons were categorized as sufficient 81.88%. So, the perception of the host teacher towards the teaching practice of PPL students of Riau Islamic University at YLPI Pekanbaru High School in the 2019/2020 academic year is categorized as good, with 77.4%.

Pratiwi, Saukah, Rachmajanti, and Anugerahwati (2020) researched classroom management in the student teachers' teaching practicum, focusing on challenges and recommendations for teacher education. This study used a sequential explanatory mixed methods design consisting of two phases: quantitative methods and qualitative methods. Quantitative data were collected through questionnaires, and qualitative data were collected through interviews and reflective journals about their experiences in dealing with student discipline and compliance. The findings of this study prompted a discussion on the importance of equipping student teachers with classroom management skills in teacher education prior to teaching practice. The research also highlights issues in classroom management that require a shift in focus from the simple management of behaviour to the management of behaviour and learning.

Meje, Nggandung, and Loe (2022) conducted a quantitative research study using descriptive techniques on the perceptions of Pamong teachers regarding the teaching skills of Field Experience Practice (PPL) students at UPTD SMP Negeri 1 Kupang. The study involved 23 responses from the Pamong teachers, and interviews were used as the qualitative data collection process. The Miles and Huberman scientific method was used to process and analyze the descriptive qualitative data. The study results demonstrate that pre-learning activities were completed with a 100% success rate. The explanation skills were performed well, with a 95.65% success rate. The ability to hold variations was categorized as good, with an 82.60% success rate. The activities to conclude the learning session were also categorized as good. It is worth noting that one student did not participate in summarizing the lesson material, and five students should have reflected on the closing activities.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

I applied qualitative research design to find out the perception of mentors on the students' competencies to prepare for teaching, the mentors' perceptions of the students' competencies to teach, and the mentors' perception of the students' competencies to assess students. Qualitative research involves collecting open-ended questions, word or picture data, and gathering data from several individuals or sites (Creswell, 2012). It is a popular research method, although it should be noted that it is subjective. I employed a descriptive qualitative research design to thoroughly and broadly explore and portray social conditions (Sugiyono, 2013). Qualitative research aims to examine social events or phenomena, provide a deeper understanding of existing activities, events, or situations, and comprehend the dimensions of social life (Leavy, 2020).

#### **B. Research Location**

This study was conducted at Dayah Darul Ulum Al-Munawarah Lhoksemawe, situated in Lhok Mon Puteh, Subdistrict Muara Dua, Lhokseumawe City, Aceh Province. Darul Ulum was chosen because it is recognized for its educational programs. Moreover, my experience as a teaching practicum student there made it an ideal location for the study.

### C. Research Participants

#### a. Population and sample

A population is all individuals or units of interest; typically, data are not available for almost all individuals in a population (Hanlon & Larget, 2011). The population in this research was all the Pamong teachers in Dayah Darul Ulum Lhoksemawe in the PPKPM program organized by UIN Ar-Raniry in the academic year 2022/2023.

As explained by Crewell (2003), purposive referred to selecting participants who will assist I in understanding the research problem and questions. They must be willing to reflect and share this knowledge. Therefore, the population in this study were all mentors at Dayah Darul Ulum Lhoksemawe in the 2022/2023 school year, with six mentors. Arikunto (2006) suggests that for a group smaller than 50 participants, it is advisable to include everyone in the study, which is then termed 'population research.' If the group size is over 50, a sample of about 10-25% or more is recommended. In my research, I included the entire group, which consisted of six teachers from different subjects, which are: English, Arabic, Chemistry, Islamic Education Management, and Physics, as mentors. This research was carried out at the conclusion of the teaching practicum to obtain more detailed findings.

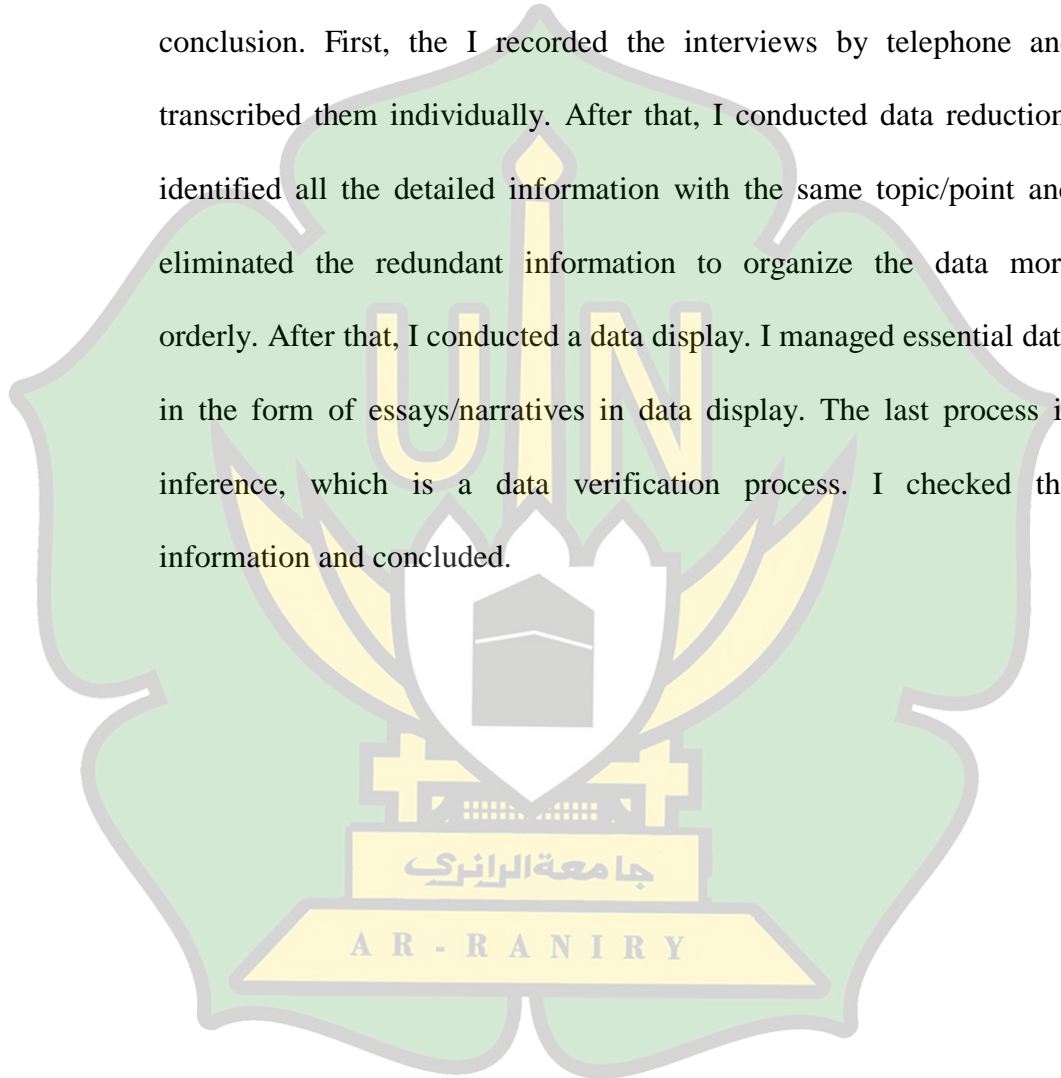


#### **D. Technique of Collecting Data**

When conducting data collection techniques, it is necessary to use research instruments. As mentioned by Ary (2018), selecting appropriate and helpful measurement instruments is very important for the success of a study. Therefore, to obtain data in this study, the I used interview techniques and documentation during the research process. In this research process, the first technique I applied to collect research data was through interview. According to Fox (2022), interviews are an essential data collection technique that involves verbal communication between I and the subject and are commonly used in survey, exploratory, and descriptive research methods. The interview's design and the questions' structure affect the depth and freedom of the subject's response. In this case, I used telephone interviews with the six samples I took. Telephone interviews between I and participants can minimize difficulties in obtaining data. During the telephone interviews, a list of open-ended questions was applied to obtain information from the participants needed for the research. The open-ended questions that will be used are related to the mentors teachers' perceptions of the students' competencies to prepare for teaching, the mentors' perceptions of the students' competencies to teach, and the mentors' perceptions of the students' competencies to assess students.

### **E. Data analysis**

The results of this study were analyzed qualitatively. I analyzed the interview data using Miles and Hubberman's (1994) analysis model. The analysis consisted of data reduction, data presentation, and conclusion. First, the I recorded the interviews by telephone and transcribed them individually. After that, I conducted data reduction, identified all the detailed information with the same topic/point and eliminated the redundant information to organize the data more orderly. After that, I conducted a data display. I managed essential data in the form of essays/narratives in data display. The last process is inference, which is a data verification process. I checked the information and concluded.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This section A analyzes the findings. Section B discusses the findings to answer three research questions.

#### **A. Findings**

This section presents and analyzes the data for this study which eliminates the interview with mentors Dayah Darul Ulum Al-Munawarah Lhoksemawe, located in Lhok Mon Puteh, Sub. Muara Dua, Lhokseumawe City, Aceh Province. This research used the Miles and Huberman (1994) analysis model to analyzed the interview data.

The interview questions for mentors are structured around three phases: pre-teaching, teaching, and post-testing. Initially, the focus is on their insights regarding the students' abilities in preparing for instruction, encompassing the development of the syllabus, lesson plans, and instructional materials. Also the attention shifts to their views on the students' teaching competencies, which include establishing learning objectives, orchestrating the teaching process, managing the classroom environment, utilizing media, and fostering interaction. The mentors' perspectives on the students' assessment skills are also examined, particularly concerning the selection of assessment methods and the construction of assessment instruments.

## 1. Preparing syllabus

Among the activities practiced before teaching in the classroom is developing a syllabus. This can be understood from what the school-mentors says on the following:

### Excerpt 1

“Good, teaching practicum students have actively participated in preparing the syllabus before starting the lesson.” (interview miss p2)

Another participant stated a similar idea about this.

### Excerpt 2

“Good students prepare their syllabus; teaching practicum students make it by compiling competency standards to lesson plans because prospective teachers must be able to master the syllabus.” (interview miss p5)

Excerpts 2 above showed that, the perception of the student teachers towards the preparedness of the teaching practicum students in making the syllabus was positive. The teaching practicum students were considered to be active and competent in preparing the syllabus before starting the lesson. According to the mentors, teaching practicum students were actively involved in compiling the syllabus from competency standards to lesson plans, besides the arguments of other student teachers also confirmed that teaching practicum students understood the importance of mastering the syllabus making process as prospective teachers.

## 2. Preparing lesson plans

Among the activities practiced before teaching in the classroom is developing a lesson plan. This can be understood from what the school-mentors says on the following:

### Excerpt 3

“**Good**, students can compile the app's components well and completely, and the models and methods used are also good, making learning varied and exciting.” (interview miss p1)

Another participant stated a similar idea about this.

### Excerpt 4

“**Good**, the lesson plans prepared by teaching practicum students have contained activities that teachers will carry out during the teaching and learning process.” (interview miss p2)

Excerpts 2 above showed that, teaching practicum students have shown good preparedness in preparing lesson plans. They compiled the components of the lesson plan correctly and entirely and chose models and learning methods that make learning varied and exciting.

## 3. Preparing teaching materials

Among the activities practiced before teaching in the classroom is developing a teaching material. This can be understood from what the school-mentors says on the following:

### Excerpt 5

“There is, namely, the **difficulty** when adjusting the needs and characters of students with the teaching materials provided.” (interview miss p2)



Another participant shared a similar idea.

Excerpt 6

“There are challenges. Some are because it is **difficult** to find book references. Some are clueless or have not mastered technological developments, which makes it difficult for these students to find interesting teaching materials.” (interview miss p5)

Excerpts 2 above showed that, teaching practicum students encountered several challenges in making teaching materials, one of them was the difficulty in adjusting the needs and characters of students with the teaching materials provided. In addition, there were obstacles in finding book references and a need for proficiency in mastering technological developments, making it difficult for students to find exciting teaching materials.

#### 4. Formulating learning objectives

Developing a formulated learning objective is among the activities practiced when teaching in the classroom. This can be understood from what the school-mentors says in the following:

Excerpt 7

“Yes, teaching practicum students **can formulate learning objectives well.**” (interview miss p3)

Another participant shared a similar thought.

Excerpt 8

**“They have a well understanding of learning objectives.** Teaching practicum students provides hands-on experience that allows them to understand better the context and needs of learning to formulate relevant and useful objectives.” (interview miss p5)

Excerpts 2 above showed that, the mentors teachers' perceptions of the teaching practicum students' ability to formulate learning objectives were positive. They stated that the teaching practicum students formulated the learning objectives well.

### 5. Managing teaching process

In the management aspect of the teaching process, I found two points regarding appropriate learning methods and the ability to recognize students' strengths/weaknesses in teaching.

#### a. Appropriate learning methods

Developing an appropriate teaching method is among the activities practiced in the classroom. This can be understood from what the school-mentors says in the following:

#### Excerpt 9

“Most teaching practicum students **usually use appropriate learning methods in their teaching process.** They are encouraged to apply various learning methods appropriate to the context, the needs of the students, and the subject matter being taught. In addition, they also receive direction and guidance from teachers or field supervisors to ensure that the learning methods they use are appropriate and effective.” (interview miss p2)

Another participant shared a similar opinion.

#### Excerpt 10

“Alhamdulillah, **the methods used appropriate to the material.**” (interview miss p3)

Excerpts 2 above showed that, mentors' perceptions towards the teaching process of student-teacher' management showed that most teaching practicum students tend to be positive in evaluating learning but still need to improve on the correct evaluation process and accommodate the qualitative aspects of learning.

b. Ability to recognize students' strengths/weaknesses in teaching

Developing and recognizing students' strengths/weaknesses is among the activities practiced in the classroom. This can be understood from what the school-mentors says in the following:

Excerpt 11

**“Yes, teaching practicum students can recognize students' abilities** through various means, including direct observation, direct interaction with students, and structured assessments. By spending time in the classroom and interacting with students directly, they can notice each student's strengths, weaknesses, interests, and learning styles. This information can then be used to design lessons that suit individual needs and facilitate their learning progress.” (interview miss p4)

Other participant shared a similar statement.

Excerpt 12

**“Yes, teaching practicum students are good at recognizing students' abilities** through direct observation and interaction in the learning context.” (interview miss p6)

Excerpts 2 above showed that, perception of mentors on the ability to recognize the strengths/weaknesses of students in teaching. The mentors stated that teaching practicum students have good skills, they could achieve this understanding through various means, such as direct observation, direct interaction with students, and structured assessments, by spent time in class and building good interactions. Teaching practicum students could identify the strengths, weaknesses, interests, and learning styles of individual students, this information is the basis for designing learning that suits the needs of each student, making a positive contribution to the progress of teaching and learning.

#### 6. Classroom management

I found two points regarding classroom management: learning evaluation and classroom layout learning climate.

##### a. Learning evaluation

Among the activities practiced when teaching in the classroom is developing learning evaluation. This can be understood from what the school-mentors says in the following:

#### Excerpt 13

“Of course, **learning evaluation by teaching practicum students can be done well** through active involvement in the learning process and providing constructive feedback.” (interview miss p2)

Another participant shared a similar statement.

Excerpt 14

**“Yes, teaching practicum students will enable them to evaluate learning well.** They learn to use various evaluation instruments, such as tests, project assignments, classroom observation, and self-reflection, to measure student understanding and learning effectiveness. In addition, they also receive guidance from teachers or field supervisors in the evaluation process to ensure that the evaluation is done correctly and provide valuable insights for future learning improvements.” (interview miss p4)

Excerpts 2 above showed that, regarding mentors' perception towards the learning evaluation of teaching practicum students, the mentors recognized that teaching practicum students could do well through active involvement in the learning process and by providing constructive feedback. Teaching practicum students were trained to use various evaluation instruments, such as tests, project assignments, classroom observations, and self-reflection, with guidance from the supervisor or field supervisor. This reflected an effort to ensure proper evaluation and provide valuable insights for learning improvement so that they could carried out learning evaluations well.

b. Classroom layout and learning climate

Developing classroom layout and learning climate are among the activities practiced when teaching in the classroom. This can be understood from what the school-mentors says in the following:



## Excerpt 15

“They understand classroom management well and have a harmonious teaching climate in a learning environment where teachers and students feel comfortable, open, and supported to interact and learn together.” (interview miss p2)

Another participant responded similarly.

## Excerpt 16

“Yes, PPL students have the potential to manage classroom layout and harmonious teaching climate well.” (interview miss p3)

Excerpts 2 above showed that, to the mentors's perception on teaching practicum student was considered to have a good understanding of the concept of classroom management. The mentors said that the teaching practicum students could create a learning environment where the teacher could organize the classroom layout, and create a harmonious teaching climate, the mentors teacher's perception showed that students felt comfortable, open, and supported to interact and learn together.

## 7. Media

Using learning media is among the activities practiced when teaching in the classroom. This can be understood from what the school-mentors says in the following:

## Excerpt 17

“Not, because teaching practicum students' use of teaching media and supporting facilities can vary depending on each individual. However, they cannot use learning media and still need more simple press.” (interview miss p5)

Another participant also responded similarly

Excerpt 18

**“They cannot utilize learning media;** they are too focused on the material in the package book and do not try to be more creative in applying learning media.” (interview miss p6)

Excerpts 2 above showed that, mentors' perception towards using learning media by teaching practicum students. Mentors stated that teaching practicum students tend to be less able to use learning media and still need to be more creative in applying simple press. Therefore, teaching practicum students still need to improve their ability to utilize learning media; efforts to be more innovative and actively integrate various types of learning media are expected to be the focus of improvement to create a more dynamic and effective learning environment.

#### 8. Interaction

Developing learning motivation is among the activities practiced in the classroom. This can be understood from what the school-mentors says in the following:

Excerpt 19

**“Yes, teaching practicum students are good at influencing students by providing good motivation.”** (interview miss p5)

another participant shared a similar statement.

Excerpt 20

“Yes, practicum students have great potential to **influence students by providing good motivation**. They often bring new enthusiasm and energy into the classroom, inspiring and motivating students to learn. In addition, a good relationship between student teachers and students can build trust and student engagement in the learning process. By providing support, praise and encouragement, student teachers can help build students' intrinsic motivation, which is critical to success in long-term learning.” (interview miss p6)

Excerpts 2 above showed that, the teaching practicum students have an excellent ability to influence students by providing positive motivation; they were considered to bring new enthusiasm and energy into the classroom, can inspire and motivate students to learn, good relationships between the teaching practicum and students were also considered to build students' trust and involvement in the learning process, by providing support, praise, and encouragement, teaching practicum teachers are considered to help build students' intrinsic motivation, which is a critical factor for success in long-term learning.

After completing the interviews, I collected answers to the third research question and found two components related to research methods and instruments.

## 9. Assessment method

Developing assessment methods is one of the activities practiced after teaching in class. This can be understood from what the following school mentors said:

### Excerpt 21

"Teaching practicum students are **not yet proficient in developing assessment methods.**" (interview miss p2)

Other participants also expressed similar sentiments.

### Excerpt 22

"most teaching practicum students are **not yet fluent in using assessment methods,** and most of them only focus on the written test method and rarely use various." (interview miss p3)

Excerpts 2 above showed that, perceptions of the preparedness of teaching practicum students' assessment methods for students, it can be concluded that there were concerns about the need for more understanding and creativity of students in applying various assessment methods. However, teaching practicum students have received adequate training and field experience; they tend to focus on more than just the written test method. In contrast, other assessment methods were less used; this suggests more effort in expanding the understanding and skills of teaching practicum students by applying various assessment methods, such as projects, portfolios, and observations, to ensure that they could become educators who were more comprehensive and responsive to the needs of their students.

## 10. Compiling assessment instruments

Developing compiled assessment instruments is one of the activities practiced after teaching in class. This can be understood from what the following school mentors said:

### Excerpt 23

“In my opinion, teaching practicum students are less capable because they have not been able to apply assessment methods effectively and cannot understand the characteristics of students.” (interview miss p1)

Another participant shared a similar statement.

### Excerpt 24

“Less capable, because these teaching practicum students are less able to understand the characteristics of students, if in terms of lessons they can, if in terms of student characteristics, of course, they are less capable because they cannot understand because they have just been assigned there.” (interview miss p2)

Excerpts 2 above showed that, the perception of teaching practicum students' preparedness in preparing assessment instruments still needs to be more capable. This was due to two main factors: First, students' ability to applied assessment methods effectively; teaching practicum students still need to improve their ability to evaluate students' understanding of the subject matter properly. Second, there was limited understanding of student characteristics; teaching practicum students have yet to fully understand the individual student characteristics needed to design appropriate and relevant assessment instruments; they were more likely to understand the subject matter rather than deeply understand the needs and characteristics of students.



## B. Discussion

The most critical points were discussed in this section, and this discussion provided answers to the three research questions in Chapter I.

### 1. How does the perception of mentors on the students' competencies to prepare teaching?

This question is answered by using the data of the interviews with teaching practicum students related to the preparation of teaching practicum students in teaching, the specific explanation as follows showed that there were three components mentioned by Trianto (2015) learning tools such as syllabus, lesson plans (RPP), and LKS (Student Activity Sheets) can manage the teaching-learning process. From the three components of learning tools mentioned that through the interview transcripts from 6 participants involved, it appeared that their perceptions of the preparedness of teaching practicum students in making syllabus, and lesson plans, were positive. Mentorss said that students have shown good ability in preparing the syllabus. They are active and can plan lessons well, from determining competency standards to designing appropriate lesson plans. In addition, teaching practicum students have also prepared well in preparing lesson plans.

The outcome was related to a study by Rosales (2015) that chose interview as a research method. The preparedness of the teaching practicum student was also a positive result because it was satisfactory, while for the teaching materials was not success. This result was also in line with Amirul (2016). The pedagogical competence of PPL teachers of the 2016 Islamic

Religious Education Study Program in planning learning can be said to be good, besides that, in making test instruments and lesson plans that use a variety of sources.

However, the result of the third component or teaching material was negative because adjusting teaching materials to students still need improvement.

## **2. How do the mentors' perceptions on the students' competencies to teach?**

This question is answered by using the data of the interviews with teaching practicum student related to mentors perceptions in teaching competence of teaching practicum students, can be seen from five components: formulating learning objective, management of the teaching and learning process, classroom management, use of learning media and interaction of teaching and learning results, according to (Hamalik, 2013), the profile of basic skills of teachers, through interview transcripts from the six participants involved, it can be seen that the mentors's perception of the preparedness of teaching practicum students.

In teaching, the mentors argued that teaching practicum students of Darul Ulum Lhoksemawe can master several aspects, such as managing the learning process, recognizing student needed, and building positive communication relationships. This result in line with Rahayu (2019) found the result in teaching competencies such as managing the learning process, recognizing student needed, and building positive communication relationships was very well. The results of this study also can be confidently compared to those of Reski (2019).

The study found that student teachers perceive National PPL students majoring in physics education class of 2015 at the Faculty of Tarbiyah and Keguruan UIN Alauddin Makassar to have good pedagogical potential. In addition, the study conducted by Amirul (2016) also has a positive correlation with the result of this study, that shows pedagogical competence of PPL teachers of the 2016 Islamic Religious Education Study Program in carrying out the learning process as a whole can be said to be good, such as conditioning students, making apperceptions, applying learning methods, motivating students, communicating well during the learning process and asking questions during the learning process. However, there are still some things that needed to be improved, such as mastery of learning materials and utilization of learning media.

### **3. How do the mentors' perception on the students' competencies to do assessment of student?**

The mentors stated that the competence of teaching practicum students in choosing methods of assessing students still needs to be improved because there are still shortcomings, including in designing appropriate assessment instruments, especially in analyzing the needs and characteristics of each student.

This study is consistent with Amirul (2016), who said that the result assessment method and instrument were unsuccessful, which means a negative result. The factors that cause not achieving the full learning target are the reduced PPL period due to the COVID-19 pandemic. Why can these two study results be correlated, both are caused by the same factor of lack of entry hours, which causes the results not to meet the target.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter provides several conclusions and suggestions.

#### **A. Conclusion**

After meticulously analyzing the data and engaging in thorough discussions, this study has drawn three significant conclusions. Firstly, All mentors unanimously perceive that teaching practicum students exhibit commendable competencies in pre-teaching. This perception is grounded in the fact that these students actively participate in developing syllabus and lesson plans. However, there remains room for improvement, particularly in crafting teaching materials that cater to students' specific needs and enhance their mastery of technology.

The mentors' observations regarding teaching competencies among practicum students reveal positive progress in several critical areas. These include adeptly managing the learning process, recognizing individual student needs, and fostering positive communication relationships. Nonetheless, certain aspects warrant attention and enhancement, such as subject matter mastery and effective utilization of learning media. For assessment competencies, the mentors unanimously agree that teaching practicum students' competence in assessing students requires further development. Specifically, there is room for improvement in designing assessment instruments. This pertains particularly to analyzing the unique needs and characteristics of each student, an area that still demands refinement.



## **B. Suggestion**

This study would like to provide some valuable suggestion for students-teachers and future research:

In completing this thesis, there are several things that I suggested for teaching practicum students, and I saw that teaching practicum students needed to improve and maintain professional teaching competencies such as mastering teaching materials, managing teaching and learning programs, managing classes, using media and remembering the ability to manage teaching and learning interactions. Before teaching practicum students carried out their duties, they needed to be equipped with the ability to make simple and creative learning media so that teaching practicum students can be deliver material that is more able to attract students' attention and arouse their enthusiasm for learning.

The limitations of this such as the preparedness of school-supervising teachers in dealing with teaching practicum students and the interaction between teaching practicum students and school-supervising teachers in teaching practice. Both of these can provide valuable insights to improve the quality of teaching practice in schools. In addition, it is hoped that future researchers can conduct additional research to explore diverse perspectives across different schools and levels from elementary to high school.

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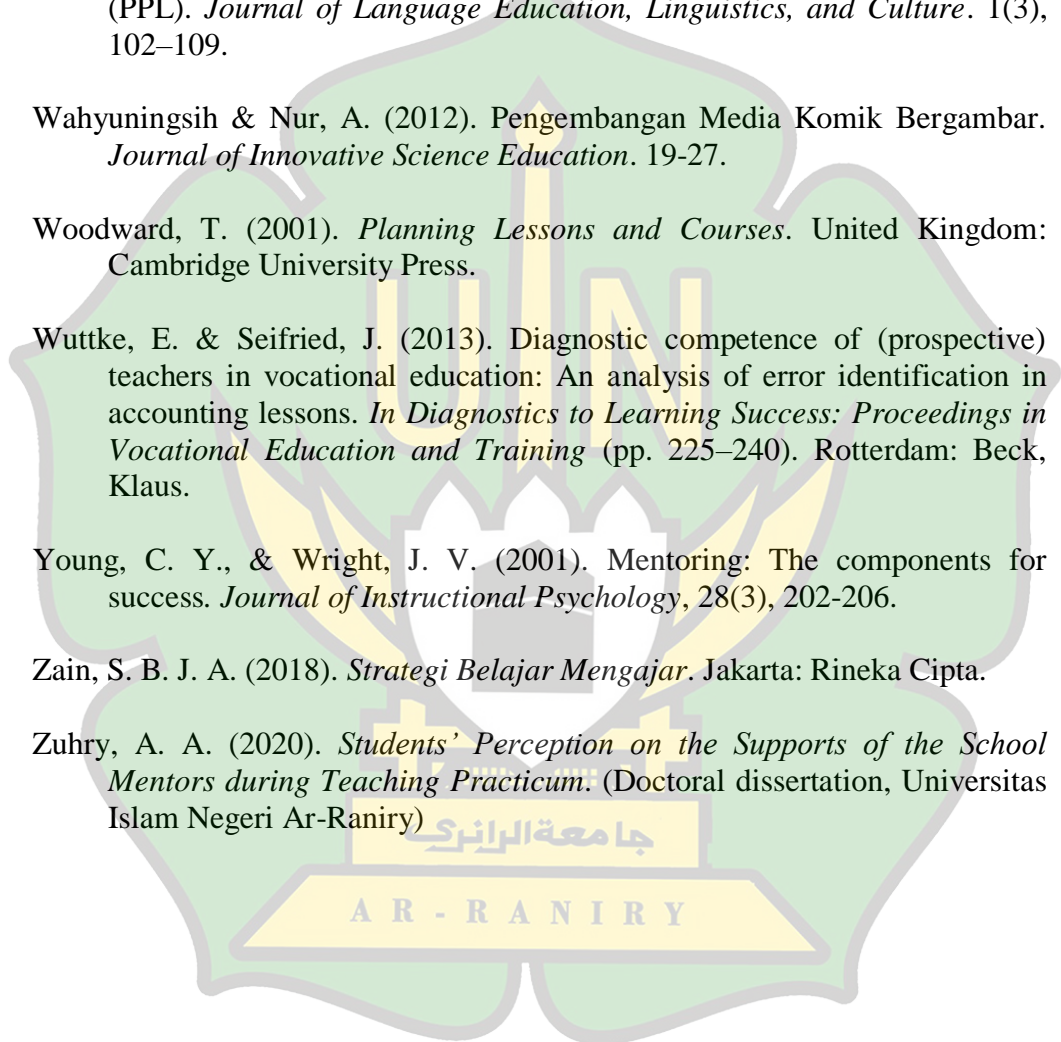
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**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
 NOMOR : B-2743/Un.08/FTK/Kp.07.6/03/2024


**TENTANG:**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**

**DENGAN RAHMAT TUHAN YANG MAHA ESA**


**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-11459/Un.08/FTK/Kp.07.6/10/2023
KEDUA	Menunjuk Saudara : 1. Prof. Jazani, S.Ag., S.S., M.Sc., Ph.D 2. Rita Hermida, M.Pd Sebagai Pembimbing pertama Sebagai Pembimbing kedua
	Untuk membimbing Skripsi Nama : Azalia Faradila NIM : 190203156 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Student Teachers' Preparedness for Teaching Practicum : The Perception of Mentor
KETIGA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.
KEEMPAT	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.
KELIMA	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
KEENAM	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
 Pada tanggal : 22 Maret 2024  
 Dekan,



**Safrul Muluk**



**Tembusan**  
 1. Sekjen Kementerian Agama RI di Jakarta;  
 2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;  
 3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;  
 4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;  
 5. Rektor UIN Ar-Raniry di Banda Aceh;  
 6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;  
 7. Yang bersangkutan;  
 8. Arsip

## Appendices B

## Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

3/21/24, 1:26 PM Document

 **KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2154/Un.08/FTK.1/TL.00/2/2024  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Kepala MAS Darul Ulum Lhoksemawe  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Azalia faradilla / 190203156**  
Semester/Jurusan : **X / Pendidikan Bahasa Inggris**  
Alamat sekarang : **Darussalam, Banda aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Student Teachers' Preparednes for Teaching Practicum : The Perception of Mentor***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Februari 2024  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 28 Maret 2024 Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

**جامعة الرانيري**  
**AR - RANIRY**



**KEMENTERIAN AGAMA**  
**معهد دار العلوم لمنورة**  
**MADRASAH ALIYAH SWASTA DARUL 'ULUM**



Jalan Luftharung Km. 1,5 Gempeng Liris Min Puteh / Bangi Parua Canda - Petronas Kota Lhokseumawe, Kode Pos 24352

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**SURAT KETERANGAN SELESAI MENELITI**  
 Nomor : 155/07.091056/04/2024

Yang Bertanda tangan di bawah Ini :

Nama : Suwarman, S.Pd  
 NIP : 19660505 198803 1003  
 Jabatan : Kepala Mas Darul Ulum

Dengan Ini menerangkan bahwa :

Nama : Azalia Faradilla  
 NIM : 190203156  
 Perguruan Tinggi : Universitas Islam Negeri Ar-Raniry  
 Judul Penelitian : Student Teachers' Preparedness for Teaching Practicum: the Perception of Mentor

Berdasarkan surat dari Kepala sekolah Mas Darul Ulum, dengan Nomor 155 tanggal 11 April yang bersangkutan telah melaksanakan penelitian mulai tanggal 28 Februari s.d 8 Maret tahun 2024, pada Mas Darul Ulum, Lhokseumawe

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Lhokseumawe, 11 April 2024  
 Kepala Sekolah

  
 Suwarman, S.Pd  
 Nip: 19660505 / 998 03 1003



**AR - RANIRY**

This is the interview guidelines that I used to gain data in order to answer the research questions.

RQ-1

1. What is your perception of student teachers' involvement in preparing syllabus?
2. What are your thoughts on the quality of lesson plans (RPP) prepared by student teachers?
3. In your view, what specific challenges or obstacles do student teachers face when preparing teaching materials?

RQ-2

4. According to your assessment, do student teachers fully grasp the subject matter in line with the curriculum?
5. How well do student teachers formulate learning objectives?
6. Do you believe that student teachers' chosen teaching methods align with the needs of students?
7. How effectively do student teachers recognize the abilities of their students?
8. In your opinion, can student teachers evaluate student learning effectively?
9. Can student teachers effectively arrange classroom layout and create a conducive teaching environment?
10. Do student teachers utilize instructional media and supporting facilities effectively?
11. Do student teachers make efforts to create simple teaching aids?
12. To what extent can student teachers influence students by providing positive motivation?
13. How do student teachers interact with students, especially in terms of personal communication?

RQ-3

14. In your view, how competent are student teachers in understanding various assessment methods and applying them effectively?
15. Can student teachers develop assessment instruments that aligns with student characteristics and learning objectives?



## AUTOBIOGRAPHY

1. Name : Azalia Faradilla
2. Place/Date of birth : Kutablang/14 January 2000
3. Sex : Female
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9. Parents
  - a. Father's Name : Munazar
  - b. Mother's Name : Erlina Wati
  - c. Father's Occupation : Self-employed
  - d. Mother's Occupation : Civil Servant (PNS)
  - e. Address : Kutablang, Bireuen
10. Educational Background
  - a. Elementary School : Sekolah Dasar Negeri Peusangan
  - b. Junior High School : MtsS Ulumuddin Boarding School
  - c. Senior High School : MAS Ulumuddin Boarding School
  - d. University : Faculty of Education and Teacher Training,  
Department of English Language Education,  
UIN Ar-Raniry

Banda Aceh, 20 April 2024  
The Researcher,

**Azalia Faradilla**